

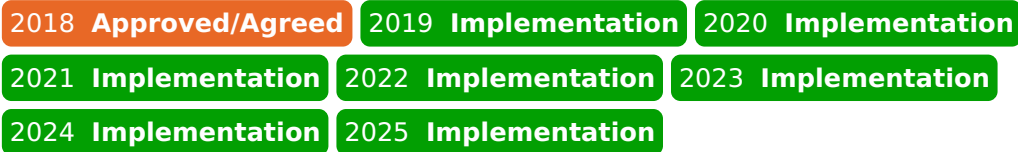
Schools steering plans

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 BELGIUM-FR

Timeline



ID number 28025

Objectives

The French Community (Walloon-Brussels Federation) has implemented a coherent framework for monitoring and steering compulsory education policies, aimed at reinforcing quality assurance and promoting improvements in the education system, including performance, inclusion, and equity. This framework covers the whole compulsory education system: general education (referred to nationally as the transition education) as well as the qualifying system.

Central to this framework is the School steering plan, complemented by targeted specific steering plans: for the Resource Centres (focusing on inclusion) and an adjustment mechanism for a limited number of schools facing low performances. Together, these three policies form an integrated approach at the micro-level of the education system.

Description

The reform of the School steering plan was established in 2018-19, based on a feedback loop system. So-called contracts of objectives, which cover a period of six years, are introduced to assist reaching the education improvement goals set by the Government of the French Community. The steering plan lists 15 levers for action such as decreasing school dropout rates, digitalising, or relationships with parents. Pedagogical teams – relying on indicator assessment – decide on their specific objectives (three to five). The school carries out an annual assessment of the progress made and decides on further actions as needed.

There are continuous exchanges and monitoring between the administration and schools. Delegates to contracts of objectives (*Délégués au Contrat d'Objectifs*, DCOs), assisted by zone directors, represent the ministry of education. Constant dialogue between school boards and DCOs is encouraged. DCOs carry out an interim evaluation after three years and a final one at the end of the six-year contract. In response to the interim review, a modification of specific objectives can be considered. The introduction of this mechanism aims at reinforcing quality assurance in the education system, and at ensuring every school focus on performance and equity challenges.

Alongside the School steering plans, two other steering plans are in place: there are the Steering plan of resource centres (*Pôle Territoriaux*) and the steering plan of Adjustment mechanism for schools facing difficulties and low performance. The resource centres aim to promote and improve the inclusion of learners with special needs in ordinary education, and to ensure a balanced distribution of their support across schools. They have their own contract of objectives that organises collaboration between the centres and the partner schools. As for the Adjustment mechanism schools, these are schools facing difficulties and low performance within the education system. Identified by the administration through specific indicators, these schools receive collective support for at least three years, tailored to their situation. The steering of Adjustment mechanism for schools is specific and adapted to their particular circumstances.

2018 Approved/Agreed

2019 Implementation

In 2019, about one-third of schools were involved in the new schools steering plan system. The School adjustment mechanism has been agreed upon.

2020 Implementation

In 2020, about two-thirds of schools were involved in the Schools steering plan system and 20 schools have been identified in the School adjustment mechanism.

2021 Implementation

In 2021, it was initially planned that almost all schools should have been involved in the Schools steering plan system. Due to the COVID-19 crisis, the last third of schools have had an extended period to fulfil their steering plan.

40 schools have been identified in the School adjustment mechanism.

2022 Implementation

By the end of 2022, about 80% of the schools were involved in the new school steering system. The remaining schools should see their contracts of objectives start in the first half of 2023.

64 schools have been identified in the School adjustment mechanism.

2023 Implementation

Since 2023, one-third of schools with an objective-based contract have undergone an interim evaluation. 86 schools have been identified in the School adjustment mechanism.

2024 Implementation

School steering plan: in 2024, 100% of schools that met the requirements were applying the School Steering Plans and 60% of schools have taken their interim evaluation.

School adjustment mechanism: to date, 109 Adjustment mechanism schools have been identified and were overseen by the Directorate-General for Education System Management (*Direction générale du pilotage du système éducatif*, DGPSE). All scheduled evaluations have taken place.

The drafting of a steering plan for resource centres was finalised in March 2024. Resource Centres (*Pôles territoriaux*): in 2024, 100% of centres had formalised their annex and were implementing it. The design phase of the interim and final evaluations of the centres started in 2024.

2025 Implementation

The design phase of the interim and final evaluations of the centres continued in 2025. All projects ran as regular practice.

Bodies responsible

- Ministry of the French Community

Target group

Learners

Learners in upper secondary, including apprentices

Thematic categories

Governance of VET and lifelong learning

Further developing national quality assurance systems

Subsystem

IVET

Further reading

[Code of Primary and Secondary Education](#)

[Ressource Centres](#)

“ … ” Cite as

Cedefop, & ReferNet. (2026). Schools steering plans: Belgium-FR. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28025>