

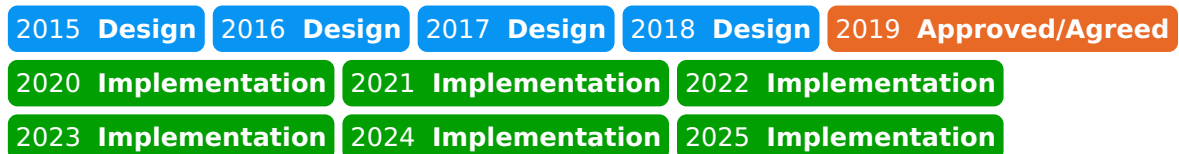
Validation framework

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 BELGIUM-FL

Timeline



ID number 28010

Background

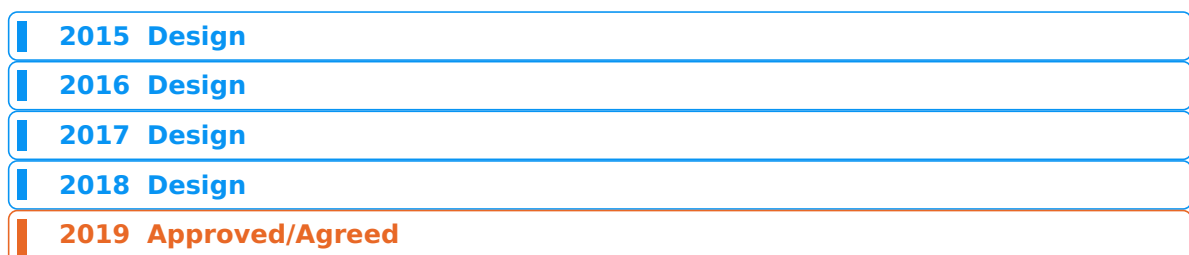
In Flanders, the term EVC (*erkenen van verworven competenties*: recognition of acquired competences) is used to refer to the validation of formal, non-formal and informal learning. A number of professional qualifications can be acquired through the validation of non-formal or informal learning. Recognised assessment centres (validation bodies) are functioning under the auspices of both the Ministry of Education and the Ministry of Work.

Objectives

The aim of validation is to help individuals to achieve personal development, to contribute to a higher level of employment, to improve access to formal education systems and to stimulate lifelong learning. Developments at policy level aim at an integrated approach to validation, bringing existing separate validation measures together in a single comprehensive strategy.

Description

There is increased cooperation between different validation providers (inside as well as outside education) and the willingness to create a single framework linking validation processes to the Flemish qualifications framework (FQF). In July 2015, the concept for an integrated framework for validation in Flanders was approved by the Flemish government; a task force was set up to develop the integrated policy framework and to draft a decree on validation. A cost-benefit analysis has been undertaken to determine the financial implications of validation of non-formal and informal learning in Flanders.



A decree adopted by the Flemish Parliament on 26 April 2019 promotes an integrated policy on validation, regulates the role of validation bodies, the use of validation standards and provides for quality assurance in validation. In the context of the upskilling pathways policy, validation projects in the field of adult education and employment were piloted. The Agency for Higher Education, Adult Education, Qualifications and Study Allowances (AHOVOKS), responsible for qualifications, follows up on the validation framework.

2020 Implementation

Several validation standards for professional qualifications were developed in 2020 and more will follow. Public and private education and training providers can apply for accreditation to become an assessment centre (validation body). The assessment instruments, which are based on the validation standards and used by the assessment centres are subject to a quality check by relevant bodies.

2021 Implementation

In 2021, there were 35 recognised assessment centres, both in adult education and in employment.

2022 Implementation

In 2022, there were a total of 40 recognised assessment centres, both in adult education and in employment.

The programme was operational and ran as a regular practice.

2023 Implementation

In 2023, there were still a total of 40 recognised assessment centres, both in adult education and in employment.

The programme was operational and ran as a regular practice.

The Flemish government further implemented the integrated EVC policy. On the one hand by pursuing an increase in the number of EVC pathways and EVC test centres. Since the adoption of the EVC Decree in 2019 an average of 10 EVC standards have been developed every year, in cooperation with stakeholders. On the other hand attention is also paid to the quality of the EVC instruments, as well as to the offer and the guidance provided to the candidates.

With funds from Edusprong the centres of adult education developed 9 EVC instruments in 2023. Tools for guidance were developed to provide better guidance to candidates and information was provided for organisations leading to EVC pathways (also with funds from Edusprong).

In addition, in September 2023 it was made possible for an organisation to offer a recognised EVC pathway for a partial qualification.

In 2023 within the field of education, 41 EVC pathways were offered by 20 centres of adult education. Within the field of work, 6 EVC pathways were offered.

2024 Implementation

In 2024, the Flemish government further implemented the integrated EVC policy. With funds from Edusprong, the centres of adult education developed 5 EVC instruments. Additionally, with funds from the ESF project 'Learning Jobs', public and private providers developed 20 EVC instruments. In total, there was an offer for EVC for 32 vocational qualifications in 2024.

Within the field of education, 75 EVC pathways were offered by 17 centres of adult

education. Within the field of work, 16 EVC pathways were offered by six test centres. The test centres can be found in the Register for vocational qualification pathways.

2025 Implementation

In 2025, the Flemish government further implemented the integrated EVC policy. Overall, there was an EVC offer for 42 vocational qualifications. Within the field of education, 92 EVC pathways were offered by 18 centres of adult education. Within the field, 31 EVC pathways were offered by 6 test centres. The majority are in the context of the project 'Learning Jobs'. This is an ESF-project, coordinated by the Flemish public employment service (VDAB), specifically aimed at unemployed jobseekers and low-skilled young people up to the age of 30.

The test centres can be found in the Register for vocational qualification pathways.

Bodies responsible

- Flemish Department of Education and Training
- Flemish Department of Work and Social Economy (until 2025)
- Agency for Higher Education, Adult Education, Qualifications and Study Allowances (AHOVOKS)
- Flemish public employment service (VDAB)
- Flemish Department of Work, Economy, Science, Innovation and Social Economy

Target group

Learners

Adult learners

Low-skilled/qualified persons

Thematic categories

Transparency and portability of VET skills and qualifications

Comprehensive national qualification frameworks

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

Supporting lifelong learning culture and increasing participation

Providing for individuals' re- and upskilling needs

European priorities in VET

VET Recommendation

Flexibility and progression opportunities at the core of VET

VET as an attractive choice based on modern and digitalised provision of training and skills

Osnabrück Declaration

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Subsystem

IVET CVET

Further reading

[Decree on an integrated policy for the recognition of acquired competences](#)

[Register for vocational qualification pathways](#)

Related policy developments

2023 Completed

National qualifications framework

In 2016 arrangements were made to facilitate the update of the content of the professional qualifications and to provide partial qualifications. Professional qualifications have been levelled individually (as opposed to being placed as a block) in a process involving the main social partners.

 BELGIUM-FL

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 Completed

Quality assurance for non-formal VET

On the 26 April 2019, the Flemish Government approved a new Decree on common principles about the quality assurance of training (and validation) pathways outside the formal education system, leading to professional qualification, formally linked to the Flemish qualifications framework (*Vlaams*

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Type of development

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IVET CVET

“ ... ” **Cite as**

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