

| Indicator | Results ¹ | Comments |
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| <p>1. Relevance of quality assurance systems for VET providers</p> <p>a) share of providers applying internal quality assurance systems defined by law/at own initiative</p> <p>b) share of accredited VET providers</p> | | <p>Until now, there has been no mandatory regional QA framework for the French-speaking region of Belgium. The providers supported by the Walloon-Brussels Federation have to be assessed by the Inspection Service, according to a method reflecting QA rules. The Walloon public VET providers for adult learners (FOREM, IFAPME, BRUXELLES FORMATION) are all certified according the QA standard ISO 9001.</p> |
| <p>2. Investment in training of teachers and trainers</p> <p>a) share of teachers and trainers participating in further training</p> <p>b) amount of funds invested</p> | | <p>It is not clear at this stage if this indicator is used for quality assurance purposes for VET, however social partners and enterprises provide training courses and schemes. FOREM, VDAB and IFAPME and the CFPME and Bruxelles Formation, in cooperation with federal and regional government institutions, monitors the investment levels for the training of trainers in both IVET and CVET. FOREM, VDAB and Bruxelles Formation have the ability to assess through social partners and enterprises, the needs of new training schemes for trainers and their competences, while the competent federal government authorities accredit and recognise diplomas for trainers.</p> |
| <p>3. Participation rate in VET programmes: Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2)</p> | | <p>Training schemes depend on social partners and enterprises affiliated to FOREM, VDAB and Bruxelles Formation, these social partners develop the frameworks of the training system at national level in the interprofessional agreements negotiated every two years. Guidelines regarding funding are defined in interprofessional agreements and sectorial agreements. They define objectives in terms of financial contribution from employers and also in terms of participation rate in training programmes (50%) .</p> |

¹ Please indicate where applicable the data are for IVET and/or CVET and specify the year

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| <p>4. Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria</p> | | <p>It is not clear at this stage whether this information is used as an indicator for quality assurance purposes in VET, however the Administration générale de l'Enseignement et de la Recherche Scientifique (WL), Vlaams Ministerie van Onderwijs en Vorming (FL), are the official institutions for the assessment and accreditation of training programmes.</p> |
| <p>5. Placement rate in VET programmes: a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3) b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</p> | | <p>It is not clear at this stage whether this indicator is used in both main Belgian language communities for quality assurance purposes, however social partners and enterprises affiliated to FOREM, VDAB and Bruxelles Formation are providers of training courses and schemes, enabling these employment bodies to integrate trainees into the job market.</p> |
| <p>6. Utilisation of acquired skills at the workplace: a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria b) satisfaction rate of individuals and employers with acquired skills/competences</p> | | <p>Whilst it is not evident at this stage if this indicator is used for quality assurance purposes in the Belgian VET system, social partners and enterprises are responsible for training schemes and courses.</p> |
| <p>7. Unemployment rate (4) according to individual criteria</p> | | <p>It is not clear at this stage if this indicator is used for quality assurance purposes in the Belgian VET system. However, the Flemish authorities implemented eight measures to assess the level of unemployment and how to tackle all issues related to this problem, to find solutions for long term unemployment and promote VET for these target groups. The French-speaking community implemented The Recognition of Prior Learning and Work Experience process, created in 2003 to support more involvement by social partners and to work out a progressive experimentation on evaluating training periods to shorten university pathways.</p> |
| <p>8. Prevalence of vulnerable groups: a) percentage of participants in VET classified as disadvantaged</p> | | <p>EUROSTAT and Statistics Belgium collect and make this data available, however it is not clear how it is used</p> |

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| <p>groups (in a defined region or catchment area) according to age and gender</p> <p>b) success rate of disadvantaged groups according to age and gender</p> | | <p>for quality assurance in the Belgian VET systems.</p> |
| <p>9. Mechanisms to identify training needs in the labour market:</p> <p>a) information on mechanisms set up to identify changing demands at different levels</p> <p>b) evidence of their effectiveness</p> | | <p>It is not clear at this stage if this is currently being used as an indicator for quality assurance in VET. However, as far as the Flemish community is concerned, the Pact of Vilvoorde (an agreement signed in 2001 between the Flemish government and the social partners) set the concrete benchmarks for 2010. To date, cooperation with six Belgian regional technological centres, promotion of more efficiency and equity in higher education, recognition of informal and non-formal learning, provision of assistance to long-term job seekers and the enhancement of employability by recognising talents within several target groups, are some of the main measures that have been implemented. As for the French community, equity - equal chances - more partnership between vocational training and technical schools are issues that have been tackled. Furthermore, there is also the strengthening of the links between IVET or CVET and the labour market (Job tonic programme) .</p> |
| <p>10. Schemes used to promote better access to VET:</p> <p>a) information on existing schemes at different levels</p> <p>b) evidence of their effectiveness</p> | | <p>Whilst it is not clear whether this indicator is used in Belgium for quality assurance purposes, as far as the Flemish community is concerned, public provision of high quality and attractive VET has been a major concern for educational policymakers: parity of esteem between general secondary education and the VET-stream, the status of part-time education, the importance of work-based training, the transition from initial education and training to the labour market and to higher education, VET and lifelong learning, etc. As for the French community, the recognition of Prior Learning and Work Experience process (created in 2003) and support for more involvement by</p> |

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| | | <p>social partners and to work out a progressive experimentation on evaluating training periods to shorten university pathways, the stimulation of the training process for low skilled workers (tutorat) in the workplace and closer attention to the connections between research/economy and training in the Competitivity Pole, and the activation of study and career guidance with the support of the internet and with relevance for VET are three relevant measures to promote better access to VET .</p> |
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(1) For IVET: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment. (3) For IVT: including information on the destination of learners who have dropped out. (4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.