Education and training in figures

Further information


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Europe 123, 570 01 Thessaloniki (Pylea), GREECE

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### VET in Belgium

VET is a federal State comprising three regions (Flanders, Wallonia and Brussels) and three communities (Flemish community, BEFL; French community, BEFR; and German-speaking community, BEDEG). Despite multiple authorities for education and training, and diverging education and training systems, there is political consensus. This, as defined in the 2014 national strategy, aims to reduce early leaving from education and training, increase lifelong learning participation, increase access to and value of qualifications, and reduce inequalities within each region.

#### General education programmes
- **Lower secondary education programmes** (ist degree secondary education; BEFL), 2 years
- **General education programmes (incl. arts in BEFL)**, 2 years
- **Technical programmes**, 2 years
- **General programmes** (incl. arts and technology in BEF), 2 years

#### Secondary education programmes
- **ISCED 7**
  - **Bachelor** 3 years
  - **Short cycle** WBL 60%, 2 years
- **ISCED 6**
  - **Master programmes**
  - **Professionnal programmes**
- **ISCED 5**
  - **Postgraduate**
- **ISCED 4**
  - **Vocational progr.**
  - **Technical progr.** WBL 60%, 2 years
  - **ISCED 3**
  - **Vocational progr.**

#### Post-secondary level
- **ISCED 4**
  - **Vocational progr.**
  - **Technical progr.** WBL 60%, 2 years
  - **ISCED 3**
  - **Vocational progr.**

#### Special educational needs
- **Including programmes to become a nurse**

#### Adult learning
- **Entry through validation of adults’ prior learning (formal/informal/non-formal)**

#### Tertiary level
- **Ending of compulsory education**
- **Giving access to tertiary education**

#### VET in Belgium and education training systems

<table>
<thead>
<tr>
<th>TERTIARY LEVEL</th>
<th>POST-SECONDARY LEVEL</th>
<th>SECONDARY LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tertiary programmes</strong></td>
<td><strong>VET programmes</strong></td>
<td><strong>ISCED 8</strong></td>
</tr>
<tr>
<td><strong>Programmes combining VET and general education</strong></td>
<td><strong>Programmes</strong></td>
<td><strong>ISCED 7</strong></td>
</tr>
<tr>
<td><strong>Main area in schools (both, part-time and distance education)</strong></td>
<td>** Easily recognised vocational qualifications**</td>
<td><strong>ISCED 6</strong></td>
</tr>
<tr>
<td><strong>Professionnal programmes</strong></td>
<td><strong>Qualifications allowing access to the most education level</strong></td>
<td><strong>ISCED 5</strong></td>
</tr>
<tr>
<td><strong>ADG (Arbeitsamt der DG)</strong> in BEDG.</td>
<td><strong>ISN</strong></td>
<td><strong>ISCED 4</strong></td>
</tr>
</tbody>
</table>

Training is organised by public and private VET providers. The providers are:
- **Syntra Vlaamse (Vlaamse Agentschap voor Onderwijs en Vorming) in BEFL**
- **IFAPME** (Institut fahrmel dels, fahrmel in different countries and regions and language communities and their political response to the challenge of lifelong learning/employment and VET remains a challenge for many learners nationally, and 20% in Brussels). To address early leaving, the relation between education, labour market and vocational training are constantly being strengthened.

### Challenges and policy responses

- **While the education level of the population has rapidly increased over the past decades**, the percentage of young people leaving from education and training remains a challenge. In Belgium, 1 in 10 learners nationally, and 20% in Brussels in 2013. To address early leaving, the relation between education, labour market and vocational training are constantly being strengthened.

The three different languages of the country and migration flows require knowledge of the language of instruction; this remains a key challenge in all regions, along with ensuring better integration of new arrivals. In Brussels, jobseekers are offered different language job vouchers to improve their language skills and employment chances.

- **Participation in lifelong learning is still low in Belgium**. Efforts are made to expand the offer of adult education. Literacy, language learning and ICT programmes also aim at increasing synergy between the world of work and that of education. Companies are obliged to allocate 1.9% of wage costs to support lifelong learning programmes. Employers have the right to educate their employees to 120 hours per year and the option is becoming more popular. The employer cannot refuse and receives partial reimbursement of wage costs.

- **Increased mobility of the working population is a shared priority in all regions. Interregional agreements support geographic mobility of individuals, increased fluency in national languages and complementarity of public employment services.**

- **Youth unemployment is a major concern for Belgian authorities. While there is a long tradition of dual learning in Belgium, this trend is being promoted in other regions as well as one measure to avoid inactivity among young people.**

#### Distinctive features of VET

A major influence on how VET is organised in Belgium is its federal nature. This is reflected in its regions and language communities and their political response to the challenge of lifelong learning and VET systems:

- **VET providers in the education system are part of school networks (public and subsidised private education). They pursue common objectives (based on minimum attainment targets) and use common occupation profiles and VET standards, but enjoy some autonomy.** This results in, and promotes, freedom of education choice for learners and their parents.
- **strategies, policies and all measures involving employment and VET are negotiated with social partners, leading to formal interprofessional agreements. Social partners are directly involved in setting programmes alternating work and training, and continuous vocational training through framework agreements.**
- **different economic realities in the regions mean that Flanders, Wallonia, the BEDEG and the Brussels-capital region have different objectives and priorities. These are formalised in government strategies and plans which deal with, for example, language learning, new technologies, sustainable training, training for young people or matching workforce skills to labour market needs.**

- **Skills and competence validation mechanisms help promote mobility in VET, along with common occupation profiles and VET standards applied by all VET providers. The first mechanism allows individuals to have non-formal and informal skills and competences that have been acquired during their career, validated and recognized. Both ensure permeability of VET systems, allowing for flexibility in choosing career and training pathways.**
VET in Belgium

Belgium is a federal State comprising three regions (Flanders, Wallonia and Brussels) and three communities (Flemish community, BEFR; French community, BEFF; and German-speaking community, BEGD). Despite multiple authorities and diverging policy responses, Belgium has integrated its education system, with its regions and language communities and their political responsibilities. The Belgian VET system are:

- **Public training services**: offer apprenticeships and courses at school two days a week. The other three days they learn through work in a company. This enables learners to become skilled workers and employees. The providers are:
  - SFA (Service formation Wallonie); BINC (Service de l’information, de la conseil et de la formation) in Wallonia;
  - IAWM (Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen) in BEGD.

- **Teachers and training services**: leads to partial or full qualification. Vocational programmes are part of framework agreements. Social partners are directly involved in designing programmes, alternating work and training, and continuous vocational training through framework agreements.

- **VET pathways**: exist for those aged 14 and over. Qualifications allowing access to the next educational level – ISCED-P 2011, only one digit is used, as this is a simplified chart representing VET in the three regions.

- **Skills and competence validation mechanisms**: promote mobility in VET, along with common occupation profiles and VET standards applied by all VET providers. The first mechanism allows individuals to have non-formal and informal skills and competences that have been acquired during their careers, validated and recognised. Both ensure permeability of VET systems, allowing for flexibility in choosing career and training pathways.

- **Regional and policy responses**: While the education level of the population has rapidly increased, youth unemployment is a major concern for Belgian authorities. While there is a long tradition of dual learning in BEGD, this trend is being promoted in other regions as well. The option is becoming more popular. The employer cannot refuse and receives partial reimbursement of wage costs.

- **Increased mobility of the working population**: is a shared priority in all regions. Interregional agreements support geographic mobility of individuals, increased fluency in national languages and comparability of public employment services.

### Distinctive features of VET

- **Focus on mobility**: promotes mobility in VET, along with common occupation profiles and VET standards applied by all VET providers. The first mechanism allows individuals to have non-formal and informal skills and competences that have been acquired during their careers, validated and recognised. Both ensure permeability of VET systems, allowing for flexibility in choosing career and training pathways.

### Challenges and policy responses

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### VET in Belgium’s education and training systems

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<thead>
<tr>
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<th>SECONDARY LEVEL</th>
<th>POST-SECONDARY LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher</td>
<td>Lower</td>
<td>General programmes</td>
</tr>
<tr>
<td>12+</td>
<td>19</td>
<td>Tertiary education diploma (BEFF, BEFR), 3 years</td>
</tr>
<tr>
<td>11</td>
<td>18</td>
<td>Master programmes, 1-3 years</td>
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<tr>
<td>10</td>
<td>17</td>
<td>Doctoral (BEFR, BEGD)</td>
</tr>
<tr>
<td>9</td>
<td>16</td>
<td>Bachelor (BEFF, BEFR), 3 years</td>
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<tr>
<td>8</td>
<td>15</td>
<td>General progr. (incl. technology in BEFR)</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>Technical progr. (incl. arts in BEFL), 2 years</td>
</tr>
<tr>
<td>6</td>
<td>13</td>
<td>Secondary progr. (BEFL), 2 years</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>Secondary progr. (BEFL), 2 years</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>Secondary progr. (BEFL), 2 years</td>
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<tr>
<td>3</td>
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<td>Secondary progr. (BEFL), 2 years</td>
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<tr>
<td>1</td>
<td>8</td>
<td>Secondary progr. (BEFL), 2 years</td>
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<tr>
<td>0</td>
<td>7</td>
<td>Secondary progr. (BEFL), 2 years</td>
</tr>
</tbody>
</table>

### Additional information

- **Additional information provided in the image**: includes detailed descriptions of the VET system in Belgium, highlighting the importance of vocational education and training, with a focus on the role of social partners and the integration of VET into secondary and tertiary education. The image emphasizes the importance of lifelong learning, the role of apprenticeships in promoting mobility, and the alignment of VET programmes with occupational standards and industry needs.

- **Graphical representation**: The graphical representation in the image illustrates the progression from basic education to higher education, highlighting the various pathways and qualifications available within the VET system. It also underscores the importance of lifelong learning and the provision of training services for adults, particularly in sectors facing skill shortages.
VET in Belgium

Belgium is a federal State comprising three regions (Flanders, Wallonia and Brussels) and three communities (Flemish community, BEFL; French community, BEFF; and German-speaking community, BEGD). Despite multiple authorities and regions for vocational training and employment, these three communities for education and training are in charge of these systems. The three communities for education and the three regions for vocational training and employment are in charge of these systems.

• Compulsory education covers learners aged 6 to 15. VET pathways exist for those aged 14 and over; these take the form of technical or vocational secondary education programmes. Lower technical programmes prepare students for high-level technical education which awards a secondary education diploma and a VET qualification. Vocational secondary education programmes focus on preparing learners for labour market entry. These programmes lead to a qualification (after the first year) or a higher secondary education diploma following successful completion of a seventh year in the vocational track.

• Learners aged 15 or over can also opt for part-time programmes, alternating work and learning, organised either by schools or by public training services. In programmes organised by schools, learners follow general and technical courses at school two days a week. They other three days they learn vocational skills in a company. Public training services offer apprenticeships and entrepreneurial training programmes.

The providers are:

• Syntra Vlaanderen (Vlaams Agentschap voor Onderwijsontwikkeling) in BEFL,
• IPAFME (Institut professional de formation, culture et alternance) in Flanders and Brussels,
• SPPFE (Service formation pour les petits et moyennes entreprises) in Brussels,
• IAWM (Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittelgroßen Unternehmen) in BEGD.

In these programmes, learners acquire general and occupational knowledge and practical training. They are trained in work for one to one-and-a-half days and are trained the rest of the week in a company. This enables learners to become skilled workers and self-employed professionals. Learners over 18 have access to entrepreneurship programmes.

• Adults over 18 have a wide range of programmes to choose from, offered by the education system and by public and private VET providers. A higher secondary education diploma is necessary to continue in higher professional, technical or academic education. People who have failed to obtain this diploma can follow adult education programmes which lead to secondary education qualifications, and, in some cases, to higher professional qualifications (mostly bachelor level in BEFR or associate degree in BEFL).

Vocational training offered by public employment and training services leads to partial or full qualifications, or to specific subject areas, such as language learning. It is offered by:

• VABAF (Vlaamse Dienst voor Afbreidingsvorming en Beroepseveniging) in Flanders and Brussels,
• FOREM (Office Wallon de l’emploi et de la formation) in Wallonia,
• Brussels Formation (Institut Brussels de la formation professionnelle) in Brussels,
• ADG (Arbeitsamt der DG) in BEGD.

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• FOREM (Office Wallon de l’emploi et de la formation) in Wallonia,
Education and training in figures

Further information


Share of employees (aged 24-65) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%, 2014)

<table>
<thead>
<tr>
<th>Country</th>
<th>2014</th>
<th>2020 NATIONAL TARGET</th>
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<tr>
<td>BE</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>DE</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>NL</td>
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<td>IT</td>
<td>48</td>
<td>58</td>
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<tr>
<td>FR</td>
<td>42</td>
<td>52</td>
</tr>
</tbody>
</table>

Belgium-German-speaking-Community:
Eurypedia.

Further information


www.vetrakietu.vlaanderen.be (BEFR)
Vocational training service for French-speaking or Flemish-speaking learners

www.vetrakietu.vlaanderen.be (BEFL)
Vocational training service for Flemish-speaking learners

www.vetrakietu.vlaanderen.be (BEDG)
Public service for apprenticeship and entrepreneurship training in the German-speaking community (BEDG)

www.syntravlaanderen.be
Public service for apprenticeship and entrepreneurship training in Flanders (BEFL)

www.vdab.be
Public service for apprenticeship and entrepreneurship training in the Brussels capital-region (BEFR)

www.ifapme.be
Public employment service

www.actiris.be
Ministries of education

www.enseignement.be
Ministries of education

www.unionparia.be (BEFR)
Public service for apprenticeship and entrepreneurship training in the Brussels capital-region (BEFR)

www.bruxellesformation.be
Public service for apprenticeship and entrepreneurship training in the Brussels capital-region (BEFR)

www.urer.be
Public service for apprenticeship and entrepreneurship training in the Brussels capital-region (BEFR)

www.cocof.be/sfpme
Vocational training service for French-speaking or Flemish-speaking learners

Cedefop calculations, based on Eurostat, UOE data collection on education systems, date of extraction 22.7.2015.

NB: 48.5% is the provisional weighted EU average for 2013 based on available country data (26 countries).

www.cedefop.europa.eu
Labour force survey, date of extraction 22.7.2015.

NB: Break in time series in all countries; low reliability in HR; definition for national target differs in DE, NL and ES.

www.leforem.be
Vocational training service for French-speaking or Flemish-speaking learners

www.underwijs.vlaanderen.be (BEFL)
In Flanders (BEFL)

www.onderwijs.vlaanderen.be (BEFR)
Vocational training service for French-speaking or Flemish-speaking learners

www.onderwijs.vlaanderen.be (BEDG)
Public service for apprenticeship and entrepreneurship training in the German-speaking community (BEDG)

www.cedefop.europa.eu
Labour force survey, date of extraction 22.7.2015.

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Cedefop calculations, based on Eurostat, UOE data collection on education systems, date of extraction 22.7.2015.

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www.iawm.be
Public service for apprenticeship and entrepreneurship training in the German-speaking community (BEDG)

www.adg.be
Public service for apprenticeship and entrepreneurship training in Flanders (BEFL)

www.syntravlaanderen.be
Public service for apprenticeship and entrepreneurship training in Flanders (BEFL)

www.perationvlaanderen.be
Vocational training service for French-speaking or Flemish-speaking learners

www.cocof.be/sfpme
Vocational training service for French-speaking or Flemish-speaking learners

www.vdab.be
Public service for apprenticeship and entrepreneurship training in the Brussels capital-region (BEFR)

www.bruxellesformation.be
Public service for apprenticeship and entrepreneurship training in the Brussels capital-region (BEFR)

www.actiris.be
Ministries of education

www.ifapme.be
Public employment service
Further information


www.enterat.be — ReferNet Belgium national website
www.ondernemij.vlaanderen.be (BEFL) — Ministries of education
www.vtwonba.be — in Walloon (BDE7R) Public employment and vocational service
www.acd.be — Public service for apprenticeship and entrepreneurship training
www.gettip.be — Vocational training service for French-speaking or Flemish-speaking learners
www.infapme.be — Public service for apprenticeship and entrepreneurship training for Flemish-speaking learners
www.pme-espo.be — Public service for apprenticeship and entrepreneurship training for French-speaking or Flemish-speaking learners
www.pme-espo.be — Public service for apprenticeship and entrepreneurship training
www.bedg.be — Public employment and vocational service
www.sfpme.be — Public service for apprenticeship and entrepreneurship training
www.bildungsserver.be — Public service for apprenticeship and entrepreneurship training

This spotlight is based on input from ReferNet Belgium.