
VOCATIONAL EDUCATION
AND TRAINING IN EUROPE

BELGIUM

SYSTEM DESCRIPTION



VET IN EUROPE 2023

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CHAPTER 1.

Summary of main elements and distinctive features of VET

Summary of main elements

(BE-DE)

Citizens can access three different vocational education and training (VET) systems in Belgium: Flemish (BE-FL), French-speaking (BE-FR) and German-speaking (BE-DE).

In the BE-DE system, the German-speaking Community is in charge of education, training, and employment. Formal VET is offered at upper secondary, postsecondary and tertiary levels. Upper secondary VET can be accessed from age 14, lasts 4 years and is offered as school-based programmes (nationally referred to as full-time education); from age 15 onwards it is also offered in the form of dual learning, combining company and school-based learning. These options comprise technical school-based programmes (ISCED 2-3) that lead to an upper secondary education diploma and a VET qualification; and vocational school-based programmes (ISCED 2-3) that are more practice-based and focus on preparing learners for labour market entry. They 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. A further option are the 3-year apprenticeship programmes (ISCED 3) offered by the regional training provider IAWM (*Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen*) to learners from age 15 onwards, qualifying them as skilled workers. 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 in BE-DE, are highly recognised socially and supported by many stakeholders.

Graduates of upper secondary VET programmes can continue with post-secondary VET programmes. The 3.5-year nursing programme leads to an upper secondary education diploma (ISCED 4), providing access to tertiary education. Upper secondary VET graduates who have acquired a certain level of professional experience can enter the 2- to 3-year Master craftsperson programme (ISCED 4-6), qualifying them to become self-employed professionals and train apprentices themselves.

At tertiary level, learners can access 3- to 4-year professional bachelor programmes (ISCED 6), which are offered in various professional fields such as primary school teacher or accountant. Graduates who want to obtain a master degree, can follow this in a university of another Community, or in one of the neighbouring countries.

VET programmes for learners aged 12 to 21 with specific educational needs (SEN) last up to 6 years and lead to a qualification at ISCED 2 and 3. Individually adapted programmes are in place but those learners who follow the curricular of formal programmes can gain the same certificates as offered by the regular system, including the access right to higher education. Adult education is partially accessible from age 15 (individual modules/courses, e.g. foreign languages) and fully from age 18. Course participants may obtain a recognised diploma, qualification or (VET) certificate at ISCED 2-5.

Adult programmes are offered by the formal education system and by public and private VET providers. The public employment and training service ADG (*Arbeitsamt der Deutschsprachigen Gemeinschaft*) offers vocational training, allowing learners to gain partial or full qualifications, or to be trained in specific subject areas. Such training mainly targets jobseekers and employees and is sometimes provided in cooperation with public or private VET providers.

(BE-FL)

In the BE-FL system, the Flemish Government is in charge of education, training and employment in Flanders. VET starts at age 14 as school-based programmes (nationally referred to as full-time education); from age 15 onwards it is also offered in the form of dual learning, combining company and school-based learning in a school or training centre. The 4-year upper secondary VET programmes comprise: technical programmes (ISCED 3), which combine technical-theoretical classes and practical lessons and lead to an upper secondary education diploma and a VET qualification; and vocational programmes (ISCED 3), which are more practice-based. These lead to a vocational qualification only and aim at direct employment. After successful completion of an additional year (follow-up vocational programme), an upper secondary education diploma is awarded.

After 2 years of upper secondary VET, learners can switch from one pathway to the other or even continue with general education. A further option is a 2- to 3-year apprenticeship programme (ISCED 2- 3), offered from age 15 onwards. Learners follow general and technical courses at a SYNTRA training centre (1 or 2 days per week) and work-based learning in a company (3 or 4 days per week), which is based on a training contract. Graduates receive a vocational qualification and an upper secondary education diploma.

These upper secondary vocational programmes are currently under reform and a new dual learning track will be fully implemented and accessible from the school year 2025/26 onwards.

Learners with special educational needs (SEN) aged 12 to 21, can follow VET programmes which lead to a qualification at ISCED 2 or 3. Individually adapted programmes are in place but those who are following the regular curricular of formal programmes can gain the same certificates including access to higher education.

Adults over 18 can choose among a wide range of programmes leading to ISCED 2-4; this is partly also accessible from age 16 onwards. The programmes are offered by the formal adult education system and by public and private VET providers and include entrepreneurial training programmes as well as the possibility to obtain the upper secondary education diploma.

At post-secondary level, 1-year technical follow-up programmes (ISCED 4) are offered to technical programme graduates, providing in-depth knowledge and skills in their professional field, as well as the option to gain the upper secondary education diploma.

At tertiary level, associate degree programmes (ISCED 5) are offered by university colleges, while the nursing programme takes place in schools for full-time secondary education. Programmes are accessible to graduates of all upper secondary VET programmes and last between 1.5 and 2 years, except for the nursing programme, which takes 3 years. Professional bachelor programmes (ISCED 6) last 3 years and graduates can progress to a general 1-to 2-year master degree (ISCED 7) after following a 1-year transition programme. Higher education is accessible to adults as full-time pathway, part-time or as distance learning.

Outside the formal education system, vocational training is offered to jobseekers, employees and entrepreneurs. This leads to partial or full professional qualifications, or relates to specific subject areas, such as entrepreneurship courses. It is offered by the Flemish Agency for Entrepreneurial Training SYNTRA, by private VET providers or by the Flemish public employment service VDAB.

(BE-FR)

In the BE-FR system, the Ministry of the French Community is in charge of formal education,

including vocational education (nationally referred to as qualification education), in collaboration with school boards. The Walloon Region is in charge of vocational training and employment system; in Brussels, the COCOF and the Brussels Region respectively oversee these fields.

VET starts at the age of 14 in a school-based form (nationally referred to as full-time education). From age 15 it is offered as dual programmes (nationally referred to as part-time programmes), which take place at school or at a training provider and in a company based on a contract. Upper secondary VET includes 4-year programmes comprising: technical or artistic qualification programmes (ISCED 3) that lead to upper secondary education diplomas, as well as vocational qualifications such as office employee and automation technician; graduates have direct access to tertiary education; and vocational qualification programmes (ISCED 3), which are more practice-based and aim at direct employment. These lead to a VET qualification, such as assistant butcher.

After 2 years of upper secondary VET, learners can switch from one pathway to the other or even continue with general education. A further option is an apprenticeship programme (ISCED 3), accessible to learners aged 15 to 25. These programmes follow the alternation scheme of 1 or 2 days in the training centre and 3 or 4 days in a company based on a contract. These training providers are: IFAPME, the Walloon Institute for dual training and self-employment in small and medium-sized enterprises for Walloon Region; and SFPME, the training service for small and medium-sized enterprises in Brussels.

Graduates can enter the labour market or progress to entrepreneurial programmes or to leading and coordinating training, offered outside the formal education system to adults from age 18 onwards.

Learners aged 12 to 21 with specific educational needs (SEN) can follow individually adapted programmes but those following the regular curricula of formal programmes can gain the same certificates (ISCED 2-3) including access to higher education.

At post-secondary level, 1-year technical and vocational follow-up programmes (ISCED 4) provide a specialisation in the related professional field as well as access to tertiary education. The 3.5-year nursing programme leads to an upper secondary education diploma (ISCED 4), providing access to tertiary education.

At tertiary level, 3- to 4-year professional bachelor programmes (ISCED 6) are offered and accessible to those holding an upper secondary diploma. Graduates can progress to a 1-year bachelor specialisation programme (ISCED 6) or a 2-year master programme (ISCED 7); they may also directly enter the labour market.

The adult education system offers formal education programmes at ISCED 1-7 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 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 public vocational training providers organise vocational training, which leads to partial or full qualifications, or relates to specific subject areas, such as language learning. These public services are FOREM (Office Wallon de l'emploi et de la formation) in Wallonia and Bruxelles Formation, in Brussels. 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

Cooperation agreement between the French Community, the Walloon Region and the French Community Commission (Brussels) about the French-speaking Service for Occupations and Qualifications, 29/10/15. The Belgian VET system has a high number of responsible bodies, split between the three Regions (Flanders, Brussels, and Wallonia) and the three Communities (Flemish, French- and German-speaking), which overlap but do not coincide. Therefore, each

community has its own education system and citizens can access three different vocational education and training (VET) systems: Flemish (BE-FL), French-speaking (BEFR) and German-speaking (BE-DE). Brussels is a specific case, as both BE-FR and BE-FL systems coexist. 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 certification, occupational profiles and VET standards, while benefiting from some autonomy in their own organisation. Despite multiple authorities being responsible for education, training and employment, there is a political consensus on specific issues at national level, such as the definition of the compulsory age for education: this starts at age 5 and lasts until age 18.

Though VET is decentralised in Belgium, it is perhaps the most so in the French Community. 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, for example the French speaking Service for Trades and Qualifications (SFMQ, Service francophone des métiers et qualifications), which is the result of a cooperation agreement (1) between the French Community, the Walloon Region and the French Community Commission (COCOF, Brussels). The SFMQ brings together actors from employment and vocational education, vocational training and skills validation; its outputs include training profiles that describe the learning outcomes needed to carry out these key activities, as well as to participate in the mapping of qualifications within the national qualifications framework. The system in the German-speaking Community is different, with some regional competences linked to employment.

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 aspects such as 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 (e.g. the COVID-19 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 [2023 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.

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

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

CHAPTER 2.

Main challenges and policy responses

Despite different socioeconomic and education contexts, Belgium's VET systems share similar challenges.

The coexistence of three official languages is a key challenge, affecting interregional mobility. Language proficiency is crucial for VET integration, especially for newcomers. To address this, Brussels offers language job vouchers to jobseekers while in Wallonia, Le Forem offers financial aid for language learning (nl, en, de) and opportunities for students to spend up to a year abroad immediately following their upper secondary school diploma. Jobseekers can learn a language (nl, en, de) in intensive modules or immersion, or even at distance learning.

Lifelong learning is a major challenge, due to low participation in adult education and continuing education and training. Various measures were taken at regional and community levels, such as the action plan [Setting the sail for learning Flanders](#) (2021), which aims to increase adult participation in (non-)formal learning by 2030. With the [Go4Brussels Strategy 2030](#), the Brussels government and social partners are cooperating to improve the quality and labour market relevance of lifelong learning opportunities. From 2023 an [individual learning account](#) is also available in Flanders to stimulate lifelong learning. The [Belgian recovery and resilience plan](#) focuses on adult learning, with an emphasis on digital and green transition and integration of disadvantaged groups.

The need for digital transformation in terms of training provision and labour markets was underlined by the COVID-19 crisis. The provision of distance learning faced difficulties due to lack of equipment, and of adequate competences among teachers and learners. The Communities introduced measures to tackle these challenges, such as new training courses to help [teachers to adapt to online teaching in BE-FR](#) and provided support through learning platforms (MaClasse and Happi), webinars, pedagogical tutorials and the 'e-classe' educational platform dedicated to teachers. In Flanders, support for teachers was provided via [KlasCement](#), a portal offering teaching materials and learning resources. Pedagogical guidance services also supported education institutions to implement new techniques and to ensure the quality of education provision. The Government of Flanders developed [Digisprong](#), an overall plan to digitise education, including digital infrastructure and specific teacher training. In 2022, the Flemish Government adopted a decree regulating structural distance learning in secondary education. These changes are expected to have a long-term impact on teaching methods. Initiatives such as [GO4Brussels 2030](#) and [Digital Wallonia](#) aim to prepare for the future of work.

[Labour market shortages and skills mismatches](#) have reached a high level in 2022, affecting both low- and high-skilled occupations, with the most significant in healthcare, ICT, professional, technical, and scientific jobs, catering and in those requiring green skills. Different legislative frameworks can cause complications for pupils, students, or employers who are seeking interregional educational mobility. The lack of relevant skills for the green transition is creating economic bottlenecks. Several measures have already been taken in response, such as the [Shortages punch](#) offered in Wallonia, which responds quickly to serious shortages encountered by companies; the introduction of a [financial incentive paid to learners following training in shortage trades](#) (BE-FR); the adoption of the [STEM agenda 2030](#) (2021), which aims to attract more learners to education and training in science, technology, engineering, mathematics; and the [proposal for a high-level strategy in support of the Flemish green skills transition](#), which was published in 2023.

Youth unemployment remains a major concern, a challenge which has been exacerbated by the COVID-19 crisis. Dual education is often promoted as a measure to reduce inactivity among young people. While dual learning has a long tradition and is popular in BE-DE, there is still a negative perception of dual learning in the other Regions. The Regions and Communities have already taken measures to make dual learning more attractive and a successful choice for learners. In BE-FL, a [new dual learning system](#) is being introduced, starting in the 2019/20 school year and to be completed around 2025/26. It replaces the current system of learning and working, which faced many challenges. Different tools and campaigns promote this new method of work-based learning, and the aim is to extend this system into higher and adult education. Additionally, Flanders has introduced incentives to increase learner and enterprise participation in VET. The [Walloon recovery plan](#) (2021) includes a major strand focusing on reforming the dual learning system, aiming to make it an excellent and attractive learning pathway. The French community's [Pact for excellence in education](#), aims to increase the attractiveness of vocational education by making it a path of excellence. Vocational education reform is comprehensive and aims to improve the school management, failure rate, and the educational approach to guidance. The goal is to better support learners, enhance their basic knowledge and skills, and provide them with better trained teachers.

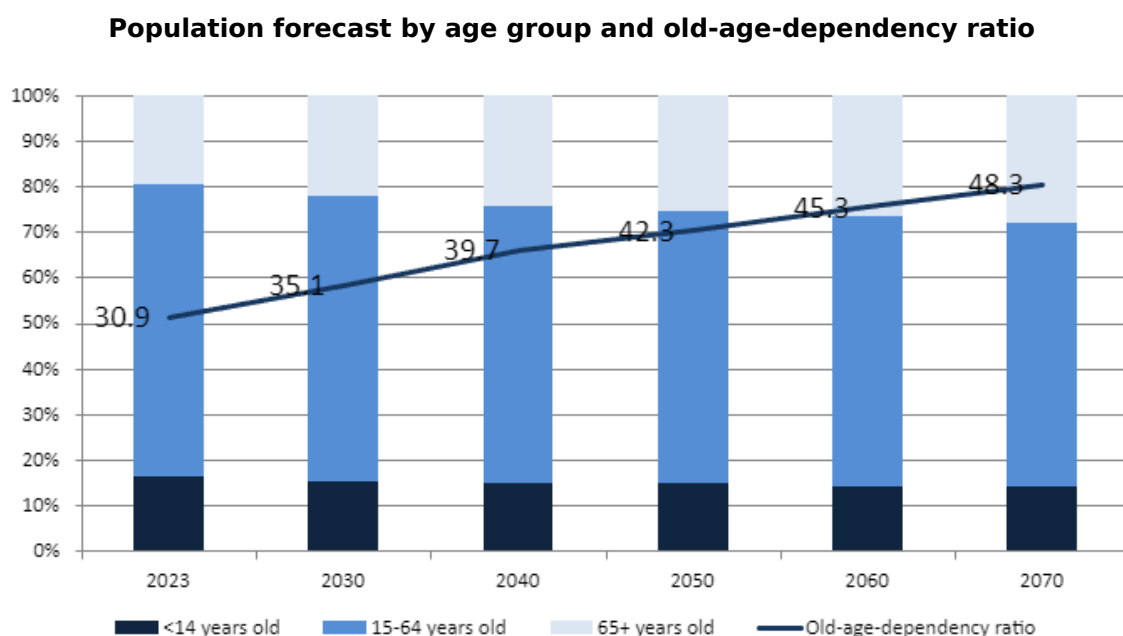
CHAPTER 3.

External factors influencing VET

3.1 Demographics

Belgium's population in 2022: 11 617 623. [Source: Eurostat, tps00001; extracted 18.7.2023]

Population increased since 2017 by 2.3% 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 almost 31 in 2023 to above 48 in 2070 (2) .



Source: Eurostat, tps00001 and proj_23ndbi [extracted 12.6.2023].

Demographic changes have an impact on VET.

The population has increased at a rate of 5.11% between 2012 and 2022 in Belgium and 6.97% in Brussels (Source: Statbel): this number correlates with the high number of foreigners living in Brussels. In this context, the education system, including VET, need to accommodate more and more young people, often from various origins, also by establishing special VET providers for specific target groups.

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 77.7% in 2020. Services are traditionally the main driving force behind Belgian economic growth. In 2021, they were also the main drivers behind the recovery in economic activity. The share of the other economic sectors was 21.6% for industry and only 0.8% for agriculture (3) .

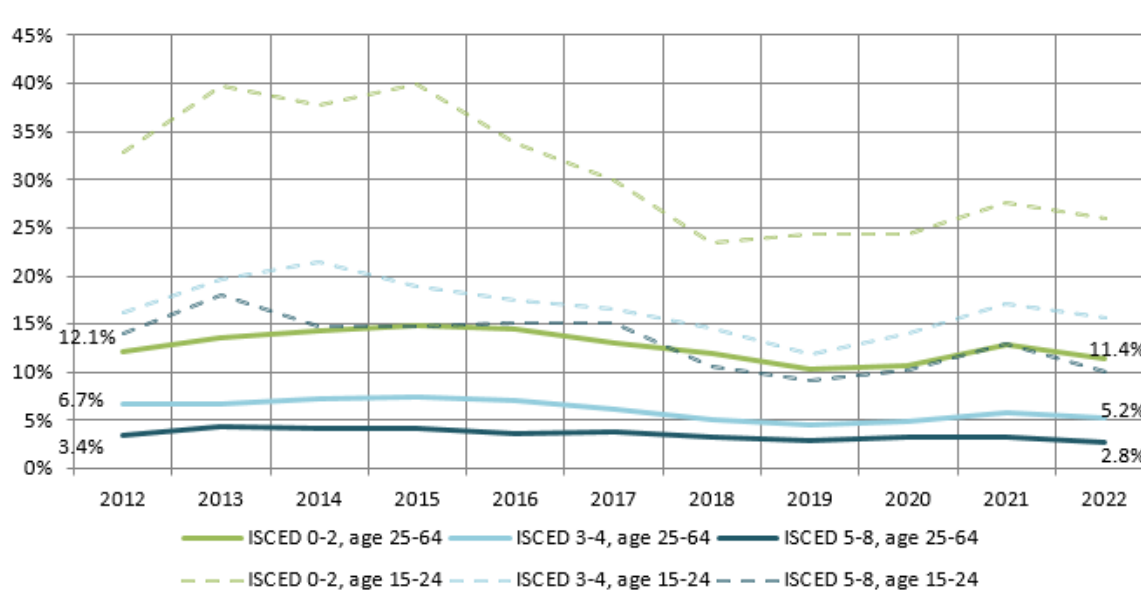
In 2022, the most [common occupations in Belgium](#) are office employees (general functions), store salespersons, home helpers, general course teachers (secondary education) and maintenance workers in offices, hotels and other establishments.

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.

In 2022, the total unemployment rate for 25-72 years old was 4.6% in Belgium, lower than the EU-27 average of 5.4%. Compared to 2018, the unemployment rate decreased by -0.6 percentage points in Belgium.

Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2012-22 (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.

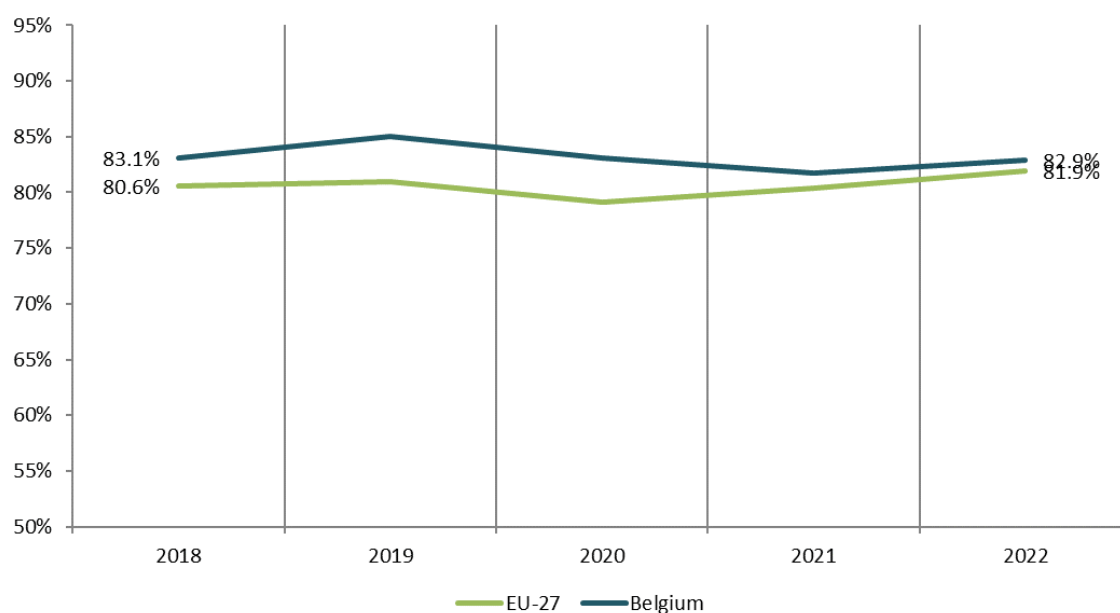
ISCED 5-8 = tertiary education.

Source: Eurostat, Ifsa_urgaed [extracted 12.10.2023].

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 80.6% in 2018 to 81.9% in 2022.

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 12.6.2023].

The European Union saw an increase (+1.3 pp) in employment of 20 to 34-year-old VET graduates (ISCED levels 3 and 4) in 2018-22, in contrary to Belgium where employment of all 20 to 34-year-old graduates in the same period slightly decreased (0.2 pp).

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- [2] 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).
- [3] Eurostat. *Gross value added by economic activities, 2020* and Economie. *Aperçu de l'économie belge - Note de conjoncture de novembre 2022* [Overview of the Belgian economy - November 2022 economic outlook].

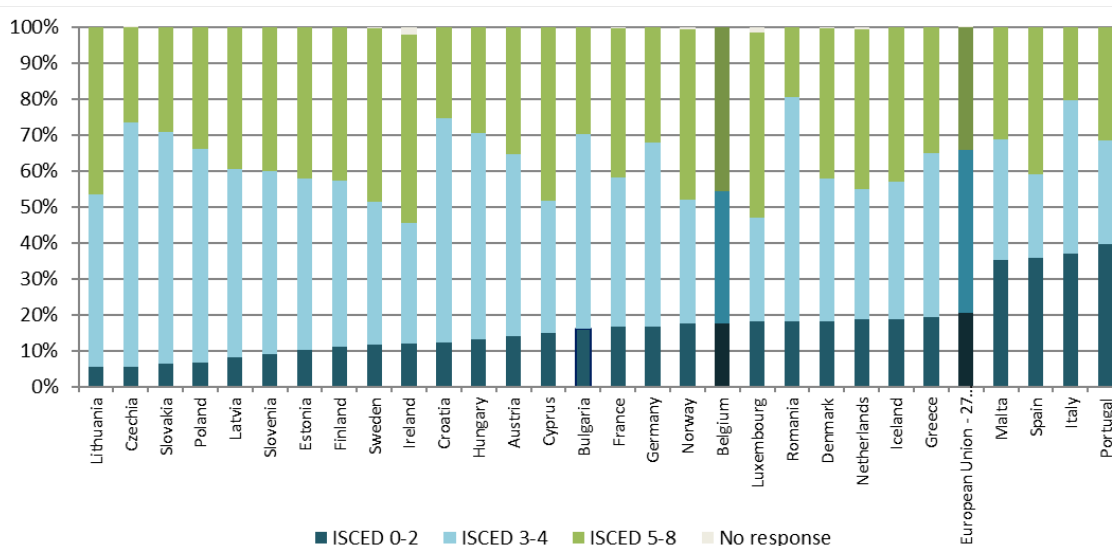
CHAPTER 4.

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 many other EU countries. Belgium thus exhibits an important discrepancy in its citizens' education.

Population (aged 25 to 64) by highest education level attained in 2022



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 12.6.2023].

4.3 VET learners by level

Share of learners in VET by level in 2017-21

The share of learners in VET decreased at all levels from 2017 until 2021. In upper secondary VET, the share decreased the most, namely from 57.8% to 53.8%, so by 4.1 pp.

2017

2021

2017-21

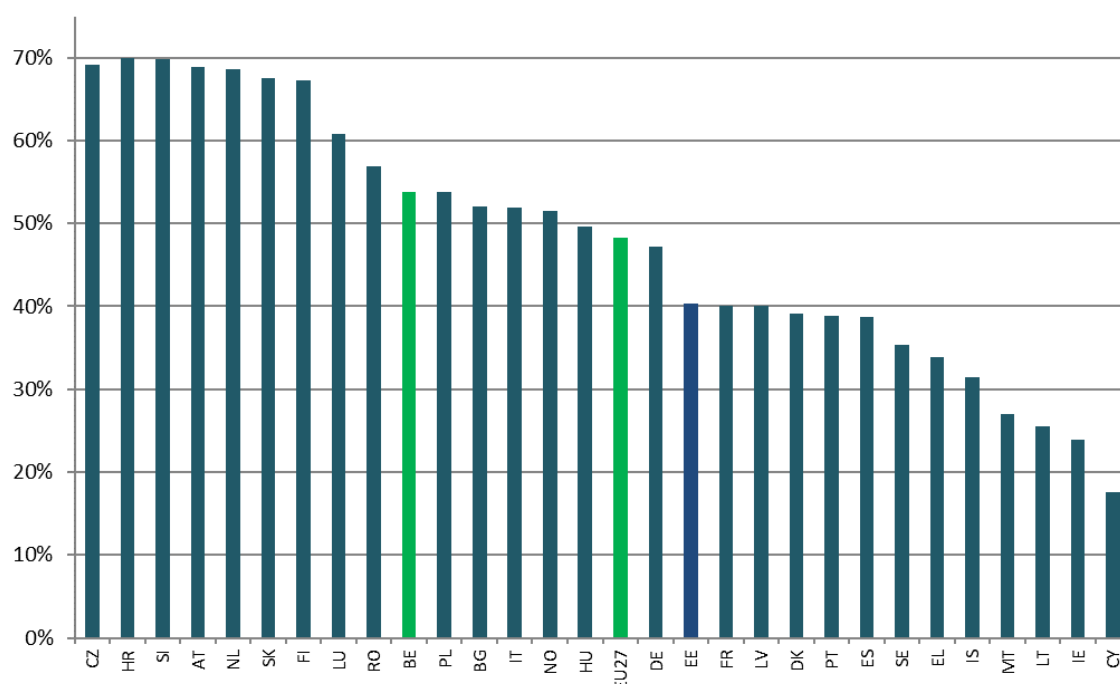
Lower secondary	20.0%	17.1%	-2.9 pp
Upper secondary	57.8%	53.8%	-4.1 pp
Post secondary	93.1%	91.8%	-1.2 pp

NB: Data based on ISCED 2011.

Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07 [extracted 12.6.2023].

The share of initial VET learners from total learners at upper secondary level was in Belgium with 53.8% higher than in EU27, where it was at 48.3%.

Share of initial VET learners from total learners at upper-secondary level (ISCED level 3) in 2021



NB: Data based on ISCED 2011.

Source: Eurostat, educ_uoe_enrs04 [extracted 1.11.2023].

4.4 Female share

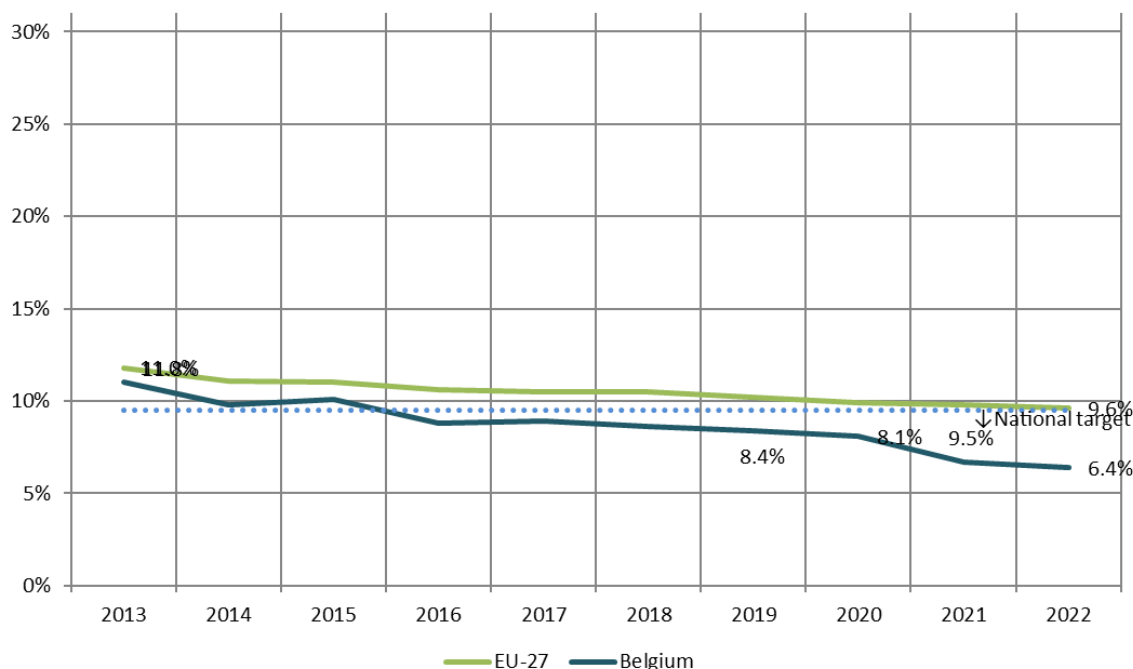
In Belgium, the difference in participation in VET between male and female is less than 10% at each of the three levels (lower secondary, upper secondary and post-secondary non-tertiary vocational education). Usually, there are more males in upper secondary VET, who are especially in the study fields like construction, heavy car or machine drivers, mechanics, while females more often enrol in services or personal care (4) .

4.5 Early leavers from education and training

The share of early leavers from education and training has decreased from 11.0% in 2013 to

6.4% in 2022. Comparatively, Belgium has better results than EU-27 countries where the share decreased from 11.8% in 2013 to 9.6% in 2022. The 2022 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 2013-22 (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_ifse_14 [extracted 12.6.2023] and European Commission:

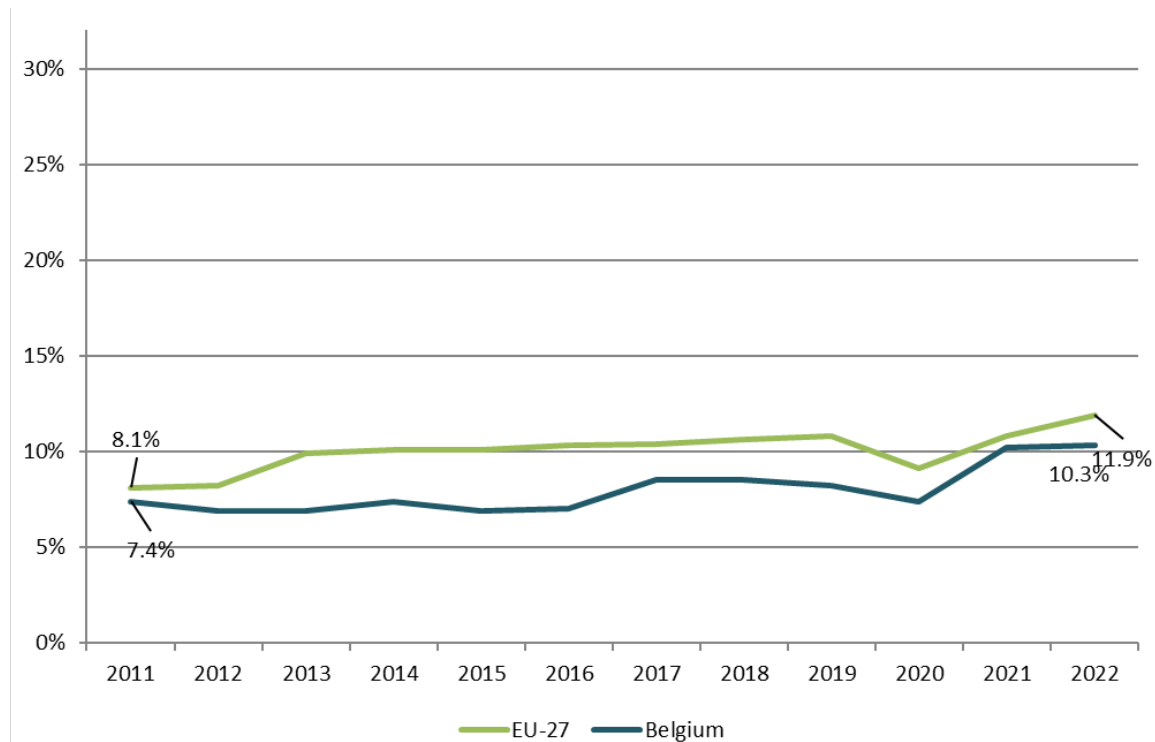
https://commission.europa.eu/business-economy-euro/european-semester/european-semester-timeline/2018-european-semester-national-reform-programmes-and-stabilityconvergence-programmes_en

For more information visit [Cedefop project page on tackling early leaving](#) and our interactive toolkits: [Cedefop VET toolkit for tackling early leaving](#) and [Cedefop VET toolkit for empowering NEETs](#).

4.6 Participation in lifelong learning

Lifelong learning offers training opportunities for adults, including early leavers from education. Participation in lifelong learning in Belgium has slowly increased in the past few years. In 2022, it reached 10.3%; this is, however, still less than the EU-27 average at 11.9%.

Participation in lifelong learning in 2011-22 (in percentage)



NB: Participation rate in education and training (last 4 weeks) of people aged 25 to 64.
 Source: Eurostat, trng_lfse_01 [extracted 18.10.2023].

[4] Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07

CHAPTER 5.

VET within education and training system

In Belgium, citizens can access three different education systems, the Flemish (BE-FL), the French-speaking (BE-FR) and the German-speaking (BE-DE). The education systems overlap but do not coincide. Differences appear concerning access modalities, the sector and programme availabilities, the costs, the duration of the programme as well as progression opportunities.

The education and training systems comprise:

- early childhood education (ISCED level 0);
- primary education (ISCED levels 1);
- secondary education (ISCED level 2-3);
- post-secondary non-tertiary education (ISCED level 4-6);
- higher education (ISCED levels 6, 7 and 8).

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.

Early childhood education starts at age 2.5 in BE-FL and in BE-FR (at age 3 in BE-DE) and is not compulsory until the child becomes 5 years. It is generally provided at childcare institutions (under the responsibility of the Ministry of Education).

Compulsory education starts at the age of 5 and lasts until 18 years of age. Primary education starts in the year the child reaches the age of six and lasts 6 years. 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).

Secondary education (ISCED 2 and 3)

Secondary education lasts 6 years and is divided into three degrees, each lasting 2 years. The achievement of each degree gives access to the next level. At the end of the 2-year lasting lower secondary education, learners can choose between the general education stream (nationally referred as transition education) and the VET stream (nationally referred to as qualification education), both lasting 4 years, split into two blocks of 2 years each. VET programmes are offered as technical or artistic qualification programmes or as vocational qualification programmes. They are offered in the first year as school-based programmes and from grade 10 onwards, they are also offered in form of a dual scheme, taking part in schools and training companies (nationally referred to as part-time education); both forms are leading to the same qualifications. 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).

At upper secondary level, several VET programmes are available starting from grade 9; learners may change their chosen pathway when entering grade 11 and continue to follow one of the other upper secondary programmes, including general education programmes. The following

upper secondary VET programmes are offered:

- **Technical (and artistic) upper secondary education.** The 4-year lasting technical education at upper secondary level, is a school-based programme for learners who are interested in following more 'technical' subject courses (programmes cover sectors like agronomy, industry, construction, hospitality/food, textiles/clothing, applied arts, economy, services for people and applied sciences; in general secondary education, this time is devoted to more general subjects like languages and mathematics). From age 15 onwards it is also offered in the form of dual learning. Upon completion, graduates receive a vocational education certificate (nationally referred to as qualification certificate) and a certificate of upper secondary general education (*Certificat de l'enseignement secondaire supérieur*, CESS in BE-FR), which provides them the possibility to continue their education at tertiary level.
- **Vocational upper secondary education.** The 4-year lasting vocational education programmes at secondary level are school-based programmes targeting learners who wish to start directly employment. They have a strong practical focus and are offered in various sectors like agronomy, industry, construction, HORECA, economy, etc. From age 15 onwards it is also offered in the form of dual learning. Upon completion of the sixth year, graduates receive a vocational certificate (nationally referred to as qualification certificate). An additional seventh-year allows students to obtain the certificate of upper secondary education which gives them access to tertiary education.
- **Apprenticeships or dual programmes.** The 2-to-3-year lasting apprenticeship programme is accessible to learners starting from age 15 (conditions apply). The apprenticeship programme takes place in the training company (3 to 4 days per week) and in the training centre (1 to 2 days), where learners follow general, theoretical, practical and technical courses. 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.). The programme is based on a jointly agreed training plan between the learner, the training company and the training centre (differ among the systems). Graduates receive an apprenticeship certificate, which qualifies them to directly enter the labour market. In BE-FL, graduates receive also the upper secondary education certificate, which provides them access to tertiary education. The graduates of the other communities have the possibility to obtain the certificate of upper secondary education which gives them access to tertiary education through an additional seventh year. For more information read the following Section on Apprenticeships.

Special VET programmes for SEN learners (ISCED 2 and 3)

Special VET programmes are offered to learners with special educational needs (SEN). They are accessible to learners aged 12-21, if they have received a formal report stating their special education needs. These programmes are offered as school-based or as dual learning and allows learners to achieve different qualifications. If learners are following an individually adapted curriculum, they can obtain a certificate of acquired competences and exceptionally they can also receive the certificate of upper secondary general education, providing them access to tertiary education.

Post-secondary non-tertiary level (ISCED 4 and 5)

Learners who want to follow a programme at post-secondary level need to be at least 18 years old and have completed the 6th year of the general, vocational, technical or artistic programmes or the apprenticeship programme. At this level, the 1-year lasting follow-up specialisation programmes are offered in BE-FL and BE-FR, which are highly professionally oriented and provide learners the opportunity to deepen their knowledge and skills in their technical and/or vocational field. Moreover, the 2-3-years lasting master craftsperson programme is offered in BE-DE, which qualify the graduates to enter directly the labour market. The 3-3,5 years lasting nursing programme is offered in BE-FR and BE-DE at this level and provides graduates an additional vocational qualification and access to tertiary education.

Tertiary level (ISCED 5 and 6)

Tertiary level in VET comprises the associated degree programmes (offered in BE-FL), lasting between 1.5 and 3 years (includes the nursing programme). It focusses on workplace learning and qualifies the graduates to enter directly the labour market. Moreover, 3 to 4 years lasting professional bachelor programmes are offered in all three education systems and provide the chance to acquire plenty of practical experience. The 1-year lasting bachelor specialisation programme (offered in BE-FR) is accessible to graduates of the professional bachelor programmes, who can further specialise in their study field; graduates can continue their studies at Master level or enter the labour market. The 2-year lasting master programmes (offered in BE-FR only) include theoretical courses as well as training within a company (40-60% time-division).

Adult education (starting at ISCED 1)

Adult education in Belgium offers adults, often with very diverse backgrounds, a wide range of courses at secondary (general and vocational lower and upper secondary education) or higher education level (short and long higher education), at the end of which it awards recognised qualifications (certificates and diplomas equivalent to initial formal education ones). Thanks to the flexibility of its organisation (modularity, adapted timetables, etc.), adult education offers the possibility to combine studies and employment. It contributes to individual fulfilment by promoting better professional, social, educational and cultural integration (personal development). It also responds to the training needs and demands of companies, government departments, the education system and, more generally, socio-economic and cultural circles (societal needs).

In the French Community, [adult education](#) (EPS, *Enseignement de promotion sociale*) is part of the dynamic of lifelong education where there are 152 establishments. In [2021-22](#), [adult education](#) welcomed more than 122 984 students, 28 585 of whom were in higher education.

Adult learning/training

Outside of the formal adult education system, there are many training providers which contribute to adult training needs. Specific training programmes can be offered to jobseekers and workers by employment agencies (linguistic, computing training, etc.) or public training providers.

In Wallonia and Brussels, Socio-professional Integration Centres (CISP, *Centres d'insertion socioprofessionnelle*) and Socio-professional Integration Organisations (OISP, *Organismes d'insertion socioprofessionnelle*) offer practical training in a business or in workshops to unemployed and vulnerable groups. Training centres for apprenticeships (see following section) 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. Specific associations are available for NEETS. Their focus is to offer the opportunity for vulnerable groups to integrate into the job-market more easily.

VET providers

VET providers in Belgium play a vital role in bridging the gap between education and the labour market, and in equipping students with the skills they need to succeed in their chosen professions. They collaborate closely with employers to ensure that the training programmes are aligned with the needs of the labour market.

In Belgium, VET is offered by various providers, each depending on one of the three linguistic Communities and delivering the learning in one of the three Regions. 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.

In adult learning, specific associations are available for people not in education, employment or training (NEETs). Other forms of VET training are also organised by sectorial funds and unsubsidised private partners (5) .

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

CHAPTER 6.

Apprenticeship

In Belgium, apprenticeships (ISCED 354, EQF 2-3) are offered to learners between 15 and 25 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 lasts 3 years in BE-DE and BE-FR and 2 to 3 years in BE-FL and 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. 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 their apprenticeship, graduates receive the apprenticeship certificate, qualifying them to enter directly the labour market and gives access to further training. In BE-FL, graduates also earn a secondary education diploma, granting them direct access into higher education. In BE-FR, graduates can opt for entrepreneurial training outside formal education, or they can continue education and acquire the CESS through adult education, granting them access to tertiary education. In certain occupations, 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. In BE-DE, graduates have the option to pursue further education at the post-secondary level through master craftsperson programmes.

The alternating training elements of apprenticeships and dual schemes are organised by education and training providers which differ among the education systems (CEFA, IFAPME, SFPME/EFP, SYNTRA, CDO, etc.). They generally work closely with sectoral and professional representatives to stay in contact with the business world. They are also responsible for guidance of apprentices and trainees, ensuring that traineeship agreements and dual training contracts are properly carried out in the companies.

The apprenticeship programme and the dual scheme, which is offered in vocational, technical, and artistic programmes, are organised in a similar way, but have the following differences:

- a. the type of qualification awarded upon completion (apprenticeship qualification versus vocational qualification);
- b. the location where the theoretical component is conducted (training centres versus schools);
- c. the varied progression opportunities for graduates in BE-FR, where apprentices are unable to pursue subsequent programmes for tertiary education or access the nursing programme offered at the post-secondary level;
- d. the governing body differs in BE-FR: the French Community Ministry oversees schools, while the Walloon Ministry manages the training centres (6) .

BE-FL

Apprenticeship and the programmes under the dual scheme are organised in the Flemish region and in Brussels by:

- SYNTRA training centres (centres for training of self-employed and SME),
- centres for part-time education (*Centra voor deeltijds onderwijs*, CDO), or
- schools for full-time education (including special needs education).

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 learning and working by 2025. 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

Apprenticeships and alternating programmes are organised in BE-FR by:

- centres for part-time education (CEFA *Centres d'éducation et de formation en Alternance*);
- regional training centres for apprenticeships:
 - IFAPME (Walloon Institute for dual training and self-employment in small and medium-sized enterprises in Wallonia) and
 - SFPME/EFP (*Le Service de la formation des petites et moyennes entreprise* / training service for small and medium-sized enterprises);
 - EFP (*Espace Formation des PME* / Training place for small and medium-sized enterprises) in Brussels.
- adult education establishments (some programmes),
- higher education.

The centers for part-time education and the training centres work closely with sectoral and professional representatives to stay in contact with the business world. 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.

Starting in 2015, learners can enter the system without a dual training contract with an employer: at the IFAPME, they are called 'candidates for work-study training' (*candidats à l'alternance*). However, they must attend the courses in an IFAPME training centre 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.

In CEFA, this type of programmes exist also and they are called 'Individualised Training Module' (*Module de Formation Individualisé*, MFI). The 5 objectives of the MFI are:

- developing a life project,
- career guidance,
- education in the rules of living together in society,
- upgrading basic knowledge,
- acquiring the minimum skills needed to access training through work in a company.

BE-DE

The apprenticeship programme and the dual schemes are organised in the German-speaking Community by the Institute for vocational and educational training in small and medium-sized enterprises (IAWM, *Institut wallon de formation en alternance et des indépendants et des petites et moyennes entreprises*), which is responsible for the general organisation, the management and the teaching methods. It manages two centres for education and training of small and medium-sized enterprises (ZAWM, *Zentrum für Aus- und Weiterbildung des Mittelstand*), 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.

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>

[6] Information is based on following publication where you can find also further information on this topic: Cedefop (2024). *Vocational education and training in Belgium: short description*. Luxembourg: Publications Office.

CHAPTER 7.

VET governance

Due to the specific institutional system in Belgium, where competences for VET are distributed between Communities and Regions, different actors are involved in VET governance depending on the linguistic and regional characteristics (7) .

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 jobseekers and workers, as well as entrepreneurial training. A special department within the ministry, the Flemish Service for Employment and Vocational Training (VDAB), works with agencies that implement policies.

Advisory bodies participate in policy debates. These are the Flemish Education Council (VLOR, *Vlaamse Onderwijsraad*), the Flemish Economic Social Consultative Committee (VESOC, *Vlaams Economisch Sociaal Overlegcomité*) and the Social and Economic Council of Flanders (SERV, *Sociaal-Economische Raad van Vlaanderen*). 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. Together with the reform on dual learning, a specific advisory body was installed: the Flemish Partnership Dual Learning.

BE-FR

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

- the French Community Government for vocational education in Brussels and Wallonia;
- the Walloon Region Government for vocational training in Wallonia;
- the French Community Commission (COCOF, *Commission Communautaire Française*) or

vocational training competences in Brussels.

Within each body the education minister and/or the training minister (8) 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 French-language service for jobs and qualifications (SFMQ). The four training operators are also involved in the administrative decisions (Bruxelles Formation, le Forem, IFAPME and SFPME) (9) .

Specific case of Brussels (due to its bilingual status)

VET governance in Brussels involves three main actors:

- the Flemish Government is responsible for formal Dutch-speaking education, SYNTRA Vlaanderen for the dual learning and the VDAB Brussel for (continuing) vocational training;
- the French Community Government is responsible for French-speaking education;
- the French Community Commission (COCOF) is responsible for the governance of the training services SFPME and EFP and for the French-speaking apprenticeships and entrepreneurs training.
- Bruxelles Formation is responsible for the French-speaking vocational training.

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.

[8] 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).

[9] 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

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 training centres: they are subsidised by the Flemish Government and receive European and Flemish contributions for specific projects. They receive an operating subsidy for apprenticeships and certified programmes, and extra subsidies if they deploy innovative or flexible programmes. The SYNTRA training 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

Le Forem (the Walloon Office for Vocational Training and Placement) is financed by subsidies provided out of the Walloon Region's budget and through contributions from the European Social Fund, European Regional Development Fund, companies' contributions to training costs, 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 through 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), European funds (such as the European Social Fund, ESF), the French Community Commission (which is at almost 70% the biggest contributor) and regional actors (Regional Government and the Brussels Public Employment Service, Actiris). 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 European regional development fund (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; 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 adult 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). Apprenticeship organised by the Institute for vocational and educational training in small and medium-sized companies (IAWM) and the Public Employment Service of the German-speaking Community (ADG) and is financed by same system as le FOREM, VDAB, Bruxelles Formation and Actiris (10) .

[10] See also: Eurydice. [National education systems](#); Cedefop (2024). [Vocational education and training in Belgium: short description](#). Luxembourg: Publications Office.

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 (BE-FL, BE-FR), which gives them the possibility to teach in the lower degree or a master degree (BE-FL, BE-FR) for teaching in the upper degree programmes. They teach subjects such as mathematics, physics, and languages. In BE-DE there are no institutions which offer initial programmes to become a teacher in IVET and learners need to go to one of the other two communities to access an initial VET teacher programme.

Vocational teachers of technical and practical vocational courses are required to hold an upper secondary education certificate (CESS), validated professional experience and a [CAP](#) (teaching certificate), which can be obtained via higher education or by taking several exams without having followed any specific training. In Flanders, 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. Due to the shortage of teachers, institutions in BE-FR are also allowed to recruit people with no qualifications; professionals can access teacher positions for technical and vocational practice programmes, based on relevant professional experience only. Overall, all three communities face a growing shortage of teachers, while each community takes its own measures and approaches to tackle this challenge.

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 professional and technical courses in the training centre);
- in-company trainers (tutors, supervisors/advisors) who are in charge of the learner training in the company. A short tutoring training can be proposed to tutors. It gives him/her concrete tips and tools to apply in their daily support to learners in companies.

In order to become a company tutor, the following conditions need to be fulfilled, to:

- have at least 5 years' professional experience in the profession (2 years if the learner is the company director), or
- hold an educational qualification or a tutoring training certificate, or

- hold a qualification validating their skills as a tutor and
- provide an extract from the Belgian criminal record (model 596-2).

Within the French-speaking part of Belgium, trainers of the four VET operators (IFAPME, Bruxelles Formation, SFPME and le Forem) (11) are professionals in the sector in which they give courses. This is compulsory in the dual training sector (IFAPME and SFPME). 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. In Flanders, trainers in the workplace are obliged to follow mentor training, to strengthen the quality of the dual training system. 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.

For more information visit Cedefop project page on [Teachers' and Trainers' professional development](#) and our interactive toolkits for VET practitioners: [Cedefop VET toolkit for tackling early leaving](#) and [Cedefop VET toolkit for empowering NEETs](#). You may also read [Cedefop/ReferNet country reports on Teachers and Trainers in a Changing World](#) and [Cedefop comparative analysis](#).

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;
- the Flemish Community grants every year a training budget for schools which is spent according to a yearly training plan. Each school trains its teachers in subjects they consider important. Furthermore, the pedagogical guidance services support school in professionalising their teachers;
- 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 BE-FR training providers created [FormaForm](#) 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.

For more information visit Cedefop project page on [Teachers' and Trainers' professional development](#) and our interactive toolkits for VET practitioners: [Cedefop VET toolkit for tackling early leaving](#) and [Cedefop VET toolkit for empowering NEETs](#). You may also read [Cedefop/ReferNet country reports on Teachers and Trainers in a Changing World](#) and [Cedefop comparative analysis](#).

[11] 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 entreprises 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].

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](#), 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](#) 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, *Bassins de l'Enseignement qualifiant - Formation - Emploi*) 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](#) (12) 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, *Institut Bruxellois pour la Formation professionnelle*).

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](#) and [European Skills Index](#).

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 (13) .

BE-FL

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, the agency for higher education, adult education, qualifications and study grants AHOVOKS (*Agentschap voor hoger onderwijs, volwassenenonderwijs, kwalificaties & studietoelagencoördinates*) is in charge of 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 French-speaking Agency for Professions and Qualifications ([SFMQ](#)) 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:

- profession 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](#), *Institut für Aus- und Weiterbildung in kleinen und mittleren Unternehmen*). 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 in the German-speaking Community ([ADG](#), *Arbeitsamt der Deutschsprachigen Gemeinschaft Belgien*) 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.

More information on national qualifications frameworks and the qualification types can be found in the [NQF online tool](#).

[12] Previously Brussels Observatory of Employment and Training.

CHAPTER 11.

Quality assurance

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-FR

In response to the Council Recommendation of 24 November 2020 on VET for sustainable competitiveness, social fairness and resilience, the French-speaking part of Belgium designated a [National Quality Assurance Reference Point](#) (NRP) for the first time at the beginning of 2022. All vocational and training subsystems of French-speaking part of Belgium, nine in total, agreed to commit to the NRP. A partnership agreement has been developed to formalise this commitment.

Since its creation, the NRP:

- analysed the European Reference Framework for Quality Assurance in Vocational Education and Training and identified six indicative descriptors that all partners of the NRP wanted to analyse in 2022-23;
- developed a questionnaire about these six descriptors and analysed the responses to it;
- participated actively to 5 peer reviews;
- organised its first peer review.

Following the analysis of the EQAVET Framework, the analysis of the responses to the questionnaire and the exchange with peers during the peer reviews, the partnership between the VET subsystems has been extended and a new working programme has been developed for 2023-26.

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).

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 (14) :

- 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 part of Belgium, the Skills Validation 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 certificate of vocational skills (CPP, *certificat de compétence professionnelle*) 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. The [2019 Decree on an integrated policy for the recognition of acquired competences](#), regulates the role of validation bodies, the use of validation standards and provides for quality assurance in validation. The Agency for Higher Education, Adult Education, Qualifications and Study Allowances (AHOVOKS), responsible for qualifications, follows up on the validation framework.

In the German-speaking Community, a [skills validation system](#) is also in place. Since 2021, the competence recognition procedure has been called KomAn and aims to provide opportunities for individuals to have their competences recognized and validated, thus enabling them to access the labour market and further their careers. It is also designed to support the integration of individuals with foreign diplomas and those seeking to change or re-enter the workforce.

Despite the differences of the validation systems of the three communities concerning how awards are designed and how they operate, the skills validation systems are communicable.

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 (15) .

[15] Cedefop. [*European database on validation of non-formal and informal learning*](#).

CHAPTER 13.

Incentives for learners

Incentives for VET learners are offered at national, community and regional levels.

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, 180 hours in Brussels and German-speaking Community in specific 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

In Brussels various incentives are offered to learners and jobseekers, many of them aiming to improve their language or digital skills and/or try to facilitate their transition to the labour market:

- *Chèques formation* (training vouchers) are available to employed or self-employed people during the first 6 months of their new career path. The public employment service Actiris will pay half the cost of the training relevant to the professional function, up to a maximum of EUR 2250. The remainder is paid by the employer or the main self-employed person.
- *Chèques langues Projet Professionnel* and *Chèques langues Matching* (language vouchers). Language vouchers give the opportunity to improve the language proficiency in Dutch, French or English free of charge (financed by Actiris). The training can take place either during the job search (specifically geared programmes towards improving the job search: preparing for a job interview, writing a CV, preparing for a language exam, etc.) or to improve language efficiency in employment (individual courses for 40 hours or group courses for 60 hours; courses are adapted to the job in agreement with the employer).
- *Projet professionnel néerlandophone* (Dutch-language professional project): a partnership set up between Actiris and VDAB offers a range of Dutch-training courses to support jobseekers. This VDAB's training programme is free, practice-oriented and tailored to the job market and the skills of the jobseekers. The VDAB also supports the jobseekers during the training and for 6-months after it in his/her job search in Brussels and Flanders. Childcare support and transport costs are also reimbursed.
- *Chèques TIC* are training vouchers for job seekers to improve their digital skills. Beneficiaries can participate in training, free of charge (financed by Actiris), up to an amount of EUR 2240 with training providers recognized by Actiris.
- *Prime jeune en alternance*: young learners (15-18) who carry out practical training in companies (dual vocational training programmes for example) for at least 4 months have the right to get a 'youth work-study bonus'. This bonus is awarded to them as part of their work-study programme (CEFA / CDO or SFPME). The amount of this premium varies between

EUR 500 and EUR 750;

- in the framework of the precariousness action plan for better access to training in Brussels implemented by the public training provider Bruxelles Formation since 2019, training allowance was increased from EUR 1 to EUR 2 gross per training hour as well as the reimbursement of travel costs. The plan also foresees the option of lending of computer equipment for unequipped learners. Besides the social support system is strengthened to support learners during their training programme (Timeline - Precariousness plan - incentives for vocational learners in Brussels).

Wallonia

- Jobseekers who are living in Wallonia and are registered at Le Forem to take part in vocational training pathways, are offered reimbursement of transport and childcare costs and an all-risk insurance cover. They also receive an incentive of 2€ per training hour;
- EUR 750 are granted to learners having successfully completed their dual training contracts/courses at their dual training provider (IFAPME, CEFA); other allowances exist for learners who achieve their training with success in professions where a shortage of labour exists (building sector for example);
- **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; if the training is within the building sector, they are granted an amount of EUR 2 200. 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

In Flanders, there are several incentives available to encourage participation in vocational education and training:

- bonus for learners (*leerlingpremie alternerende opleiding*) who are living in Flanders and are engaged in an apprenticeship programme or work-based learning for a minimum of 4 months. The bonus (EUR 500) is awarded once per school year, up to a maximum of three times;
- training voucher for employees working in Brussels or the Flemish Region, who have as a maximum a secondary education diploma. The vouchers can be used for labour market or career-oriented training. High-skilled employees must undergo career guidance before being entitled to training vouchers, with a maximum total of EUR 250, split equally between the employer and Flemish authority. Low-skilled employees are fully reimbursed for specific training;
- the Flemish training credit (*Vlaams opleidingskrediet*) is available to employees working in the private and/or social profit sectors and who require career interruptions due to training.

They can receive an additional benefit from the Flemish Government, in addition to the benefit from the national employment office;

- jobseekers enrolled in VDAB-recognized training courses receive refunds for registration fees and learning material expenses, and may also receive additional premiums (travel and childcare allowances). Long-term jobseekers in bottleneck occupations may receive a specific premium as a temporary measure from September 2023 to October 2024;
- special employment support measures are provided to individuals with health issues or disabilities, such as free interpreter support for the deaf or hard of hearing, reimbursement of transportation costs, and provision of work-related tools and clothing for jobseekers, employees, students in training, internships, or dual learning programmes.

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.

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.

Brussels

- *Prime formation* (training bonus): aid for external training. Depending on the size of the company and the sector of activity, companies can receive financial aid when they are following external training to improve their competitiveness through training in the field of management and knowledge of business. The financial aid amounts from 40% to 70% of the costs, with a maximum of EUR 10 000 per calendar year for micro/small businesses and EUR 15 000 per calendar year for medium-sized companies and a maximum of 5 subsidised training courses per calendar year;
- 'Incitant à la formation' ('work training bonus'): employers can benefit from a training incentive of up to EUR 5 000 to pay for the training of their employees. The employee must meet certain conditions (under 30 and activa.brussels conditions) and be employed on a full-time permanent contract.;
- *Prime tuteur* (tutor premium) can be paid to companies who are offering a training place for young people (15-25 years of age) following a dual training programme. The training in the company must last at least 6 months and a tutor, who can supervise up to four learners, is designated to transmit his skills. The amount of the bonus is EUR 1 750 per tutor per year who looks after a minimum of 1 and a maximum of 4 apprentices at the same time.

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 apprentice trained within their company** (which received an approval showing its legal status, the respect of its social security and tax obligations ...). This is the case, for instance, in the IFAPME for companies which train apprentices. Employers can also receive a EUR 750 grant if their tutor (an employee or the boss) follow the free tutoring training (8 hours basic module). 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 1st 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

In Flanders, the following incentives are offered to promote VET participation:

- the bonus for qualifying work-based learning (*premie kwalificerend werkplekleren voor ondernemingen*) is given to companies for mentoring learners in apprenticeship programmes or nursing training if they complete at least 4 months of work-based learning. The bonus is awarded once per school year, up to a maximum of three times per learner (EUR 600 if apprentices receive no remuneration, EUR 1 000 if they do);
- fully or partially exemption from registration fees for all adult education courses for those who meet specific conditions are. This applies, for example, to people who are unemployed, on parental leave, or have a low income;
- the SME e-wallet provides financial aid to entrepreneurs and liberal professionals when purchasing services that enhance the quality of their enterprise. These services include training courses and advisory services, e.g. for creating a communication plan for your business). Small enterprises do receive 30% support, medium-sized enterprises 20%, with a maximum amount of EUR 7 500 per year.

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 (DSL, *Dienststelle für Selbstbestimmtes Leben*). 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.

CHAPTER 15.

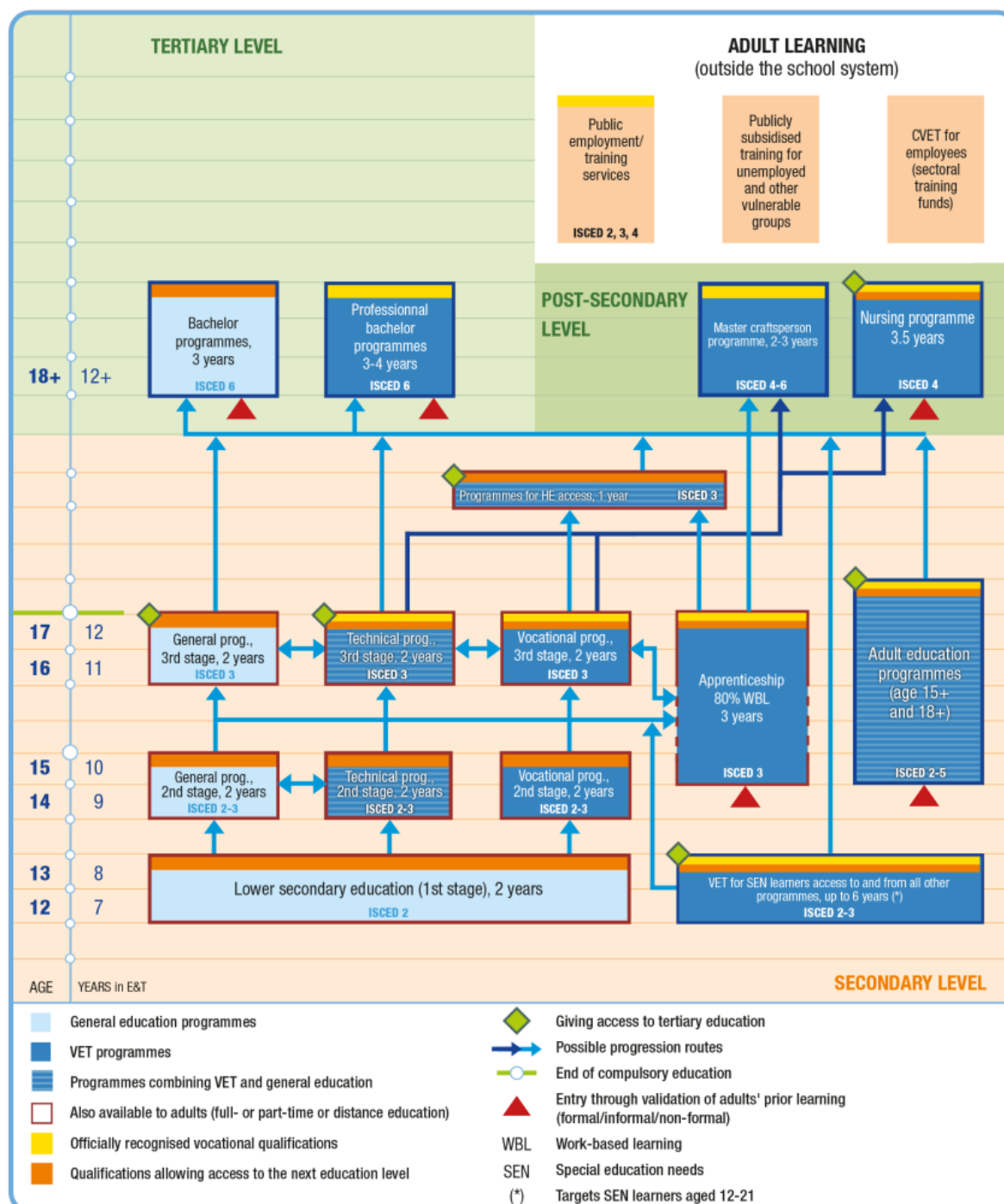
Guidance and counselling

Please see:

- [Guidance and outreach for inactive and unemployed - Belgium;](#)
- [Cedefop's labour market intelligence toolkit ;](#)
- [Cedefop's inventory of lifelong guidance systems and practices.](#)

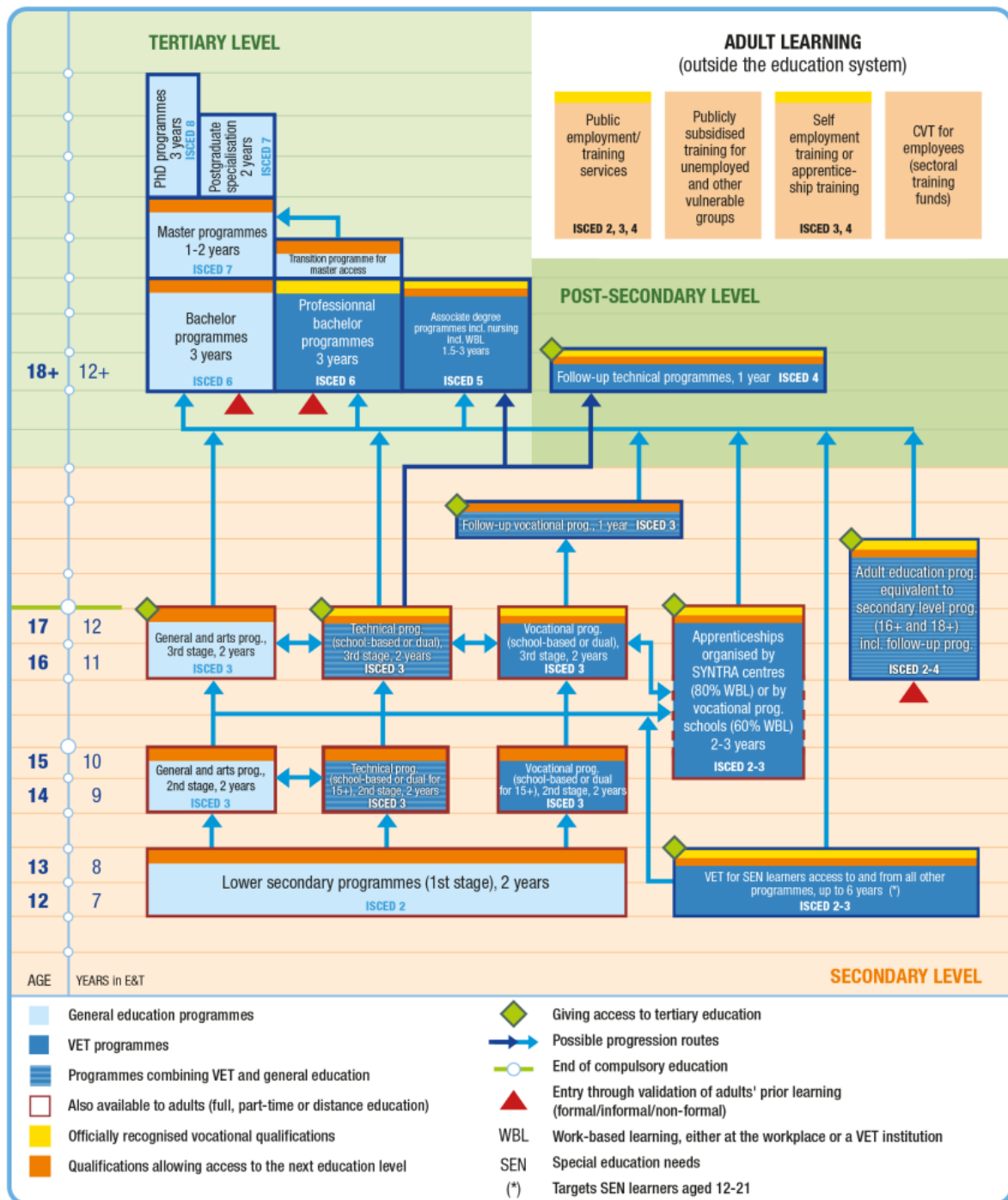
Vocational education and training system chart

(BE-DE)



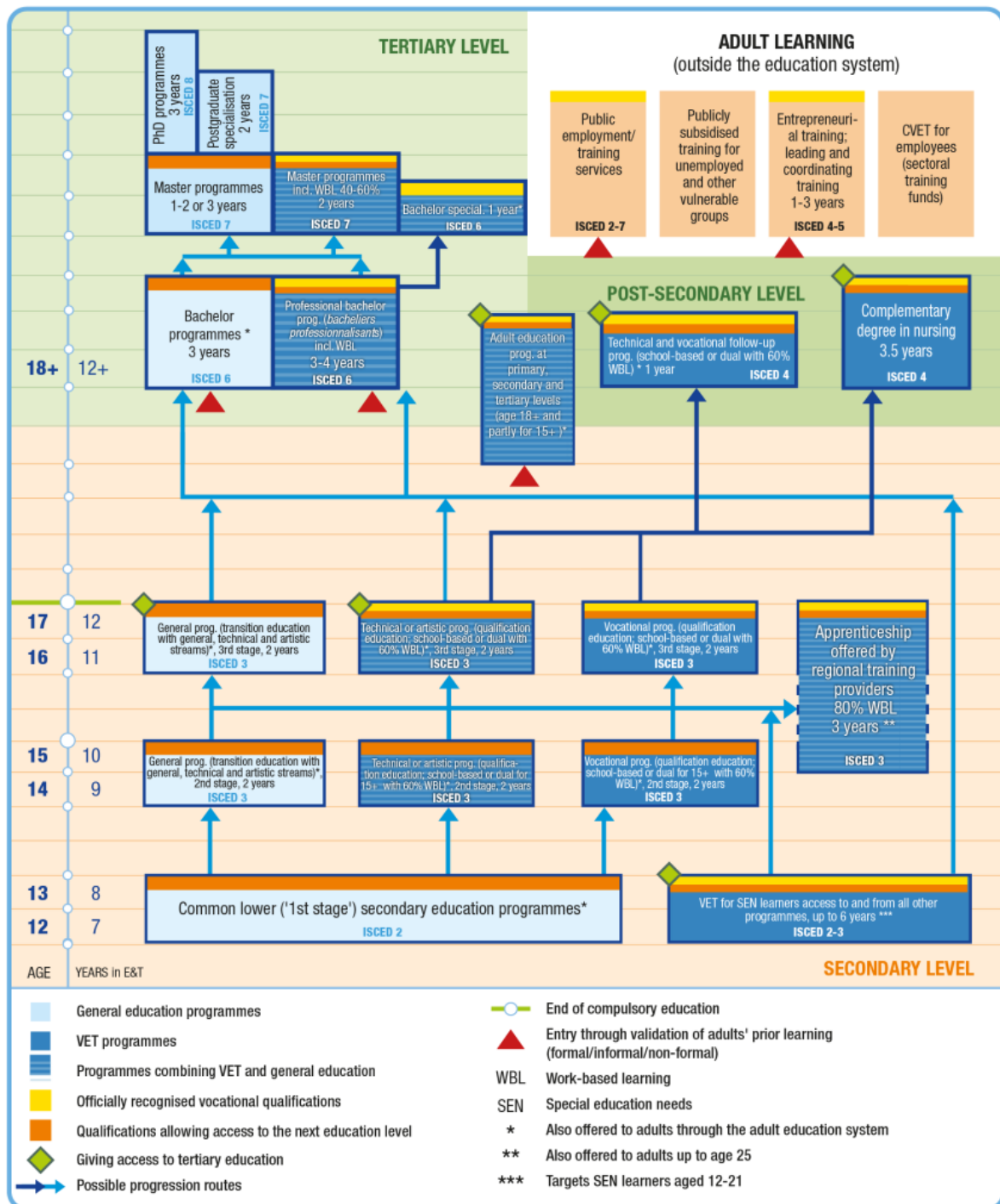
NB: ISCED-P 2011 and EQF referencing has not yet been done. ISCED-2011 one digit code used in the chart is estimated by the Ministry of Education of the German-speaking Community.

Source: Cedefop, & Bruxelles Formation. (2023). Vocational education and training in Europe – Belgium: system description. In Cedefop, & ReferNet. (2024). Vocational education and training in Europe: VET in Europe database – detailed VET system descriptions [Database]. www.cedefop.europa.eu/en/tools/vet-in-europe/systems/belgium-u3



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, & Bruxelles Formation. (2023). Vocational education and training in Europe – Belgium: system description. In Cedefop, & ReferNet. (2024). Vocational education and training in Europe: VET in Europe database – detailed VET system descriptions [Database]. www.cedefop.europa.eu/en/tools/vet-in-europe/systems/belgium-u3









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VET Programme Types

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

Technical VET programme (Technischer Befähigungsunterricht) - 2nd stage







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	14	Usual completion age	15
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)	School-based learning (technical-theoretical lessons) practical learning		




Main providers	Schools for technical secondary education
Share of work-based learning provided by schools and companies	This depends on the chosen track.
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Practical training at school
Main target groups	The programme is available to learners within compulsory education age. It is also available to adults within the Adult education programme.
Entry requirements for learners (qualification/education level, age)	Accessible to learners aged 14 having successfully completed lower secondary education (and thus met the full-time education requirement).
Assessment of learning outcomes	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.
Diplomas/certificates provided	<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>
Examples of qualifications	Education, office assistant.
Progression opportunities for learners after graduation	<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"> • general programme; • vocational programme; • apprenticeship.
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	 Learners receive both a general and a technical education.

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

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

Technical VET programme (Technischer Befähigungsunterricht) - 3rd stage

EQF level	EQF referencing has not yet been done	ISCED-P 2011 level	3
Usual entry grade	11	Usual completion grade	12
Usual entry age	16	Usual completion age	17
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)	School-based learning (technical-theoretical lessons) practical learning		
Main providers	Schools for technical secondary education		
Share of work-based learning provided by schools and companies	It depends on the chosen track		

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






Vocational prog., 2nd stage




2 years

ISCED 2-3

(BE-DE)

Vocational programme (Berufsbildender Befähigungsunterricht) - 2nd stage

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	14	Usual completion age	15
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?	Yes and no	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.		
Main providers	Schools for vocational education		

Share of work-based learning provided by schools and companies	It depends on the chosen track
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Practical training at school
Main target groups	The programme is available to young learners up to 18 years old and also to adults within the Adult education programme.
Entry requirements for learners (qualification/education level, age)	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.
Assessment of learning outcomes	Examinations are organised throughout the programme and learners need to succeed them to access the next education level. A practical part may be organised.
Diplomas/certificates provided	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 (<i>Abschlusszeugnis der Unterstufe</i>).
Examples of qualifications	Family assistant (services to persons), nursing assistant, sales and clothing, administration and management.
Progression opportunities for learners after graduation	<p>Completing this second stage of the 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"> • general programme; • technical programme; • apprenticeship.
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	 Learners receive a general and a vocational education.
Key competences	 Key competences are specific to each track.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available







Vocational prog., 3rd stage



2 years

ISCED 3

(BE-DE)

Vocational programme (Berufsbildender Befähigungsunterricht) - 3rd stage

EQF level	EQF referencing has not yet been done		ISCED-P 2011 level	3
Usual entry grade	11		Usual completion grade	12
Usual entry age	16		Usual completion age	17
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.			
Main providers	Schools for vocational 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 at school
Main target groups	The programme is available to learners in compulsory education age. It is also available to adults within the Adult education programme.
Entry requirements for learners (qualification/education level, age)	This programme is offered to learners who successfully completed the second stage of general, technical or vocational upper secondary programmes.
Assessment of learning outcomes	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.
Diplomas/certificates provided	Certificate of sixth year vocational secondary education
Examples of qualifications	Family assistant (services to persons), nursing assistant, sales and clothing, administration and management.
Progression opportunities for learners after graduation	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.
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	Y
Key competences	 Key competences are specific to each track
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available







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)

EQF level	EQF referencing has not yet been done	ISCED-P 2011 level	2-3
Usual entry grade	7	Usual completion grade	12
Usual entry age	12	Usual completion age	17 (accessible until age 21)
Length of a programme (years)	up to 6		
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 age 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)	Information not available		
Main providers	Centre for Special Education (Zentrum für Förderpädagogik)		

Share of work-based learning provided by schools and companies	Information not available
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • school-based learning; • dual learning (school-based and work-based training available to allow a better social integration).
Main target groups	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).
Entry requirements for learners (qualification/education level, age)	Information not available
Assessment of learning outcomes	Information not available
Diplomas/certificates provided	Information not available
Examples of qualifications	Information not available
Progression opportunities for learners after graduation	Information not available
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✓
Key competences	✓ Key competences are specific to each track.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available

Apprenticeship







80% WBL


3 years



ISCED 3

(BE-DE)

Apprenticeship (Lehre)

EQF level	EQF referencing has not yet been done	ISCED-P 2011 level	3
Usual entry grade	10	Usual completion grade	12
Usual entry age	15	Usual completion age	17
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	Credit systems are not applicable yet		
Learning forms (e.g. dual, part-time, distance)	Dual learning programme: training centre-based learning (1/2 days/week) and practical training within a company (3/4 days/week)		

Main providers	IAWM (<i>Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen</i> - Institute for Vocational and Educational Training in Small and Medium- size Enterprises) manages the programme. The learning is provided by ZAWM (<i>Zentrum für Aus- und Weiterbildung des Mittelstands</i>) centres.
Share of work-based learning provided by schools and companies	>=80%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	In-company practice (3/4 days in a company and 1/2 days at the training centre)
Main target groups	<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>
Entry requirements for learners (qualification/education level, age)	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, Institute for Vocational and Educational Training in Small and Medium-sized Enterprises in BE-DE, also organises entrance examination for learners who don't meet these requirements.
Assessment of learning outcomes	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.
Diplomas/certificates provided	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.
Examples of qualifications	Bakery, butcher, metal, cooking, mechanics.
Progression opportunities for learners after graduation	Those who complete an apprenticeship can enter the labour market or continue their studies at post-secondary level by directly accessing the Master craftsperson (<i>Meister</i>) programme. Learners who want to continue their studies at tertiary level need to continue their secondary education with a 7th complementary year.
Destination of graduates	Information not available
Awards through validation of prior learning	

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

Adult education programmes

(15+ and 18+ olds)

ISCED 2-5

(BE-DE)

Adult education programmes (Erwachsenenbildung).

EQF level	EQF referencing has not yet been done	ISCED-P 2011 level	2-5
Usual entry grade	Not applicable	Usual completion grade	Not applicable
Usual entry age	18+ and for 15+ under certain conditions	Usual completion age	18+ and for 15+ under certain conditions
Length of a programme (years)	Information not available		
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?	Information not available	Is it available for adults?	✓
ECVET or other credits	Credit systems are not applicable yet		
Learning forms (e.g. dual, part-time, distance)	Information not available		
Main providers	13 recognised and subsidised adult education institutions		
Share of work-based learning provided by schools and companies	Information not available		
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Information not available		
Main target groups	Programmes are available for adults.		
Entry requirements for learners (qualification/education level, age)	There are no minimum entry requirements, but learners must be at least 15 years old to enrol.		

Assessment of learning outcomes	Information not available
Diplomas/certificates provided	Adults can obtain formal certificates of secondary education over adult education programmes.
Examples of qualifications	Electrical engineering and maintenance; housekeeping, cooking and sewing; nutrition professionals; etc. (16)
Progression opportunities for learners after graduation	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.
Destination of graduates	Information not available
Awards through validation of prior learning	✓
General education subjects	✓
Key competences	✓ Key competences are specific to each track.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available

[16] For more information, see: Das Bildungsportal der Deutschsprachigen Gemeinschaft Belgiens. [Weiterbildungsdatenbank für die DG](#). [Further training database for the DG].




Programme for HE access, 1 year

ISCED 3

(BE-DE)

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

EQF level	EQF referencing has not yet been done.	ISCED-P 2011 level	3
Usual entry grade	12+	Usual completion grade	13+
Usual entry age	18+	Usual completion age	19+
Length of a programme (years)	1		
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.		
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.		
Main providers	Schools for vocational 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 at school		
Main target groups	The programme is aimed at learners aged 18+. It is also available to adults within the adult education programme.		
Entry requirements for learners (qualification/education level, age)	Learners must have completed the third degree of vocational education or an apprenticeship.		
Assessment of learning outcomes	Examinations are organised at the end of the year, they may combine theoretical and practical knowledge.		

Diplomas/certificates provided	Learners are granted a certificate of upper secondary education.
Examples of qualifications	Digitally controlled machine tools, nursing assistant, children's caregiver, etc. (17) .
Progression opportunities for learners after graduation	Learners can access the labour market with their certificates or they can continue their education in tertiary education.
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	
Key competences	 Key competences are specific to each track.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available

[17] For more information, see: Das Bildungsportal der Deutschsprachigen Gemeinschaft Belgiens. [Berufliche Ausbildung](#) [Vocational training].







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 2011 level	4
Usual entry grade	Not applicable	Usual completion grade	Not applicable
Usual entry age	18+	Usual completion age	18+
Length of a programme (years)	3.5		
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		
Main providers	Autonomous Higher Education Institution (Autonome Hochschule Ostbelgien, AHS)		
Share of work-based learning provided by schools and companies	>=50%		

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

Master craftsperson
programme, 2-3 years
ISCED 4-6
(BE-DE)

Master craftsperson programme (Meister)

EQF level	EQF referencing has not yet been done.	ISCED-P 2011 level	4-6
Usual entry grade	Not applicable	Usual completion grade	Not applicable
Usual entry age	18+	Usual completion age	18+
Length of a programme (years)	2 to 3 years		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓ as it leads to formal, officially recognised diplomas.
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)	Training centre-based learning (theoretical knowledge) and practical lessons		
Main providers	Vocational training centres ZAWM (<i>Zentrum für Aus- und Weiterbildung</i>)		
Share of work-based learning provided by schools and companies	Information not available		
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • in-company training • theoretical lessons at training centre 		
Main target groups	Programmes are available for adults who wish to become a qualified entrepreneur or open their own enterprise.		

Entry requirements for learners (qualification/education level, age)	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.
Assessment of learning outcomes	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.
Diplomas/certificates provided	Master craftsman certificate
Examples of qualifications	Food-related qualifications: butcher, baker; commercial qualifications: designer for visual marketing, etc..
Progression opportunities for learners after graduation	Those who complete VET can enter the labour market directly.
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	 Management courses
Key competences	 Key competences are specific to each track.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available

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+ after successful completion of upper secondary education	Usual completion grade	12+
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 (<i>Autonome Hochschule Ostbelgien</i>) in collaboration with the Vocational training centres ZAWM (<i>Zentrum für Aus- und Weiterbildung im Mittelstand</i>)		
Share of work-based learning provided by schools and companies	Information not available		

Work-based learning type (workshops at schools, in-company training / apprenticeships)	Theoretical courses at ZAWM in-company training
Main target groups	Programmes are available for adults.
Entry requirements for learners (qualification/education level, age)	Certificate of upper secondary education and, for dual programmes, a successful internship in the appropriate field of occupational activity.
Assessment of learning outcomes	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.
Diplomas/certificates provided	Bachelor degree and, for dual programmes, an entrepreneur certificate
Examples of qualifications	Bachelor in nursing, teacher training for pre-primary and primary education Dual programmes: financial services and accounting, public and business administration
Progression opportunities for learners after graduation	Those who complete the programme can enter the labour market directly.
Destination of graduates	Information not available
Awards through validation of prior learning	✓
General education subjects	✗
Key competences	✓ Key competences are specific to each sector.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	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) - 2nd stage

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	14		Usual completion age	15
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)	School-based learning with technical-theoretical classes and practical lessons.			
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 at school
Main target groups	<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>
Entry requirements for learners (qualification/education level, age)	Learners can access technical secondary education after having completed 2 years in lower general secondary education.
Assessment of learning outcomes	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.
Diplomas/certificates provided	<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>
Examples of qualifications	Construction techniques, fashion, electromechanics, electrical engineering, photography, etc.
Progression opportunities for learners after graduation	<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"> • general programme; • vocational programme; • apprenticeship.
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	
Key competences	 Key competences are specific to each sector.
Application of learning outcomes approach	Information not available




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

Information not available

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

Technical secondary education (Technisch secundair onderwijs, TSO) - 3rd stage

EQF level	EQF levels on qualifications are being discussed.	ISCED-P 2011 level	3
Usual entry grade	11	Usual completion grade	12
Usual entry age	16	Usual completion age	17
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)	School-based learning with technical-theoretical classes and practical lessons		
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 at school
Main target groups	<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>
Entry requirements for learners (qualification/education level, age)	Learners must have completed 4 years of secondary education to enter the programme.
Assessment of learning outcomes	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.
Diplomas/certificates provided	Certificate of upper secondary education (<i>Diploma Secundair Onderwijs</i>)
Examples of qualifications	Construction techniques, fashion, electromechanics, electrical engineering, photography, etc.
Progression opportunities for learners after graduation	Learners who complete this VET programme can enter the labour market or continue their studies at post-secondary or tertiary level.
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	
Key competences	 Key competences are specific to each sector.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available







Vocational prog., 2nd stage
(school-based or dual),




2 years

ISCED 3

(BE-FL)

Vocational secondary education (Beroepssecundair Onderwijs, BSO) - 2nd stage

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	14		Usual completion age	15
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)	School-based learning with theoretical subjects supporting the practical 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 at school
Main target groups	<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>
Entry requirements for learners (qualification/education level, age)	Learners can access the vocational programme after having completed the first 2 years of lower general 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. Examinations are organised in the general courses and in the vocational option. A practical part may also be organised.
Diplomas/certificates provided	<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>
Examples of qualifications	Basic mechanics, construction, accounting, retail, etc.
Progression opportunities for learners after graduation	<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"> • general programme; • technical programme; • apprenticeship.
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	
Key competences	 <p>Key competences are specific to each sector.</p>

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

Vocational prog., 3rd stage







(school-based or dual),

2 years

ISCED 3

(BE-FL)

Vocational secondary education (Beroepssecundair Onderwijs, BSO) - 3rd stage

EQF level	EQF levels on qualifications are being discussed.	ISCED-P 2011 level	3
Usual entry grade	11	Usual completion grade	12
Usual entry age	16	Usual completion age	17
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)	School-based learning with theoretical subjects supporting the practical 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 at school
Main target groups	<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>
Entry requirements for learners (qualification/education level, age)	Learners can access the vocational programme after having completed 4 years of secondary education.
Assessment of learning outcomes	Examinations are organised during the school year. 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.
Diplomas/certificates provided	Professional qualification certificate
Examples of qualifications	Basic mechanics, construction, accounting, retail, etc.
Progression opportunities for learners after graduation	Those who complete the VET programme can enter the labour market or continue their studies with a 1-year vocational 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.
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✓
Key competences	<p>✓</p> <p>Key competences are specific to each sector.</p>
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	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)

EQF level	EQF levels on qualifications are being discussed.	ISCED-P 2011 level	2-3
Usual entry grade	10	Usual completion grade	12
Usual entry age	15	Usual completion age	16/17
Length of a programme (years)	2 to 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	Credit systems are not applicable yet.		







Learning forms (e.g. dual, part-time, distance)	<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>
Main providers	Schools (Centra voor deeltijds onderwijs; CDO); training centres of SYNTRA.
Share of work-based learning provided by schools and companies	>=60%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school/in the training centre; • in-company practice (3 or 4 days/week).
Main target groups	<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>
Entry requirements for learners (qualification/education level, age)	<p>Available to young persons between 15 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>
Assessment of learning outcomes	Information not available
Diplomas/certificates provided	<p>Depending on the programme, learners can obtain a:</p> <ul style="list-style-type: none"> • certificate of acquired competences; • partial certificate for a module; • certificate of a course; • 2nd degree secondary education certificate; • study certificate from the 2nd year of the 3rd stage of secondary education; • secondary education diploma; • certificate about the basic knowledge of business management.
Examples of qualifications	Hairdresser, waiter, childcare supervisor, sports coach, etc.
Progression opportunities for learners after graduation	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.
Destination of graduates	Information not available



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

EQF level	EQF levels on qualifications are being discussed.	ISCED-P 2011 level	2-3
Usual entry grade	7	Usual completion grade	12
Usual entry age	12	Usual completion age	17 (accessible until age 21)
Length of a programme (years)	Up to 6		
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)	School-based learning		
Main providers	Schools for special 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)	Information not available
Main target groups	VET for SEN learners is offered to youngsters with special needs aged 12 to 21 years old.
Entry requirements for learners (qualification/education level, age)	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.
Assessment of learning outcomes	Information not available
Diplomas/certificates provided	<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>
Examples of qualifications	Information not available
Progression opportunities for learners after graduation	Learners who have completed a SEN VET programme can enter the labour market or continue their studies at tertiary level.
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	Y
Key competences	 Key competences are specific to each sector.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available

Adult education prog. equivalent
to secondary level prog.
(16+ and 18+)
incl. follow-up prog.
ISCED 2-4
(BE-FL)

Adult education programme equivalent to secondary level programmes (Secundair Volwassenenonderwijs, SVO)

EQF level	EQF levels on qualifications are being discussed.	ISCED-P 2011 level	2-4
Usual entry grade	Not applicable	Usual completion grade	Not applicable
Usual entry age	18+ (16+ under certain conditions)	Usual completion age	18+ (16+ under certain conditions)
Length of a programme (years)	From 1 to 3 years		
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?	Yes and no Courses are free for jobseekers but workers (or their employers) have to pay to attend specific courses.	Is it available for adults?	
ECVET or other credits	Credit systems are not applicable yet.		

Learning forms (e.g. dual, part-time, distance)	<ul style="list-style-type: none"> • school-based learning; • self-learning/distance-learning: a form of learning which consists of learning the subject matter individually, either at home or at work; • e-learning (digital platform); • 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); • open learning: a form of learning the subject matter individually and at your own pace in a competence centre (organised by VDAB); • blended learning: a combination of learning methods e.g. combination group learning & online learning or group learning & open learning; • part-time working and VDAB Dual learning (depending on the chosen form of learning, young people may have to register with VDAB); • workplace learning: the jobseeker learns a job on the 'work floor'.
Main providers	<p>Centres for Adult Education (<i>Centra voor volwassenenonderwijs</i>, CVO)</p> <p>Training centres of SYNTRA</p> <p>VDAB centres (public employment service)</p>
Share of work-based learning provided by schools and companies	>=60%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school; • practical training in a training centre; • learning at a workplace: the focus is on customisation, the jobseeker learns a job 'on the work floor'; • apprenticeship training.
Main target groups	Programmes are available for adults, unemployed people who want to obtain a certificate but also to workers who wish to gain more knowledge.
Entry requirements for learners (qualification/education level, age)	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.
Assessment of learning outcomes	Continuous evaluation is organised during the school year. Some centres organise additional exams, others do not (e.g. when a module is completed).






Diplomas/certificates provided	<ul style="list-style-type: none"> • partial certificate for a module; • certificate for a complete module; • certificate of upper secondary education; • certificate in business management.
Examples of qualifications	Bus driver, tourism related qualifications (guide, travel agent), electrician, languages qualifications, etc.
Progression opportunities for learners after graduation	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.
Destination of graduates	Information not available
Awards through validation of prior learning	✓
General education subjects	Information not available
Key competences	✓ Key competences are specific to each sector.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available

Associate degree programmes incl.
nursing
(incl. WBL) 1.5-3 years

ISCED 5

(BE-FL)

Associate degree programmes incl. nursing

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)	1.5-3		
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)		
Main providers	Schools for full-time 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)	Internship in a work environment (hospital), clinical training
Main target groups	Programmes are available for adults.
Entry requirements for learners (qualification/education level, age)	<p>Learners aged 18 can access the programme with the following qualifications:</p> <ul style="list-style-type: none"> • certificate of the third stage of either technical or vocational secondary education; • diploma of general secondary education; • certificate of secondary adult education of at least 900 teaching hours
Assessment of learning outcomes	Information not available
Diplomas/certificates provided	<ul style="list-style-type: none"> • partial certificate after successfully completing a module; • graduate in nursing after successfully completing all the modules.
Examples of qualifications	Nurse
Progression opportunities for learners after graduation	Those who complete VET can enter the labour market or continue their studies in tertiary education.
Destination of graduates	Information not available
Awards through validation of prior learning	✓
General education subjects	✗
Key competences	<p>✓</p> <p>Key competences are specific to the nursing sector.</p>
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available







Follow-up vocational programme,

1 year

ISCED 3

(BE-FL)

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

EQF level	EQF levels on qualifications are being discussed.	ISCED-P 2011 level	3
Usual entry grade	12+	Usual completion grade	12+
Usual entry age	18+	Usual completion age	18+
Length of a programme (years)	1		
Is it part of compulsory education and training?	 <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>	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?	 <p>There is no age restriction. However, it is, as the title clarifies, a direct follow-up of the sixth year of a vocational programme.</p>

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







Follow-up technical programme,

1 year

ISCED 4

(BE-FL)

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

EQF level	EQF levels on qualifications are being discussed.	ISCED-P 2011 level	4
Usual entry grade	12+	Usual completion grade	12+
Usual entry age	18+	Usual completion age	18+
Length of a programme (years)	1		
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)	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 a company
Main target groups	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.
Entry requirements for learners (qualification/education level, age)	Learners must have successfully completed their 2nd decree of technical secondary education.
Assessment of learning outcomes	Examinations are organised during the school year and may include a practical part.
Diplomas/certificates provided	Professional qualification certificate
Examples of qualifications	Pharmacy assistant, agriculture, chemistry, computer technology, etc.
Progression opportunities for learners after graduation	Learners may enter the labour market directly or continue their studies at tertiary level.
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✓
Key competences	✓ Key competences are specific to each sector.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available







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 (<i>Hogescholen</i>)		
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 in a company
Main target groups	Programmes are available for young people and also for adults.
Entry requirements for learners (qualification/education level, age)	Learners must have obtained the Certificate of upper secondary education (<i>Diploma Secundair Onderwijs</i>).
Assessment of learning outcomes	Examinations are organised during the school year; they may involve a practical part.
Diplomas/certificates provided	Bachelor degree
Examples of qualifications	Agrotechnology, digital arts and entertainment, hotel management, international journalism, music management, etc.
Progression opportunities for learners after graduation	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.
Destination of graduates	Information not available
Awards through validation of prior learning	✓
General education subjects	✗
Key competences	✓ Key competences are specific to each sector.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	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) - 2nd stage

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	14	Usual completion age	15
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 age 15 at least. 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?	 However, the programme is offered to adults through the adult education system.

ECVET or other credits ECVET credits are applicable for the 4th years based on an SFMQ profile (Europass).

Learning forms (e.g. dual, part-time, distance)	<ul style="list-style-type: none"> • 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	>=60%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • 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 stage of secondary education.
Assessment of learning outcomes	<p>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.</p> <p>This pathway, regardless of the chosen basic grouped option, is made up of modules called Qualification Units (UQ). It is gradually replacing the Certification Per Unit (CPU) system. These modules are validated separately and progressively. This allows each learner to be better monitored and supported.</p>
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.
Progression opportunities for learners after graduation	<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"> • general programme (nationally referred to as transition education); • vocational qualification programme; • apprenticeship.
Destination of graduates	Information not available

Awards through validation of prior learning	
General education subjects	
Key competences	 Key competences are specific to each sector.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	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) - 3rd stage


EQF level	EQF levels on qualifications are being discussed.	ISCED-P 2011 level	3
Usual entry grade	11	Usual completion grade	12
Usual entry age	16	Usual completion age	17
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 age 15 at least. 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 ECVET credits are applicable for the 4th years based on an SFMQ profile (Europass).

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	VET schools (nationally called qualification education schools) (18)
Share of work-based learning provided by schools and companies	>=60%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • 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 16, having completed the second 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. The examination also includes a practical part.
Diplomas/certificates provided	Qualification certificate (CQ6) Certificate of upper secondary education (CESS, <i>Certificat d'enseignement secondaire supérieur</i>)
Examples of qualifications	Beautician, office employee, retail employee, electrician, mechanic.
Progression opportunities for learners after graduation	<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"> • bachelor programmes (ISCED 6); • dual bachelor programmes (VET, ISCED 6); • professional bachelor programmes (VET, ISCED 6); • entrepreneurial & leading and coordination training (Adult Learning, ISCED 4 & 5); • nursing (ISCED 4); • technical and vocational follow-up programme (ISCED 4).
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	

Key competences	
	Key competences are specific to each sector.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available







[18] 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) - 2nd stage

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	14	Usual completion age	15
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 age 15 at least. 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?	 This programme is also offered to adults through the adult education system.

ECVET or other credits ECVET credits are applicable for the 4th years based on an SFMQ profile (Europass).

Learning forms (e.g. dual, part-time, distance)	School-based 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	>=60%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical 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)	Available to learners aged 14 and up.
Assessment of learning outcomes	<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>This pathway, regardless of the chosen basic grouped option, is made up of modules called Qualification Units (UQ). It is gradually replacing the Certification Per Unit (CPU) system. These modules are validated separately and progressively. This allows each learner to be better monitored and supported.</p>
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	Assistant in animal care, jeweller, butcher, baker, truck driver.
Progression opportunities for learners after graduation	<p>After this programme, learners can access the next education level within the same programme.</p> <p>They also can progress to the apprenticeship programme.</p>
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	
Key competences	 Key competences are specific to each sector.






Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	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) - 3rd stage

EQF level	EQF levels on qualifications are being discussed.		ISCED-P 2011 level	3
Usual entry grade	11		Usual completion grade	12
Usual entry age	16		Usual completion age	17
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 age 15 at least. 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 continuing VET?			Is it offered free of charge?	
Is it available for adults?				
ECVET or other credits	ECVET credits are applicable for the 4 th years based on an SFMQ profile (Europass).			
Learning forms (e.g. dual, part-time, distance)	<ul style="list-style-type: none"> • 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	>=60%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical and 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 16, having completed the second degree of secondary education.
Assessment of learning outcomes	<p>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.</p> <p>This pathway, regardless of the chosen basic grouped option, is made up of modules called Qualification Units (UQ). It is gradually replacing the Certification Per Unit (CPU) system. These modules are validated separately and progressively. This allows each learner to be better monitored and supported.</p>
Diplomas/certificates provided	Qualification certificate (CQ6)
Examples of qualifications	Assistant in animal care, jeweller, butcher, baker, truck driver.
Progression opportunities for learners after graduation	<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"> • technical and vocational follow-up programme (1 year, ISCED 4), • complementary degree in nursing (3 years, ISCED 4).
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	
Key competences	 Key competences are specific to each sector.
Application of learning outcomes approach	Information not available







Share of learners in this programme type compared with the total number of VET learners	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-FR)



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

EQF level	EQF levels on qualifications are being discussed.	ISCED-P 2011 level	2-3
Usual entry grade	7	Usual completion grade	12
Usual entry age	12	Usual completion age	17 (accessible until age 21)
Length of a programme (years)	6 (up to)		
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 Applicable to training courses organised on the basis of an SFMQ profile.

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

- school-based learning;
- dual learning (school-based and work-based training available to allow better social integration).

Main providers	Schools for special education needs
Share of work-based learning provided by schools and companies	>=60%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Practical training at school (practical skills orientated workshops); in-company practice.
Main target groups	Programmes are available for young people aged 12-18 in need of special education.
Entry requirements for learners (qualification/education level, age)	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).
Assessment of learning outcomes	Information not available
Diplomas/certificates provided	<p>VET for SEN is offered in four different streams, which each lead to a different certificate of completion:</p> <ul style="list-style-type: none"> • social adjustment; • social adjustment and training in work skills; • vocational education; • general, vocational, art and technical education. <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>
Examples of qualifications	Personal care, HORECA, administrative work, etc.
Progression opportunities for learners after graduation	<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"> • bachelor programmes (3 years, ISCED 6), • dual bachelor programmes (3 years, ISCED 6), • professional bachelor programmes (3-4 years, ISCED 6).
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	

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







Apprenticeship offered by
regional training providers 80% WBL

3 years




ISCED 3

(BE-FR)

Apprenticeship programme (formation en alternance)

EQF level	EQF levels on qualifications are being discussed.	ISCED-P 2011 level	3
Usual entry grade	10	Usual completion grade	12
Usual entry age	15	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?	 The programme is offered to adults up to age 25.
ECVET or other credits	Credit systems are not applicable yet.		
Learning forms (e.g. dual, part-time, distance)	Dual learning (1 or 2 days at a training centre and 3 or 4 days within a company)		

Main providers	<ul style="list-style-type: none"> centres for dual education and training, CEFA in the education system in Brussels and in Wallonia training providers for small and medium-size enterprises, SFPME/EFP in Brussels, IFAPME in Wallonia
Share of work-based learning provided by schools and companies	>=80%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> in-company practice (learning-by-doing system) theoretical and practical training within the training facility (vocational courses in a training centre and in a company)
Main target groups	Programmes are available for young people from 15 years of age and adults (up to 25 years of age).
Entry requirements for learners (qualification/education level, age)	<p>This training pathway is open to learners aged between 15 and 25 who have attended lower secondary education (mainstream or specialised).</p> <p>There is also a maximum age, which depends on the alternating contract period (1, 2 or 3 years).</p>
Assessment of learning outcomes	There are examinations on general and vocational theoretical and practical 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.
Diplomas/certificates provided	<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>
Examples of qualifications	Baker, hairdresser, florist, electrician, builder, ICT, etc.
Progression opportunities for learners after graduation	Those who complete the apprenticeship programme can enter the labour market or continue their studies and follow programmes offered over adult education or follow entrepreneurial & leading and coordinating training (ISCED 4 & 5), which is offered outside the formal education system.
Destination of graduates	About 85% of the apprentices who successfully completed their apprenticeship enter the labour market within 6 months following the student's study end date (IFAPME).

Awards through validation of prior learning	 <p>No formal validation but previously followed courses are taken into account in the definition of the individual training plan.</p>
General education subjects	
Key competences	 <p>Key competences are specific to each sector.</p>
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	<p>Information from IFAPME:</p> <p>In 2022, 25% (4041 apprentices among 18 386 learners) were in IFAPME training programmes.</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 2011 level	4
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)	<ul style="list-style-type: none"> • school-based learning (theoretical and practical courses specific to the field); • traineeships (regular practice in clinical environment). 		
Main providers	Schools for post-secondary education		
Share of work-based learning provided by schools and companies	Over the entire training programme, practical training comprises 2960 periods (2466 hours) and theoretical training comprises 2448 periods (2040 hours). See decree of 11/05/2017.		

Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school • traineeships (practice in clinical environment)
Main target groups	Programmes are available for adults.
Entry requirements for learners (qualification/education level, age)	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.
Assessment of learning outcomes	To complete a VET programme, learners need to pass final examinations (both theoretical and practical).
Diplomas/certificates provided	<ul style="list-style-type: none"> • hospital nursing licence; • hospital nursing licence - mental health and psychiatry orientation; <p>learners who accessed the training without the CESS (Certificate of upper secondary education), obtain it at the end of the first year.</p>
Examples of qualifications	<ul style="list-style-type: none"> • Degree in nursing, • Degree in nursing - mental health and psychiatry.
Progression opportunities for learners after graduation	Those who complete VET can enter the labour market or continue their studies at tertiary level.
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✗
Key competences	 <p>Key competences are specific to the nursing studies.</p>
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available

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

EQF level	EQF levels on qualifications are being discussed.	ISCED-P 2011 level	4
Usual entry grade	12+	Usual completion grade	12+
Usual entry age	18+	Usual completion age	18+
Length of a programme (years)	1		
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 age 15 at least. 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?	 The programme is available to adults through adult education.






ECVET or other credits Applicable for options organised on the basis of an SFMQ profile.

Learning forms (e.g. dual, part-time, distance)	<ul style="list-style-type: none"> • school-based learning (technical and practical lessons); • 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	>=60%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school • in-company practice: learning-by-doing system, learners can acquire practical experience during their in-company training
Main target groups	Programmes are available for young people having completed a vocational programme. To access the technical follow up programme (7 th year of qualifying technical education, 7TQ), you must have the CESS.
Entry requirements for learners (qualification/education level, age)	<p>Learners must be in possession of the 2nd stage of the vocational or technical programme (Qualification certificate 6, level ISCED 3).</p> <p>To access the 7th vocational year, you need the 6th year of vocational secondary education certificate (CE6P) and the corresponding Qualification certificate (CQ) in certain cases. For a 7th qualifying technical education (7TQ), you need the CESS and in some cases the corresponding CQ.</p>
Assessment of learning outcomes	To complete this follow-up programme, learners need to pass a final examination.
Diplomas/certificates provided	<p>VET learners may receive the following certificates simultaneously:</p> <ul style="list-style-type: none"> • the Certificate of upper secondary education (CESS or a, 7th year of technical education certificate (CE7T) and/or • the Qualification certificate (CQ7, ISCED 4) or a certificate of complementary skills (ACC)
Examples of qualifications	Management of small businesses.
Progression opportunities for learners after graduation	<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"> • bachelor programmes, • dual bachelor programmes, • professional bachelor programmes.
Destination of graduates	Information not available
Awards through validation of prior learning	

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

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

EQF level	EQF levels on qualifications are being discussed	ISCED-P 2011 level	1-7
Usual entry grade	12+	Usual completion grade	12+
Usual entry age	18+	Usual completion age	18+
Length of a programme (years)	Information not available		
Is it part of compulsory education and training?	<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>		
Is it initial VET?		Is it continuing VET?	
Is it offered free of charge?		Is it available for adults?	 This programme is specifically designed for adults.

ECVET or other credits	Credit systems are not applicable yet at primary or secondary levels. Tertiary education: 180 credits (bachelor programmes) or 120 (master programmes).
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Learning forms (e.g. dual, part-time, distance)	<ul style="list-style-type: none"> • modular approach with flexible schedule - theoretical and practical learning within an adult centre, and a traineeship; • self-learning/e-learning.
Main providers	Adult education schools
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 learning within the adult centre and a traineeship
Main target groups	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.
Entry requirements for learners (qualification/education level, age)	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).
Assessment of learning outcomes	A final examination is organised to obtain the certification.
Diplomas/certificates provided	<ul style="list-style-type: none"> • Alpha certificate (certificate for reading and writing skills); • basic education certificate (CEB); • adult education qualification certificates (CQ6 + CQ7), adult education Certificate of upper secondary education (CESS); • teaching certificate (CAP); • higher education teaching certificate (CAPAES); • bachelor diploma; • master diploma.
Examples of qualifications	The adult education learning system offers the same qualifications as the 'regular' system.

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







Professional bachelor prog. (*bacheliers professionnalisants*) incl. WBL

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		
Is it part of compulsory education and training?	 <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>	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)		
Main providers	University colleges (<i>Hautes Ecoles</i>) Universities		
Share of work-based learning provided by schools and companies	40-60%		

Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • in-company practice (learning-by-doing system); • practical training within the education facility.
Main target groups	Programmes are available for adults having completed the secondary level of education.
Entry requirements for learners (qualification/education level, age)	Learners must hold a certificate of upper secondary education (CESS, <i>Certificat d'enseignement secondaire supérieur</i>).
Assessment of learning outcomes	Examinations are organised twice a year and may include a practical part.
Diplomas/certificates provided	Bachelor degree
Examples of qualifications	Professional bachelor in mechatronics and robotics
Progression opportunities for learners after graduation	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.
Destination of graduates	Information not available
Awards through validation of prior learning	✓
General education subjects	✓
Key competences	✓ Key competences are specific to each study field.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available







Bachelor special.




1 year

ISCED 6

(BE-FR)







Bachelor specialisation




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)	1		
Is it part of compulsory education and training?	 <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>	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	60 credits		
Learning forms (e.g. dual, part-time, distance)	<ul style="list-style-type: none"> • school-based learning • traineeship 		
Main providers	University colleges (<i>Hautes Ecoles</i>)		
Share of work-based learning provided by schools and companies	Information not available		
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Traineeship (practical training at the workplace)		

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

Master prog.
incl. WBL 40-60%
2 years
ISCED 7
(BE-FR)

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).		
Main providers	<ul style="list-style-type: none"> • University colleges (<i>Hautes Ecoles</i>), • Universities. 		







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




CVET for employees

(sectoral training funds)

(BE-FR)

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

EQF level	Not applicable	ISCED-P 2011 level	Not applicable
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?	 <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>	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	Not applicable		
Learning forms (e.g. dual, part-time, distance)	Theoretical and practical courses (length varies by programme/module, from a few hours to several days).		
Main providers	Training providers: <ul style="list-style-type: none"> • Bruxelles Formation, the French-language public service for vocational training in Brussels; • Le Forem, the Employment and Vocational Training Agency in Wallonia; • IFAPME (training centres). 		







Share of work-based learning provided by schools and companies	Not available
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training/workshops/modules at a training centre, • in-company practice.
Main target groups	Programmes are available for adults.
Entry requirements for learners (qualification/education level, age)	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).
Assessment of learning outcomes	To complete a VET programme, learners need to pass a final examination.
Diplomas/certificates provided	Learners receive a certification of accomplished training, which can be mandatory in some professions.
Examples of qualifications	Enhancement of social, linguistic and digital skills in particular, but also short training courses related to their occupations.
Progression opportunities for learners after graduation	This programme aims at the opportunity of improving worker skills (employees, entrepreneurs).
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	
Key competences	 Key competences are specific to each training.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available

Entrepreneurial training; leading
and coordinating training 1-3 years

ISCED 4, 5

(BE-FR)

Entrepreneurial training; leading and coordinating training (formation en chef d'entreprise, formation de coordination et d'encadrement)

EQF level	EQF levels on qualifications are being discussed.	ISCED-P 2011 level	4 - 5
Usual entry grade	Not applicable	Usual completion grade	Not applicable
Usual entry age	18+	Usual completion age	18+
Length of a programme (years)	1 to 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)	Dual learning programme (work-based with theoretical and vocational courses at the training centre, training activities in a company). The proportional length of work-based courses varies according to the learner's status.		

Main providers	<p>Training providers:</p> <ul style="list-style-type: none"> • IFAPME, the Walloon Institute for apprenticeship and entrepreneurial training in small and medium enterprises in Wallonia; • SFPME/EFP, the training service and the training centre for small and medium-sized enterprises, in Brussels.
Share of work-based learning provided by schools and companies	Share of work-based learning provided by training centre and companies depends on the programme and the training provider.
Work-based learning type (workshops at schools, in-company training / apprenticeships)	In-company practice (length varies)
Main target groups	Programmes are available for adults (18+).
Entry requirements for learners (qualification/education level, age)	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.
Assessment of learning outcomes	To complete a VET programme, learners need to pass a final examination.
Diplomas/certificates provided	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>).
Examples of qualifications	Commercial agent, estate agent, accountant, financial advisor, etc.
Progression opportunities for learners after graduation	Learners that have completed the training can enter the labour market directly.
Destination of graduates	In 2022, at the IFAPME, 1 698 adult learners obtained their diploma after an entrepreneurship training programme (<i>chef d'entreprise</i>) and 744 after a coordination and supervision training cursus.
Awards through validation of prior learning	✓
General education subjects	✗
Key competences	<p>✓</p> <p>Key competences are specific to each training.</p>







Application of learning outcomes approach	<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>)</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>
Share of learners in this programme type compared with the total number of VET learners	<p>Based on the number of learners registered in an IFAPME programme (18 386 in 2022), 48% were registered in an Entrepreneurship programme and 15% in a Coordination and supervision training programme.</p>


Publicly subsidised training

for unemployed and other vulnerable groups

(BE-FR)

Publicly subsidised training for unemployed and other vulnerable groups (Formation subsidiée par l'autorité publique pour les sans emploi et autres groupes vulnérables).

EQF level	Not applicable	ISCED-P 2011 level	Not applicable
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?	
ECVET or other credits	Not applicable		
Learning forms (e.g. dual, part-time, distance)	<ul style="list-style-type: none"> • school-type learning within the training facility; • practical training (workshops within the facility) and in-company training. 		
Main providers	Socio-professional integration centres		

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



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 centres courses.
Main providers	Training providers: <ul style="list-style-type: none"> • Bruxelles Formation, French-speaking Brussels Institute for Vocational Training; • Le Forem, the Walloon Office for Vocational Training and Employment.
Share of work-based learning provided by schools and companies	Information not available
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • training centre practices, • work-based practice.
Main target groups	Programmes are available for young people and also for adults.
Entry requirements for learners (qualification/education level, age)	No requirements.
Assessment of learning outcomes	Information not available
Diplomas/certificates provided	Certification of acquired skills
Examples of qualifications	Administrative assistant
Progression opportunities for learners after graduation	Those who complete VET can enter the labour market directly.
Destination of graduates	Information not available
Awards through validation of prior learning	✓
General education subjects	✗
Key competences	✓ Key competences are specific to each training.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available

References

- [1] Cooperation agreement between the French Community, the Walloon Region and the

French Community Commission (Brussels) about the French-speaking Service for Occupations and Qualifications, 29/10/15

- [5] Cedefop (2024). *Vocational education and training in Belgium: short description*. Luxembourg: Publications Office.
- [7] Cedefop (2024). *Vocational education and training in Belgium: short description*. Luxembourg: Publications Office.
- [13] Cedefop (2024). *Vocational education and training in Belgium: short description*. Luxembourg: Publications Office
- [14] Cedefop (2024). *Vocational education and training in Belgium: short description*. Luxembourg: Publications Office