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VOCATIONAL EDUCATION  
AND TRAINING IN EUROPE

# BELGIUM

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## SYSTEM DESCRIPTION



VET IN EUROPE 2022

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- Adult education programme equivalent to secondary level programmes (Secundair Volwassenenonderwijs, SVO).
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- Short-cycle graduate degree (Graduaatsopleidingen).
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- Technical or artistic VET programme (enseignement technique ou artistique de qualification).
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## CHAPTER 1.

# Summary of main elements and distinctive features of VET

### Summary of main elements ( 1 )

Belgium is a federal State comprising three Regions (Flanders, Wallonia and Brussels) and three Communities (Flemish, French-, and German-speaking). Citizens can access three different vocational education and training (VET) systems: Flemish (BE-FL), French-speaking (BE-FR) and German-speaking (BE-DE). Brussels is a specific case, as both BE-FR and BE-FL systems coexist. Despite multiple authorities being responsible for education, training and employment, as well as diverging VET systems, there is political consensus on specific issues. At all levels, VET policies involve social partners in a tradition of social dialogue.

Compulsory education in Belgium covers learners aged 5 to 18. VET is offered at secondary, post-secondary and tertiary levels.

#### (BE-DE)

In the BE-DE system, the German-speaking Community is in charge of education, training, and employment.

Formal upper secondary education can be accessed from age 15; it lasts 3 or 4 years and is offered in two branches (nationally referred to as full-time secondary education): general education and VET. The latter comprises:

- technical school-based programmes that lead to an upper secondary education diploma and a VET qualification;
- vocational school-based programmes that are more practice-based and focus on preparing learners for labour market entry. These lead to a VET qualification only, but graduates can follow a 1-year upper secondary programme (nationally referred to as seventh year) providing an upper secondary education diploma and access to tertiary education.

Learners can switch from one pathway to the other or even continue with general education or apprenticeship.

Graduates of these upper secondary education programmes can follow a 3-year nursing programme at post-secondary level.

Besides these formal VET programmes, the regional training provider IAWM (*Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen*) offers 2- to 3-year apprenticeship programmes to learners from age 15 onwards to become a skilled worker.

These programmes incorporate 1 day per week of general, occupational, and practical courses at school and 4 days of work-based learning in a company, based on a contract. Apprenticeship programmes are very popular, socially highly recognised, and supported by many stakeholders.

Graduates with a certain level of professional experience can follow a 2- to 3-year master craftsperson programme at post-secondary level, which qualifies them to become self-employed professionals and train apprentices themselves.

#### (BE-FL)

The Flemish Government is in charge of education and training and employment in Flanders.

VET starts at age 14 as school-based programmes (nationally referred to as full-time education) and from age 15 onwards it is also offered in the form of apprenticeship, combining company and school-based learning. These are organised by schools or centres and based on a contract with the company involved. VET programmes last 4 years and comprise:

- technical programmes, which combine technical-theoretical classes and practical lessons. They lead to an upper secondary education diploma including a VET qualification;
- vocational programmes that are more practice-based and aim at direct employment. After successful completion of an additional year (follow-up vocational programme), an upper secondary education diploma is awarded.

Vocational programmes in compulsory education are now being reformed and aim at a dual track, offered next to non-dual learning. Dual learning combines learning in a company with learning at a dual learning provider: this can be a school for full-time secondary education, a centre for part-time education, a Syntra campus or a school for special secondary education – education.

Awaiting the full implementation of the reform towards dual learning, there is still an apprenticeship scheme organised by the regional training providers. In these apprenticeship programmes, learners follow general and technical courses at school or at a training centre (1 or 2 days per week).

The other days (3 or 4), are for work-based learning in a company. Graduates receive a vocational qualification and an upper secondary education diploma. These programmes are also accessible to young adults up to age 25. This will, in time, be included in the new dual learning system.

Adults over 18 can choose among a wide range of programmes offered by the formal adult education system and by public and private VET providers, including entrepreneurial training programmes.

At post-secondary level, 1-year specialisation programmes are offered as follow-up technical programmes, as well as a 3-year nursing (HBO5) graduate programme.

An upper secondary education diploma is necessary to enter tertiary education. People who have failed to get this diploma can obtain it via formal adult education programmes later. An exception is the 2-year short-cycle programmes (2 years, 33% WBL) which can be accessed by VET programme graduates. Professional bachelor programmes (3 years) are another profession-oriented programme offered in Flanders; graduates can progress to a master degree after following a 1-year transition programme. Higher education is accessible to adults by full-time pathways, part-time pathways or distance learning. Public services organise vocational training for jobseekers, employees and entrepreneurs. This leads to partial or full professional qualifications, or relates to specific subject areas, such as language learning. It is offered by SYNTRA (for entrepreneurs) and by the Flemish public employment service VDAB, which also organises some training in cooperation with public or private VET providers.

### **(BE-FR)**

In the BE-FR VET system, the Ministry of the French Community regulates formal education in collaboration with school boards. The Walloon and Brussels Regions are in charge of vocational training and employment, and four regional public training services regulate vocational training provisions. This sharing of competences requires close and regular intergovernmental cooperation with formal and non-formal agreements, to ensure the consistency of the system. At all levels, VET policies involve social partners.

VET starts at the age of 14 as school-based (nationally referred to as full-time education) and

from age 15 alternance VET schemes are offered (nationally referred to as part-time programmes).

Upper secondary education lasts 4 years and is offered in 2 branches; general education (nationally referred to as transition education) and VET (nationally called qualification education). The latter comprises:

- technical or artistic qualification programmes that lead to an upper secondary education diploma and a VET qualification such as electronics and automation technician; graduates have direct access to tertiary education;
- vocational qualification programmes are more practice-based and aim at direct employment. They lead to a VET qualification such as electrician/industrial installer.

At post-secondary level, 1-year vocational follow-up programmes (called seventh year) provide access to tertiary education and/or a specialisation.

All the above upper and post-secondary programmes can be delivered as school-based or dual programmes. Dual programmes offer alternance between 2 days learning at school and 3 days in a company based on a contract.

Besides these formal VET programmes (offered by schools) regional dual training services organise apprenticeship programmes for learners aged 15 to 25. These programmes follow the alternation scheme of 1 day in the training centre and 4 days in a company based on a contract. These regional training services are:

- IFAPME (*Institut wallon de formation en alternance et des in>dépendants et petites et moyennes entreprises*) in Wallonia;
- SFPME (*Service formation pour les petites et moyennes entreprises*) in Brussels.

Certified apprentices can progress to entrepreneurial or to leading and coordinating training programmes, offered by these public services to adults from age 18 onwards. They can also choose to enter the labour market directly.

An upper secondary education diploma is necessary to enter tertiary education. Professional and dual bachelor graduates can enter the labour market or progress to master degrees. Professional bachelors are school-based, include an end-of-studies internship, and can be followed by a 1-year bachelor specialisation programme. Dual programmes are similar to professional bachelor or academic masters but include an alternation scheme (2 to 3 days in a company) with the signing of a tripartite contract.

The adult education system offers formal education programmes at all levels and includes the same qualifications as in the 'regular' system. It also offers specific qualifications which are only available in this system. Programmes follow a modular approach and courses offer a flexible time schedule. The adult education system is accessible to all adults, irrespective of initial educational career, and so is the main reskilling, upskilling and second-chance mechanism of the formal education system.

Regional public employment and/or vocational training services organise vocational training for the unemployed, employees, the inactive, students and teachers. This leads to partial or full qualifications, or relates to specific subject areas, such as language learning. The public services are:

- FOREM (*Office Wallon de l'emploi et de la formation*) in Wallonia;
- Bruxelles Formation, in Brussels.

Training is organised by their own services or in cooperation with public or private VET

providers. Validation of adults' prior learning (formal/ informal/non-formal) is well developed in BE-FR and offered to jobseekers and workers, as well as to adult and higher education learners.

## **Distinctive features ( 2 )**

Belgium compulsory schooling duration is long. From 2020/21, children are required to attend school from the age of 5 until 18, unlike most European countries where compulsory schooling ends at age 16. This makes the duration of compulsory education and training in Belgium among the highest in Europe. Reducing the age for starting obligatory schooling is based on findings that participation in pre-primary education is a strong protector against early school leaving.

Another distinctive feature is the high number of actors in the VET system. This is split between the three Regions (Flanders, Brussels, and Wallonia) and the three Communities (Flemish, French- and German-speaking), which overlap but do not coincide. Added to this, the school system is also split into multiple networks (public and subsidised private education), each of which is required to pursue common objectives, including common certification, common occupational profiles and VET standards, while benefiting from a certain autonomy in their own organisation.

The plurality of political actors can lead to divergent political priorities and strategies in the country. Policies are formalised in several government strategies and plans drawn up in each Region, dealing with, for example, language learning, new technologies, sustainable employment, training for young people or matching workforce skills to labour market needs. Though examples of strong cooperation exist within the individual Communities, collaboration between them mostly takes place through informal talks. On selected topics (for example, the coronavirus crisis has led to further collaboration in education) or when consensus is needed (such as positions to take at EU level), communication is carried out in a more coordinated way. There are, however, also some common points of reference for the country. The 2020 National reform programme sets a common goal to improve the performance and inclusiveness of the country's education and training systems, and better tackle skills mismatches.

The concept of the Education-training-employment basin (IBEFE, *Instance Bassin Enseignement-Formation-Emploi*) is also a distinctive element. It is a consultation body created and developed in BE-FR bringing together social partners and stakeholders from VET, employment and integration organisations. There are 10 'basins' corresponding to 10 geographic areas, which face specific socioeconomic and education challenges. Though VET is, by nature, decentralised in Belgium, this is perhaps more so in the French Community compared with Flanders: the Flemish Region and Community are represented by the same parliament and government – and hence the same administration – whereas these bodies are split between the Regions and the Community in BE-FR, leading to a stronger need for collaboration on the ground. This collaboration can be observed in several agreements, such as that on the validation of competences, renewed in March 2019, the OFFA, which coordinates dual learning, and FormaForm, which brings together organisations responsible for vocational training. The BE-DE Community is different still, with some regional competences linked to employment.

The high number of different political actors involved in the VET system sometimes makes cooperation between partners challenging. Agreements regarding the validation of competences are split between Communities, and more coordination is needed to ensure competences are recognised nationwide. Different legislative frameworks due to policy choices can cause complications for pupils, students, or employers who are seeking interregional educational mobility.

Learners leaving the education system without a certificate/ diploma of secondary education



have the possibility to enter adult education. This is a parallel, modularised formal education system that allows adults to obtain academic and professional qualifications at primary and secondary levels in all Communities, including – apart from BE-FL – at tertiary level. The system is central to lifelong learning because it recognises skills acquired from formal, non-formal or informal learning in pursuing a learning path leading to qualifications corresponding to those provided through full-time education.

Another distinctive feature is the strategic importance of social partners. Strategy, policies and all measures involving employment and VET are negotiated with social partners, leading to formal sectoral agreements. Social partners are directly involved in organising programmes of alternating work and education, and continuous vocational training through framework agreements.

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- [1] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443> [accessed 27.8.2021]
  - [2] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443> [accessed 27.8.2021]
  - [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
  - [2] This part is based on information collected by Fondazione Brodolini under Cedefop's service contract No 2020/0140. Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>

## CHAPTER 2.

# Main challenges and policy responses

Despite the different socioeconomic and education contexts within Belgium, the VET systems face many similar challenges.

The coexistence of three official languages remains a key challenge in all Regions, also having an impact on interregional mobility. Knowledge of the language of instruction is an important matter within VET, especially for better integration of newcomers. In response to this need, in Brussels for instance, jobseekers are offered language job vouchers to improve their language skills and employment chances. In Wallonia, Le Forem offers financial aid for learning Dutch, English and German. Interested Candidates can apply to Le Forem to spend a year or a semester abroad during the school year immediately following their upper secondary school diploma. Jobseekers can learn a language (NL, EN, DE) in intensive modules or immersion or even at distance.

Lifelong learning is also a major challenge, as participation in adult education and continuing education/training remains comparatively low in Belgium. Currently, low participation (especially in Wallonia at 6.6% in 2019) and low involvement of companies in training results in a lack of qualified work force among the employed to respond to the evolution of needs. This is particularly the case in relation to ICT skills and jobs, which results in companies being underprepared for tackling the digitalisation of the workplace. Efforts are also made to expand the offer of adult education, literacy and language learning. Policies aim at increasing synergy between the worlds of work and education. For example, until 2017 companies were obliged to allocate 1.9% of wage costs to support lifelong learning programmes; a new inter-professional agreement signed by social partners from the private sector has since then established the rule that each employee has the right to 5 days of training per year. Some measures have also been implemented to increase or maintain the number of employees aged 45+ in companies. Improving the provision of, and access to, lifelong learning is high on the political agenda.

The need for digital transformation in terms of training provision and labour markets was underlined by the coronavirus crisis. Due to lack of equipment and of adequate competences in distance learning (among both teachers and students) the provision of distance learning faced some difficulties. The Communities introduced several measures to tackle these challenges. In BE-FR, FormaForm and the Institute for in-service training (IFC) developed new courses to help teachers adapt to online teaching. Support was also provided through the provision of the learning platforms Ma Classe, Diffusion and Happ', based on Moodle LMS, as well as through a series of webinars, pedagogical tutorials and the 'e-classe' educational platform dedicated to teachers, frequently updated with new resources. In Flanders, support for teachers was provided via Klasse (a magazine for teachers of the Flemish education ministry) and KlasCement (an education portal of the Flemish education ministry where teaching materials and learning resources are shared by teachers and students following teacher training). Pedagogical guidance services (PBDs) also supported education institutions to help them implement new techniques and to ensure the quality of education provision. The Government of Flanders seized the opportunity of the COVID-19 crisis to turn the backlog in digital education into a head start: the Digisprong. With Digisprong, an overall plan has been developed to tackle all aspects of digitisation in education, including digital infrastructure, specific teacher training, etc. These changes are expected to have a long-term impact on teaching methods. From a wider perspective, initiatives such as GO4Brussels 2030 and Digital Wallonia are aiming to build towards the future of work.

Youth unemployment remains a major concern for Belgian authorities, a challenge which has

been exacerbated by the COVID-19 crisis, as the so-called 'Covid generation' is being severely affected by the lockdown. Dual education is often promoted in the Regions and Communities as a measure to reduce inactivity among young people, but mainly as a learning path that makes alternate learning possible for more young people, with the goal of improving their qualifications. There is already a long tradition of dual learning in the German-speaking Community, which is now being expanded to higher education. In BE-FL, in 2019, a new system of dual learning was implemented, allowing secondary learners aged 15 and older to combine their studies with training at a company. Different tools and campaigns have been developed to promote this new method of work-based learning, which will be extended into higher and adult education in the future. The range of training opportunities and the number of students involved is increasing every year. It will replace the two current apprenticeship schemes and encompass selected professional fields, which are covered in technical and vocational upper secondary education programmes. In BE-FR, the French-speaking Office for Dual Training (*Office francophone pour la formation en alternance*, OFFA) coordinates and promotes dual training. Dual education was also made possible in higher education; it has been available in both bachelor and master programmes since 2016.

Giving renewed value to VET is considered a shared challenge, and the three Communities are aiming to improve the performance of their education systems. In the Flemish Community these reforms include improvements to the school curriculum, a thorough review of teacher training, language measures and language integration pathways, as well as preventing early school leaving. At the same time, the government in Flanders continues to work on the reform and update of the education curriculum. In the French Community, the decree relating to steering the system sets seven objectives for improving outcomes, student progress and the equity of the system, and encourages all schools to set individual objectives and action plans to contribute to these overarching objectives. The provisions relating to the reinforcement of nursery education, the language of learning and individual support for pupils in difficulty, which came into force in September 2019, also aim to increase pupil performance and reduce failure. From the perspective of greater equity in the system, the reform removes early selection mechanisms and the relegation of the most socioeconomically fragile students. In the German-speaking Community, a range of projects are planned, such as the promotion of lifelong language awareness, multilingualism, citizenship education, media education, integration of people with special needs and with a migrant background, technical and vocational training, support for teachers, and the design of modern learning environments ( 3 ).

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[3] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443> [accessed 27.8.2021]

[3] This part is based on information collected by Fondazione Brodolini under Cedefop's service contract No 2020/0140.  
 Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>

## CHAPTER 3.

# External factors influencing VET

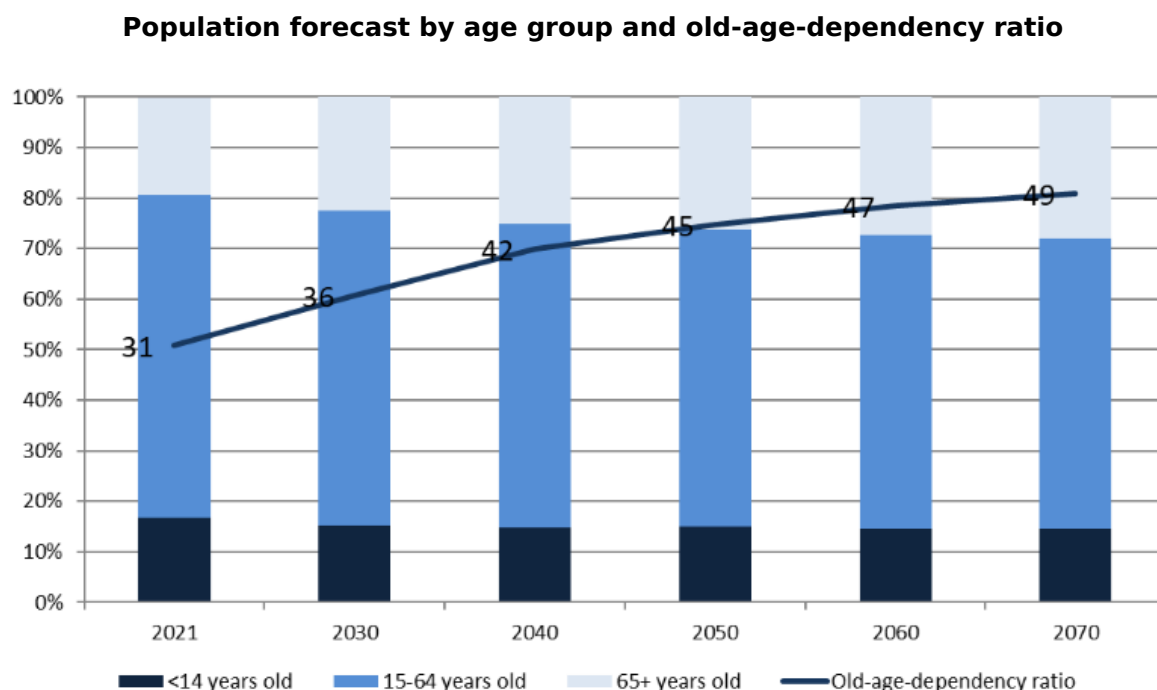
### 3.1 Demographics

Population in 2020: 11 544 241.

Population increased since 2015 by 2.4% due to a positive natural balance (more births than deaths) and growing immigration.

The population in Belgium is ageing.

The old-age-dependency ratio is expected to increase steadily from 31 in 2021 to 49 in 2070 ( 4 ).



Source: Eurostat, proj\_19ndbi [extracted on 7.5.2021]

Demographic changes have an impact on VET.

The population has increased at a rate of 6.022% between 2010 and 2020 in Belgium and 11.814% in Brussels: this number correlates with the high number of foreigners living in Brussels. In this context, the education system, including VET, accommodates more and more young people, often from various origins, also by establishing special VET providers for specific target groups ( 5 ).

To tackle the coexistence of three official languages in Belgium, the emphasis is put on offering

language learning at all education levels. Each Community/region organises language courses (French, Dutch or German, also as a foreign language targeting newcomers and migrants to facilitate social and economic integration including access to vocational training).

### 3.2 Economics

Small and medium-size enterprises (SME) generate almost 70% of employment in Belgium. More than 99% of Belgian enterprises can be considered as SME (having less than 250 persons employed). These are active mainly in branches like sales, car and motorbike repair, construction and specialised, technical and scientific activities.

The Belgian economy, like any modern industrialised economy, is characterised by the growing importance of services: the share of market services (including wholesale and retail, financial activities, insurance and energy) in the total gross value added represented 56.5% in 2019; the share was only 13.8% for industry and 5.3% for construction. The balance is distributed between non-market services (including healthcare) and agriculture ( 6 ).

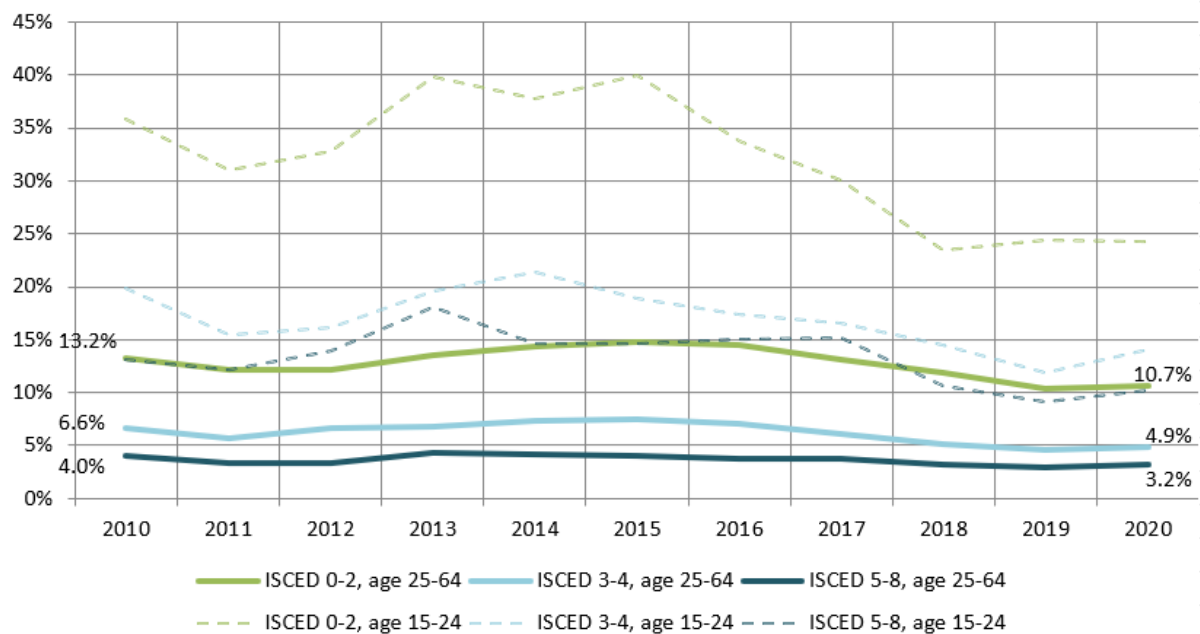
The most common occupations in Belgium are office employees (general functions), store salespersons, office maintenance workers, hotels and other establishments, home helpers and general course teachers (secondary education) ( 7 ).

### 3.3 Labour market

The labour market is regulated for almost all matters at a regional level in Belgium, except for a small portion of territory in Wallonia where the labour market is under the German-speaking Community competence. Jobs within the public service are highly regulated and require a specific level of diploma for almost all positions as well as a certificate of good conduct. Some professions are protected by specific rules or require specific diplomas, patents or skills to run a small or medium-sized enterprise (SME). Those requirements concern jobs in the construction sector, car mechanics, body care services, food services and textile cleaning. A certificate of good conduct is also required for some intellectual professions such as estate agents, accountants, psychologists, architects and others.

Total unemployment (2020): 4.8% (EU27: 6.2%); it has fallen by 2.0 percentage points since 2016. Further evolution is positive. In 2018, the unemployment rate reached its lowest point in decades.

### Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2010-20 (in percentage)



NB: Data based on ISCED 2011.

ISCED 0-2 = less than primary, primary and lower secondary education.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

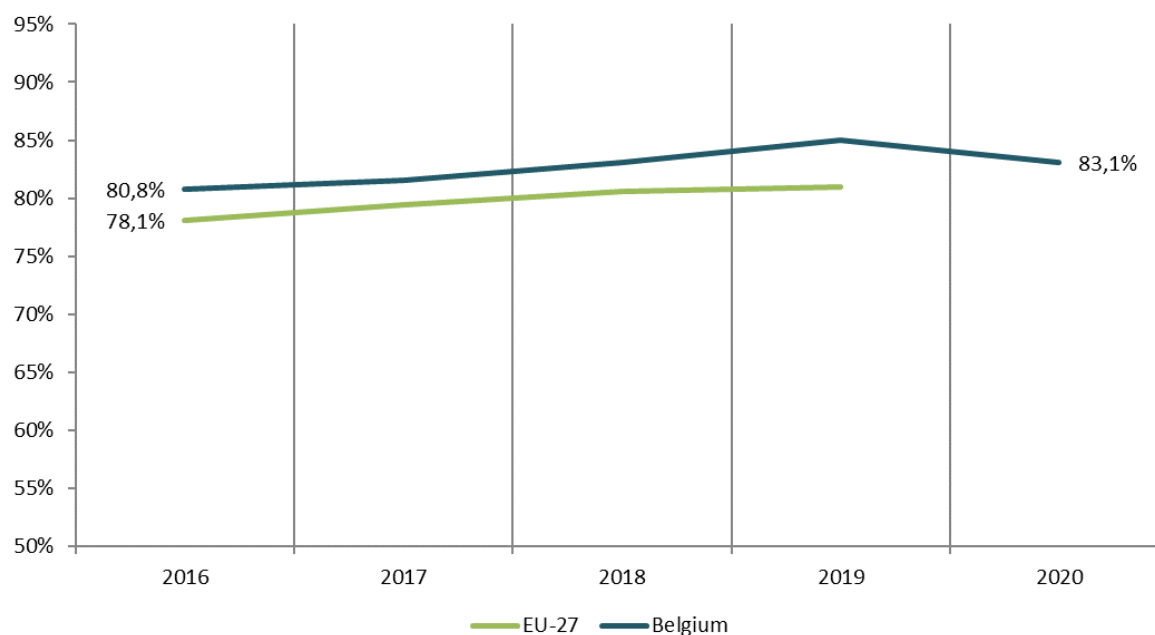
ISCED 5-8 = tertiary education.

Source: Eurostat, Ifsa\_urgaed [extracted 6.5.2021]

Unemployment is distributed unevenly between those with low- and high-level qualifications. Unemployment among low qualified people aged 15-24 is significantly higher than in the other categories, however the trend has been diminishing in the past years.

The employment rate of 20 to 34-year-old VET graduates increased from 78.7% in 2016 to 80.6% in 2020.

### Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)



NB: Data based on ISCED 2011; breaks in time series.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education

Source: Eurostat, edat\_ifse\_24 [extracted on 6.5.2021]

The increase (+2.3 pp) in employment of 20 to 34-year-old VET graduates (ISCED levels 3 and 4) in 2016-20 was a little higher than the increase in employment of all 20 to 34 year-old graduates (+1.9 pp) in the same period in Belgium ( 8 ).

[4] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021].

[6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021]

[8] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[10] See [https://www.wko.at/site/fachkraeftepotenzial/b\\_mobile.html](https://www.wko.at/site/fachkraeftepotenzial/b_mobile.html)

[16] See <http://ec.europa.eu/growth/tools-databases/regprof/index.cfm>

[17] Source: Eurostat, une\_rt\_a [extracted 27.8.2021].

[18] Eurostat table edat\_ifse\_24 [extracted 27.8.2021].

[19] NB: Breaks in time series. Eurostat table edat\_ifse\_24 [extracted 27.8.2021].

[21] NB: Breaks in time series. Eurostat table edat\_ifse\_24 [extracted 27.8.2021].

[4] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[5] Source: Statbel.be

[6] <https://economie.fgov.be/fr/publications/aperçu-de-leconomie-belge-note>

[7] <https://statbel.fgov.be/fr/themes/emploi-formation/marche-du-travail/les-professions-en->

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[8] Source: Eurostat, edat\_ifse\_24 [extracted 16.5.2019].



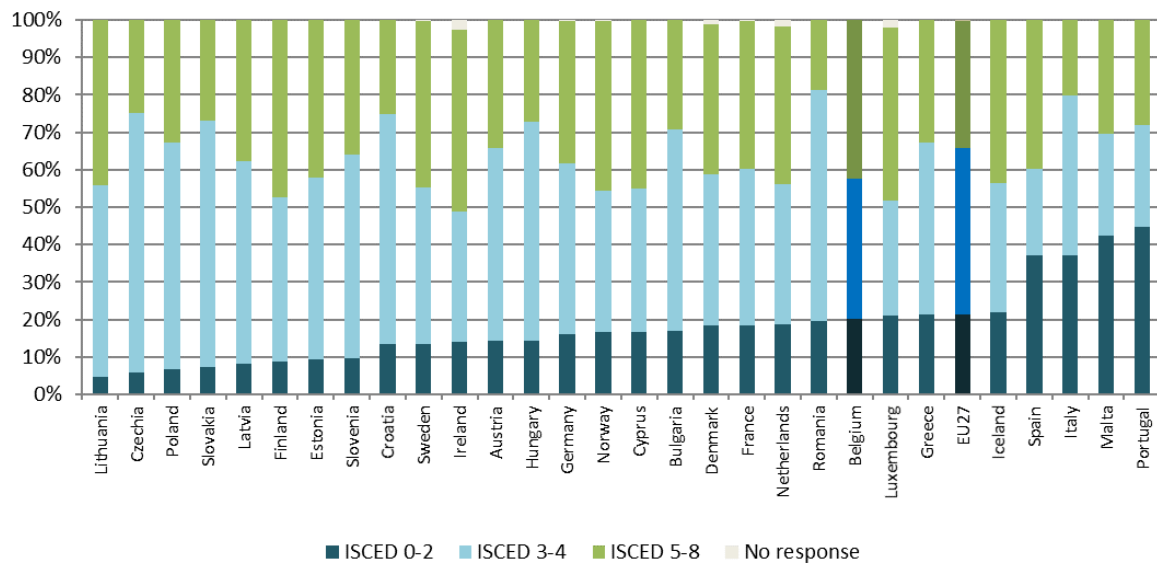
## CHAPTER 4.

# Education attainment

### 4.1 Share of high, medium and low level qualifications

The share of people aged up to 64 with higher education is higher in Belgium than in many other EU countries. However, the share of low-educated people is also high compared to other EU countries. Belgium thus exhibits an important discrepancy in its citizens' education.

**Population (aged 25 to 64) by highest education level attained in 2020**



NB: Data based on ISCED 2011. Low reliability for 'No response' in Czechia and Latvia

ISCED 0-2 = less than primary, primary and lower secondary education.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

ISCED 5-8 = tertiary education.

Source: Eurostat, Ifsa\_pgaed [extracted on 6.5.2021].

### 4.3 VET learners by level

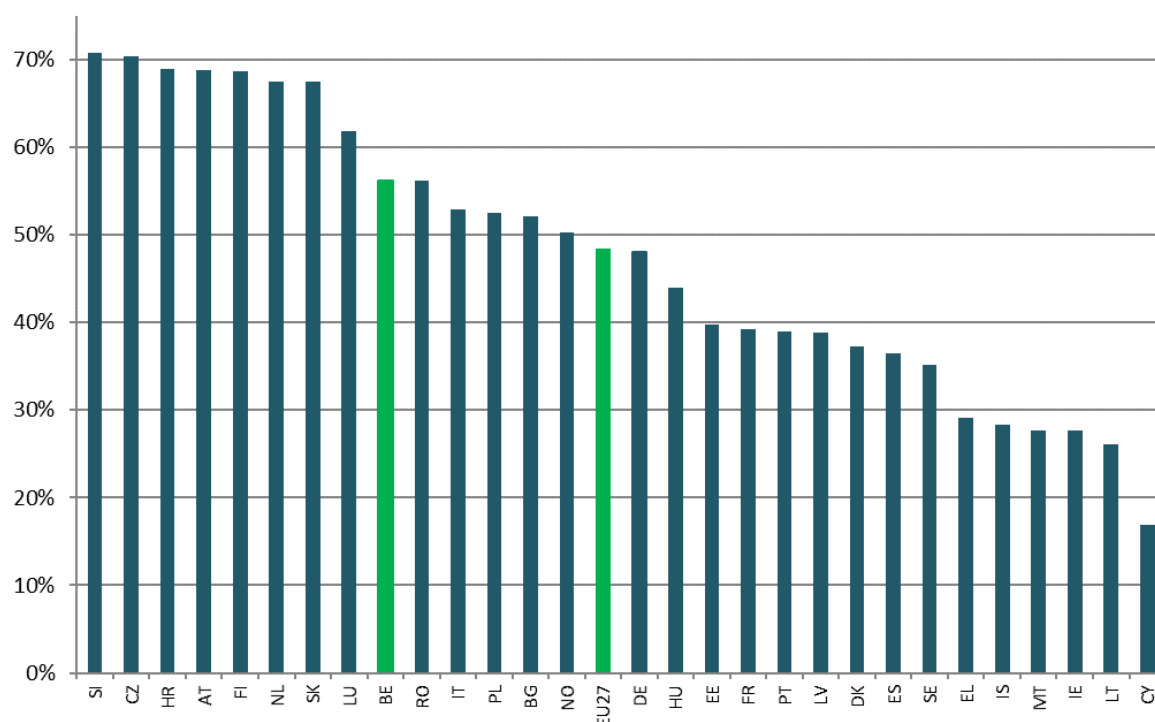
### Share of learners in VET by level in 2015-19

	2015	2019	2015-2019
Lower secondary	20.1%	19.0%	-1.1 pp
Upper secondary	59.6%	56.2%	-3.3 pp
Post-secondary	92.7%	92.2%	-0.5 pp

NB: Data based on ISCED 2011.

Source: Eurostat, educ\_uoe\_enrs01, educ\_uoe\_enrs04 and educ\_uoe\_enrs07 [extracted 6.5.2021].

### Share of initial VET learners from total learners at upper-secondary level (ISCED level 3) in 2019



NB: Data based on ISCED 2011.

Source: Eurostat, educ\_uoe\_enrs04 [extracted on 6.5.2021].

## 4.4 Female share

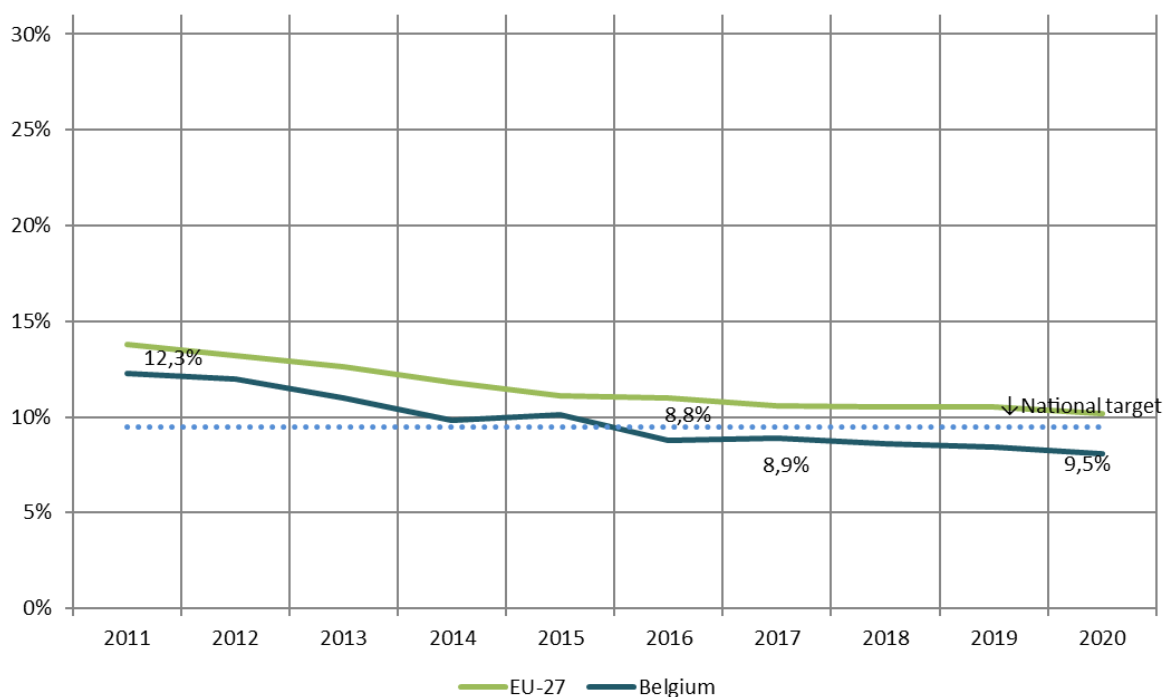
In Belgium, the difference in participation in VET between male and female is less than 10% at each of the three levels (lower secondary, upper secondary and post-secondary non-tertiary vocational education). Usually, there are more males in VET with the exception of the upper secondary vocational education where females slightly outnumber males.

More males are following study fields like construction, heavy car or machine drivers, mechanics, while females more often enrol in services or personal care ( 9 ).

#### 4.5 Early leavers from education and training

The share of early leavers from education and training has decreased from 12.3% in 2011 to 9.5% in 2020. Comparatively, Belgium has better results than EU27 countries where the share decreased from 13.8% in 2009 to 10.2% in 2020. The 2020 target was set at 9.5% and was thus already achieved, though more ambitious than the overall EU objective (10%).

**Early leavers from education and training in 2011-20 (in percentage)**



NB: Share of the population aged 18 to 24 with at most lower secondary education and not in further education or training

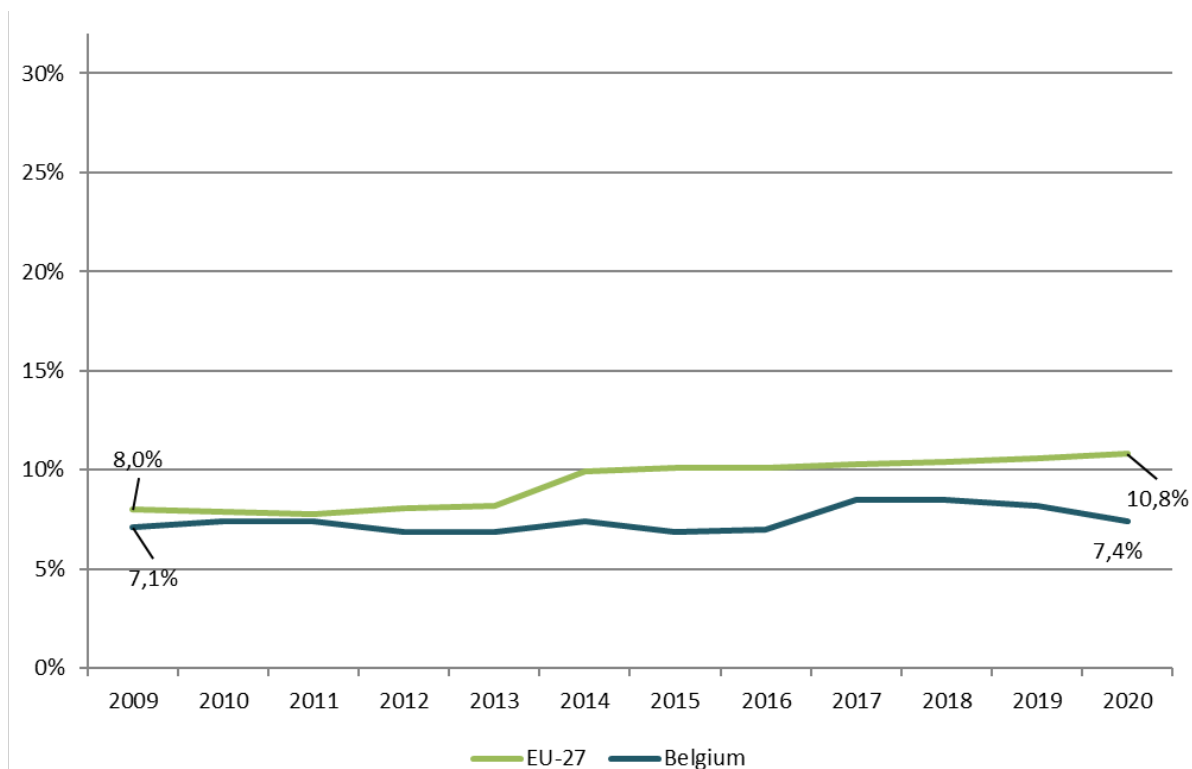
Source: Eurostat, edat\_lfse\_14 [extracted 6.5.2021] and European Commission:

[https://ec.europa.eu/info/sites/info/files/2019-european-semester-national-reform-programme-belgium\\_en.pdf](https://ec.europa.eu/info/sites/info/files/2019-european-semester-national-reform-programme-belgium_en.pdf)

#### 4.6 Participation in lifelong learning

Lifelong learning offers training opportunities for adults, including early leavers from education.

### Participation in lifelong learning in 2009-20 (in percentage)



NB: Share of adult population aged 25 to 64 participating in education and training.  
Source: Eurostat, trng\_ifse\_01 [extracted 6.5.2021].

Participation in lifelong learning in Belgium has slowly increased in the past few years. In 2020, it reached 7.4%; this is, however, still less than the EU28 average at 10.8%.

[24] Eurostat table edat\_ifse\_24 [extracted 17.8.2021]

[25] Eurostat table edat\_ifse\_24 [extracted 17.8.2021]

[27] <https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie1.pdf> [accessed 27.8.2021]

[9] Source: Eurostat, educ\_uoe\_enrs01, educ\_uoe\_enrs04 and educ\_uoe\_enrs07

## CHAPTER 5.

# VET within education and training system

The education and training system comprises:

- early childhood education (ISCED level 0);
- primary education (ISCED levels 1);
- secondary education (ISCED level 3);
- post-secondary non-tertiary education (ISCED level 4);
- higher education (ISCED levels 6, 7 and 8).

Early childhood education starts at 2.5 (in BE-FL, 3 in BE-FR/BE-DE) and is not compulsory until 5 years of age. It is generally provided at childcare institutions for children up to age 6 (under the responsibility of the Ministry of Education).

Compulsory education starts at the age of 5 and lasts until 18 years of age. After childcare, there is 6 years of primary education and 6 years of secondary education. Policies regarding learners subjected to compulsory education are under the supervision of the education ministry in each of the Communities (Flemish, French- and German-speaking).

General secondary education is a 6-year programme divided into three degrees, each lasting 2 years. The achievement of each degree gives access to the next level. At the end of the first degree, learners can choose between the general education stream (nationally referred as transition education) and the VET stream (nationally referred to as qualification education). Programmes at this level are offered as technical or artistic qualification programmes or as vocational qualification programmes. Programmes can be offered full-time, as dual learning or part-time. After having successfully accomplished the sixth year of general secondary education, learners obtain a certificate of upper secondary education (*Certificat de l'enseignement secondaire supérieur*, CESS in BE-FR).

Schooling institutions in Belgium are organised into networks: formal non-denominational education (organised by Communities, the French Community Commission, provinces and municipalities) and private education (non-denominational or denominational, organised by non-profit associations, religious congregations, etc.) thus offering parents the choice of the type of education they want for their children.

VET learning options in Belgium are available from a number of providers, each depending on one of the three linguistic Communities and delivering the learning in one of the three Regions.

The general pattern of VET learning options is similar in every Community. They can be organised in four groups, according to the education level at which they are available: secondary, post-secondary non-tertiary, tertiary level and adult education.

### **Secondary level (ISCED 3)**

At secondary level, four types of VET options can be distinguished.

- Technical secondary education

Technical education is a school-based programme for learners who are interested in following more 'technical' subject courses (computer science, applied sciences, economics, etc.: in general secondary education, this time is devoted to more general subjects like languages and mathematics). At the end of the sixth year, the students receive a vocational education certificate and a certificate of upper secondary general education (called CESS in BE-FR) which

gives them the possibility to continue their education at a higher level.

- Vocational secondary education

Vocational education at secondary level is a school-based programme targeting learners who wish to prepare for working life. Vocational education programmes are taught in various sectors like agronomy, industry, construction, HORECA, economy, etc. This type of education is organised in the second and/or third degrees (years 4 to 6). A vocational certificate (nationally referred to as qualification certificate) is delivered at the end of the sixth year. An additional seventh-year allows students to obtain the certificate of upper secondary education which gives them access to higher education.

- Apprenticeships or dual programmes

In BE-FR, this type of education is accessible to learners aged 15 (conditions apply). Apprenticeship can be either organised in schools (CEFA, Centres d'éducation et de formation en Alternance) or in training centres (IFAPME, SFPME ( 10 )).

IFAPME: Walloon Institute for dual training and self-employment in small and medium-sized enterprises, in Wallonia.

SFPME: Le Service de la formation des petites et moyennes entreprise (training service for small and medium-sized enterprises).

EFP: Espace Formation des PME (SMEs) (Training place for small and medium-sized enterprises) in Brussels.

EFP for French-speakers in Brussels; SYNTRA for Dutch-speakers in Flanders ( 11 ) and Brussels. The IAWM ( 12 ) is managing the ZAWM ( 13 ) training centres in the German-speaking Community; these are mainly work-orientated.

During the week, 1 or 2 days are devoted to theoretical learning at school or in the training centres and 3 or 4 days are devoted to training within an enterprise. A regulatory framework exists for apprenticeships: a signed work-study/contract alternating (*contrat d'alternance*) stating the rights and duties of all parties involved (remuneration, holidays, etc.). In training centres (EFP/SFPME in Brussels and in IFAPME in Wallonia), an apprenticeship certificate is delivered at the end of the third year and is recognised as a vocational certificate delivered by the French Community. An additional seventh-year allows students to obtain the CESS, which gives them access to higher education. At the IFAPME, learners who have completed their apprenticeship may attend courses to prepare themselves for CESS exams.

### **VET for SEN learners**

Special VET programmes are offered to learners with physical or mental difficulties in each Community. Successful learners receive a qualification certificate or, in some programmes but exceptionally, a CESS.

### **Post-secondary non-tertiary level (ISCED 4)**

Post-secondary education includes follow-up programmes to technical and vocational secondary education and a graduate programme in nursing.

### **Tertiary level (ISCED 5 and 6)**

Tertiary level in VET concerns professional bachelor programmes offering the chance to acquire plenty of practical experience, or dual bachelor and master programmes which offer theoretical courses and training within a company (40-60% time-division).

## **Adult education (starting at ISCED 1)**

Adult education concerns all levels of education; diplomas and certificates can also be acquired by adults who did not have the opportunity to achieve this in the traditional pathway. Specific training programmes can be offered to jobseekers and workers by employment agencies (linguistic, computing training, etc.).

Training centres for apprenticeships presented above are also open to adults. They offer multiple programmes, leading and coordinating training, and are accessible for people aged 18 and above. People wishing to open their own business can acquire the necessary certificates in those centres. In Wallonia and Brussels, ( 14 ) CISP and OISP ( 15 ) offer practical training in a business or in workshops to unemployed and vulnerable groups.

Specific associations are available for NEETS. Their focus is to offer the opportunity for vulnerable groups to integrate into the job-market more easily.

### **Specific features**

There are many variations inside this system, depending on the Community/Regions in focus, concerning access modalities, the sector and programme availabilities, the costs, and the duration of the training.

Other forms of VET training are also organised by sectorial funds and unsubsidised private partners.

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[10] IFAPME: Institut wallon de Formation en Alternance et des indépendants et Petites et Moyennes Entreprises – The Walloon Institute for dual training and self-employment in small and medium-sized enterprises.

[11] SYNTRA: Vlaanderen The Flemish Agency for Entrepreneurial Training.

[12] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for Vocational and Educational Training.

[13] Zentrum für Aus- und Weiterbildung.

[14] Socio-professional Integration Centres – Centres d'insertion socioprofessionnelle.

[15] Socio-professional Integration Organisations – Organismes d'insertion socioprofessionnelle.

## CHAPTER 6.

# Apprenticeship

In Belgium, apprenticeships are offered to learners above 15 years old and take place in the company (3 to 4 days) and in a training centre (1 to 2 days) where learners receive general, technical, theoretical and practical courses. The programme is based on a jointly agreed training plan; a training contract is signed by the employer and the apprentice (work-study/alternating, *contrat d'alternance*) and apprentices receive remuneration. These alternating training elements are organised by regional training providers ( 16 ):

### BE-FL

Apprenticeship programmes in the Flemish community are organised by:

- centres for part-time education (Centra voor deeltijds onderwijs, CDO);
- schools for full-time education; or
- SYNTRA training centres (centres for training of self-employed and SME), which provides training in both the Brussels and the Flemish Regions.

A framework for the roles and responsibilities of every partner involved is in place. During the time at school, the education provider is fully responsible for learners and the company is responsible for the learning at the workplace.

Since 2019, a new apprenticeship pathway called 'dual learning' is available in Flanders, replacing the current system of working and learning in 2023 ( 17 ). Dual learning means acquiring skills in school, a centre for part-time education or Syntra classroom and in the workplace. How many days a week are spent on the job depends on the field of study. There are three types of agreement: internship agreement for alternating training (less than 20 hours a week on the work floor, without allowance), alternate training agreement (at least 20 hours a week on the work floor and allowance) and a part-time employment contract (at least 20 hours a week on the job and wage).

### BE-FR

Learners may enter a system of alternating learning and working, which are offered in form of technical or vocational programmes. All learners in part-time education are obliged to take part in learning and working for at least 28 hours a week. Part-time learning and working is organised in:

- a centre for part-time education (CEFA);
- a centre for apprenticeships.

In the French Community, in a Centre for dual vocational education (CEFA, Centres d'éducation et de formation en Alternance), pupils take classes for 15 hours a week. These classes are supplemented with a working experience, which matches the programme. Pupils can obtain the same certificates and qualifications as in ordinary full-time qualification-stream education, or lower levels of qualification via specific profiles.

The apprenticeship programme in centres for apprenticeships, is organised by the following two regional organisations:

- the IFAPME in Wallonia;
- SFPME/EFP in Brussels.



IFAPME is under the supervision of the Walloon Ministry of Economy, foreign trade, research and innovation, digital, land planning, agriculture, IFAPME and competence centres.

SFPME is responsible for guidance of apprentices and trainees, ensuring that traineeship agreements and dual training contracts are properly carried out in the companies. This organisation is also in charge of developing training standards and teaching tools, as well as managing the EFP training centre and approval of the training businesses.

Within the IFAPME, the reception staff and people working in the work-study services deployed in the Walloon territory are responsible for welcoming, informing, guiding and supporting the learners. Pedagogical advisors have a key role in the implementation of SFMQ profiles (occupations and training profiles) and the approval of companies providing the training.

Training centres all work closely with sectoral and professional representatives to stay in contact with the business world.

Starting in 2015, learners can enter the system without a dual training contract with an employer: in the IFAPME, they are called 'candidates for work-study training' (*candidats à l'alternance*). However, they must take courses and are supported in their further search for enterprises or their reorientation if there is a shortage of businesses prepared to train them in the sector chosen or for other reasons.

There are examinations on general and vocational theoretical knowledge at the end of each academic year. Vocational accomplishments are continuously evaluated during the apprenticeship, and a practical test before a jury of professionals is organised at the end of the programme.

At the end of his/her training, an apprentice who passes all the examinations obtains an apprenticeship certificate approved by the French Community. This certificate meets the requirements of the law on professional access in the case of a regulated profession and gives access to further training ('entrepreneur' as well as coordination and leadership training). It also provides sectoral recognition.

In certain occupations in the education system, the apprenticeship certificate is considered equivalent to VET (nationally referred to as qualifying education) certifications (CQ6 + CQ7) and allows direct access to the seventh year of vocational education (follow-up programme), providing access to higher education.

## **BE-DE**

This apprenticeship programme in the German-speaking Community is organised by the IAWM (18) which is responsible for the general organisation, the management and the teaching methods. It manages two training centres (ZAWM), in Eupen and Saint Vith, and works actively together with all of the economic forces in BE-DE. The dual system in BE-DE relies on the active participation of sectors, local entrepreneurial workforce and professional associations, all involved in the management committee of IAWM. Consequently, the system is supported by the enterprises themselves and has close ties with the business world. IAWM also works with the employment office to integrate labour market trends into its training provision. This system is particularly popular and successful in BE-DE where it has nearly 10 times the number of apprentices found in the other regions (25% of the secondary technical and vocational learners opt for this pathway). It provides the certificate of completion of secondary vocational education at the end of the apprenticeship period as in BE-FL.

Learn more about apprenticeships in the national context from the European database on apprenticeship schemes by Cedefop: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>

- [16] Information is based on following publication where you can find also further information on this topic:  
Allinckx, I.; Karno, A.; Monico, D. (2019). Vocational education and training in Europe – Belgium. Cedefop ReferNet VET in Europe reports 2018.  
[http://libserver.cedefop.europa.eu/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Belg](http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Belg)
- [18] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for vocational and educational training in small and medium-sized enterprises.

## CHAPTER 7.

# VET governance

Due to the specific institutional system in Belgium, where competences are distributed between Communities and Regions, different actors are involved in VET governance depending on the linguistic and regional characteristics ( 19 ).

A major part of competences was transferred to the federated entities; however, in matters related to VET, the federal level is still responsible for determining the duration of compulsory education, the minimum conditions for the award of the education diploma and teacher pensions. Social security, to which VET learners are subjected to when they are no longer under parental care, is also governed by the federal institutions. The social partners are involved in VET governance at all levels and in all federated entities.

VET governance at federated entities is presented by linguistic groups.

### BE-FL

For Dutch-speaking learners, VET is governed by the Flemish Government in Flanders and for learners in Brussels both the Flemish Government and Brussels' regional authorities are responsible.

In Flanders, within the Flemish Government, both the Minister for Education and Training and the Minister for Work and Social Economy are in charge of VET.

- the Minister for Education and Training is responsible for the formal education system, including initial secondary VET. The department of education and training within the ministry cooperates with several agencies to implement policies:
- AGODI: the agency for education services;
- AHOVOKS: the agency for higher education, adult education, qualifications and study grants;
- the Minister for Work and Social Economy is responsible for VET for job-seekers and workers, as well as entrepreneurial training. A special department within the ministry, VDAB ( 20 ), works with agencies that implement policies:

Advisory bodies participate in policy debates. These are the Flemish Education Council (VLOR), the Flemish Economic Social Consultative Committee (VESOC) and the Social and Economic Council of Flanders (SERV). The VLOR provides advice, practical implementation support to new government education initiatives. SERV is the advisory body on work, economy, energy and (vocational) education and training. It is also in charge of organising the secretariat of VESOC which is an ongoing forum for policy debates between social partners and the government. The meetings can result in official agreements.

### BE-FR

For French-speaking learners, three main bodies are responsible for VET governance:

- the French Community Government;
- the Walloon Region Government;
- the COCOF ( 21 ), responsible for VET competences.

Within each body the education minister and/or the training minister ( 22 ) are in charge of policy orientation, allocation of public resources and legislation about VET organisation. An exception is the IFAPME in the Walloon Region, which is under the supervision of the Walloon Ministry of Economy. Their administrations operationalise the education or training offer,

determine the programmes and implement the profiles specified by the SFMQ ( 23 ). The four training operators are also involved in the administrative decisions (Bruxelles Formation, le Forem, IFAPME and SFPME) ( 24 ).

### **Specific case of Brussels** (due to its bilingual status)

VET governance in Brussels involves actors from both the Flemish Government and the French Community Commission. They act through two public providers: VDAB and Bruxelles Formation, as well as the SFPME and EFP for apprenticeships and entrepreneurs training and SYNTRA Vlaanderen for the dual learning.

### **BE-DE**

The German-speaking Community is in charge of both the education and training system and employment governance, which allows them to organise their VET policy. Two ministers are responsible for these matters: the education minister and the employment minister. However, due to the small size of the Community, they rely on partnerships and are interdependent for financial, personal and strategic resources.

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- [31] to learn more about the vocational training assistance see the flyer for Berufsausbildungsassistenz [Vocational training assistant] in English: [https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item\\_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args\[0\]=0](https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args[0]=0) [accessed 27.8.2021]
- [20] Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding – Flemish Service for Employment and Vocational Training.
- [21] Commission communautaire française, French Community Commission, responsible for some competences for French-speakers in Brussels.
- [22] Minister for Vocational Training and Minister for Education at the COCOF; Minister for Higher Education and Adult Learning and Minister for Education at the French Community; Minister for Vocational Training and Employment at the Walloon Region. New governments decide about the distribution of tasks within its ministries (there can thus be one, two or three ministers involved).
- [23] Service francophone des métiers et qualifications – the French-language service for jobs and qualifications.
- [24] VDAB: Flemish Employment and Vocational Training Agency. Bruxelles Formation: The Brussels Institute for Vocational Training. SFPME: Service Formation PME: the training service for small and medium-sized enterprises, in Brussels. EFP (Espace Formation des Petites et Moyennes entreprises: the training centre in Brussels for SMEs).

## CHAPTER 8.

# VET financing mechanisms

VET governance involves many actors and so does the financing; depending on the level, different institutions are responsible for the subsidies. Within the framework of the inter-professional agreements negotiated at federal level, the social partners have set, as a new objective, 5 days of training per full-time employed person per year.

### BE-FL ( 25 )

**VDAB (Flemish Employment and Vocational Training Agency):** the work of the VDAB is largely funded by the Flemish Government, European Union and from invoicing to employers.

**SYNTRA:** SYNTRA centres are subsidised by the Flemish Government and they receive European and Flemish contributions for specific projects. The SYNTRA centres receive an operating subsidy for apprenticeships and certified programmes, and extra subsidies if they deploy innovative or flexible programmes. The SYNTRA centres must supplement their subsidies out of their own resources, mainly derived from trainee registration fees.

**The centres for adult basic education (CABEs) and centres for adult education (CAEs)** are subsidised/funded by the government. They receive their funding/subsidy according to the quantity of teaching provided expressed in trainee teaching hours. CABEs receive an operational allowance of EUR 1.90 per trainee teacher hour; for CAEs this is EUR 0.75, so they must cover their operating funds from registration fees (which can be reimbursed by the state for exempted learners).

**VOCVO**, the Flemish Support Centre for Adult Education, receives an annual subsidy budget for personnel costs, operating costs and investments.

### BE-FR ( 26 )

**Le Forem** (the Walloon Office for Vocational Training and Placement) is financed by subsidies provided out of the Walloon Region's budget, contributions from the European Social Fund, European Regional Development Fund, companies' contributions to training costs, and promoters' contribution in connection with the Unemployment Abatement Programme, contributions of the Federal Public Service for Employment, Work and Social Dialogue within the framework of cooperation agreements or conventions and various other forms of income.

The Walloon government also finances **socio-occupational integration operators**, who provide basic training (OISPs and EFTs).

**Bruxelles Formation** (the Brussels Institute for vocational training) is financed by the federal State (under the terms of cooperation agreements) and by the ESF. The agency also receives subsidies from the French Community Commission, regional actors (Regional Government and the Brussels Public Employment Service, Actiris) and may receive bequests and donations. Some activities, such as worker training, also contribute to the revenues, albeit marginal.

**41 socio-occupational integration operators and nine local missions** are currently authorised and financed by the French Community Commission. These bodies also receive support from Actiris (the Brussels Regional Employment Office) for the counselling and job search components of its work and are jointly financed by the ESF.

**IFAPME** (Walloon Institute for apprenticeship and entrepreneurial training in small and medium-size enterprises in Wallonia) receives subsidies from the Walloon Region. At European

level, it receives subsidies mainly from the ESF and the ERDF. These cover the institute's running costs, training activities and the centres' property-related expenses.

**SFPME-EFP** (the training service for SME, in Brussels) is subsidised by the French Community Commission and receives funding from the ESF. A part of its budget originates also from adult tuition fees.

**Adult education** (social advancement education): training sections and units are approved for subsidies by decision of the area responsible for social advancement education, on the advice of the inspection service.

For institutions in the French Community network, a financial grant (also calculated on the basis of the number of learners) is allocated by the administration for management purposes. Learner attendance is also taken into account as subsidies are calculated based on the number and category of periods attended (a deduction of the amount of registration fees paid by learners is made); the grant depends on the level at which the courses are given (lower secondary, upper secondary, post-secondary non-tertiary education or higher level).

**Partnerships:** the controlling authorities of social advancement education may also form agreements with other education institutions, organisations, bodies, companies, persons or associations. Partners may finance all or part of the training. A rate for the cost of the teaching period, per level of education and per course category, is published whenever there is a change in the consumer price index. Non-financed periods are deducted from the institutions' periods endowment. Partners may also provide the institution with material resources needed for training or make its premises available.

## **BE-DE**

On its territory, VET centres are funded by the German-speaking Community according to the number of learners and the duration of the training. The education system also receives funding from the Province of Luxembourg, particularly for special education needs (SEN) ( 27 ). Apprenticeship organised by the IAWM and the ADG is financed by same system as le FOREM, VDAB, Bruxelles Formation and Actiris ( 28 ).

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[25] See also: [https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-3\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-3_en)

[26] See also: [https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-5\\_nl](https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-5_nl)

[27] <http://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Belgium.pdf>

[28] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for vocational and educational training in small and medium-sized companies in BE-DE. ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft, Public Employment Service of the German-speaking Community. Le Forem: Office wallon de la Formation professionnelle et de l'Emploi/ The Walloon Office for Vocational Training and Placement. VDAB: Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding/ Flemish Employment and Vocational Training Agency. Bruxelles Formation: Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. Actiris: Brussels Public Employment Service.

## CHAPTER 9.

# Teachers and trainers

### 9.1 VET teacher types

The VET system in Belgium is reflected in the type of teachers it employs:

- general subject teachers;
- vocational theory teachers (teaching vocational theoretical subjects);
- vocational teachers of technical or occupational practice courses (e.g. in workshops).

The types are similar in the three Communities with some differences in qualifications required. A certificate of good conduct is required for teachers and trainers at all levels.

#### **Teachers**

General subject teachers have either a bachelor degree (which gives them the possibility to teach in the lower degree) or a master degree (for the upper degree). They teach subjects such as mathematics, physics, and languages. In BE-FR, a recent reform (2018) of the teacher training system implemented a new system in which access to the teaching of each field is more regulated: priority is given to teachers in possession of the required subject title and the teaching certificate. The priority to teachers with required certification is also given in schools in BE-FL.

Vocational teachers of technical or occupational practice courses are required to hold an upper secondary education certificate (CESS), validated professional experience and a CAP (teaching certificate). In Flanders, following the reform, experts from the professional sectors have access to an education associate degree programme at university colleges (short-cycle degree) if they have at least 3 years of professional experience. Experts already in possession of a diploma will have the possibility to follow a shorter bachelor or master programme which will allow them to obtain a teaching diploma in only 1 year.

#### **Trainers**

There is a distinction between the following trainers:

- trainers (teaching general and vocational courses in apprenticeship programmes that were not implemented by schools);
- practical training instructors (accompanying learners during their workplace practical training);
- in-company trainers (tutors, supervisors/advisors).

At the IFAPME, trainers must be approved by the Institute; this agreement is granted in view of the work experience and the pedagogical certificate held by the trainer.

A trainer must have at least 2 years of professional experience plus a diploma. The years of necessary experience increase the lower the level of the diploma: 2 to 5 years for bachelor and master degree; 5 to 6 years for the certificate of upper secondary education (CESS); or 10-12 years of professional experience with no diploma.

Flanders started a project with several partners in mentor/tutor training. Those partners receive funding for the development of a mentor training programme, which can be used and implemented in various sectors. Starting in September 2019, the trainers in the workplace will be obliged to follow mentor training, to strengthen the quality of the new dual training system.

Within French-speaking Belgium, trainers of the four VET operators (IFAPME, Bruxelles Formation, SFPME and le Forem) ( 29 ) are, in general, professionals in the sector in which they give courses. This is compulsory in the dual training sector (IFAPME and SFPME): at the IFAPME, trainers in professional skills must retain an occupation related to the given training.

In the German-speaking Community, all trainers are professionals in their sector. They run a business or are qualified employees. Their remuneration is higher if they are in possession of a teaching certificate.

## 9.2 Continuing professional development of teachers/trainers

Continuing professional development (CPD) of teachers at secondary level is mandatory. In the Communities the following approaches are applied:

- in the French Community, teachers have to follow 3 days of training per year. They can also take courses on a voluntary basis;
- every year, the Flemish Community grants a training budget for schools which will be spent according to a yearly training plan. Each school will train its teachers in subjects they consider to be needed;
- in the German-speaking Community, teachers choose their courses freely from a list of courses established on the basis of the pedagogical plan defined by the ministry. They also may participate in training courses offered by the organising authority or the education network to which they are affiliated. Each school can also organise up to 3 days (or 6 half days) of training per year. These may be educational conferences or training related to the school project. With the agreement of the head teacher, teachers may take other courses according to personal needs.

CPD of trainers is organised at internetworks or networks levels of training providers. Each establishment can also offer training options to its staff.

In the French Community training providers created FormaForm ( 30 ) which is a joint initial and continuing training organisation, jointly financed by the ESF. They transformed their initial training programme into a multimodal personalised programme lasting 5 days, including various learning processes and teaching tools (mainly digital). The programme is called FormaGo.

More information is available in the Cedefop ReferNet thematic perspective on teachers and trainers ( 31 ).

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[35] For detailed information about the training of teachers and trainers in Austria, see Eurydice: [https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-1\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-1_en) [accessed 31.8.2021] and <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers> [accessed 31.8.2021].

[36] See Federal Law Gazette [https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgblAuth&Dokumentnummer=BGBLA\\_2013\\_I\\_211](https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgblAuth&Dokumentnummer=BGBLA_2013_I_211) [accessed 31.8.2021].

[29] IFAPME: Institut wallon de Formation en Alternance et des indépendants et des Petites et Moyennes Entreprises / Walloon Institute for apprenticeship and entrepreneurial training in small and medium enterprises in Wallonia. Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. SFPME: Service Formation PME / the training service for small and medium-sized enterprises, in Brussels. Le Forem : Office wallon de la Formation professionnelle et de l'Emploi / The Walloon Office for Vocational Training and Placement.

[30] <https://www.formaform.be/>



- [31] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>

## CHAPTER 10.

# Shaping VET qualifications

### 10.1 Anticipating skill needs

The labour market in Belgium is under regional competence and several actors are involved in anticipating skill needs, each working on its territorial entity.

In Flanders, at the regional level, a team from the Employment and Vocational Training Agency VDAB is in charge of the main tool for defining professional profiles: the web-based database Competent ( 32 ), is the base used in the anticipation of skill needs. The employment service publishes each year a report on developments in the employment market, inadequacies between supply and demand in jobs, and which certified qualifications are available. At sub-regional level, the recognised regional collaboration associations and the regional economic and social consultation committees collect various data to study the specificities of the employment market and its requirements. The Steunpunt Werk Survey Institute ( 33 ) is responsible for quantitative and qualitative supervision of the employment market and is set up to direct Flemish labour market policy.

In the Walloon and Brussels Regions, two types of bodies work towards the anticipation of labour needs. First, the areas of qualifying education – training – labour (IBEFE) ( 34 ) were established through a cooperation agreement concluded between Wallonia, the French-speaking Community and the French-speaking Community Commission; they link between all entities involved and allow better development of VET offer. Second, at regional level, Wallonia and Brussels each have their own bodies responsible for collecting data on the labour market and needs.

- Wallonia: the Walloon Public Service for Vocational Training and Employment (le Forem) is in charge of detecting future labour needs through its labour market observation, analysing and forecasting service. The Walloon Institute publishes the analyses the labour market needs and the annual list of jobs in shortage.
- Brussels: View.brussels ( 35 ) is in charge of tracking the labour market and unemployment evolutions. They are also in charge of creating new methods of competence and needs anticipation in Brussels, on which they later collaborate with the Brussels Institute for vocational training (Bruxelles Formation) ( 36 ).

Within the German-speaking Community (in charge of its own labour market), the public employment service ADG collects, analyses and distributes information concerning local labour market supply and demand.

See also Cedefop's skills forecast ( 37 ) and European Skills Index ( 38 ).

### 10.2 Designing qualifications

In each Community, the government sets out the framework within which educational institutions can organise their programmes. The framework for provision of formal education is set out in different acts or circulars, per educational level (secondary education, adult education and higher education). Alongside this general principle, each community/region has developed its own approach of defining or reviewing skills and qualifications in VET and assesses local needs ( 39 ).

The Flemish Parliament approved the decree on the qualification structure in 2009. The Flemish qualification structure (VKS) consists of eight levels and offers a classification of qualifications recognised by the Government of Flanders. A qualification is a completed and graded set of competences for which people can obtain a certificate recognised by the Government of Flanders. There are two types of qualifications: professional and educational. A professional qualification is a completed and graded set of competences with which a person can practise a profession. People can acquire professional qualifications through education and other training providers or through a procedure for the recognition of acquired competences (EVC). A professional qualification is established on the basis of a professional qualification file. The competent database, used by the Flemish Employment and Vocational Training Agency (VDAB) forms the primary reference framework for this. As the competent service of the Government of Flanders, AHOVOKS coordinates the preparation of professional qualification files and organises their validation and grading.

Educational qualifications are sets of competences with which people can function in society, start further studies and/or perform professional activities. Educational qualifications can only be acquired through education.

## **BE-FR**

The SFMQ ( 40 ) gathers public employment services, social partners, all VET providers from the French-speaking Community and the Skills Validation Consortium. The agency is responsible for setting up:

- profession profiles reflecting the reality of the job;
- training profiles based on professions' needs, and thus assuring cohesion between the training offered and the job-market needs;
- the link between profiles and structures of public employment services and improving the legibility of the VET systems, training, skills validation and job offers;
- setting common references and language for all partners.

Practically:

- trades profiles are elaborated within a Professions Profiles Commission and then validated by the Chamber of Trades;
- training profiles are developed within a Training Profiles Commission and validated by the Teaching-Training Chamber;
- the Chamber of Trades provide a matching notice between professions and training profiles;
- an opinion is formulated on the notice between, first, the professions profiles and the Skills Validation Consortium productions and, second, between the training profiles from the SFMQ and training programmes from education and training providers.

## **BE-DE**

Designing qualifications in the German-speaking Community is the responsibility of the Institute for Vocational and Educational Training in Small and Medium-sized Enterprises, IAWM ( 41 ). The institute works in close cooperation with the professional sectors, companies and professional associations. While updating training programmes and developing new programmes, it continues to take due consideration of commercial opinions, socio-economic requirements and the working environment. These programmes take general and professional skills into account in addition to operational skills.

The pedagogical service of the Ministry of the German-speaking Community has the same role in secondary VET schools as the IAWM has for apprenticeship. Integration and training programmes offered by the Employment and Vocational Training Agency, ADG ( 42 ) are

designed in line with the situation on the employment market. Social partners, members of management committees, and the Employment Office are all involved in the decision-making. The ADG is certified to issue training in the cleaning, office and construction sector.

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- [37] See AMS. Qualification barometer <http://www.ams.at/qualifikationsbarometer> [accessed 31.8.2021].
- [38] for more information on the new skills initiative and results see <https://www.ams.at/newskills> [accessed 31.8.2021].
- [39] Cedefop. Skills forecast. <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast> [accessed 31.8.2021].
- [40] Cedefop. Skills panorama. <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index> [accessed 31.8.2021].
- [32] Competent can be freely accessed at the following website: SERV. Sterk door overleg. <https://www.serv.be/serv>
- [33] <https://www.steunpuntwerk.be/>
- [34] Bassins de l'Enseignement qualifiant – Formation – Emploi, IBEFE.
- [35] Previously Brussels Observatory of Employment and Training.
- [36] Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for vocational training.
- [37] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [38] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [40] Service francophone des métiers et des qualifications – the French-speaking Agency for Professions and Qualifications.
- [41] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for alternating training and small and medium enterprises.
- [42] ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft Belgiens / Employment and Vocational Training Agency in the German-speaking Community.

## CHAPTER 11.

# Quality assurance

### BE-FR

Between 2015-18, French-speaking Belgium did not have a quality assurance national reference point (QANRP) in place, only a contact and dissemination point located in the education ministry. There was an inspectorate, carrying out mandatory external inspection of VET providers. Self-assessment was also in place, as most VET providers had their own quality assurance approaches.

A team had been appointed within the Ministry of the French Community to coordinate the 'cross-diagnostics of schools, training centres and validation of skills providers. A team of 'diagnosticians' from education, training or validation of skills evaluate jointly the assessment processes of VET providers. This is an external evaluation in accordance with the reference framework set by EQAVET. Among the items under revision are the evaluation of the command of learning outcomes, the material resources, the monitoring of quality of the assessment of learning outcomes and of the staff who evaluate the learning outcomes.

Le Forem, Bruxelles Formation and the IFAPME have ISO 9001 certification.

### BE-FL

The Decree on quality in education of 8 May 2009 had stipulated that primary and secondary schools were responsible for their own quality and it was part of the school's autonomy to decide how to conduct their self-evaluation. The quality assurance approach thus comprised internal reviews at VET provider level, although external reviews could also be carried out by the inspectorate. Pedagogical support services assisted schools in strengthening internal quality assurance and their ability to implement policies. As with providers of IVET, CVET providers had to monitor their own quality systematically and had some freedom in deciding on the procedure for it.

On 14 March 2019 the Flemish Parliament approved a new decree on common principles for quality assurance in VET offered outside formal education but based on a professional qualification description that is formally linked to the Flemish Qualifications Framework (*Vlaamse kwalificatiestructuur*). The decree prescribes the terms for certifying professional qualifications by regulating the conditions for quality control. Every policy area can develop a quality assurance system for vocational training programmes that should respect the common conditions. Those are:

- use the jointly defined quality assurance framework;
- create an objective and neutral quality control organisation and procedure;
- review each training institution at least once within a period of 6 years.

The scope of the decree is covering all the vocational training programmes offered outside formal education but relying on the professional qualification standard. Vocational education is subject to quality control by the Education Inspectorate. The jointly defined quality assurance framework will be aligned with the quality assurance framework of the Education Inspectorate.

### BE-DE

There is limited information on quality assurance arrangements in the German-speaking Community. An external evaluation agency for VET schools and VET competence centres is in place. VET schools also apply to ISO-compatible quality management systems (ISO 9001, ISO

14001).

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- [41] See Bmbwf. Quality management system for schools. <https://www.qms.at/> [accessed 31.8.2021].
- [42] With the Education Reform Act (Federal Law Gazette, I No 138/2017 [https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA\\_2017\\_I\\_138/BGBLA\\_2017\\_I\\_138.pdf](https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2017_I_138/BGBLA_2017_I_138.pdf) 31.8.2021)), in force since autumn 2017, new regulations regarding quality assurance at schools have been introduced. This act foresees the establishment of a monitoring system which comprises quality management and resource controlling. QIBB is to be merged with SQA, the quality management system of general education schools, and further developed. First results of this extensive reform are to be expected for 2020.
- [43] for more information see Bmbwf. Quality management system for schools. <https://www.qms.at/> [accessed 31.8.2021].
- [44] see Federal Institute for Quality Assurance in the Austrian School System. <https://www.iqs.gv.at/> [accessed 31.8.2021].
- [45] See IBW. <https://ibw.at/> [accessed 31.8.2021].

## CHAPTER 12.

# Validation of prior learning

In Belgium there are several mechanisms which take into account non-formal and informal training. It is necessary, however, to distinguish the concepts of skills validation and the recognition of skills ( 43 ):

- validation of non-formal and informal learning leads directly to certification which may be used either on the employment market or to enter an education programme in inter-operator transfers.
- recognition of non-formal and informal learning allows an individual to promote a certain previous pathway (experience, training) when joining higher education (*Hautes Ecoles*), a public VET provider or adult education schools. There is thus no need to repeat the pathway in its entirety; the learner continues its training to obtain certification with the same provider.

### Validation of non-formal and informal learning

In the French-speaking Belgium, the Validation Skills Consortium grants skills credentials on behalf of the three governments. They can be used on the job market and are recognised by public services for employment and adult education schools. It allows to navigate between all the vocational training providers as long as they are members of the Consortium.

A new project, within the *Plan de relance* for Wallonia, aims at developing a *certificat de compétence professionnelle* (CPP, a certificate of vocational skills) that will be common to all authorities entitled to deliver VET certificates: Le Forem, IFAPME, Bruxelles Formation, SFPME and the Skills Validation Consortium (CVDC). The CPP will replace the skills credentials delivered by the Consortium and the certificates (CeCAF, *certificat de compétences acquises en formation*) delivered by Le Forem, IFAPME, Bruxelles Formation, SFPME.

In the Flemish Community, there is an equivalent mechanism, developed by the SERV and organised by the Flemish Government with approved centres. Despite the differences (concerning how awards are designed and how they operate), both skills validation systems are communicable.

In the German-speaking Community, a skills validation system is under development. A steering group is going to be set in place at the end of this year to elaborate a concept for a validation system.

### Recognition of non-formal and informal learning

In BE-FR, universities, adult education and VET providers recognise previously acquired competences and skills of learners, which can have been acquired in any teaching and training or through professional and personal experience. There is thus no need for respective learners to follow the programme in its entirety; however, they must still take the final examination.

In BE-FL, the immediate result of a successful recognition process is a proof of competences, which then in turn may lead to access to higher education programmes, or to the award of credits or a full degree (on the basis of an exemption). Providers of adult education pay great attention to approving acquired competences, both with regard to dispensations and the certification of acquired competences. A distinction is made between the measuring and testing of acquired competences to benefit from course exemptions applied by training centres and the assessment of professional competences. Adult education centres may act as assessment bodies for the delivery of the Title of professional competence. The recognition of acquired

competences in the context of dispensations from course components is the responsibility of the director of an education institution.

For more information about arrangements for the validation of non-formal and informal learning please visit Cedefop's European database ( 44 ).

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[47] See [https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie\\_zur\\_Validierung\\_nicht-formalen\\_und\\_informellen\\_Lernens.pdf](https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie_zur_Validierung_nicht-formalen_und_informellen_Lernens.pdf) [ [accessed 31.8.2021].

[44] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>



## CHAPTER 13.

# Incentives for learners

### Measures taken in all federated entities

- **paid educational leave:** employees are entitled to follow an official training programme of up to 120 hours per year with remuneration (125 hours in Flanders as from September 2019 and up to 180 hours in Brussels in some cases, such as for training linked to bottleneck occupations);
- within the framework of a **recognised vocational training programme**, jobseekers receive free training, continue to receive unemployment benefits, and in certain instances a training allowance, reimbursement of travel and childcare costs during the training period;
- **individual vocational training agreements** within a company are targeted at jobseekers. By signing a tripartite agreement, they benefit from practical training within a company followed by a job contract of minimum length of the training. The employment office pays the trainee an allowance, a productivity bonus and a reimbursement for travel expenses.

Incentives for learners are also offered by regional authorities as well as the German-speaking Community.

### Brussels

- **matching language cheque:** available to the learner who has taken a language test before signing the employment contract, the individual language lesson costs are paid by the Brussels Public Employment Service (Actiris). These courses are aimed at improving knowledge of Dutch, English or French in order to carry out one's work better;
- **professional project language cheque:** enables jobseekers to benefit from specific language training specially geared towards anything that can be useful in finding a job. In 2017, language vouchers for professional projects were issued to 7 395 different people, a slight increase of 1.6% compared to 2016;
- **TIC-job cheque:** intended to facilitate the hiring of jobseekers who need to improve their computer skills. Actiris offers beneficiaries a free IT training programme related to their job: 69 cheques of this type were distributed in 2015. In 2017, Actiris issued 233 vouchers for a chèque TIC JOB (587 in 2016);
- **young jobseekers are offered training opportunities in the workplace** if they sign an employment contract with a Brussels public interest body. This measure aims to encourage the social integration of young jobseekers and help them to position themselves better on the labour market through a combination of training and employment experience. The number of positions available under this programme has been increased as new occupations have been funded under the Youth Guarantee mechanism;
- **availability waiver measure:** allows a compensated unemployed person to be released from job search obligations in order to enrol in training, internship or to return to school. This means that refusing a job offer or a pause in applying is allowed;
- **youth work-study bonus:** awarded to young people (under 18) who carry out practical training in companies for at least 4 months as part of their work-study programme (CEFA / CDO or SFPME). The amount of this premium varies between EUR 500 and EUR 750.

### Wallonia

- **experiencing a professional situation:** 3 to 15 days in a work environment, the Walloon Public Service for Vocational Training and Employment (le Forem) offers reimbursement of transport costs and an all-risk insurance cover. This project is offered to jobseekers registered at le Forem and living in Wallonia;

- EUR 750 are granted to learners having successfully completed their dual training contracts at the IFAPME;
- **outplacement cheque**: this offers an outplacement fee of EUR 1 500, granted to any person over 45 years of age, who has been dismissed from the private sector and whose employer has not provided the outplacement measures (or when considered inadequate). Those measures are a set of services and guidance provided on behalf of the employer for the benefit of the worker to enable him to find a new job rapidly or to develop a professional activity. The first 6 months, 60 hours are devoted to guidance and help to find a job. These services are provided by a professional outplacement office.
- **incentive +** is a financial incentive for training in shortage occupations: a financial incentive of EUR 350 is granted to any jobseeker who successfully completes a minimum of 140 hours of training in one of the shortage occupations listed by the public employment service. The jobseeker benefits from support to prepare for the job interview, which is guaranteed at the end of the training;
- another measure targets people who want to start their own self-employed activity: **Airbag** is funding of a maximum of EUR 12 500 paid in four instalments over a period of 2 years, to people who have already been self-employed in a supplementary activity for 3 years, or who have undergone specific training with the Institute of Alternance Training, Self-Employed and Small and Medium-size Enterprises, or who have been accompanied by a support structure for self-creation of employment to become self-employed;
- **grants for language immersion** in companies or language schools, of varying amounts depending on the destination (Belgium, Europe), as part of the Walloon Language Plan (currently being updated).

## Flanders

- **professional transition programme**: aims to recruit long-term unemployed people who are under-qualified, allowing them to gain experience and enter the job-market;
- **training vouchers for employees and temps**: aimed at employees in the Flemish or Brussels regions. Any employee without a secondary education diploma may benefit from a second voucher throughout the year. The total amount of vouchers issued per person is payable up to 50% by the employer and 50% by the Flemish authority. 91 597 vouchers were issued in 2014, 43 891 in 2015, 33 391 in 2016 and 28 507 in 2017;
- **training bonus**: for jobseekers who have been unemployed for at least 12 months and begin educational training;
- **financial benefits from the Flemish Employment and Vocational Training Agency (VDAB)**: a jobseeker who follows training courses recognised by the agency will receive a refund of his registration fee and the cost of the learning material. She or he is also entitled to additional premiums.

## German-speaking Community

- young people can undertake a **company familiarisation placement** which allows them to prepare for work, acquire professional experience, and gain a better understanding of the world of work. The recipients receive a small allowance in addition to their travel expenses;
- the **BRAWO project** covers an employee's training expenses up to one third with a maximum amount of EUR 1 000 per year.

[48] For more information about funding in education, see Eurypedia:  
[https://eacea.ec.europa.eu/national-policies/eurydice/content/funding-education-1\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/funding-education-1_en)  
 [accessed 31.8.2021].

[49] See <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009531> [accessed 31.8.2021].

[50] See <https://www.wko.at/service/bildung-lehre/Lehrlinge.html> [accessed 31.8.2021].

## CHAPTER 14.

# Incentives for enterprises to boost their participation in VET provision

Incentives for enterprises are offered by regional authorities as well as the German-speaking Community ( 45 ).

### Brussels

- **work training bonus:** intended to encourage the employer to train newly hired infra-skilled workers during the activation grant period. The bonus, with a maximum value of EUR 5 000, is granted in the case of a contract with an indefinite duration. It must make it possible to increase workers' skills in relation to the professional experience they develop;
- **tutor premium:** aimed at approved companies in Brussels which are involved in the dual training of a young person 15-25 years of age. The training must have a minimum duration of 6 months within the company. A tutor, who can supervise a maximum of four learners at the same time, is designated to transmit his skills. This premium is EUR 1 000 per year and per tutor (and an additional of EUR 1 000 if the learner is from Brussels);
- **aid for external training:** depending on the size of the company and the sector of activity, the Region grants a premium to companies wishing to improve their activities and their competitiveness through training in day-to-day management and knowledge of business. The financial aid amounts to 50% of the costs, and ranges from EUR 500 to EUR 5 000 maximum;
- **material assistance** for training programmes through the availability of buildings and tools. This measure is aimed at companies in the manufacturing industry that wish to make available their facilities or tools for training or education purposes. These companies can obtain reimbursement of their costs through daily grants corresponding to the actual cost of the provisioning.

### Wallonia

- **the Training voucher** allows companies to benefit from financial aid to train workers in one of the approved training centres. Worth EUR 30, it corresponds to 1 hour of training per worker. There are also two other types of training vouchers: the Language training voucher, which focuses on language learning, and the Eco-climate training voucher, which focuses on environmental issues. The company benefits from a flat-rate hourly financial contribution per worker and advice from specialists to help put together the application and draw up the training plan;
- **adaptation credit** is a mechanism to promote training within companies, covering part of the costs of employee training. The training is supposed to lead to accreditation, whether specific or collective;
- **adaptive credit - tutoring component** is a mechanism similar to that above, but in which an experienced employee of the company agrees to be the guardian of another employee in order to train them;
- **employers receive EUR 750 per young person trained within their company.** This is the case, for instance, in the IFAPME for companies which train apprentices. To receive this grant, the training must be based on a contract of a minimum duration of 270 days (9 months), include an officially approved tutor and the young person needs to succeed in his year;
- **self-employed workers who decide to train a young person for the first time receive a bonus of EUR 750 (once).** This covers administrative expenses arising from

social legislation;

- **shortage punch** aims at acting quickly and specifically on the particularly serious shortage of experienced workers stated by companies, whether large or small. In concrete terms, as soon as a company or several companies are looking for at least eight workers in the same job, they can submit a request to the public employment service. The public employment service offers them a tailor-made programme: joint selection of candidates and a flexible training plan. At the end of the training, at least 80% of the successfully trained jobseekers are guaranteed employment. These tailor-made training courses (more than 150) are organised by the public employment service and its skills centres in collaboration with sectoral federations, business federations and training funds. This type of action has several advantages for companies. The first is the recruitment of competent and trained staff according to their own needs. Companies are involved upstream and throughout the training process of future workers, right up to the point of hiring. The training takes place within the company, which allows the future recruits to be directly operational. The cost of the training is not borne by the companies;
- the **Training-integration scheme, Plan formation-insertion (PFI)** is an in-company training of 4 to 26 weeks, followed by a work contract of an equivalent duration, within the same company. Part of the training may take place in a training centre and targets mainly jobseekers with low or no qualifications. The scheme aims to provide the employer with the possibility to hire people with skills deficits and train them mainly on the job, at a lower cost, before a compulsory commitment after the training period. The sustainable integration of trainees at the end of the PFI has been observed for years: 90.6% of beneficiaries are employed for more than 6 months in the 18 months following the mandatory post-PFI contract;
- **alternate training** allows a jobseeker to train by alternating theoretical and practical training in a company and in a training centre of the public employment service, the Institute of Alternance Training, Self-Employed and Small and Medium-size Enterprises or in a skills centre for a period of at least 3 months and up to a maximum of 12 months, depending on the occupation and his or her administrative status.

## Flanders

- through the **KMO' (SMEs) portfolio**, liberal professions, and private companies can receive 50% of funding (capped at EUR 15 000) for any initiative in training, management consultancy, consultancy on internationalisation and innovation, in order to optimise the management of SMEs;
- **diversity in the work environment**: companies, bodies, labour organisations in the commercial and non-commercial sectors and local administrations may request subsidies for a diversity plan they offer for disadvantaged groups. The priority target groups are immigrants, senior employees (50 years old and over) and disabled persons. Financial support is granted according to the type of plan and it varies between EUR 2 500 and EUR 10 000;
- **admission training contract** promotes the recruitment of jobseekers under favourable financial conditions. Jobseekers should be new graduates (secondary education at most) or have recently completed a training programme. The admission training is following by fixed-term recruitment or recent completion of a training programme;
- **internship bonus**: premium for companies that train learners in learning and working or dual learning with an alternating training agreement, an alternating training internship agreement or a part-time employment contract. The bonus is paid once per school year with a maximum of three times per learner (EUR 500 the first two occasions and 750 for the third);
- **target group reduction for mentors**: companies can receive this reduction if they use one or more experienced employees as a supervisor / trainer for learners in dual training education. There is reduction of a maximum of EUR 800 per quarter on the employer's social

security contribution, which companies use for the employee who trains the learner. The company can only receive the target group reduction once (for one mentor) per starting group of five learners.

### German-speaking Community

- an **amount is allocated per hour of training within fixed limits of allowance and training time per employee**. For companies, a total of EUR 9 (EUR 6 for large companies) is allocated per hour of training. The aid stands at a total of EUR 15 000 per annum for SMEs and EUR 20 000 per annum for larger companies. The training period may not exceed 150 hours per employee over a maximum period of 18 months;
- **vocational training contracts can be offered to disabled persons** by the Agency for a Self-determined Life ( 46 ). This measure grants the employer professional consultancy and a certain amount per month as a subsidy on the social security contributions for a tutor assisting young people with or without a disability during the training within their company.

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[51] See [https://www.wko.at/service/bildung-lehre/Gesamtuebersicht\\_Foerderarten\\_lehre.html](https://www.wko.at/service/bildung-lehre/Gesamtuebersicht_Foerderarten_lehre.html) [accessed 31.8.2021].

[52] See <https://www.initiative-erwachsenenbildung.at/initiative-erwachsenenbildung/was-ist-das/> [accessed 31.8.2021].

[53] See <https://www.bmbwf.gv.at/Themen/schule/schulpraxis/zentralmatura/bm.html> [accessed 31.8.2021].

[46] Dienststelle für Selbstbestimmtes Leben (DSL).

## CHAPTER 15.

# Guidance and counselling

Please see:

for guidance and outreach, the article produced by the Belgian coordination: Guidance and outreach for inactive and unemployed – Belgium. Cedefop ReferNet thematic perspectives series ( 47 );

Cedefop's labour market intelligence toolkit ( 48 );

Cedefop's inventory of lifelong guidance systems and practices ( 49 ).

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[54] BMS (Berufsbildende mittlere Schule): school for intermediate vocational education; BHS (Berufsbildende höhere Schule): college for higher vocational education.

[55] <http://www.erwachsenenbildung.at> [accessed 31.8.2021].

[56] Accessible online at the landing page <https://www.karrierekompass.at/> [accessed 31.8.2021].

[58] <https://www.bic.at> [accessed 31.8.2021].

[60] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/guidance-and-outreach-inactive-and-unemployed-austria> [accessed 31.8.2021].

[61] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere> [accessed 31.8.2021].

[62] <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices> [accessed 31.8.2021].

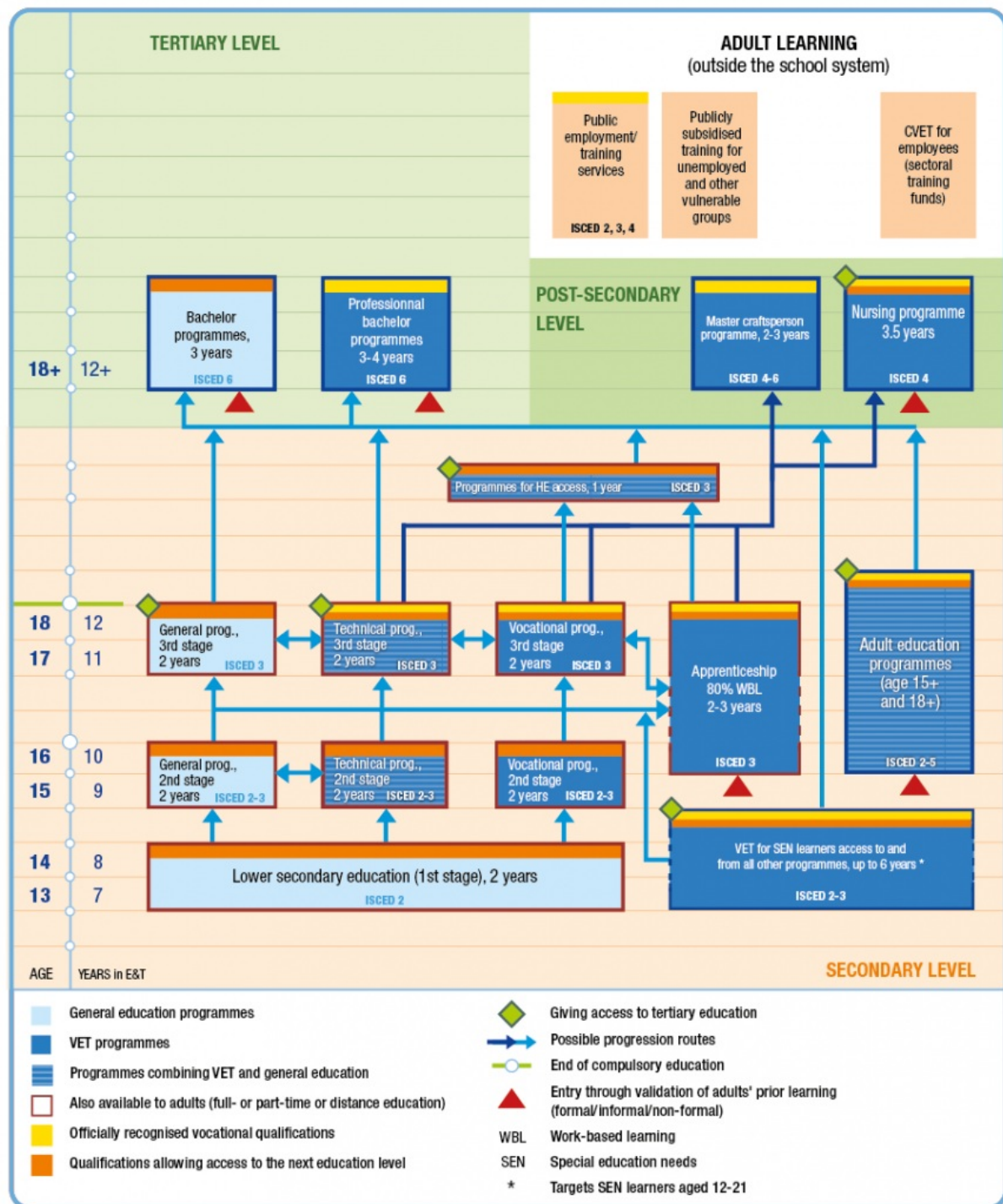
[47] [https://cumulus.cedefop.europa.eu/files/vetelib/2018/guidance\\_outreach\\_Belgium\\_Cedefop\\_](https://cumulus.cedefop.europa.eu/files/vetelib/2018/guidance_outreach_Belgium_Cedefop_)

[48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

[49] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

# Vocational education and training system chart

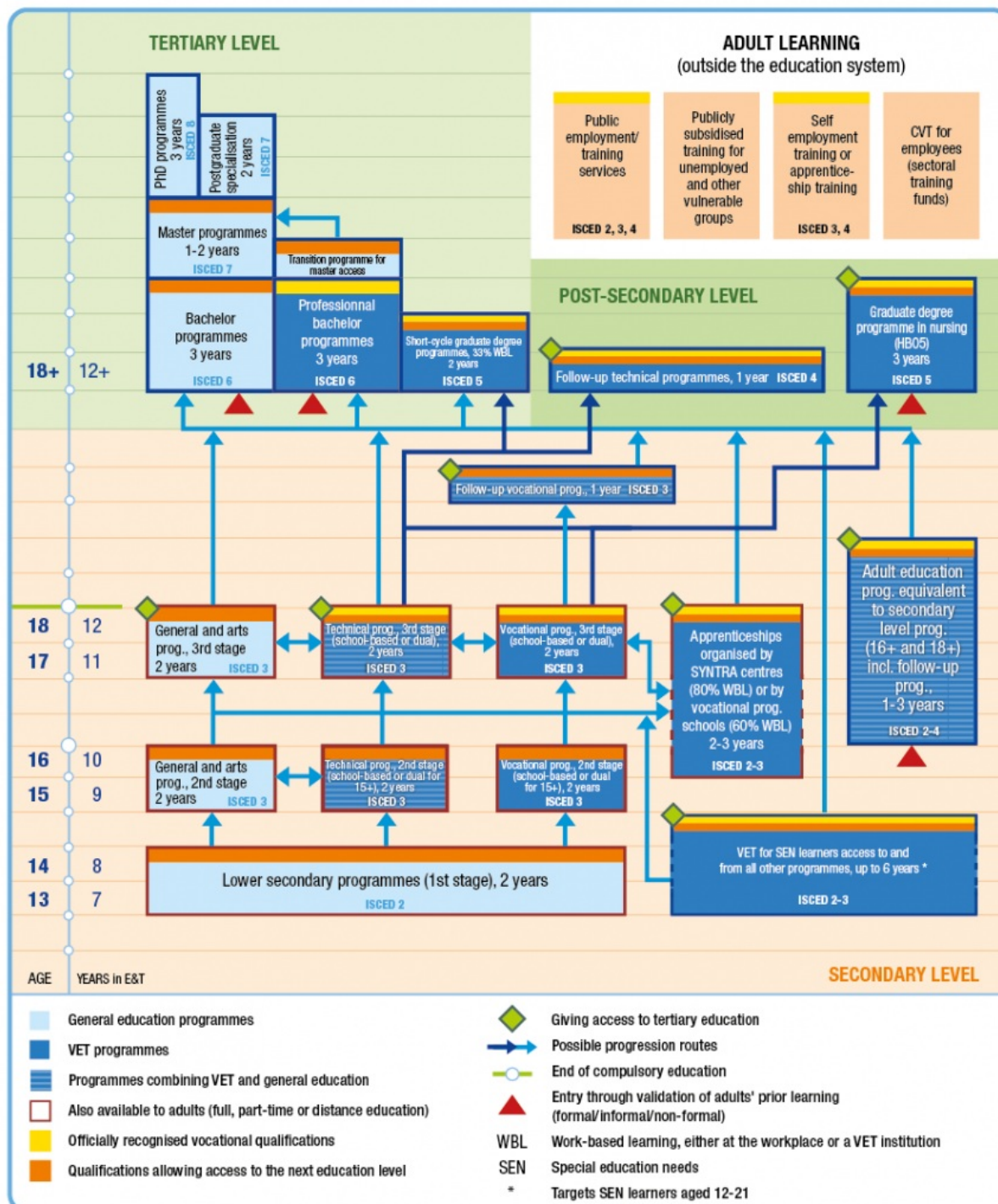
- BE-DE
- BE-FL
- BE-FR



NB: ISCED-P 2011 and EQF referencing has not yet been done. ISCED-2011 one digit code used in the chart is estimated by the Ministry of Education of the German-speaking Community.

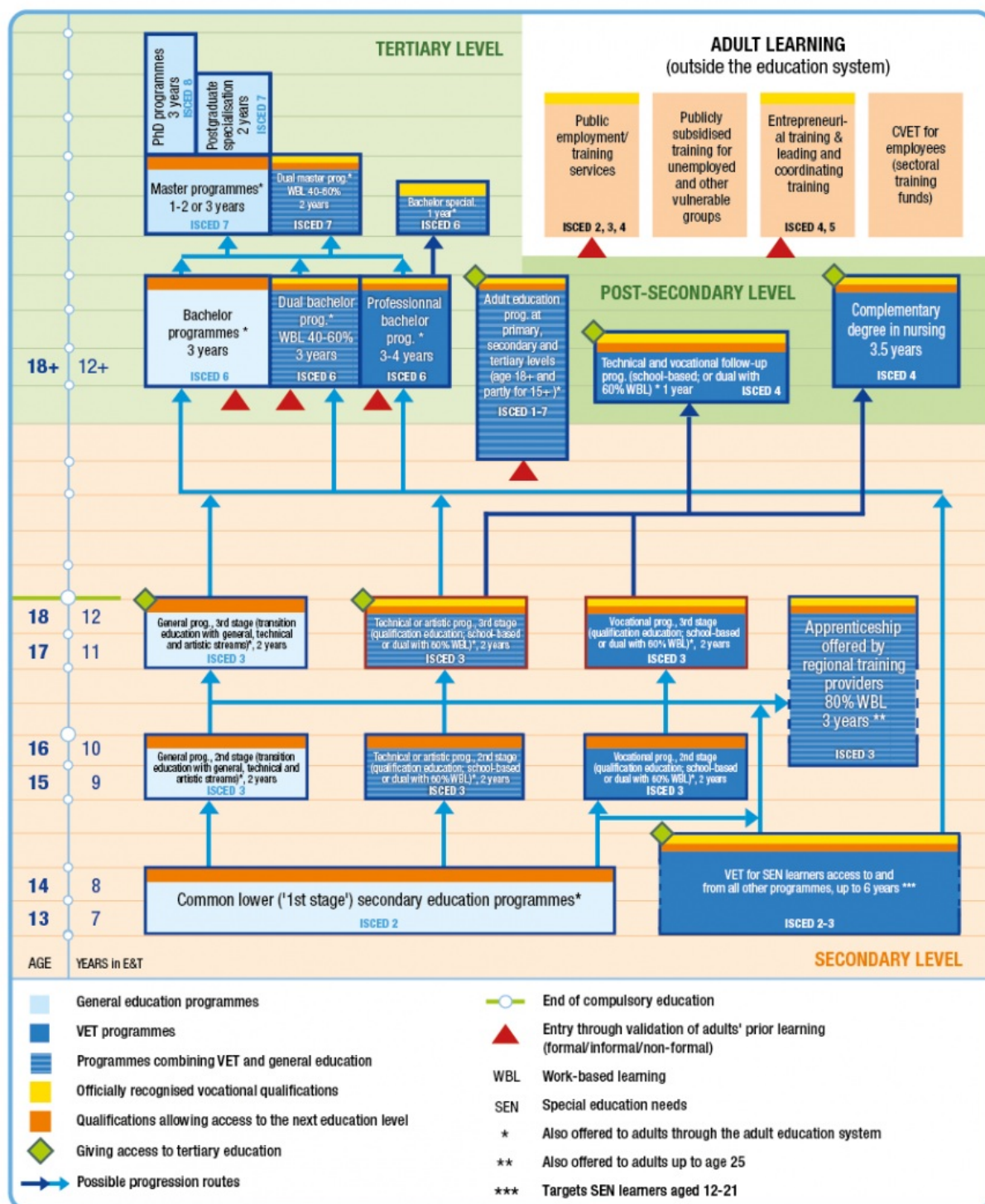
Source: Cedefop and ReferNet Belgium, 2022.





NB: ISCED-P 2011. Assignment of programmes to ISCED classification is under revision, so only the first digit in ISCED coding is displayed. EQF levels on qualifications are being discussed.

Source: Cedefop and ReferNet Belgium, 2022.



NB: ISCED-P 2011. Assignment of programmes to ISCED classification is under revision, so only the first digit in ISCED coding is displayed. EQF levels on qualifications are being discussed.

Source: Cedefop and ReferNet Belgium, 2022.

# VET Programme Types

Technical prog., 2nd stage
2 years
ISCED 2-3
(BE-DE)

<b>Technical VET programme (Technischer Befähigungsunterricht)</b>	
<b>EQF level</b>	EQF referencing has not yet been done
<b>ISCED-P 2011 level</b>	2-3
<b>Usual entry grade</b>	9
<b>Usual completion grade</b>	10
<b>Usual entry age</b>	15
<b>Usual completion age</b>	16
<b>Length of a programme (years)</b>	2
<b>Is it part of compulsory education and training?</b>	<p>✓</p> <p>Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).</p>
<b>Is it part of formal education and training system?</b>	<p>✓</p>
<b>Is it initial VET?</b>	<p>✓</p>
<b>Is it continuing VET?</b>	<p>✗</p>
<b>Is it offered free of charge?</b>	<p>✓</p>
<b>Is it available for adults?</b>	<p>✓</p>
<b>ECVET or other credits</b>	Credit systems are not applicable yet

<b>Learning forms (e.g. dual, part-time, distance)</b>	school-based learning (technical-theoretical lessons) practical learning
<b>Main providers</b>	Schools for technical secondary education
<b>Share of work-based learning provided by schools and companies</b>	This depends on the chosen track.
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Practical training at school
<b>Main target groups</b>	The programme is available to learners within compulsory education age. It is also available to adults within the Adult education programme.
<b>Entry requirements for learners (qualification/education level, age)</b>	Accessible to learners aged 15 having successfully completed lower secondary education (and thus met the full-time education requirement).
<b>Assessment of learning outcomes</b>	Examinations are organised at the end of each school year. Learners need to succeed to access the next education level. A practical part may be organised.
<b>Diplomas/certificates provided</b>	<p>This VET programme allows access to the next education level within the programme.</p> <p>After successfully completing 9 years of education, learners in general and technical education obtain the certificate of lower secondary education (<i>Abschlusszeugnis der Unterstufe</i>). In vocational education, the certificate of lower secondary education (<i>Abschlusszeugnis der Unterstufe</i>) is awarded after successful completion of grade 10.</p>
<b>Examples of qualifications</b>	Education, office assistant.
<b>Progression opportunities for learners after graduation</b>	<p>Those who complete this VET programme can continue their studies within the same stream to achieve the complete technical programme.</p> <p>They also can progress in one of the following programmes:</p> <ul style="list-style-type: none"> <li>• general programme;</li> <li>• vocational programme;</li> <li>• apprenticeship.</li> </ul>

<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓ Learners receive both a general and a technical education.
<b>Key competences</b>	✓ Key competences are specific to each track.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Technical prog., 3rd  
stage

2 years

ISCED 3

(BE-DE)

## Technical VET programme (Technischer Befähigungsunterricht)

<b>EQF level</b>	EQF referencing has not yet been done	<b>ISCED-P 2011 level</b>	3
<b>Usual entry grade</b>	11	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	17	<b>Usual completion age</b>	18
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	✓ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓

**ECVET or other credits** Credit systems are not applicable yet

**Learning forms (e.g. dual, part-time, distance)** school-based learning (technical-theoretical lessons)  
practical learning



<b>Main providers</b>	Schools for technical secondary education
<b>Share of work-based learning provided by schools and companies</b>	It depends on the chosen track
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Practical training at school
<b>Main target groups</b>	The programme is available to learners in compulsory education age. It is also available to adults within the Adult education programme.
<b>Entry requirements for learners (qualification/education level, age)</b>	Accessible to learners having successfully completed lower secondary education.
<b>Assessment of learning outcomes</b>	Examinations are organised at the end of each school year. Learners need to succeed to access the next education level. Examinations are organised in the general courses and in the technical option. A practical part may also be organised.
<b>Diplomas/certificates provided</b>	Certificate of upper secondary education (CESS, <i>Abschlusszeugnis der Oberstufe des Sekundarunterrichts</i> )
<b>Examples of qualifications</b>	Education, office assistant
<b>Progression opportunities for learners after graduation</b>	Those who complete the technical programme can enter the labour market or continue their studies in a bachelor or professional bachelor programme.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓ Learners receive general and technical education and thus have access to the labour market directly or can continue their education at tertiary level.

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**Key competences** ✓

Key competences are specific to each track.

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**Application of learning  
outcomes approach**

Information not available

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**Share of learners in  
this programme type  
compared with the  
total number of VET  
learners**

Information not available

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Vocational prog., 2nd stage

2 years

ISCED 2-3

(BE-DE)

## Vocational programme (Berufsbildender Befähigungsunterricht)

**EQF level** EQF referencing has not yet been done

**ISCED-P 2011 level** 2-3

**Usual entry grade** 9

**Usual completion grade** 10

**Usual entry age** 15

**Usual completion age** 16

**Length of a programme (years)** 2

**Is it part of compulsory education and training?** ✓

Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).

**Is it part of formal education and training system?** ✓

**Is it initial VET?** ✓

**Is it continuing VET?** ✗

**Is it offered free of charge?** ✗  
✓

**Is it available for adults?** ✓

**ECVET or other credits** Credit systems are not applicable yet

**Learning forms (e.g. dual, part-time, distance)**

Practically oriented type of education in which the young person receives general education but where the focus primarily lies on learning a specific profession.

<b>Main providers</b>	Schools for vocational education
<b>Share of work-based learning provided by schools and companies</b>	It depends on the chosen track
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Practical training at school
<b>Main target groups</b>	The programme is available to young learners up to 18 years old and also to adults within the Adult education programme.
<b>Entry requirements for learners (qualification/education level, age)</b>	To access vocational education at school, learners must either be aged 15 and have completed the first degree of lower secondary education or aged 16 without any further conditions.
<b>Assessment of learning outcomes</b>	Examinations are organised throughout the programme and learners need to succeed them to access the next education level. A practical part may be organised.
<b>Diplomas/certificates provided</b>	This VET programme allows access to the next education level within the programme. After successfully completing year 10, learners receive the certificate of lower secondary education (Abschlusszeugnis der Unterstufe).
<b>Examples of qualifications</b>	Family assistant (services to persons), nursing assistant, sales and clothing, administration and management.
<b>Progression opportunities for learners after graduation</b>	<p>Completing this VET programme allows learners to continue their education within the programme.</p> <p>Furthermore, they also can progress in one of the following programmes:</p> <ul style="list-style-type: none"> <li>• general programme;</li> <li>• technical programme;</li> <li>• apprenticeship.</li> </ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	<p>✓</p> <p>Learners receive a general and a vocational education.</p>

<b>Key competences</b> ✓	
	Key competences are specific to each track.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Vocational prog., 3rd stage

2 years

ISCED 3

(BE-DE)

## Vocational programme (Berufsbildender Befähigungsunterricht)

<b>EQF level</b>	EQF referencing has not yet been done	<b>ISCED-P 2011 level</b>	3
<b>Usual entry grade</b>	11	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	17	<b>Usual completion age</b>	18
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	✓ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓

**ECVET or other credits** Credit systems are not applicable yet

**Learning forms (e.g. dual, part-time, distance)** Practically oriented type of education in which the young person receives general education but where the focus primarily lies on learning a specific profession.

<b>Main providers</b>	Schools for vocational education
<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Practical training at school
<b>Main target groups</b>	The programme is available to learners in compulsory education age. It is also available to adults within the Adult education programme.
<b>Entry requirements for learners (qualification/education level, age)</b>	This programme is offered to learners who successfully completed the second stage of general, technical or vocational upper secondary programmes.
<b>Assessment of learning outcomes</b>	Examinations are organised at the end of each school year. Learners need to succeed to receive their certificate of sixth year vocational education. Examinations are organised in the general courses and in the vocational option. A practical part may also be organised.
<b>Diplomas/certificates provided</b>	Certificate of sixth year vocational secondary education
<b>Examples of qualifications</b>	Family assistant (services to persons), nursing assistant, sales and clothing, administration and management.
<b>Progression opportunities for learners after graduation</b>	Those who complete VET can enter the labour market or continue their studies with a 7th year of vocational education allowing them to obtain the Certificate of upper secondary education. They can also enrol in a nursing programme of 3 years.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	✓
	Key competences are specific to each track

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<b>Application of learning outcomes approach</b>	Information not available
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<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available
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VET for SEN learners,  
access to and from all  
other programmes, up to  
6 years  
ISCED 2-3  
(BE-DE)

## Vocational education and training for special education needs (SEN) learners (Förderschule)

<b>EQF level</b>	EQF referencing has not yet been done	<b>ISCED-P 2011 level</b>	2-3
<b>Usual entry grade</b>	7	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	12	<b>Usual completion age</b>	21
<b>Length of a programme (years)</b>	up to 6		
<b>Is it part of compulsory education and training?</b>	✓ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✗

**ECVET or other credits** Credit systems are not applicable yet

<b>Learning forms (e.g. dual, part-time, distance)</b>	Information not available
<b>Main providers</b>	Centre for Special Education (Zentrum für Förderpädagogik)
<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• school-based learning;</li> <li>• dual learning (school-based and work-based training available to allow a better social integration).</li> </ul>
<b>Main target groups</b>	The programme targets SEN learners aged 12 but not older than 21. The special needs must have officially been determined in accordance with the procedure fixed by law (Article 93.7 of the decree of 31 August 1998).
<b>Entry requirements for learners (qualification/education level, age)</b>	Information not available
<b>Assessment of learning outcomes</b>	Information not available
<b>Diplomas/certificates provided</b>	Information not available
<b>Examples of qualifications</b>	Information not available
<b>Progression opportunities for learners after graduation</b>	Information not available
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗



<b>General education subjects</b>	✓
<b>Key competences</b>	✓
	Key competences are specific to each track.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

## Apprenticeship

80% WBL

2-3 years

ISCED 3

(BE-DE)

### Apprenticeship (Lehre)

<b>EQF level</b>	EQF referencing has not yet been done	<b>ISCED-P 2011 level</b>	3
<b>Usual entry grade</b>	10 – The programme is offered by training providers, not at school	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	16	<b>Usual completion age</b>	18
<b>Length of a programme (years)</b>	2 to 3		
<b>Is it part of compulsory education and training?</b>	✓ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓
<b>ECVET or other credits</b>	Credit systems are not applicable yet		
<b>Learning forms (e.g. dual, part-time, distance)</b>	dual learning programme: training centre-based learning (1/2 days/week) and practical training within a company (3/4 days/week)		

<b>Main providers</b>	IAWM (Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen – the Institute for Vocational and Educational Training in Small and Medium- size Enterprises) manages the programme. The learning is provided by ZAWM (Zentrum für Aus- und Weiterbildung des Mittelstands) centres.
<b>Share of work-based learning provided by schools and companies</b>	>=80%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	in-company practice (3/4 days in a company and 1/2 days at the training centre)
<b>Main target groups</b>	<p>The programme is available to learners up to the age of 29. Also available to people aged 29 under certain conditions.</p> <p>The programme is available to adults within the Adult education programme.</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	To access the apprenticeship programme, learners must be at least 15 years old and have passed the 2nd stage of general secondary education, the technical or of the vocational programme. IAWM, the Institute for Alternating Training and Small and Medium-size Enterprises in BE-DE, also organises entrance examination for learners who don't meet these requirements.
<b>Assessment of learning outcomes</b>	Examinations are organised at the end of each school year. Learners need to succeed to access the next education level. Examinations are organised for all courses and some are specific to the vocational programme. A practical part is also organised at the end of the last year.
<b>Diplomas/certificates provided</b>	VET learners receive a qualification certificate at the end of the last year of the programme which allows them to start their professional life immediately.
<b>Examples of qualifications</b>	Bakery, butcher, metal, cooking, mechanics.
<b>Progression opportunities for learners after graduation</b>	Those who complete an apprenticeship can enter the labour market or continue their studies at post-secondary level by directly accessing the Master craftsperson (Meister) programme or following the nursing programme. Learners who want to continue their studies at tertiary level need to continue their secondary education with a 7th complementary year.
<b>Destination of graduates</b>	Information not available

<b>Awards through validation of prior learning</b>	✓
<b>General education subjects</b>	✓ General subjects such as mathematics, French, German, economics and social studies are part of the VET programme.
<b>Key competences</b>	✓ Key competences are specific to each track
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

<b>Adult education programmes (Erwachsenenbildung).</b>			
<b>EQF level</b>	EQF referencing has not yet been done	<b>ISCED-P 2011 level</b>	2-5
<b>Usual entry grade</b>	Not applicable	<b>Usual completion grade</b>	Not applicable
<b>Usual entry age</b>	18+ and for 15+ under certain conditions	<b>Usual completion age</b>	18+ and for 15+ under certain conditions
<b>Length of a programme (years)</b>	Information not available		
<b>Is it part of compulsory education and training?</b>	✗	<b>Is it part of formal education and training system?</b>	✗
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	Information not available	<b>Is it available for adults?</b>	✓
<b>ECVET or other credits</b>	Credit systems are not applicable yet		
<b>Learning forms (e.g. dual, part-time, distance)</b>	Information not available		
<b>Main providers</b>	13 recognised and subsidised adult education institutions		
<b>Share of work-based learning provided by schools and companies</b>	Information not available		

<b>Work-based learning type (workshops at schools, in- company training / apprenticeships)</b>	Information not available
<b>Main target groups</b>	Programmes are available for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	There are no minimum entry requirements, but learners must be at least 15 years old to enrol.
<b>Assessment of learning outcomes</b>	Information not available
<b>Diplomas/certificates provided</b>	Adults can obtain formal certificates of secondary education.
<b>Examples of qualifications</b>	Electrical engineering and maintenance; housekeeping, cooking and sewing; nutrition professionals; etc. ( 50 )
<b>Progression opportunities for learners after graduation</b>	Learners who obtain their Certificate of upper secondary education can enrol in tertiary education. Adults obtaining a qualification certificate can enter the labour market immediately.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✓
<b>General education subjects</b>	✓
<b>Key competences</b>	✓  Key competences are specific to each track.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

[50] For more information, see: <https://www.weiterbildungsdatenbank.be/>

Programme for HE  
access, 1 year

ISCED 3

(BE-DE)

## Programme for higher education access (7. Jahr Berufsbildender Befähigungsunterricht)

<b>EQF level</b>	EQF referencing has not yet been done.	<b>ISCED-P 2011 level</b>	<sup>3</sup>
<b>Usual entry grade</b>	12+	<b>Usual completion grade</b>	13+
<b>Usual entry age</b>	18+	<b>Usual completion age</b>	19+
<b>Length of a programme (years)</b>	<sup>1</sup>		
<b>Is it part of compulsory education and training?</b>	✗	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓
<b>ECVET or other credits</b>	Credit systems are not applicable yet.		
<b>Learning forms (e.g. dual, part-time, distance)</b>	Practically oriented type of education in which the young person receives general education but where the focus primarily lies on learning a specific profession.		
<b>Main providers</b>	Schools for vocational education		
<b>Share of work-based learning provided by schools and companies</b>	Information not available		
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Practical training at school		

<b>Main target groups</b>	The programme is aimed at learners aged 18+. It is also available to adults within the Adult education programme.
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners must have completed the third degree of vocational education or an apprenticeship.
<b>Assessment of learning outcomes</b>	Examinations are organised at the end of the year, they may combine theoretical and practical knowledge.
<b>Diplomas/certificates provided</b>	Learners are granted a certificate of upper secondary education.
<b>Examples of qualifications</b>	Digitally controlled machine tools, nursing assistant, children's caregiver, etc. ( 51 ).
<b>Progression opportunities for learners after graduation</b>	Learners can access the labour market with their certificates or they can continue their education in tertiary education.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	✓ Key competences are specific to each track.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

[51] For more information, see: [https://www.ostbelgienbildung.be/desktopdefault.aspx/tabid-2240/4392\\_read-31714/](https://www.ostbelgienbildung.be/desktopdefault.aspx/tabid-2240/4392_read-31714/)



Nursing programme

3.5 years

ISCED 4

(BE-DE)

## Nursing programme (Bachelor in Gesundheits- und Krankenpflegewissenschaften)

**EQF level** EQF  
referencing  
has not yet  
been done.

**ISCED-P** 4  
**2011 level**

**Usual entry  
grade** Not  
applicable

**Usual  
completion  
grade** Not applicable

**Usual entry  
age** 18+

**Usual  
completion  
age** 18+

**Length of a  
programme  
(years)** 3

**Is it part of  
compulsory  
education  
and  
training?** ✗

**Is it part of  
formal  
education  
and training  
system?** ✓  
The programme leads to a formal,  
officially recognised diploma, which  
grants access to the regulated  
profession of nurse responsible for  
general care.

**Is it initial  
VET?** ✗

**Is it  
continuing  
VET?** ✓

**Is it offered  
free of  
charge?** ✓

**Is it  
available for  
adults?** ✓

**ECVET or other credits** Credit systems are not applicable yet.

**Learning forms (e.g. dual,  
part-time, distance)** School-based programme for theoretical lessons  
and clinical practice for practical training

<b>Main providers</b>	Autonomous Higher Education Institution (Autonom Hochschule in der Deutschsprachigen Gemeinschaft, AHS)
<b>Share of work-based learning provided by schools and companies</b>	>=50%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	practical training at school clinical training
<b>Main target groups</b>	Programmes are available for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	To enrol in the nursing programme, learners must meet one of the following requirements: <ul style="list-style-type: none"> <li>• successfully complete the sixth year of vocational or technical secondary education;</li> <li>• pass the board examination of the German-speaking Community;</li> <li>• provide a training certificate from the employment office of the German-speaking community (covering at least 1 300 hours of training).</li> </ul>
<b>Assessment of learning outcomes</b>	Theoretical and practical examinations are organised throughout the programme. Learners are also required to write a thesis during their last year of studies.
<b>Diplomas/certificates provided</b>	Health and nursing certificate meeting the requirements of the European directive 2005/36/CE.
<b>Examples of qualifications</b>	Nurse responsible for general care
<b>Progression opportunities for learners after graduation</b>	Those who complete VET can enter the labour market. The nursing programme gives also access to tertiary education programmes.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✓
<b>General education subjects</b>	✗
<b>Key competences</b>	✓  Key competences are specific to the nursing programme in line with national legislation.

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<b>Application of learning outcomes approach</b>	Information not available
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<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available
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Master craftsperson  
programme, 2-3 years  
ISCED 4-6  
(BE-DE)

## Master craftsperson programme (Meister)

<b>EQF level</b>	EQF referencing has not yet been done.	<b>ISCED-P 2011 level</b>	4-6
<b>Usual entry grade</b>	Not applicable	<b>Usual completion grade</b>	Not applicable
<b>Usual entry age</b>	18+	<b>Usual completion age</b>	18+
<b>Length of a programme (years)</b>	2 to 3 years		
<b>Is it part of compulsory education and training?</b>	✗	<b>Is it part of formal education and training system?</b>	✓ as it leads to formal, officially recognised diplomas.
<b>Is it initial VET?</b>	✗	<b>Is it continuing VET?</b>	✓
<b>Is it offered free of charge?</b>	✗	<b>Is it available for adults?</b>	✓
<b>ECVET or other credits</b>	Credit systems are not applicable yet.		
<b>Learning forms (e.g. dual, part-time, distance)</b>	Training centre-based learning (theoretical knowledge) and practical lessons		
<b>Main providers</b>	Vocational training centres ZAWM (Zentrum für Aus- und Weiterbildung)		
<b>Share of work-based learning provided by schools and companies</b>	Information not available		

<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• in-company training</li> <li>• theoretical lessons at training centre</li> </ul>
<b>Main target groups</b>	Programmes are available for adults who wish to become a qualified entrepreneur or open their own enterprise.
<b>Entry requirements for learners (qualification/education level, age)</b>	Access to the master craftsperson programmes is reserved to people who have completed apprenticeship programme or the third stage of technical or vocational programmes and have already gained some professional experience or who have demonstrable experience with a definite business project.
<b>Assessment of learning outcomes</b>	The master craftsperson exam consists of three parts: the management, the subject (theory), the subject (practical examination). To receive the master craftsman certificate, learners must succeed in all three parts of the examination.
<b>Diplomas/certificates provided</b>	Master craftsman certificate
<b>Examples of qualifications</b>	Food-related qualifications: butcher, baker; commercial qualifications: designer for visual marketing, etc. ( 52 ).
<b>Progression opportunities for learners after graduation</b>	Those who complete VET can enter the labour market directly.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	<div>✓</div> Management courses
<b>Key competences</b>	<div>✓</div> Key competences are specific to each track.
<b>Application of learning outcomes approach</b>	Information not available

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<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available
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[52] For more information, see:

[https://www.zawm.be/fileadmin/user\\_upload/Meisterkurse\\_2018-2019\\_Angebote\\_Version\\_1.04.18.pdf](https://www.zawm.be/fileadmin/user_upload/Meisterkurse_2018-2019_Angebote_Version_1.04.18.pdf)

Professional bachelor  
programmes

3 to 4 years

ISCED 6

(BE-DE)

## Professional bachelor programmes

**EQF level** EQF levels on qualifications are being discussed. **ISCED-P 2011 level** 6

**Usual entry grade** 12+ **Usual completion grade** 12+  
after successful completion of upper secondary education

**Usual entry age** 18 **Usual completion age** 21 or 22

**Length of a programme (years)** 3 to 4

**Is it part of compulsory education and training?** ✗

**Is it part of formal education and training system?** ✓

**Is it initial VET?** ✗

**Is it continuing VET?** ✓

**Is it offered free of charge?** ✗

**Is it available for adults?** ✓

**ECVET or other credits** Credit systems are not applicable yet.

180 ECTS for the 3-year programmes; 240 ECTS for the 4-year programme in nursing

**Learning forms (e.g. dual, part-time, distance)** Depends on the chosen track.

For dual programmes: school-based learning (20%) with in-company training (80%)

**Main providers** Autonomous College AHS (Autonome Hochschule Ostbelgien in collaboration with the Vocational training centres ZAWM (Zentrum für Aus- und Weiterbildung im Mittelstand)

<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	theoretical courses at ZAWM in-company training
<b>Main target groups</b>	Programmes are available for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	Certificate of upper secondary education and, for dual programmes, a successful internship in the appropriate field of occupational activity.
<b>Assessment of learning outcomes</b>	Examinations are organised at the end of each school year. Learners need to succeed to access the next education level. A practical part may also be organised.
<b>Diplomas/certificates provided</b>	Bachelor degree and, for dual programmes, an entrepreneur certificate
<b>Examples of qualifications</b>	Bachelor in nursing, teacher training for pre-primary and primary education  Dual programmes: financial services and accounting, public and business administration
<b>Progression opportunities for learners after graduation</b>	Those who complete the programme can enter the labour market directly.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✓
<b>General education subjects</b>	✗
<b>Key competences</b>	✓  Key competences are specific to each sector.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available



Technical prog., 2nd stage  
(school-based or dual for 15+),  
2 years  
ISCED 3  
(BE-FL)

## Technical secondary education (Technisch secundair onderwijs, TSO)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	2-3
<b>Usual entry grade</b>	9	<b>Usual completion grade</b>	10
<b>Usual entry age</b>	15	<b>Usual completion age</b>	16
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	✓ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓

**ECVET or other credits** Credit systems are not applicable yet.

<b>Learning forms (e.g. dual, part-time, distance)</b>	School-based learning with technical-theoretical classes and practical lessons.
<b>Main providers</b>	Schools for secondary education
<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Practical training at school
<b>Main target groups</b>	<p>This programme is available to young people within the compulsory education system.</p> <p>Adult learners can access the programme through adult education.</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners can access technical secondary education after having completed 2 years in lower general secondary education.
<b>Assessment of learning outcomes</b>	Examinations in the general courses and technical option are organised throughout the programme. Learners need to succeed to access the next education level. A practical part may be organised.
<b>Diplomas/certificates provided</b>	<p>Successful completion of this VET programme allows access to the next education level within this and other programmes.</p> <p>Upon successfully completing the 2 years of this programme, learners receive a certificate of the second degree of secondary education (<i>getuigschrift van de tweede graad</i>).</p>
<b>Examples of qualifications</b>	Construction techniques, fashion, electromechanics, electrical engineering, photography, etc.

<b>Progression opportunities for learners after graduation</b>	<p>Those who complete VET can enter the labour market or continue their studies on the next level within the same programme.</p> <p>They also can progress at the next education level one of the following pathways:</p> <ul style="list-style-type: none"> <li>• general programme;</li> <li>• vocational programme;</li> <li>• apprenticeship.</li> </ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	✓
	Key competences are specific to each sector.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Technical prog., 3rd stage  
(school-based or dual),  
2 years  
ISCED 3  
(BE-FL)

## Technical secondary education (Technisch secundair onderwijs, TSO)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	3
<b>Usual entry grade</b>	11	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	17	<b>Usual completion age</b>	18
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	✓ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓
<b>ECVET or other credits</b>	Credit systems are not applicable yet.		
<b>Learning forms (e.g. dual, part-time, distance)</b>	School-based learning with technical-theoretical classes and practical lessons		

<b>Main providers</b>	Schools for secondary education
<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Practical training at school
<b>Main target groups</b>	<p>This programme is available to young people within the compulsory education system.</p> <p>Adult learners can access the programme through adult education.</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners must have completed 4 years of secondary education to enter the programme.
<b>Assessment of learning outcomes</b>	Examinations in the general courses and technical option are organised throughout the programme. A practical part may also be organised. Learners need to succeed to receive their certificate.
<b>Diplomas/certificates provided</b>	Certificate of upper secondary education ( <i>Diploma Secundair Onderwijs</i> )
<b>Examples of qualifications</b>	Construction techniques, fashion, electromechanics, electrical engineering, photography, etc.
<b>Progression opportunities for learners after graduation</b>	Learners who complete this VET programme can enter the labour market or continue their studies at post-secondary or tertiary level.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	<p>✓</p> <p>Key competences are specific to each sector.</p>
<b>Application of learning outcomes approach</b>	Information not available

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<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available
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Vocational prog., 2nd stage  
(school-based or dual),  
2 years  
ISCED 3  
(BE-FL)

## Vocational secondary education (Beroepssecundair Onderwijs, BSO)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	3
<b>Usual entry grade</b>	9	<b>Usual completion grade</b>	10
<b>Usual entry age</b>	15	<b>Usual completion age</b>	16
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	✓ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✗	<b>Is it available for adults?</b>	✓

**ECVET or other credits** Credit systems are not applicable yet.

<b>Learning forms (e.g. dual, part-time, distance)</b>	School-based learning with theoretical subjects supporting the practical learning
<b>Main providers</b>	Schools for secondary education
<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	practical training at school
<b>Main target groups</b>	<p>This programme is available to young people within the compulsory education system.</p> <p>Adult learners can access the programme through adult education.</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners can access the vocational programme after having completed the first 2 years of lower general secondary education.
<b>Assessment of learning outcomes</b>	Examinations are organised at the end of each school year. Learners need to succeed to access the next education level. Examinations are organised in the general courses and in the vocational option. A practical part may also be organised.
<b>Diplomas/certificates provided</b>	<p>This VET programme allows access to the next education level within the programme.</p> <p>Upon successfully completing the 2 years of this programme, learners receive a certificate of the second degree of secondary education (<i>getuigschrift van de tweede graad</i>).</p>
<b>Examples of qualifications</b>	Basic mechanics, construction, accounting, retail, etc.



<b>Progression opportunities for learners after graduation</b>	<p>Learners who complete this VET programme can continue their studies within the same stream to achieve the complete vocational programme.</p> <p>They also can progress to the next education level, one of the following pathways:</p> <ul style="list-style-type: none"> <li>• general programme;</li> <li>• technical programme;</li> <li>• apprenticeship.</li> </ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	<p>✓</p> <p>Key competences are specific to each sector.</p>
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Vocational prog., 3rd stage  
(school-based or dual),  
2 years  
ISCED 3  
(BE-FL)

## Vocational secondary education (Beroepssecundair Onderwijs, BSO)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	3
<b>Usual entry grade</b>	11	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	17	<b>Usual completion age</b>	18
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	✓ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✓
<b>Is it offered free of charge?</b>	✗	<b>Is it available for adults?</b>	✓

**ECVET or other credits** Credit systems are not applicable yet.

<b>Learning forms (e.g. dual, part-time, distance)</b>	School-based learning with theoretical subjects supporting the practical learning
<b>Main providers</b>	Schools for secondary education
<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	practical training at school
<b>Main target groups</b>	<p>This programme is available to young people within the compulsory education system.</p> <p>Adult learners can access the programme through adult education.</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners can access the vocational programme after having completed 4 years of secondary education.
<b>Assessment of learning outcomes</b>	<p>Examinations are organised during the school year.</p> <p>Examinations are organised in the general courses and in the vocational option. A practical part may also be organised. Learners need to succeed to obtain their certificate.</p>
<b>Diplomas/certificates provided</b>	Professional qualification certificate
<b>Examples of qualifications</b>	Basic mechanics, construction, accounting, retail, etc.
<b>Progression opportunities for learners after graduation</b>	Those who complete the VET programme can enter the labour market or continue their studies with a 1-year follow-up programme granting them a Certificate of upper secondary education ( <i>Diploma Secundair Onderwijs</i> ) (and giving them access to tertiary education) or continue their studies at post-secondary level.
<b>Destination of graduates</b>	Information not available

<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	✓
	Key competences are specific to each sector.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Apprenticeships  
organised by SYNTRA  
centres (80% WBL)

or by vocational prog.  
schools (60% WBL)

2-3 years

ISCED 2-3

(BE-FL)

## Apprenticeship programmes (Leren en werken, Duaal leren in deeltijds beroepssecundair onderwijs, DBSO)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	2-3
<b>Usual entry grade</b>	10	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	16	<b>Usual completion age</b>	18
<b>Length of a programme (years)</b>	2 to 3		
<b>Is it part of compulsory education and training?</b>	✓ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓

**ECVET or other credits** Credit systems are not applicable yet.

<b>Learning forms (e.g. dual, part-time, distance)</b>	<p><i>Leren en werken</i> (organised by schools): general, technical, theoretical and practical courses for 2 days/week at school and in-company training during 3 days/week.</p> <p><i>Duaal leren</i> (organised by training centres): general, technical, theoretical and practical courses for 1 day/week at the training centre and in-company training during 4 days/week.</p>
<b>Main providers</b>	Schools (Centra voor deeltijds onderwijs; CDO); training centres of SYNTRA.
<b>Share of work-based learning provided by schools and companies</b>	>=60%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• practical training at school/in the training centre;</li> <li>• in-company practice (3 or 4 days/week).</li> </ul>
<b>Main target groups</b>	<p>This programme is available to young people within the compulsory education system.</p> <p>Adult learners can access the programme through adult education.</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	<p>Available to young persons between 16 and 25 years old.</p> <p>Every 15-year-old who has completed at least the first 2 years of full-time secondary education is admissible. At the end of the school year (30 June) in which the young person turns 25, the apprenticeship ends.</p>
<b>Assessment of learning outcomes</b>	Information not available
<b>Diplomas/certificates provided</b>	<p>Depending on the programme, learners can obtain a:</p> <ul style="list-style-type: none"> <li>• certificate of acquired competences;</li> <li>• partial certificate for a module;</li> <li>• certificate of a course;</li> <li>• 2nd degree secondary education certificate;</li> <li>• study certificate from the 2nd year of the 3rd stage of secondary education;</li> <li>• secondary education diploma;</li> <li>• certificate about the basic knowledge of business management.</li> </ul>
<b>Examples of qualifications</b>	Hairdresser, waiter, childcare supervisor, sports coach, etc.

<b>Progression opportunities for learners after graduation</b>	Those who complete VET can enter the labour market or continue their studies at post-secondary level or, if they have obtained their Certificate of upper secondary education ( <i>Diploma Secundair Onderwijs</i> ), learners can access tertiary education.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✗
<b>Key competences</b>	✓ Key competences are specific to each sector.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

VET for SEN learners,  
access to and from all  
other programmes, up to  
6 years  
ISCED 2-3  
(BE-FL)

## VET for SEN learners (Buitengewoon secundair onderwijs, BUSO)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	2-3
<b>Usual entry grade</b>	7	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	12	<b>Usual completion age</b>	21
<b>Length of a programme (years)</b>	Up to 6		
<b>Is it part of compulsory education and training?</b>	✓ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✗

**ECVET or other credits** Credit systems are not applicable yet.



<b>Learning forms (e.g. dual, part-time, distance)</b>	School-based learning
<b>Main providers</b>	Schools for special education
<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Information not available
<b>Main target groups</b>	VET for SEN learners is offered to youngsters with special needs aged 12 to 21 years old.
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners can register in a school for special education once they have received a report for special education. This report is prepared and delivered by the Centre for Student Guidance (CLB) and integrates a certificate and a protocol.
<b>Assessment of learning outcomes</b>	Information not available
<b>Diplomas/certificates provided</b>	<p>After following the common curriculum, learners obtain the same certificates as the other students.</p> <p>After following an individually adapted curriculum, learners obtain a certificate of acquired competences.</p>
<b>Examples of qualifications</b>	Information not available
<b>Progression opportunities for learners after graduation</b>	Learners who have completed a SEN VET programme can enter the labour market or continue their studies at tertiary level.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓

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**Key competences** ✓

Key competences are specific to each sector.

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**Application of learning  
outcomes approach**

Information not available

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**Share of learners in  
this programme type  
compared with the  
total number of VET  
learners**

Information not available

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Adult education prog. equivalent to secondary level prog. (16+ and 18+) incl. follow-up prog., 1-3 years ISCED 2-4 (BE-FL)
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<b>Adult education programme equivalent to secondary level programmes (Secundair Volwassenenonderwijs, SVO)</b>			
<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	2-4
<b>Usual entry grade</b>	Not applicable	<b>Usual completion grade</b>	Not applicable
<b>Usual entry age</b>	18+ and 16+ under certain conditions	<b>Usual completion age</b>	18+ and 16+ under certain conditions
<b>Length of a programme (years)</b>	From 1 to 3 years		
<b>Is it part of compulsory education and training?</b>	✗ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✓
<b>Is it offered free of charge?</b>	Yes and no Courses are free for jobseekers but workers (or their employers) have to pay to attend specific courses.	<b>Is it available for adults?</b>	✓

<b>Learning forms (e.g. dual, part-time, distance)</b>	<ul style="list-style-type: none"><li>• school-based learning;</li><li>• self-learning/distance-learning: a form of learning which consists of learning the subject matter individually, either at home or at work;</li><li>• e-learning (digital platform);</li><li>• practical learning in a training centre: 'group learning' or 'centre learning' offered (by the Flemish Employment and Vocational Training Agency 'VDAB' as well as by external training providers);</li><li>• open learning: a form of learning the subject matter individually and at your own pace in a competence centre (organised by VDAB);</li><li>• blended learning: a combination of learning methods e.g. combination group learning &amp; online learning or group learning &amp; open learning;</li><li>• part-time working and VDAB Dual learning (depending on the chosen form of learning, young people may have to register with VDAB);</li><li>• workplace learning: the jobseeker learns a job on the 'work floor'.</li></ul>
<b>Main providers</b>	<p>Centres for Adult Education (Centra voor volwassenenonderwijs, CVO)</p> <p>Training centres of SYNTRA</p> <p>VDAB centres (public employment service)</p>
<b>Share of work-based learning provided by schools and companies</b>	>=60%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"><li>• practical training at school;</li><li>• practical training in a training centre;</li><li>• learning at a workplace: the focus is on customisation, the jobseeker learns a job 'on the work floor';</li><li>• apprenticeship training.</li></ul>
<b>Main target groups</b>	Programmes are available for adults, unemployed people who want to obtain a certificate but also to workers who wish to gain more knowledge.
<b>Entry requirements for learners (qualification/education level, age)</b>	There are no minimum entry requirements, but learners must be at least 16 years old to enrol (or 15 if they have completed the first 2 years of secondary education). Specific conditions may apply depending on the programme.
<b>Assessment of learning outcomes</b>	Continuous evaluation is organised during the school year. Some centres organise additional exams, others do not (e.g. when a module is completed).

<b>Diplomas/certificates provided</b>	<ul style="list-style-type: none"> <li>• partial certificate for a module;</li> <li>• certificate for a complete module;</li> <li>• certificate of upper secondary education;</li> <li>• certificate in business management.</li> </ul>
<b>Examples of qualifications</b>	Bus driver, tourism related qualifications (guide, travel agent), electrician, languages qualifications, etc.
<b>Progression opportunities for learners after graduation</b>	Those who complete VET can enter the labour market or, if they have obtained the certificate of upper secondary education ( <i>Diploma Secundair Onderwijs</i> ), continue their studies at tertiary level.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✓
<b>General education subjects</b>	Information not available
<b>Key competences</b>	✓ Key competences are specific to each sector.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Graduate degree  
programme in nursing

(HB05)

3 years

ISCED 5

(BE-FL)

## Graduate degree in nursing (HB05, hoger beroepsonderwijs, Verpleegkunde)

**EQF level** EQF levels on qualifications are being discussed.

**ISCED-P 2011 level** 5

**Usual entry grade** 12+

**Usual completion grade** 12+

**Usual entry age** 18+

**Usual completion age** 18+

**Length of a programme (years)** 3

**Is it part of compulsory education and training?** ✗  
Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).

**Is it part of formal education and training system?** ✓

**Is it initial VET?** ✗

**Is it continuing VET?** ✓

**Is it offered free of charge?** Information not available

**Is it available for adults?** ✓

**ECVET or other credits** Information not available

**Learning forms (e.g. dual, part-time, distance)** School-based learning with internships (practical learning)

<b>Main providers</b>	Schools for full-time secondary education
<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Internship in a work environment (hospital), clinical training
<b>Main target groups</b>	Programmes are available for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	<p>Learners aged 18 can access the programme with the following qualifications:</p> <ul style="list-style-type: none"> <li>• certificate of the third stage of either technical or vocational secondary education;</li> <li>• diploma of general secondary education;</li> <li>• certificate of secondary adult education of at least 900 teaching hours</li> </ul>
<b>Assessment of learning outcomes</b>	Information not available
<b>Diplomas/certificates provided</b>	<ul style="list-style-type: none"> <li>• partial certificate after successfully completing a module;</li> <li>• graduate in nursing after successfully completing all the modules.</li> </ul>
<b>Examples of qualifications</b>	Nurse
<b>Progression opportunities for learners after graduation</b>	Those who complete VET can enter the labour market or continue their studies in tertiary education.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✓
<b>General education subjects</b>	✗
<b>Key competences</b>	<p>✓</p> <p>Key competences are specific to the nursing sector.</p>
<b>Application of learning outcomes approach</b>	Information not available

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**Share of learners in this programme type compared with the total number of VET learners** Information not available

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Follow-up technical  
programme,

1 year

ISCED 4

(BE-FL)

## Follow-up programme to technical secondary education (Secundair-na-secundair onderwijs, Se-n-Se)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	4
<b>Usual entry grade</b>	12+	<b>Usual completion grade</b>	12+
<b>Usual entry age</b>	18+	<b>Usual completion age</b>	18+
<b>Length of a programme (years)</b>	1		
<b>Is it part of compulsory education and training?</b>	✗ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✗	<b>Is it continuing VET?</b>	✓
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓

**ECVET or other credits** Credit systems are not applicable yet.

**Learning forms (e.g. dual, part-time, distance)** School-based learning combined with workplace-based learning

**Main providers** Schools for secondary education

<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Practical training within a company
<b>Main target groups</b>	This programme is available to young learners who want to follow an education allowing them the choice between entering the job market or continuing into tertiary education.
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners must have successfully completed their 2nd degree of technical secondary education.
<b>Assessment of learning outcomes</b>	Examinations are organised during the school year and may include a practical part.
<b>Diplomas/certificates provided</b>	Professional qualification certificate
<b>Examples of qualifications</b>	Pharmacy assistant, agriculture, chemistry, computer technology, etc.
<b>Progression opportunities for learners after graduation</b>	Learners may enter the labour market directly or continue their studies at tertiary level.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	✓ Key competences are specific to each sector.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Short-cycle graduate  
degree programmes,  
33% WBL

2 years

ISCED 5  
(BE-FL)

## Short-cycle graduate degree (Graduaatsopleidingen)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	5
<b>Usual entry grade</b>	12+	<b>Usual completion grade</b>	12+
<b>Usual entry age</b>	18+	<b>Usual completion age</b>	18+
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	✗ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✗	<b>Is it continuing VET?</b>	✓
<b>Is it offered free of charge?</b>	✗	<b>Is it available for adults?</b>	✓

**ECVET or other credits** Graduate courses of 90 or 120 credits.

**Learning forms (e.g. dual, part-time, distance)** Focus is put on the workplace learning (learning and applying competence in real work situations), the programme is less theoretical than professional bachelor programmes.

<b>Main providers</b>	University colleges ( <i>Hogescholen</i> )
<b>Share of work-based learning provided by schools and companies</b>	>=33%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Practical training in a company
<b>Main target groups</b>	Programmes are available for young people and also for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners must possess the Certificate of upper secondary education or an equivalent certificate. Learners aged 18 without the required certificate, have the possibility to take an admission test.
<b>Assessment of learning outcomes</b>	Examinations are organised during the school year and may include a practical part.
<b>Diplomas/certificates provided</b>	Graduate degree (in a specific field)
<b>Examples of qualifications</b>	Architecture, nursing, education, biotechnology, etc.
<b>Progression opportunities for learners after graduation</b>	Those who complete the short-cycle graduate degree have direct access to the labour market.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✗
<b>Key competences</b>	✓ Key competences are specific to each sector.
<b>Application of learning outcomes approach</b>	Information not available

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<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available
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Professional bachelor  
programmes

3 years

ISCED 6

(BE-FL)

## Professional bachelor (Professionele bachelor)

**EQF level** EQF levels on qualifications are being discussed.

**ISCED-P 2011 level** 6


**Usual entry grade** 12+


**Usual completion grade** 12+


**Usual entry age** 18+


**Usual completion age** 18+


**Length of a programme (years)** 3


**Is it part of compulsory education and training?**   
Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).

**Is it part of formal education and training system?** 

**Is it initial VET?** 

**Is it continuing VET?** 

**Is it offered free of charge?** 

**Is it available for adults?** 

**ECVET or other credits** 180 credits (60 per school year).





**Learning forms (e.g. dual, part-time, distance)** School-based learning with internships

**Main providers** University colleges (*Hogeschole*)

<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Practical training in a company
<b>Main target groups</b>	Programmes are available for young people and also for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners must have obtained the Certificate of upper secondary education ( <i>Diploma Secundair Onderwijs</i> ).
<b>Assessment of learning outcomes</b>	Examinations are organised during the school year; they may involve a practical part.
<b>Diplomas/certificates provided</b>	Bachelor degree
<b>Examples of qualifications</b>	Agrotechnology, digital arts and entertainment, hotel management, international journalism, music management, etc.
<b>Progression opportunities for learners after graduation</b>	Those who complete VET can enter the labour market or continue their studies with a Ba-n-Ba programme (bridging programme) allowing them access to the master level.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✓
<b>General education subjects</b>	✗
<b>Key competences</b>	✓ Key competences are specific to each sector.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Follow-up vocational  
programme,  
1 year  
ISCED 3  
(BE-FL)

## Follow-up programme to vocational education (zevende specialisatiejaar BSO)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	3
<b>Usual entry grade</b>	12+	<b>Usual completion grade</b>	12+
<b>Usual entry age</b>	18+	<b>Usual completion age</b>	18+
<b>Length of a programme (years)</b>	1		
<b>Is it part of compulsory education and training?</b>	 <p>Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).</p>	<b>Is it part of formal education and training system?</b>	
<b>Is it initial VET?</b>		<b>Is it continuing VET?</b>	



**Is it offered free of charge?** ✓

**Is it available for adults?** ✓  
There is no age restriction. However, it is, as the title clarifies, a direct follow-up of the sixth year of a vocational programme.

**ECVET or other credits** Credit systems are not applicable yet.

**Learning forms (e.g. dual, part-time, distance)** School-based learning combined with workplace-based learning

**Main providers** Schools for secondary education

**Share of work-based learning provided by schools and companies** Information not available

**Work-based learning type (workshops at schools, in-company training / apprenticeships)** Practical training within the company

**Main target groups** This programme is available to young learners who want to follow an education path offering a choice between entering the labour market and progressing to tertiary education.

**Entry requirements for learners (qualification/education level, age)** Learners must have successfully completed their 6th year of vocational secondary education (BSO).

**Assessment of learning outcomes** Examination are organised during the school year and may include a practical part.

**Diplomas/certificates provided** Professional qualification certificate


**Examples of qualifications** Agricultural management, commercial assistant, roofing contractor, plasterer, ...


<b>Progression opportunities for learners after graduation</b>	Learners may enter the labour market directly or continue their studies at tertiary level.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	✓
	Key competences are specific to each sector.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Technical or artistic  
prog., 2nd stage  
(qualification education;  
school-based  
or dual with 60% WBL), 2  
years  
ISCED 3  
(BE-FR)

## Technical or artistic VET programme (enseignement technique ou artistique de qualification)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	3
<b>Usual entry grade</b>	9	<b>Usual completion grade</b>	10
<b>Usual entry age</b>	15	<b>Usual completion age</b>	16
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	 <p>Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).</p>	<b>Is it part of formal education and training system?</b>	
<b>Is it initial VET?</b>		<b>Is it continuing VET?</b>	

**Is it  offered free of charge?**

**Is it  available for adults?** The programme is offered to adults through the adult education system.

**ECVET or other credits** Credit systems are not applicable yet.

**Learning forms (e.g. dual, part-time, distance)**

- school-based learning;
- self-learning/e-learning;
- dual learning with 60% work-based learning (2 days at school and 3 days in a company).

**Main providers** Secondary education schools

**Share of work-based learning provided by schools and companies**  $\geq 60\%$

**Work-based learning type (workshops at schools, in-company training / apprenticeships)**

- technical training at school;
- in-company practice: learning-by-doing system, learners can acquire practical experience during their in-company training.

**Main target groups** This programme is available for young people within the compulsory education system.

**Entry requirements for learners (qualification/education level, age)** Accessible to learners aged 14/15, having completed the first degree of secondary education.

**Assessment of learning outcomes** Examinations are organised at the end of each school year. Learners need to succeed to access the next education level. At the end of the programme, examinations are organised in the general courses and in the chosen grouped basic subject option. Examinations also include a practical part.

**Diplomas/certificates provided** After this programme, learners obtain an official certificate giving them access to the next education level within the same programme or to continue in a different system of education.

**Examples of qualifications** Beautician, office employee, retail employee, electrician, mechanic.

<b>Progression opportunities for learners after graduation</b>	<p>After this programme, learners can access the next education level within the same programme.</p> <p>They also can progress to one of the following pathways:</p> <ul style="list-style-type: none"> <li>• general programme (nationally referred to as transition education);</li> <li>• vocational qualification programme;</li> <li>• apprenticeship.</li> </ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	<p>✓</p> <p>Key competences are specific to each sector.</p>
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Technical or artistic  
prog., 3rd stage  
(qualification education;  
school-based  
or dual with 60% WBL), 2  
years  
ISCED 3  
(BE-FR)

## Technical or artistic VET programme (enseignement technique ou artistique de qualification)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	3
<b>Usual entry grade</b>	11	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	17	<b>Usual completion age</b>	18
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	✓ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓

**ECVET or other credits** Credit systems are not applicable yet.

<b>Learning forms (e.g. dual, part-time, distance)</b>	<ul style="list-style-type: none"> <li>• school-based learning;</li> <li>• self-learning/e-learning;</li> <li>• dual learning with 60% work-based learning (2 days at school and 3 days in a company).</li> </ul>
<b>Main providers</b>	VET schools (nationally called qualification education schools) ( 53 )
<b>Share of work-based learning provided by schools and companies</b>	>=60%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• technical training at school;</li> <li>• in-company practice: learning-by-doing system, learners can acquire practical experience during their in-company training.</li> </ul>
<b>Main target groups</b>	This programme is available for young people within the compulsory education system.
<b>Entry requirements for learners (qualification/education level, age)</b>	Accessible to learners aged 16, having completed the second degree of secondary education.
<b>Assessment of learning outcomes</b>	Examinations are organised at the end of each school year. Learners need to succeed to access the next education level. At the end of the programme, examinations are organised in the general courses and in the chosen grouped basic subject option. The examination also includes a practical part.
<b>Diplomas/certificates provided</b>	Qualification certificate (CQ6) Certificate of upper secondary education (CESS, <i>Certificat d'enseignement secondaire supérieur</i> )
<b>Examples of qualifications</b>	Beautician, office employee, retail employee, electrician, mechanic.

<b>Progression opportunities for learners after graduation</b>	<p>Those who complete VET can enter the labour market with the qualification certificate (CQ6). The certificate of upper secondary education (CESS) allows learners to continue their studies in post-secondary and tertiary education:</p> <ul style="list-style-type: none"> <li>• bachelor programmes (ISCED 6);</li> <li>• dual bachelor programmes (VET, ISCED 6);</li> <li>• professional bachelor programmes (VET, ISCED 6);</li> <li>• entrepreneurial &amp; leading and coordination training (Adult Learning, ISCED 4 &amp; 5);</li> <li>• nursing (ISCED 4);</li> <li>• technical and vocational follow-up programme (ISCED 4).</li> </ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	✓
	Key competences are specific to each sector.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

[53] VET is nationally referred to as qualification education.



Vocational prog., 2nd stage  
(qualification education; school-based or dual with 60% WBL), 2 years  
ISCED 3  
(BE-FR)

## Vocational programme (enseignement professionnel de qualification)

**EQF level** EQF levels on qualifications are being discussed.

**ISCED-P 2011 level** 3

**Usual entry grade** 9

**Usual completion grade** 10

**Usual entry age** 15

**Usual completion age** 16

**Length of a programme (years)** 2

**Is it part of compulsory education and training?** ✓

Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).

**Is it part of formal education and training system?** ✓

**Is it initial VET?** ✓






**Is it continuing VET?** ✗

<p><b>Is it offered free of charge?</b> ✓</p>	<p><b>Is it available for adults?</b> ✗</p> <p>This programme is offered to adults through the adult education system.</p>
<p><b>ECVET or other credits</b></p>	<p>Credit systems are not applicable yet.</p>
<p><b>Learning forms (e.g. dual, part-time, distance)</b></p>	<p>School-based learning/dual learning with 60% work-based learning (2 days at school and 3 days in a company)</p>
<p><b>Main providers</b></p>	<p>Secondary education schools</p>
<p><b>Share of work-based learning provided by schools and companies</b></p>	<p>&gt;=60%</p>
<p><b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b></p>	<ul style="list-style-type: none"> <li>• practical training at school;</li> <li>• in-company practice: learning-by-doing system, learners can acquire practical experience during their in-company training.</li> </ul>
<p><b>Main target groups</b></p>	<p>This programme is available for young people within the compulsory education system.</p>
<p><b>Entry requirements for learners (qualification/education level, age)</b></p>	<p>Available to learners aged 14 and up.</p>
<p><b>Assessment of learning outcomes</b></p>	<p>Examinations are organised at the end of each school year. Learners need to succeed to access the next education level. Examinations also include a practical part.</p>
<p><b>Diplomas/certificates provided</b></p>	<p>After this programme, learners obtain an official certificate giving them access to the next education level within the same programme or to continue in a different system of education.</p>
<p><b>Examples of qualifications</b></p>	<p>Assistant in animal care, jeweller, butcher, baker, truck driver.</p>

<b>Progression opportunities for learners after graduation</b>	<p>After this programme, learners can access the next education level within the same programme.</p> <p>They also can progress to one of the following pathways:</p> <ul style="list-style-type: none"> <li>• general programme (nationally referred to as transition education);</li> <li>• technical or artistic programme;</li> <li>• apprenticeship.</li> </ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	✓
<b>Application of learning outcomes approach</b>	<p>Key competences are specific to each sector.</p> <p>Information not available</p>
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Vocational prog., 3rd stage  
(qualification education; school-based or dual with 60% WBL), 2 years  
ISCED 3  
(BE-FR)

## Vocational programme (enseignement professionnel de qualification)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	3
<b>Usual entry grade</b>	11	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	17	<b>Usual completion age</b>	18
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	 <p>Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).</p>	<b>Is it part of formal education and training system?</b>	
<b>Is it continuing VET?</b>		<b>Is it offered free of charge?</b>	
<b>Is it available for adults?</b>			

**ECVET or other credits** Credit systems are not applicable yet.

<b>Learning forms (e.g. dual, part-time, distance)</b>	<ul style="list-style-type: none"> <li>• school-based learning</li> <li>• self-learning/e-learning</li> <li>• dual learning with 60% work-based learning (2 days at school and 3 days in a company)</li> </ul>
<b>Main providers</b>	Secondary education schools
<b>Share of work-based learning provided by schools and companies</b>	>=60%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• practical and technical training at school</li> <li>• in-company practice: learning-by-doing system, learners can acquire practical experience during their in-company training</li> </ul>
<b>Main target groups</b>	This programme is available for young people within the compulsory education system.
<b>Entry requirements for learners (qualification/education level, age)</b>	Accessible to learners aged 16, having completed the second degree of secondary education.
<b>Assessment of learning outcomes</b>	Examinations are organised at the end of each school year. Learners need to succeed to access the next education level. Practical examination may be organised. To complete this VET programme, a final examination is organised at the end of the last school year, it must include a practical examination.
<b>Diplomas/certificates provided</b>	Qualification certificate (CQ6)
<b>Examples of qualifications</b>	Assistant in animal care, jeweller, butcher, baker, truck driver.
<b>Progression opportunities for learners after graduation</b>	<p>Those who complete VET can enter the labour market or continue their studies at the post-secondary level:</p> <ul style="list-style-type: none"> <li>• technical and vocational follow-up programme (1 year, ISCED 4),</li> <li>• complementary degree in nursing (3 years, ISCED 4).</li> </ul>
<b>Destination of graduates</b>	Information not available

<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	✓
	Key competences are specific to each sector.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

VET for SEN learners,  
access to and from all  
other programmes, up to  
6 years  
ISCED 2-3  
(BE-FR)

## VET programmes for SEN learners (enseignement professionnel au sein de l'enseignement spécialisé)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	2-3
<b>Usual entry grade</b>	7	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	12	<b>Usual completion age</b>	21
<b>Length of a programme (years)</b>	6 (up to)		
<b>Is it part of compulsory education and training?</b>	✓ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✗

**ECVET or other credits** Credit systems are not applicable yet.

<b>Learning forms (e.g. dual, part-time, distance)</b>	<ul style="list-style-type: none"> <li>• school-based learning;</li> <li>• dual learning (school-based and work-based training available to allow better social integration).</li> </ul>
<b>Main providers</b>	Schools for special education needs
<b>Share of work-based learning provided by schools and companies</b>	>=60%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<p>practical training at school (practical skills orientated workshops);</p> <p>in-company practice.</p>
<b>Main target groups</b>	Programmes are available for young people aged 12-18 in need of special education.
<b>Entry requirements for learners (qualification/education level, age)</b>	No minimum entry requirements, dual training education system is available from 15 years of age. Enrolment requires specific administration procedures (from the medical point of view).
<b>Assessment of learning outcomes</b>	Information not available
<b>Diplomas/certificates provided</b>	<p>VET for SEN is offered in four different streams, which each lead to a different certificate of completion:</p> <ol style="list-style-type: none"> <li>1) social adjustment;</li> <li>2) social adjustment and training in work skills;</li> <li>3) vocational education;</li> <li>4) general, vocational, art and technical education.</li> </ol> <p>SEN of stream 2 and 3 leads to the Qualification certificate.</p> <p>SEN of stream 4 awards the same diploma/certificate as normal education of the same type: qualification certificate and/or certificate of upper secondary education (CESS, <i>Certificat d'enseignement secondaire supérieur</i>).</p>
<b>Examples of qualifications</b>	Personal care, HORECA, administrative work, etc.



<b>Progression opportunities for learners after graduation</b>	<p>Learners from stream 4 (in some cases also from stream 3) can access upper secondary VET programmes.</p> <p>Those who complete VET under stream 4, can also enter the labour market or continue their studies:</p> <ul style="list-style-type: none"> <li>• bachelor programmes (3 years, ISCED 6),</li> <li>• dual bachelor programmes (3 years, ISCED 6),</li> <li>• professional bachelor programmes (3-4 years, ISCED 6).</li> </ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	<p>✓</p> <p>Key competences are specific to each sector.</p>
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Apprenticeship offered  
by  
regional training  
providers 80% WBL  
3 years  
ISCED 3  
(BE-FR)

## Apprenticeship programme (formation en alternance)

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	3
<b>Usual entry grade</b>	10	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	15	<b>Usual completion age</b>	18
<b>Length of a programme (years)</b>	3		
<b>Is it part of compulsory education and training?</b>	✓ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✗
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓ The programme is offered to adults up to age 25.

**ECVET or other credits** Credit systems are not applicable yet.

<b>Learning forms (e.g. dual, part-time, distance)</b>	dual learning (1 or 2 days at school and 3 or 4 days within a company)
<b>Main providers</b>	<ul style="list-style-type: none"> <li>centres for dual education and training, CEFA in the education system in Brussels and in Wallonia</li> <li>training providers for small and medium-size enterprises, SFPME/EFP in Brussels, IFAPME in Wallonia</li> </ul>
<b>Share of work-based learning provided by schools and companies</b>	>=80%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>in-company practice (learning-by-doing system)</li> <li>practical training within the training facility (vocational courses)</li> </ul>
<b>Main target groups</b>	Programmes are available for young people from 15 years of age and adults (up to 25 years of age).
<b>Entry requirements for learners (qualification/education level, age)</b>	<p>There are no minimum entry requirements but learners must be at least 15 years old to enrol.</p> <p>There is also a maximum age, which depends on the alternating contract period (1, 2 or 3 years). Requirements exist also in relation to the educational pathway followed.</p>
<b>Assessment of learning outcomes</b>	There are examinations on general and vocational theoretical knowledge at the end of each academic year. The vocational accomplishments are continuously evaluated during the apprenticeship, and a practical test before a jury of professionals is organised at the end of the programme.
<b>Diplomas/certificates provided</b>	<p>Apprenticeship certificate approved by the French Community.</p> <p>In some occupations, in the education system, the apprenticeship certificate is considered equivalent to the certifications of qualifying education (CQ6 + CQ7, technical, artistic and vocational programmes) and allows direct access to the seventh years of vocational education. In this way a transition from dual training to higher education is possible (higher education is also accessible via adult education or the juries of the French Community).</p>
<b>Examples of qualifications</b>	Baker, hairdresser, florist, electrician, builder, etc.

<b>Progression opportunities for learners after graduation</b>	<p>Those who complete VET can enter the labour market or continue their studies:</p> <p>adult learning (entrepreneurial &amp; leading and coordinating training, ISCED 4 &amp; 5).</p>
<b>Destination of graduates</b>	<p>IFAPME: more than 80% of the apprentices who successfully completed their apprenticeship enter the labour market within 6 months following the student's study end date.</p> <p>Source: <a href="https://www.ifapme.be/chiffres-cles">https://www.ifapme.be/chiffres-cles</a></p>
<b>Awards through validation of prior learning</b>	<p>✓</p> <p>No formal validation but previously followed courses are taken into account in the definition of the individual training plan.</p>
<b>General education subjects</b>	<p>✓</p>
<b>Key competences</b>	<p>✓</p> <p>Key competences are specific to each sector.</p>
<b>Application of learning outcomes approach</b>	<p>Information not available</p>
<b>Share of learners in this programme type compared with the total number of VET learners</b>	<p>Information not available</p>

Complementary degree  
in nursing

3 years

ISCED 4

(BE-FR)

## Complementary degree in nursing (Brevet infirmier hospitalier)

**EQF level** EQF levels on qualifications are being discussed.

**ISCED-P 4  
2011 level**

**Usual entry  
grade** 12+

**Usual  
completion  
grade** 12+

**Usual entry  
age** 18+

**Usual  
completion  
age** 18+

**Length of a  
programme  
(years)** 3

**Is it part of  
compulsory  
education  
and  
training?** **✗**  
Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).

**Is it part  
of formal  
education  
and  
training  
system?** **✗**

**Is it initial  
VET?** **✗**

**Is it  
continuing  
VET?** **✓**

**Is it  
offered  
free of  
charge?** **✗**

**Is it  
available  
for adults?** **✓**

**ECVET or other credits** Information not available

**Learning forms (e.g.  
dual, part-time,  
distance)**

- school-based learning (theoretical and practical courses specific to the field);
- traineeships (regular practice in clinical environment).

<b>Main providers</b>	Schools for post-secondary education
<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• practical training at school</li> <li>• traineeships (practice in clinical environment)</li> </ul>
<b>Main target groups</b>	Programmes are available for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	The Certificate of upper secondary education (CESS) is not a mandatory condition for entrance; however, students who did not already hold it, obtain it at the end of the first year (if they succeed). It is also accessible to those who hold certain adult education certifications.
<b>Assessment of learning outcomes</b>	To complete a VET programme, learners need to pass final examinations (both theoretical and practical).
<b>Diplomas/certificates provided</b>	<ul style="list-style-type: none"> <li>• hospital nursing licence;</li> <li>• hospital nursing licence – mental health and psychiatry orientation;</li> </ul> <p>learners who accessed the training without the CESS (Certificate of upper secondary education), obtain it at the end of the first year.</p>
<b>Examples of qualifications</b>	<ul style="list-style-type: none"> <li>• Degree in nursing,</li> <li>• Degree in nursing – mental health and psychiatry.</li> </ul>
<b>Progression opportunities for learners after graduation</b>	Those who complete VET can enter the labour market or continue their studies at tertiary level.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✗

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**Key competences** ✓

Key competences are specific to the nursing studies.

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**Application of learning  
outcomes approach**

Information not available

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**Share of learners in  
this programme type  
compared with the  
total number of VET  
learners**

Information not available

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Technical and vocational  
follow-up prog.

(school-based; or dual  
with 60% WBL)

1 year

ISCED 4

(BE-FR)

## Technical and vocational follow-up programme

<b>EQF level</b>	EQF levels on qualifications are being discussed.	<b>ISCED-P 2011 level</b>	4
<b>Usual entry grade</b>	12+	<b>Usual completion grade</b>	12+
<b>Usual entry age</b>	18+	<b>Usual completion age</b>	18+
<b>Length of a programme (years)</b>	1		
<b>Is it part of compulsory education and training?</b>	✗ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✗	<b>Is it continuing VET?</b>	✓
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓ The programme is available to adult through adult education.



**ECVET or other credits** Credit systems are not applicable yet.

<b>Learning forms (e.g. dual, part-time, distance)</b>	<ul style="list-style-type: none"><li>• school-based learning (technical and practical lessons);</li><li>• dual learning with 60% work-based learning (2 days at school and 3 days in a company).</li></ul>
<b>Main providers</b>	Secondary Education Schools
<b>Share of work-based learning provided by schools and companies</b>	>=60%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"><li>• practical training at school</li><li>• in-company practice: learning-by-doing system, learners can acquire practical experience during their in-company training</li></ul>
<b>Main target groups</b>	Programmes are available for young people having completed a vocational programme.
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners must be in possession of the 2nd stage of the vocational or technical programme (Qualification certificate 6, level ISCED 3).
<b>Assessment of learning outcomes</b>	To complete this VET programme, learners need to pass a final examination.
<b>Diplomas/certificates provided</b>	VET learners may receive two certificates simultaneously: the Certificate of upper secondary education (CESS) and/or a Qualification certificate (CQ7, ISCED 4).
<b>Examples of qualifications</b>	Management of small businesses.
<b>Progression opportunities for learners after graduation</b>	<p>Those who complete this VET programme can enter the labour market directly. This special seventh year also gives learners from qualification education access to the tertiary level of education:</p> <ul style="list-style-type: none"><li>• bachelor programmes,</li><li>• dual bachelor programmes,</li><li>• professional bachelor programmes.</li></ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗

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**General education subjects** ✓

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**Key competences** ✓

Key competences are specific to the VET sector.

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**Application of learning outcomes approach** Information not available

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**Share of learners in this programme type compared with the total number of VET learners** Information not available

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Adult education prog. at  
primary, secondary and  
tertiary levels  
(age 18+ and partly for  
15+)  
ISCED 1-7  
(BE-FR)

## Adult education programmes at primary, secondary and tertiary levels

<b>EQF level</b>	EQF levels on qualifications are being discussed	<b>ISCED-P 2011 level</b>	1-7
<b>Usual entry grade</b>	12+	<b>Usual completion grade</b>	12+
<b>Usual entry age</b>	18+	<b>Usual completion age</b>	18+
<b>Length of a programme (years)</b>	Information not available		
<b>Is it part of compulsory education and training?</b>	<p>✗</p> <p>Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).</p>	<b>Is it part of formal education and training system?</b>	<p>✗</p>
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✓
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	<p>✓</p> <p>This programme is specifically designed for adults.</p>

<b>ECVET or other credits</b>	<p>Credit systems are not applicable yet at primary or secondary levels.</p> <p>Tertiary education: 180 credits (bachelor programmes) or 120 (master programmes).</p>
<b>Learning forms (e.g. dual, part-time, distance)</b>	<ul style="list-style-type: none"> <li>• modular approach with flexible schedule – theoretical and practical learning within an adult centre, and a traineeship;</li> <li>• self-learning/e-learning.</li> </ul>
<b>Main providers</b>	Adult education schools
<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Practical learning within the adult centre and a traineeship
<b>Main target groups</b>	These programmes are targeted at adults wishing to obtain a degree or certificate for primary education, secondary education, specific qualifications for teachers (CAP and CAPAES) and higher education qualifications, including professional bachelor and master for certain professions.
<b>Entry requirements for learners (qualification/education level, age)</b>	Anyone who is no longer subject to compulsory education (18 years of age) can be admitted unconditionally to adult education, except in special cases in which access can be authorised as of 15 years of age (they have to be registered in a school or a training centre to access this programme).
<b>Assessment of learning outcomes</b>	A final examination is organised to obtain the certification.
<b>Diplomas/certificates provided</b>	<ul style="list-style-type: none"> <li>• Alpha certificate (certificate for reading and writing skills);</li> <li>• basic education certificate (CEB);</li> <li>• adult education qualification certificates (CQ6 + CQ7), adult education Certificate of upper secondary education (CESS);</li> <li>• teaching certificate (CAP);</li> <li>• higher education teaching certificate (CAPAES);</li> <li>• bachelor diploma;</li> <li>• master diploma.</li> </ul>

<b>Examples of qualifications</b>	The adult education learning system offers the same qualifications as the 'regular' system.
<b>Progression opportunities for learners after graduation</b>	<ul style="list-style-type: none"> <li>• the Alpha certificate is a basic education tool which gives access to the Basic education certificate (CEB).</li> <li>• the CEB allows learner to continue their education at secondary level (either in general, technical or professional secondary education).</li> <li>• obtaining the certificate of upper secondary education through adult education gives access to the tertiary level education.</li> </ul> <p>With a qualification certificate, learners may also choose to enter the labour market immediately without going on to tertiary education.</p>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✓
<b>General education subjects</b>	✓
<b>Key competences</b>	✓
	Key competences are specific to each programme.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Professional bachelor  
prog.

3-4 years

ISCED 6

(BE-FR)

## Professional bachelor programme

**EQF level** EQF levels on qualifications are being discussed.

**ISCED-P 2011 level** 6


**Usual entry grade** 12+


**Usual completion grade** 12+


**Usual entry age** 18+


**Usual completion age** 18+


**Length of a programme (years)** 3-4


**Is it part of compulsory education and training?**   
Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).

**Is it part of formal education and training system?** 

**Is it initial VET?** 

**Is it continuing VET?** 

**Is it offered free of charge?** 

**Is it available for adults?** 

**ECVET or other credits** 180 to 240 credits depending on the programme (each year counts for 60 credits).

**Learning forms (e.g. dual, part-time, distance)** School-based learning with traineeships offering practical experience in a work environment

**Main providers** University colleges (*Hautes Ecoles*)

<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• practical training at school;</li> <li>• practice at the work place (end-of-studies traineeship).</li> </ul>
<b>Main target groups</b>	Programmes are available for adults having completed the secondary level of education.
<b>Entry requirements for learners (qualification/education level, age)</b>	The certificate of upper secondary education (CESS, <i>Certificat d'enseignement secondaire supérieur</i> ) is required to enrol in a professional bachelor programme.
<b>Assessment of learning outcomes</b>	Examinations are organised twice a year and may include a practical part.
<b>Diplomas/certificates provided</b>	Professional bachelor degree
<b>Examples of qualifications</b>	Business management, accounting, account manager, marketing, etc.
<b>Progression opportunities for learners after graduation</b>	<p>Those who complete VET can enter the labour market or continue their studies at master level. They may be required to follow a 1-year bridging programme to do so.</p> <p>Learners can also access a supplementary 1-year bachelor programme (ISCED 6).</p>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✓
<b>General education subjects</b>	✗
<b>Key competences</b>	✓
	Key competences are specific to each professional bachelor programme.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Dual bachelor prog.

WBL 40-60%

3 years

ISCED 6

(BE-FR)

## Dual bachelor programme.

**EQF level** EQF levels on qualifications are being discussed.

**ISCED-P 2011 level** 6

**Usual entry grade** 12+

**Usual completion grade** 12+

**Usual entry age** 18+

**Usual completion age** 18+

**Length of a programme (years)** 3

**Is it part of compulsory education and training?** ✗  
Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).

**Is it part of formal education and training system?** ✗

**Is it initial VET?** ✗

**Is it continuing VET?** ✓

**Is it offered free of charge?** ✗

**Is it available for adults?** ✓

**ECVET or other credits** 180 credits

**Learning forms (e.g. dual, part-time, distance)** School-based learning combined with work-based learning (proportions are 40%/60% both ways)



<b>Main providers</b>	University colleges ( <i>Hautes Ecoles</i> ) Universities
<b>Share of work-based learning provided by schools and companies</b>	40-60%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• in-company practice (learning-by-doing system);</li> <li>• practical training within the education facility.</li> </ul>
<b>Main target groups</b>	Programmes are available for adults having completed the secondary level of education.
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners must hold a certificate of upper secondary education (CESS, <i>Certificat d'enseignement secondaire supérieur</i> ).
<b>Assessment of learning outcomes</b>	Examinations are organised twice a year and may include a practical part.
<b>Diplomas/certificates provided</b>	Bachelor degree
<b>Examples of qualifications</b>	Dual bachelor in mechatronics and robotics
<b>Progression opportunities for learners after graduation</b>	Those who complete the dual bachelor programme are ready to enter the labour market. They can, if they choose, continue their studies at a higher level, either with a dual master or a master programme.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✓
<b>General education subjects</b>	✓
<b>Key competences</b>	✓ Key competences are specific to each study field.
<b>Application of learning outcomes approach</b>	Information not available

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<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available
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Bachelor special.
1 year
ISCED 6
(BE-FR)

Bachelor specialisation	
<b>EQF level</b>	EQF levels on qualifications are being discussed.
<b>ISCED-P 2011 level</b>	6
<b>Usual entry grade</b>	12+
<b>Usual completion grade</b>	12+
<b>Usual entry age</b>	18+
<b>Usual completion age</b>	18+
<b>Length of a programme (years)</b>	1
<b>Is it part of compulsory education and training?</b>	✗ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).
<b>Is it part of formal education and training system?</b>	✗
<b>Is it initial VET?</b>	✗
<b>Is it continuing VET?</b>	✓
<b>Is it offered free of charge?</b>	✗
<b>Is it available for adults?</b>	✓
<b>ECVET or other credits</b>	60 credits
<b>Learning forms (e.g. dual, part-time, distance)</b>	<ul style="list-style-type: none"> <li>• school-based learning</li> <li>• traineeship</li> </ul>
<b>Main providers</b>	University colleges ( <i>Hautes Ecoles</i> )

<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Traineeship (practical training at the work place)
<b>Main target groups</b>	Programmes are available for adults having completed a professional bachelor programme.
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners must hold a professional bachelor degree.
<b>Assessment of learning outcomes</b>	Learners need to pass a final examination.
<b>Diplomas/certificates provided</b>	Bachelor degree
<b>Examples of qualifications</b>	Mediation, distribution management
<b>Progression opportunities for learners after graduation</b>	Learners having completed their 1-year specialisation can enter the market labour directly or continue their studies at a master level.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	✓ Key competences are specific to the study field.
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

Dual master prog.

WBL 40-60%

2 years

ISCED 7

(BE-FR)

## Dual master programmes.

**EQF level** EQF levels on qualifications are being discussed.

**ISCED-P 2011 level** 7


**Usual entry grade** 12+


**Usual completion grade** 12+

**Usual entry age** 18+


**Usual completion age** 18+


**Length of a programme (years)** 2


**Is it part of compulsory education and training?**   
Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).

**Is it part of formal education and training system?** 

**Is it initial VET?** 

**Is it continuing VET?** 

**Is it offered free of charge?** 

**Is it available for adults?** 

**ECVET or other credits** 120 credits

**Learning forms (e.g. dual, part-time, distance)** School-based learning combined with work-based learning (proportions are 40%/60% both ways).

<b>Main providers</b>	<ul style="list-style-type: none"> <li>• University colleges (<i>Hautes Ecoles</i>),</li> <li>• Universities.</li> </ul>
<b>Share of work-based learning provided by schools and companies</b>	40-60%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	in-company practice (learning by doing)
<b>Main target groups</b>	Programmes are available for adults having completed a bachelor programme.
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners must hold a bachelor degree (traditional, dual or professional bachelor).
<b>Assessment of learning outcomes</b>	Examinations are organised during the school year; they can be theoretical and practical.
<b>Diplomas/certificates provided</b>	Master degree
<b>Examples of qualifications</b>	<ul style="list-style-type: none"> <li>• master degree in analytical engineering biochemistry;</li> <li>• master in production management;</li> <li>• master degree in general service management;</li> <li>• master degree in construction site management specialising in sustainable construction;</li> <li>• master in electromechanical maintenance management;</li> <li>• business analyst.</li> </ul>
<b>Progression opportunities for learners after graduation</b>	Learners having completed a dual master programme can enter the labour market directly.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓
<b>Key competences</b>	✓
	Key competences are specific to each study field.

<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

## Continuing VET for adults, employees, self-employed and small companies

<b>EQF level</b>	Not applicable	<b>ISCED-P 2011 level</b>	Not applicable
<b>Usual entry grade</b>	Not applicable	<b>Usual completion grade</b>	Not applicable
<b>Usual entry age</b>	18+	<b>Usual completion age</b>	18+
<b>Length of a programme (years)</b>	Information not available		
<b>Is it part of compulsory education and training?</b>	<p>✗</p> <p>Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).</p>		
<b>Is it initial VET?</b>	✗	<b>Is it continuing VET?</b>	✓
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓

**ECVET or other credits** Not applicable

### Learning forms (e.g. dual, part-time, distance)

- dual training (theoretical courses at a training centre combined with in-company practice);
- training centre courses.



<b>Main providers</b>	<p>Training providers:</p> <ul style="list-style-type: none"> <li>• Bruxelles Formation, the French-language public service for vocational training in Brussels;</li> <li>• Le Forem, the Employment and Vocational Training Agency in Wallonia.</li> <li>• IFAPME</li> </ul>
<b>Share of work-based learning provided by schools and companies</b>	The share of work-based learning depends on the programme.
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• practical training at a training centre,</li> <li>• in-company practice.</li> </ul>
<b>Main target groups</b>	Programmes are available for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	Available to adults over 18 years of age. Basic knowledge may be required for some training paths (e.g. Excel training, specialisation modules for equipment).
<b>Assessment of learning outcomes</b>	To complete a VET programme, learners need to pass a final examination.
<b>Diplomas/certificates provided</b>	Learners receive a certification of accomplished training.
<b>Examples of qualifications</b>	Enhancement of social, linguistic and digital skills in particular, but also short training courses related to their occupations.
<b>Progression opportunities for learners after graduation</b>	This programme aims at the opportunity of improving worker skills.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✗
<b>Key competences</b>	<p>✓</p> <p>Key competences are specific to each training.</p>
<b>Application of learning outcomes approach</b>	Information not available

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<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available
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EQF 4 & 5
Entrepreneurial training & Leading and coordinating training
ISCED 4, 5
(BE-FR)

## Entrepreneurial training & Leading and coordinating training (formation en chef d'entreprise, formation de coordination et d'encadrement)

<b>EQF level</b>	4 & 5	<b>ISCED-P 2011 level</b>	4 & 5
<b>Usual entry grade</b>	Not applicable	<b>Usual completion grade</b>	Not applicable
<b>Usual entry age</b>	18+	<b>Usual completion age</b>	18+
<b>Length of a programme (years)</b>	1 to 3		
<b>Is it part of compulsory education and training?</b>	✗ Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).	<b>Is it part of formal education and training system?</b>	✗
<b>Is it initial VET?</b>	✗	<b>Is it continuing VET?</b>	✓
<b>Is it offered free of charge?</b>	✗	<b>Is it available for adults?</b>	✓

**ECVET or other credits** Information not available

<b>Learning forms (e.g. dual, part-time, distance)</b>	Dual learning programme (work-based with theoretical and vocational courses at the training centre, training activities in a company)
<b>Main providers</b>	<p>Training providers:</p> <ul style="list-style-type: none"> <li>• IFAPME, the Walloon Institute for apprenticeship and entrepreneurial training in small and medium enterprises in Wallonia;</li> <li>• SFPME/EFP, the training service and the training centre for small and medium-sized enterprises, in Brussels.</li> </ul>
<b>Share of work-based learning provided by schools and companies</b>	Share of work-based learning provided by training centre and companies depends on the programme and the training provider.
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	in-company practice
<b>Main target groups</b>	Programmes are available for young people and for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	The courses are open, under conditions, to participants over 18 years of age who have completed the compulsory education requirement. Those conditions can include requirements of previous certification (apprenticeship certificate, qualification certificate in the education system). Training candidates can also be required to pass an entrance exam. For some professions the access conditions are stricter, for example requiring the CESS for estate agents or accountants.
<b>Assessment of learning outcomes</b>	To complete a VET programme, learners need to pass a final examination.
<b>Diplomas/certificates provided</b>	Entrepreneurship training diploma ( <i>Diplôme de formation de Chef d'entreprise</i> ) recognised by the French Community, Coordination and supervision training diploma ( <i>Diplôme de formation coordination et d'encadrement</i> ).
<b>Examples of qualifications</b>	Commercial agent, estate agent, accountant, financial advisor, etc.
<b>Progression opportunities for learners after graduation</b>	Learners that have completed the training can enter the labour market directly.

<b>Destination of graduates</b>	In 2020 at the IFAPME, 1945 learners obtained an Entrepreneurship training diploma; 87% of them have found a job within 6 months (15% of them will register as self-employed). 328 learners obtained a Coordination and supervision training diploma.
<b>Awards through validation of prior learning</b>	✓
<b>General education subjects</b>	✗
<b>Key competences</b>	✓ Key competences are specific to each training.
<b>Application of learning outcomes approach</b>	<p>The training programmes are based on standards established for different occupations. These standards are also translated in a training profile. They describe the knowledge and skills required for an occupation as well as a modular pedagogical programme. This approach is developed in the frame of the French-speaking service for occupations and qualifications (<i>Service francophone des métiers et qualification</i> <a href="https://sfmq.cfwb.be/">https://sfmq.cfwb.be/</a> ;</p> <p>The Entrepreneurship and Coordination and supervision training offered by IFAPME benefit from a greater flexibility to create the programmes. The needs of companies in terms of knowledge and skills are also taken into account and discussed with the sectors.</p>
<b>Share of learners in this programme type compared with the total number of VET learners</b>	IFAPME data: 49% (Entrepreneurship training); 12% (Coordination and supervision training)

<b>Publicly subsidised training for unemployed and other vulnerable groups (Formation subsidiée par l'autorité publique pour les sans emploi et autres groupes vulnérables).</b>			
<b>EQF level</b>	Not applicable	<b>ISCED-P 2011 level</b>	Not applicable
<b>Usual entry grade</b>	Not applicable	<b>Usual completion grade</b>	Not applicable
<b>Usual entry age</b>	18+	<b>Usual completion age</b>	18+
<b>Length of a programme (years)</b>	Information not available		
<b>Is it part of compulsory education and training?</b>	<p>✗</p> <p>Compulsory education covers learners aged 5 to 18. It begins in the last year of pre-primary education; full-time attendance is required until 15. Learners may then choose to continue into part-time education (alternating learning at school/in a training centre with learning at the workplace).</p>		
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓
<b>ECVET or other credits</b> Not applicable			

<b>Learning forms (e.g. dual, part-time, distance)</b>	<ul style="list-style-type: none"> <li>• school-type learning within the training facility;</li> <li>• practical training (workshops within the facility) and in-company training.</li> </ul>
<b>Main providers</b>	Socio-professional integration centres
<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• practical training in a business;</li> <li>• practical training in workshops within the training facility.</li> </ul>
<b>Main target groups</b>	Most vulnerable target groups, inadequately qualified and estranged from the job market.
<b>Entry requirements for learners (qualification/education level, age)</b>	There are no minimum entry requirements.
<b>Assessment of learning outcomes</b>	Information not available
<b>Diplomas/certificates provided</b>	Information not available
<b>Examples of qualifications</b>	Literacy programmes, basic training, pre-qualifying training, workplace training and training for disabled job seekers
<b>Progression opportunities for learners after graduation</b>	Completing this VET programme allows learners to continue their training at a higher level within the VET.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	Not applicable
<b>General education subjects</b>	<p>✓</p> <p>Key competences are specific to each training.</p>
<b>Key competences</b>	Information not available
<b>Application of learning outcomes approach</b>	Information not available

EQF 2 to 4

Public employment/  
training services  
ISCED 2, 3, 4  
(BE-FR)

## Public employment/training services

**EQF level** 2 to 4

**ISCED-P  
2011 level** 2 to \*  
\*Skills Centres  
offers training  
modules at  
higher levels of  
the ISCED  
classification,  
i.e. level 5,  
which can be  
referred to as  
higher  
vocational  
training.

**Usual entry  
grade** Not applicable

**Usual  
completion  
grade** Not applicable

**Usual entry  
age** 18+

**Usual  
completion  
age** 18+

**Length of a  
programme  
(years)** Information not available

**Is it part of  
compulsory  
education  
and  
training?** ✗  
Compulsory education covers learners  
aged 5 to 18. It begins in the last year of  
pre-primary education; full-time  
attendance is required until 15. Learners  
may then choose to continue into part-  
time education (alternating learning at  
school/in a training centre with learning at  
the workplace).

**Is it part  
of formal  
education  
and  
training  
system?** ✗

**Is it initial  
VET?** ✗

**Is it  
continuing  
VET?** ✓



Is it offered free of charge? ✓	Is it available for adults? ✓
<b>ECVET or other credits</b>	Not applicable
<b>Learning forms (e.g. dual, part-time, distance)</b>	dual training (theoretical courses at a training centre combined with in-company practice);  training centres courses.
<b>Main providers</b>	Training providers: <ul style="list-style-type: none"> <li>• Bruxelles Formation, French-speaking Brussels Institute for Vocational Training;</li> <li>• Le Forem, the Walloon Office for Vocational Training and Employment.</li> </ul>
<b>Share of work-based learning provided by schools and companies</b>	Information not available
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• training centre practices,</li> <li>• work-based practice.</li> </ul>
<b>Main target groups</b>	Programmes are available for young people and also for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	No requirements.
<b>Assessment of learning outcomes</b>	Information not available
<b>Diplomas/certificates provided</b>	Certification of acquired skills
<b>Examples of qualifications</b>	Administrative assistant
<b>Progression opportunities for learners after graduation</b>	Those who complete VET can enter the labour market directly.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b> ✓	
<b>General education subjects</b> ✗	

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## Key competences ✓

Key competences are specific to each training.

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## Application of learning outcomes approach

Information not available

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## Share of learners in this programme type compared with the total number of VET learners

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Information not available

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