

**Organisation of
the education system in
the Flemish Community of
Belgium**

2009/2010

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1. Political, social and economic background and trends

Belgium's evolution to a federal state has had major implications for education. Since 1989, Belgium's Dutch, French and German-speaking Communities have acquired almost full authority for education. They have since then gone their separate ways in terms of educational structures and education policy. This report describes the educational system of the Dutch-speaking Community of Belgium, i.e. the Flemish Community.

1.1. Historical overview

Here we shall discuss:

- 1.1.1. The creation of a federal state and the communitarisation of education through five state reforms
- 1.1.2. The different decision-making levels
- 1.1.3. The party-political landscape

Regarding the constitutional guarantees in relation to education, please refer to 2.3.1.

1.1.1. Towards a federal state with communitarisation of education

When the Belgian state was founded (1830) the Constitution, promulgated in February 1831, established the structures of a centralised state, based on the principle of a uniform legislation and administration for the whole country. The Constitution honours the principle of the separation of powers: the legislative power (consisting of the King, the Chamber of Representatives and the Senate), the executive power (consisting of the King and the Government) and the judicial power.

In the second half of the 19th century a language conflict surfaced, seeking recognition for the Dutch language as a fully-fledged language alongside French, which until then had been the only official language of Belgium.

- It was not until 1930 that the Ghent University became the first official Dutch-language university. From 1936, most lectures at the University of Leuven were taught both in Dutch and in French. The final split of the university was not enacted until 1970.
- Dutch only became an official legal language in Belgium in 1959.
- In 1960 the unified broadcasting institution was split up into a Dutch-speaking and French-speaking broadcasting corporation.
- In 1962 the ministerial portfolio for Culture was divided, in 1968 that of National Education.
- In 1962 the language boundary was territorially defined and in 1963 Belgium was divided into 4 **language areas**.
 - The **Dutch language area**: Flanders (provinces of Antwerp, Limburg, Vlaams-Brabant, Oost-Vlaanderen, West-Vlaanderen)
 - The **French language area**: Wallonia (provinces of Mons, Liège, Luxembourg, Namur and Brabant Wallon)
 - The **German language area** (the 9 municipalities of the East Cantons)

- The bilingual area Brussels-Capital (the 19 municipalities of Brussels).

Every Community belongs to a language area. Bilingualism applies to the 19 municipalities of the capital Brussels, where French speakers are in a clear majority. This bilingual area is surrounded by a number of Dutch-speaking municipalities with administrative language facilities for their French-speaking residents. A change or adjustment of the language boundary requires a special majority in the Federal Parliament.

(‘Brussels’ can denote several government authorities! For the purpose of this report, Brussels shall always be understood to mean the Brussels-Capital Region. This Region corresponds to the bilingual area of Brussels Capital and that of the administrative district Brussels Capital. The territory of Brussels City itself, one of the 19 Brussels municipalities, is considerably smaller)

The language conflict in the sixties led to a series of state reforms and amendments to the constitution resulting in a double federation of Regions and Communities.

- The 1st state reform (1970) created 3 **cultural Communities** in response to the Flemish pursuit of cultural autonomy. At the same time, the foundations for the 3 Regions were laid, in response to the French-speakers' quest for economic autonomy.
- Following the 2nd state reform (1980) the cultural communities were extended to 3 **gemeenschappen (Communities)** (the Flemish, the French and the German-speaking Community), which, aside from cultural matters, were also given control of person-related matters, such as health and social assistance. At the same time, two **gewesten (Regions)** were established: the Flemish Region and the Walloon Region. They were each given a council and a government. In Flanders, the institutions of the Community and the Region immediately merged into one council and one government. The French-speaking community did not consolidate the institutions of the French-speaking Community and the Walloon Region. There are indeed many more French-speaking Brussels people compared to French-speaking Walloons than there are Dutch-speaking Brussels people compared to Flemings.
- The 3rd state reform (1988) shaped **the Brussels Hoofdstedelijk Gewest (Brussels-Capital Region)**, which also got its own council and government, and further expanded the powers of the Communities and the Regions. For one, responsibility for education was transferred to the Communities and entered in the Constitution (art. 127 § 1.2). Moreover, the guarantees which had previously been laid down in the so-called Schools Pact Act of 29 May 1959 (art. 24) (see 2.1.) were also recorded in the Constitution on this occasion. Article 142 of the revised Constitution (17 February 1994) entitles every citizen to lodge an appeal with the Court of Arbitration (now the Constitutional Court) if he is of the opinion that the principles and guarantees on education which are among others laid down in article 24 of the Constitution, are being violated.
- The 4th state reform (1993) turned Belgium into a full federal state. The former bilingual province of Brabant was divided into two provinces: **Vlaams Brabant** (Dutch-speaking) and **Brabant Wallon** (French-speaking). Brussels, the capital of Belgium and, in geographical terms, the centre of the former province of Brabant, did from then on no longer form part of any province. Its special status as a bilingual territory was thus reinforced.
- The 5th state reform (the so-called Lambertmont agreements) (2001) gave the different federal states both more financial resources and more powers.
- Ever since the 2007 federal elections, new negotiations have been taking place on further state reforms.

Politiek zakboekje (jaarlijks)

Bijzondere Wet betreffende de financiering van Gemeenschappen en Gewesten

1.1.2. Structure of political decision-making

Belgium is in fact a double federation, a federal union of 3 Regions and a federal union of 3 Communities, each with their own Parliament and Government (only in the Flemish Community and the Flemish Region these are one and the same). We shall first of all discuss the relation between the Communities, the Regions and the language areas (in relation to the language areas, see 1.1.1.). (See also: Res Publica 2000:1 de consequenties van multi-level governance [the consequences of multi-level governance])

Belgium has 3 Communities

- The **Vlaamse Gemeenschap (Flemish Community)** which comprises the Flemish Region, but also the Dutch-speaking institutions within the territory of the Brussels-Capital Region. The **Brussels-Capital Region**, i.e., the bilingual area Brussels Capital, consisting of 19 municipalities. In that Region, the decisions of the Communities only apply to the institutions which, on the basis of their organisational properties, exclusively belong to one particular Community (e.g. the Flemish schools in Brussels).
- The **Franse Gemeenschap (French-speaking Community)** which comprises the Walloon Region, excluding the German language area, but including the French-speaking institutions within the territory of the Brussels-Capital Region.
- The **Duitstalige Gemeenschap (German-speaking Community)** which comprises the German language area.

Belgium has 3 Regions

- The **Vlaamse Gewest (Flemish Region)**: the Dutch language area;
- The **Waalse Gewest (Walloon Region)**: the French language area and the German language area;
- The **Brussels Hoofdstedelijk Gewest (Brussels-Capital Region)**: the bilingual area Brussels Capital.

Belgium also consists of 10 **provinces** and 589 **municipalities** (of which 19 in the Brussels-Capital Region and 308 in Flanders).

1.1.3. Political parties in Flanders

The party-political landscape in Flanders has been redesigned over the past couple of years due to

- the repositioning (and name change):
 - of the Christian Democrats from CVP (Christelijke Volkspartij [Christian People's Party]) to CD&V (Christen-Democratisch en Vlaams [Christian Democratic and Flemish]), in 2001;
 - of the Socialists from SP (Socialist Party) to sp.a (SP Anders [Different] - with subtitle "social progressive alternative"), in 2002 and with the new 2009 subtitle "socialisten en progressieven anders [socialists and progressionists different]"

- of the Liberals from PVV (Partij voor Vrijheid en Vooruitgang [Party for Freedom and Progress]) to VLD (Vlaamse Liberalen en Democraten [Flemish Liberals and Democrats]), in 1992 and to Open VLD in 2007;
- of the Green Party Agalev (Anders Gaan Leven [Live Differently]) to Groen! [Green!], in 2003.
- of the extreme-right Vlaams Blok [Flemish Block] to Vlaams Belang [Flemish Interest] in 2004 (due to a court conviction for racism);
- the emergence of new parties following the 2001 break-up of the Flemish Nationalist *Volksunie* (VU) [People's Union] and in 2007 following the split from the VLD (LDD - Lijst Dedecker [Dedecker List]):
 - N-VA (Nieuw-Vlaamse Alliantie [New Flemish Alliance]), in 2001;
 - spirit (with the subtitle the Vlaamse Links-liberalen [Flemish Left Liberals], in 2001 (originated from VU and the left-liberal party iD21), before changing its name into VlaamsProgressieven [Flemish Progressionists] in 2008 and into Sociaal-liberale Partij (SLP) [Social Liberal Party] during 2009 before eventually integrating into Groen! at the end of 2009;
 - LDD (Lijst Dedecker (Dedecker List)) seceded from the VLD in 2007;
- temporary cartels (partly on account of the introduction of the 5% electoral threshold)
 - CD&V + N-VA (which split again during 2008);
 - sp.a + spirit/VlaamsProgressieven (which split again during 2008);
 - VLD + Vivant (in 1997), absorbed into the Open VLD during 2007.

Vlaams-Brabant also counts one French-speaking party, i.e. UF (Union des Francophones) (Union of the French-speaking).

Political landscape following the 2009 - 2014 elections				
The Flemish Parliament			Parliament of the Brussels-Capital Region	
Parties	Ministers	Seats	Seats	Parties
CD&V	4	31	3	CD&V
NVA	2	16	1	NVA
Vlaams Belang		21	3	Vlaams Belang
sp.a	3	19	4	sp.a
Open VLD	3	21	4	Open VLD
Groen!		7	2	Groen!
UF		1		
Lijst Dedecker		8		
			24	MR
			21	PS
			16	Ecolo
			11	CDH
Total		124	89	

In addition, quite a number of local parties operate at municipal level. In relation to education their relevance is rather limited; their influence is merely felt on a local level. These local parties often have connections with one of the larger parties.

- www.cdenv.be
- www.n-va.be
- www.s-p-a.be
- www.vld.be

- www.groen.be
- www.vlaamsbelang.org
- www.uniondesfrancophones.be
- www2.lijstdedecker.com

1.2. Main executive and legislative bodies

We shall successively discuss:

- 1.2.1. The Federal State
- 1.2.2. The Flemish Community and the Flemish Region
- 1.2.3. The Brussels-Capital Region
- 1.2.4. The provinces, cities and municipalities

1.2.1. Federal

The legislative power at federal level is vested in the **Chamber of Representatives**, which functions as a political chamber which supervises government policies, and the **Senate**, which functions as a chamber of reflection. Together they form the Federal Parliament.

- The Kamer (Chamber) numbers 150 representatives which are elected directly on the basis of 11 electoral districts. <http://www.dekamer.be/>
- The Senaat (Senate) seats 71 senators,
 - 40 directly elected (by 2 electoral colleges, on the basis of 3 electoral districts); 25 Dutch, 15 French
 - 21 deputy community senators appointed by and from within the Community Councils: 10 Dutch-speaking community senators from the Dutch-language group, 10 French-speaking community senators from the French-language group and 1 German-speaking community senator from the German-language group
 - 10 co-opted senators, appointed by the directly-elected senators and the community senators (6 Dutch-speaking, 4 French-speaking)
 - 3 ex officio senators (the King's children) <http://www.senate.be/>

The executive power is vested in **the Federal Government**. It is a so-called "full-term government" which can only be forced to resign if the Chamber has adopted a motion of no-confidence or has rejected a motion of confidence and has simultaneously proposed a new Prime Minister for appointment to the King. Elections are held every 4 years.

The **King** also has limited federal authority.

The federal legislative power is executed by means of **wetten (laws)**. The Government issues **koninklijke besluiten (royal decisions)** based on the above laws.

The constitutional revision dd. 15 July 1988 transferred all responsibilities regarding education to the **Communities**, with the exception of the age at which compulsory education starts and ends, the minimum requirements for diploma conferrals and the pension system. Paid Educational Leave (under the remit of the Federal Minister for Work), military training (under the remit of the Federal Minister for Defence) and police training (under the remit of the Federal Minister for the Interior and the Federal Minister for Justice) also

remain in hands of the Federal Government (see 2.6.1.). Every year, the Communities receive a fixed financial contribution for education from the Federal State. In addition, the Flemish Government also has other forms of revenue, such as regional taxes and their own income of which a certain part is allocated to education. (see 2.8.1.).

The division of powers among the ministers in charge of education since 1979 clearly illustrates the overall communitarisation process.

Federal Government				
Martens I	1979 04 03	CVP/PSC/ PS/SP/FDF	Jef Ramaekers	Nationale Opvoeding
			Jacques Hoyaux	Education Nationale
Martens II	1980 01 23	CVP/PSC/ PS/SP	Jef Ramaekers	Nationale Opvoeding
			Jacques Hoyaux	Education Nationale
Martens III	1980 05 18	CVP/PSC/PS/SP	Willy Calewaert + Gaston Geens	Nationale Opvoeding + Dep. Nationale Opv.
			Guy Mathot	Education Nationale
Martens IV	1980 10 22	CVP/PSC/ PS/SP/PVV/PRL	Willy Calewaert + Gaston Geens	Nationale Opvoeding + Dep. Nationale Opv.
			Philippe Busquin	Education Nationale
Eyskens I	1981 04 06	CVP/PSC/PS/SP	Willy Calewaert + Gaston Geens	Nationale Opvoeding + Dep. Nationale Opv.
			Philippe Busquin	Education Nationale
Martens V	1981 12 17	CVP/PSC/PVV/PRL	Daniël Coens	Nationale Opvoeding
			Michel Tromont	Education Nationale
Martens VI	1985 11 28	CVP/PSC/PVV/PRL	Daniël Coens	Nationale Opvoeding
			André Damseaux	Education Nationale
Martens VII	1987 10 21	CVP/PSC/PS/SP/ VU	Daniël Coens	Nationale Opvoeding
			Antoine Duquesne	Education Nationale
Martens VIII	1988 05 09	CVP/PSC/PS/SP	Willy Claes+ Luc Van den Bossche (as of 18/10/88 Pierre Chevalier)	Nationale Opvoeding + Dep. Nationale Opvoeding
			Yvan Ylieff	Education Nationale
	1989 01 16	CVP/PSC/PS/SP	Willy Claes	herstructurering Nationale Opvoeding
			Philippe Moureaux	restructuration de l'Education Nationale
Martens IX	1991 09 29	CVP/PSC/PS/SP	Willy Claes	herstructurering Nationale Opvoeding
			Philippe Moureaux	restructuration de l'Education Nationale
Flemish Government				
Geens I	1981 12 22	proportional CVP/SP/PVV/VU	Jan Lenssens	Environment, Water Policy & Education
Geens II	1985 12 10	CVP/PVV	Theo Kelchtermans	Education and Training
Geens III	1988 02 03	CVP/PVV	Hugo Weckx	Education and Brussels Affairs

			Theo Kelchtermans	Employment, Training & Public Office
Geens IV	1988 10 18	CVP/SP/PVV/VU	Daniël Coens	Education
Van den Brande I	1992 01 21	CVP/SP	Luc Van den Bossche	Education & Public Administration
Van den Brande II	1992 02 05	CVP/SP/VU		
Van den Brande III	1992 10 20			
Van den Brande IV	1995 06 20	CVP/SP	Luc Van den Bossche (until 28/9/98) Eddy Baldewijns	Education & Public Administration
Dewael I + II + III + IV	1999 07 13	VLD/SP - sp.a/ Agalev - Groen! VU&ID - spirit	Marleen Vanderpoorten	Education and Training
Somers I + II	2003 06 11			
Leterme I	2004 07 22	CD&V-N-VA /VLD-Vivant/□sp.a-Spirit	Frank Vandebroucke	Work, Education and Training
Peeters I	2007 06 28			
	2008 07 22			
Peeters II	2009 07 13	CD&V/sp.a/N-VA	Pascal Smet	Education, Youth, Equal Opportunities, Brussels

DPF, Federale Politie, Directie van de Opleiding

FOD Defensie - Algemene Directie Vorming (DG Vmg)

FOD Financiën, Administratie der Thesaurie, Centrale dienst der vaste uitgaven - pensioenen

Belgian Federal Public Service Employment, Labour and Social Dialogue

1.2.2. The Flemish Community and the Flemish Region

The Flemish Parliament

The legislative body for Flanders is the Flemish Parliament, the Parliament of the Flemish Community and the Flemish Region. The new Flemish Parliament currently consists of 124 members: 118 directly elected by the residents of the Flemish Region and 6 elected among the Dutch-speaking representatives of the Regional Council of Brussels.

The Flemish Parliament performs the three traditional functions of a parliament: a legislative function, the formation of governments and a supervisory function.

Legislative instruments

The Flemish Parliament exercises its legislative powers by means of **decreten (decrees)**, which have the same legal force as the **laws** of the National Parliament. These decrees are applicable to the Dutch language area and the institutions in the bilingual area Brussels Capital, which exclusively focus on the Flemish Community. For regional matters, the decrees only apply to the Dutch language area and not to the Brussels-Capital Region. The Flemish Government promulgates **besluiten** (BVR, Besluit van de Vlaamse Regering (Decision of the Flemish Government)) on the basis of the decrees. To implement these decisions, a minister can issue **ministeriële besluiten (ministerial orders)**. **Omzendbrieven (circular letters)** of the administration provide instructions or explanations about the implementation of regulations.

The elections for the Flemish Parliament are held **every 5 years** (since 1995 independent from the federal elections which take place every 4 years). The most recent elections were held in 2009. <http://www.vlaamsparlement.be>

The Flemish Government

The executive power is vested in the Flemish Government, which, by decree, consists of maximum eleven members, of which at least one is domiciled in the Brussels-Capital Region (and is therefore not competent for Flemish regional matters; the other ministers are competent for both regional and Community matters). The ministers are appointed by the Flemish Parliament. The Flemish Government decides collegially: all decisions are taken by the government as a whole, unless a particular power is explicitly 'delegated' to an individual minister.

The Flemish Government is a so-called **full-term government**. The Flemish Parliament can abandon its confidence in the government, but cannot dissolve it before a new government is proposed.

The Flemish Administration

As a result of the 5 state reforms, each one resulting in new Flemish powers, the Flemish Administration had developed into one ministry of the Flemish Community consisting of 7 departments, 58 Vlaamse openbare instellingen - VOI's (Flemish public institutions), 7 Vlaamse wetenschappelijke instellingen - VWI's (Flemish scientific institutions), 23 diensten met afzonderlijk beheer - DAB's (departments with separate management) and dozens of other legal entities with their own articles of association, structures and task allocation. With a view to Better Public Management, a new structure and new working principles were laid down. The Public Management Framework Decree (18 July 2003) set out a new organisational-administrative framework for the Flemish authorities. The Organisation Decision of 3 June 2005 further specified the organisational structure. It came into effect on 1 January 2006.

Under this decision, **13 policy areas** were defined. Each policy area comprises:

- one **department** for policy-supporting work, controlled directly by the minister and managed by a secretary-general;
- autonomous **agencies**, in charge of policy implementation, whose tasks are laid down in a management agreement with the Flemish Government, (for externe verzelfstandigde agentschappen - EVA's (private-law external autonomous agencies) in a cooperation agreement); they enjoy operational autonomy. Depending on the degree of autonomy these agencies enjoy, we distinguish between interne verzelfstandigde agentschappen - IVA's (internal autonomous agencies) and external autonomous agencies (EVAs);
 - **internal autonomous agencies (IVAs)** are headed by a general administrator;
 - **IVAs without corporate personality** are Flemish Community services set up by decision of the Flemish Government; one such example is the Agentschap voor Onderwijsdiensten (Agency for Educational Services) (see 2.6.2.1.);
 - **IVAs with corporate personality (IVA-rp (rp: rechtspersoonlijkheid - corporate personality))**, on the other hand, are separate legal entities founded under a decree; AGIO, the Agentschap voor Infrastructuur in het onderwijs (Agency for School Infrastructure) is one such example (see 2.8.4.);
 - **external autonomous agencies (EVAs)**, who enjoy wide autonomy and permit structural or financial participation from another authority or other legal entities;
 - **public-law EVAs** are founded by decree and conclude a management agreement with the Flemish Government; the Vlaamse Dienst voor Arbeidsbemiddeling en

Beroepsopleiding - VDAB (Flemish Public Employment and Vocational Training Service) (see 7.3.2.) and SYNTRA Flanders (see 7.3.3.) would be two such agencies;

- **private-law EVAs** can only be founded on foot of an explicit authorization by the decretal legislator. They enter into a cooperation agreement with the Flemish Government. The ESF-Agentschap Vlaanderen vzw (ESF Agency Flanders, non-profit organisation) would be one example (see 2.6.2.2.).
- a strategic **advisory council** (such as the Vlaamse Onderwijsraad VLOR (Flemish Education Council) (see 2.7.2.1.) and the Sociaal Economische Raad van Vlaanderen SERV (Flemish Social and Economic Council)), founded by decree, which seats specialists and representatives from the social midfield, appointed for a term of 4 years. The council has its own secretariat, led by a secretary. The Flemish Government is obliged to gain advice regarding all draft decrees and draft decisions of strategic significance. In addition, the council is also free to issue advice on its own initiative;
- a **governing council**, which ensures strategic consultation between the minister and the leading officials;
- the relevant **minister** in charge, who is supported by a cabinet with technical experts and subject specialists.

Henceforward, a **Flemish Ministry** is understood to mean: the department and the IVAs without legal personality of a particular policy area.

The **policy areas** we shall discuss in more detail are:

- Education and Training (see 2.6.2.1.)
- Work and Social Economy (see 2.6.2.2.)
- Agriculture (see 2.6.2.3.)
- Culture, Youth, Sports and Media (see 2.6.2.4.)
- Welfare, Public Health and Family (cf. 2.6.2.5.)

Scientific research comes under the policy area Economy, Science and Innovation. Onderwijskundig beleids- en praktijkgericht wetenschappelijk onderzoek - OBPWO (Educational policy and practice-oriented scientific research) falls under the department of Education and Training (see 9.6.).

SERV, Sociaal-Economische Raad van Vlaanderen

VLOR, Flemish Education Council

1.2.3. The Brussels-Capital Region

As referred to under 1.1.1., the 3rd state reform of 1988 (Special Law of 12/1/1989) assigned a special status to the Brussels-Capital Region, which was granted additional powers after the 5th state reform of 2001 and now enjoys the same fiscal autonomy as Flanders and Wallonia.

The Parliament of the Brussels-Capital Region exercises its regional powers by means of **ordonnanties (ordinances)** (instead of laws and decrees), which have 'force of law'; whereas the government of the Brussels-Capital Region exercises its authority by means of decisions.

For matters of education, the **Flemish Community Commission** is of importance. For this and other Community matters it has the competence of **inrichtende macht** (see 2.6.3.7.).

1.2.4. Provinces, cities and municipalities

Flanders consists of 5 provinces and 308 municipalities. The Brussels-Capital Region numbers 19 municipalities. Wallonia has 5 provinces and 262 municipalities, including 9 German-speaking municipalities; in addition, an administrative district Brussels Capital has been established which is also headed by a governor.

The schools organised by provinces, cities and municipalities belong to the ‘subsidised official education’ network (see educational networks 2.3.2.).

Provinces

A province is governed by a governor, the general-administration representative. He holds this position on behalf of the Federal Government and of the Community and Regional Government. The legislative power is vested in the provincial council whose members are elected for a 6-year term. The executive power lies with the permanent deputation, which consists of 6 members elected from among the councillors, under the chairmanship of the governor (who is not entitled to vote). Provincial councils act as the *inrichtende macht* for provincial education. (On educational management, see 2.6.3.5.). The Vereniging van Vlaamse Provincies - VVP (Association of Flemish Provinces) acts as the support centre and advocate of the Flemish provinces <http://www.vlaamseprovincies.be/>

Cities and municipalities

Municipalities are headed by a burgomaster. The legislative power is vested in the municipal council, the executive power lies with the burgomaster and aldermen. The members of the local council are elected for a 6-year term. The municipal councils act as the *inrichtende macht* for municipal education. (On educational management, see 2.6.3.6.). The Vereniging van Vlaamse Steden en Gemeenten - VVSG (Association of Flemish Cities and Municipalities) acts as the support centre and advocate of the Flemish local administrations <http://www.vvsg.be>

1.3. Religions

The Belgian Constitution guarantees the separation of Church and State. In this context many social, cultural and educational matters are organised according to the principle of subsidiarity. This explains why the government in Flanders has no direct influence on the drawing up of the individual curricula. The government only has a clearly-defined right to inspect these curricula (see 5.13.2.; the inspections of philosophy-of-life courses are discussed under 9.3.4.1.). The Belgian Constitution actively supports philosophy-of-life pluralism. The salaries and pensions of the clergy of the recognised religions and organisations providing moral services on the basis of a non-confessional philosophy of life are paid by the State. The ministry in charge is the FPS Justice.

Belgium recognises the Catholic (1830), the Protestant (1830), the Jewish (1831), the Anglican (1835), the Islamic (1974), the Orthodox (1985) and the non-confessional communities (1993).

Of late, the various philosophies of life must have a representative body before they can be recognised.

Faiths	Representative body
Catholic	Archbishop and bishops (each at the level of their own diocese)

Protestant-Evangelical	Administratieve Raad van de Protestants-evangelische eredienst - ARPEE) (Administrative Council for the Protestant-Evangelical Religion)
Orthodox	His All Holiness Archbishop Bartholomew of the Ecumenical Patriarchate of Constantinople
Anglican	Centraal comité van de anglicaanse eredienst in België (Central Committee of the Anglican Church in Belgium)
Jewish	Centraal Israëlitisch Consistorie van België (Central Jewish Consistory of Belgium)
Islamic	vzw Islam Vlaanderen
Organised freethinkers	Centrale raad der niet-confessionele levensbeschouwelijke gemeenschappen van België (Central Council of Non-confessional Philosophical Communities of Belgium)

The representative bodies of the Catholic and Islamic faiths and of the organised freethinkers receive operational subsidies.

As a result of secularization, there is a decline in people actively practising their faith. However, up-to-date information on this issue is lacking. According to the Catholic Bureau for ecclesiastical statistics, mass attendance dropped from 45 % (residents aged 5-69) in 1964 to 10 % in 1998 (final year of the count).

According to a survey by the European Values Study in 1999/2000, 57.3% of the population would consider themselves to be Roman Catholic, less than 2% proclaim to belong to the other Christian faiths, 1.8% profess the Islamic faith and 14% would consider themselves to be freethinkers.

The Constitution guarantees (art. 24) that all children in primary and secondary education are entitled to 2 periods of [levensbeschouwelijke vorming](#) per week as part of the basic curriculum. Official education must respect the philosophical choice of all parents and offer the choice between religion and [niet-confessionele zedenleer](#). However, both parents and pupils are free to ask for a personal exemption from either of these subjects. In that case, however, the education providers are obliged to provide a meaningful alternative for the pupil they granted the exemption to.

The content of the philosophy-of-life classes is not monitored by the government (as long as the classes do not compromise the democratic principles of society). This choice does not exist in subsidised private schools. A special arrangement is provided for schools organised on the basis of 'alternative' approaches to education such as Steiner and Freinet. Independent, free (subsidised private) schools can offer cultural concepts or indigenous culture and religion (cf. 2.3.2.).

During the 2004-2005 school year, the following ratios prevailed in public education:

	Catholicism	Non-confessional ethics
Primary education	54%	29%
Secondary education	28%	57%

Source: Federal funding for the clergy of the various faiths and the representatives of the Centrale Vrijzinnige Raad (Central Council of Freethinking). 2005-2006 report from the Commissie van Wijzen (Advisory Committee), at the request of the Minister for Justice. KU Leuven ICRID, interdisciplinair centrum religiestudies & interlevensbeschouwelijke dialoog (Interdisciplinary Centre for the Study of Religion and World View).

Besluit van de Minister betreffende de erkenning van de instanties van de erkende godsdiensten en van de vereniging van de niet-confessionele gemeenschap

1.4. Official and minority languages

The Flemish Community's only official language is Dutch, which is also the teaching language. As of 1 September 2010, 6-year old pupils will only be able to start [lager onderwijs](#) in a Dutch-speaking primary or elementary school if they followed no less than 220 half days of Dutch-speaking [kleuteronderwijs](#) during the previous school year or if they have passed a language test. In addition, parents will also have to sign a declaration of commitment (see 4.6.).

Many Flemings have a good command of at least one or two other European languages (English, French, German...). Officially, there are no legally-recognised minority languages in Flanders. Some municipalities along the language boundary have been granted linguistic facilities with regard to French though.

As of 2004, the teaching of **French** as a second language has become compulsory from 5th year of [lager onderwijs](#) onwards, in Flanders, Brussels and in the language-boundary municipalities alike. Language awareness in French can be offered from the start of mainstream [basisonderwijs](#). (see 4.10.). In Brussels, French can be taught from the first grade of primary school onwards and the number of teaching periods dedicated to French can be determined by the individual schools in function of pupils' intake characteristics (see 10.7.2.).

English is taught from secondary school onwards (see 5.13.3.1.). Depending on the educational options chosen, other languages can be taught at school.

See Law on the use of languages in education of 30 July 1963 and circular letter BaO/2004/02.

The languages spoken by migrants are not legally recognised as minority languages. However, the education authorities have paid special attention to and allocated extra resources to cater for foreign mother tongue newcomers and for pupils from a migrant or ethnic-minority background (see 10.7.). Equal opportunities for all was after all pivotal in the education policy of the current Minister for Education and Training (see a.o. 10.5.).

A number of **French-speaking schools or sections** in the municipalities with linguistic facilities come under the remit of the Flemish Ministry of Education and Training. On 1 February 2007, 2,948 pupils attended [basisonderwijs](#): in 6 French-speaking municipal elementary schools and in 2 French-speaking subsidised private elementary schools in the 6 peripheral municipalities and in one French-speaking section of a Community elementary school in the Flemish language-boundary municipality of Ronse while the French-speaking sections of 2 secondary Community schools in Ronse catered for 126 secondary-education pupils. (See Flemish Parliament - questions and answers no. 2 November 2007). The Decree of 23 October 2009 confirmed that also these French-speaking elementary schools and sections must:

- implement the [ontwikkelingsdoelen](#) and the [eindtermen](#) laid down by the Flemish Parliament,
- abide by and facilitate inspections by the inspectorate of the Flemish Community,
- use a curriculum that has received the prior approval of the Flemish Government,
- have concluded a policy contract or policy plan with a Flemish pupil guidance centre.

Wetgeving houdende taalregeling in het onderwijs

1.5. Demographic situation

Flanders is an extremely densely populated region (455); its population has doubled over the past 100 years and currently stands at more than 6 million residents.

Urbanised areas clearly predominate in Flanders, the most densely populated areas can be found in the centre, in the diamond formed by Antwerp, Leuven, Brussels and Ghent. In 2008, there were three Flemish cities with more than 100,000 residents: Antwerp (472,071 residents), Ghent (237,250 residents) and Bruges (117,073 residents). Brussels City numbers 148,873 residents and Schaarbeek 116,039 residents (the Brussels-Capital Region is home to 1,048,491 people). On average, villages are five kilometres apart and cities twenty kilometres apart. About half of the population lives either in an urban or in a suburban area. Almost 25% of the total surface area of Flanders consists of built-up land and sites, of which 10.5 % residential (SVR 2008).

According to the State Register, Flanders numbered 968,926 people of school age on 1/10/2006 (birth year 1989-2000).

Over the last couple of years, Flanders has been faced with the same issues of a steadily ageing population and the dejuvenation of its youngsters as the rest of Europe.

The policy-specific contribution to the government programme (May 2009) by the Flemish Administration highlights a number of demographic developments.

- 1. Rising influx into education

The number of pupils who will attend Flemish pre-primary and compulsory education over the next few years is determined by the size of the respective age groups. These age groups are on the one hand determined by Flanders' birth rate and on the other hand by migratory movement, corrected by mortality. The birth rate in Flanders and in the Brussels-Capital Region has been on the rise again since 2003. Het FPB-ADSEI (Federal Plan Bureau - Directorate-General for Statistics and Economic Information) forecasts that the number of births in the Flemish Region will stabilise in a couple of years' time, while birth rates in the Brussels-Capital Region will continue to rise over the next decade. Registrations for [kleuteronderwijs](#) will continue to rise until 2016. An initial (moderate) decrease is not expected to take place until 2017. As of school year 2010-2011, the number of registrations for [lager onderwijs](#) will follow an upward trend. The pupil population in secondary education is set to rise from 2016-2017 onwards. The growth in the Brussels pupil population seems even more striking. A study by Rudi Janssens showed that three thousand additional places would have to be created in [basisonderwijs](#) between 2010 and 2020 if the Flemish Community wants to continue to attract one fifth of all pupils in Brussels. By 2025, an extra 4,500 places would be needed. This is basically the equivalent of about ten schools.

Year after year, considerable numbers of children and youngsters under the age of 20 end up in Belgium. Over the past number of years, numbers rose from 16,000 during the 90s to more than 22,000 in 2006. The overall majority of these children do not speak any Dutch. In 2007, some 14,000 people applied for asylum and one in three of these asylum seekers were minors who came to Belgium with their families. However, the group of non-accompanied foreign youngsters, i.e. youngsters who arrive without their parents or any family, do get special attention. For one, they are assigned a guardian and are protected until they reach the age of 18 (which means that they cannot be deported). Belgium accommodated 1,334 non-accompanied foreign youngsters during 2007. These youngsters must comply with compulsory education. Normally speaking, they are registered in a school in the area where the care structure they are residing in is located.

Registration records show that more and more youngsters living in the Walloon Region or in one of our neighbouring countries are registered in Flemish educational institutions. Logic would dictate that these pupils are more often than not registered in educational institutions located in the vicinity of either the

national border or the language border. During the 1997-1998 school year, 1% of all pupils who were attending pre-primary, primary and secondary education were not living in the Flemish Region or Brussels. By the 2007-2008 school year, this percentage had already risen to 1.5% in pre-primary and secondary education and to 1.2% in primary education. In absolute figures, we are talking a rise from 10,000 'unexpected' registrations during 1997-1998 to more than 15,000 in 2007-2008.

As the relatively large presence of non-Dutch speaking residents in the Periphery is unlike to change any time soon, an increased influx of foreign mother tongue pupils in Flemish education is a given. Dutch-speaking education will therefore need to stay attuned to this situation.

-2. Ageing of the population and teacher corps

The Flemish population is ageing and this trend will continue into the future. Population projections predict that, in 2021, 33% of residents in the Flemish Region will be younger than 30 while 21% of residents will be 65 years of age and older. According to OECD projections, the number of people aged 65 years and older and those between the ages of 15 and 64 will double by 2050.

Needless to say, the ageing of the population is also mirrored in Flanders' teaching staff. The ageing issue of Flanders' teaching staff is very much in line with that faced by other employment sectors. It must be said though, that the Flanders teacher corps is relatively young. In comparison with other European countries, many teachers in both primary (25%) and secondary education (18%) are younger than 30. In higher education however, a considerable number of academic staff are older than 50: 38% is older than 50, which would be proportionally higher than in other Western-European countries. As a result of this ageing issue, both elementary and secondary education will be facing teacher shortages in the not too distant future. The Survey Sociaalculturele Verschuivingen (Socio-Cultural Change Survey) shows that people of a more mature age attach more importance to continuing education and training than their younger counterparts. However, these statistics do not translate into larger numbers of people registering for education or training. People over the age of 55 are less likely to register for additional training, non-formal or formal education than younger people. In the 65 to 74-year age group, participation in lifelong learning rose from 3.7% in 2002 to 7% in 2007. The age group of 55 to 64-year olds mainly engages in continuing education for work-related reasons: 19% of working 55 to 64-year olds claim to have followed education or training in the past 12 months as against only 5% of people of that same age group who are no longer active in the labour market.

In the future, the oldest age groups (85 years and older) will increase both from an absolute and from a relative point of view. As a result, the demand for care and support for these people, be it at home or in nursing homes, will increase dramatically and will not be limited to the caring professions as we know them today. The ever-rising and more diversified need for expert staff in the care and health sectors will also translate itself into a need for suitable training programmes. At federal level, patient profiles are being charted as we speak and these will lead to new and diverse professional profiles within the care and health sector.

-3. Families are becoming smaller and their composition more diverse

The families in which children and youngsters (0 to 19 years) are being raised have changed dramatically over the past decades. Between 1990 and 2007, the number of children being reared by married couples fell from 87 to 71%. More and more children and youngsters, especially the youngest, are brought up by an unmarried couple (12% in 2007) or a single parent, mostly their mother (14% in 2007). A small percentage of 0 to 19-year olds are being reared by grandparents or in a collective household. By 2021, 24% of children and youngsters up to the age of 19 will be raised by an unmarried couple and 18% by a single parent.

-4. Continuing immigration

Immigration is still the main factor in our population growth. Aside from children and youngsters, increasing numbers of adult immigrants end up in Belgium: with 105,000 registered immigrants and recognised/legal

asylum seekers, 2005 proved to be a record year. Contrary to prevailing opinion, slightly more than half of the immigrants actually come from an EU Member State, more particularly from the Netherlands and France. Part of this immigration is due to family reunification and to new families being formed. A considerable proportion of second-generation immigrants hope to marry a partner from their original country of origin. In 2005, 70% of Turkish immigrants and 50% of Moroccan immigrants living in Belgium and the Netherlands still seem to have been looking for a partner in their country of origin.

While large numbers of immigrants flocked to Wallonia in years gone by, the Flemish Region has now become the most popular destination, followed by the Brussels-Capital Region. Because the area and population of Brussels is considerably smaller, immigrants are far more visible and have a greater impact in Brussels than they do in Flanders. Apart from Brussels, Antwerp also seems to appeal to a relatively large number of immigrants. In the Flemish Region, Leuven and Ghent are secondary poles of attraction.

On their arrival in Belgium, the large majority of immigrants do not speak any Dutch. It is estimated that about 65,000 foreign mother tongue adults in Flanders follow a course Dutch as a second language (NT2) at a CBE, i.e. a Centre for Adult Basic Education, a CBO, i.e. a Centre for Adult Education or a university language centre. These courses are attended by illiterate asylum seekers and European public servants alike. They are pointed in the direction of these NT2 courses through various channels (VDAB, integration pathways, social-housing agencies, own initiative). The Dutch Languages Houses are in charge of assessing which type of course would be most suitable for people wishing to learn Dutch. With a view to labour-market participation, these course participants may also be in need of (additional) education or training.

In addition, the Flemish education administration also raises a number of **sociocultural developments**.

-1. Social deprivation in and through education

The population's level of education has improved dramatically over the past decades. In 1990, only 17% of 25 to 64-year olds had a higher education diploma, by 2007 this had risen to 32%. Of that group, 61% of people had at the most obtained a diploma of lower secondary education, in 2007, 32% of them had. However, there is a downside to this success story. Quite a number of youngsters - especially those from socially deprived backgrounds - experience a problematic school career and run a genuine risk of ending their education without any qualifications at all. The educational system has not yet managed to cancel out the effects of youngsters' social background, quite to the contrary, in many cases it only seems to have compounded these effects. The level of education of the parents and especially that of the mother is and remains a deciding factor in children's educational opportunities. Of all pupils attending the A stream, 42% have a mother with a higher education diploma, whereas this drops to about 6.6% in pupils attending the B stream. In ASO, TSO, and BSO about 55%, 27% and 9.7% of pupils, respectively, have a mother who graduated with a higher education diploma. Immigrant youngsters also run a higher risk of experiencing a problematic school career and this from [basisonderwijs](#) onwards. This problematic start defines their further career. They commence secondary education later and tend to end up in the B stream more often. From there, they find it extremely difficult to as yet obtain a certificate or diploma. Youngsters from working-class backgrounds still tend to go on to higher education less often than youngsters from other social backgrounds. The question remains as to whether higher education will ever hold the same appeal for children raised by poorly-educated parents as it does for children from other social groups. Since this year, operational resources in elementary and secondary education take into account 4 educational disadvantage indicators of the school population: the mother's level of education, the language spoken at home, whether the pupil qualifies for a grant and the level of deprivation experienced in the pupil's living environment. By means of these four indicators, it is hoped that educational deprivation in its various dimensions - social, economic, linguistic and cultural - can be tackled.

-2. The gap between the highly and poorly-educated is likely to get larger

There is no up-to-date information on the literacy skills and key competences of the Flemish population. The most recent source is the International Adult Literacy Survey (IALS), which dates from ten years ago. Overall, Flanders scores quite well on the literacy front, but the 15.3% to 18.4% of people who fall in the lowest

literacy levels certainly give cause for concern. The most vulnerable social groups in terms of owning and using ICT would be the elderly, families with a low level of education, citizens who do not have any gainful employment, low-income families and families without children. The higher their level of education, the more likely people are to register for additional courses, non-formal educational activities or training programmes. In 2007, more than half of the people with a university degree followed additional training or non-formal education, while barely 6% of people who never obtained more than a certificate of [lager onderwijs](#) opted for further training. The highly-educated are also more aware of the importance of lifelong learning than their more poorly-educated counterparts. In fact, they are keener and more prepared to follow a job-oriented training programme after working hours than the more poorly-educated would be. This inequality in lifelong-learning participation only widens the gap between the highly and the poorly-educated even further.

-3. Gender still makes a difference

For years, girls have been performing better at school than boys. What has changed now though is that girls end up more in courses of studies that offer more opportunities and go on to higher education more. In higher education, women are in a clear majority: they account for 55% of all university-college students and for 54% of all university students. Younger women certainly have caught up. Often, they are more highly educated than men. A case is now being made to eradicate these arrears amongst boys. However, the horizontal sex segregation in education has not improved, quite to the contrary even. Boys still make up the large majority of pupils in TSO, and this trend now seems to seep through to BSO. In DBSO, part-time vocational education, the number of boys has risen to two in three. In secondary education, girls are very much in the minority in courses of study that prepare pupils for the traditionally male vocations. However, they do form the majority in courses of study that prepare pupils for the traditionally female vocations. Even within ASO this segregation has increased. Areas of study such as 'sciences' and 'mathematics' attract even more male pupils while courses of study such as 'human sciences' and 'languages' appeal more to female pupils. Boys are also in the majority in both special primary and special secondary education. In higher education, there is a higher presence of women in the 'softer' programmes such as 'education', 'health care', 'language and literature' and the 'human science' programmes while programmes such as 'exact sciences' and 'economics' courses have a higher presence of male students. Also in higher education sex segregation has increased over the past decade. The difference between male and female students in terms of the different programmes they choose to follow will subsequently also define their professional career.

1.6. Economic situation

Flanders is a prosperous region. In 2008, the gross domestic product (GDP) expressed in purchasing power parities (PPP) was estimated to be € 30,500. This excellent performance is due to Flanders' high labour productivity. One downside though is the relatively low employment rate (estimated at 62.4% in 2008). Until recently, Flanders was able to produce respectable growth figures but that picture is likely to change over the next few years as a result of the financial and economic crisis.

Just like in every developed economy, Flanders' tertiary sector is gradually becoming the most important sector. In comparison to our neighbouring countries though, the secondary sector still plays a relatively important role in Flanders. In contrast to our neighbours, Flanders also specialises in semi-finished products. In figures, the number of companies in Flanders is rising steadily (up and until 2008 at least). Yet, Flanders scores quite poorly in terms of new entrepreneurship. E-commerce is making steady inroads into the Flemish corporate world. Moreover, a relatively high number of people are employed in the knowledge-intensive sectors. But the turnover generated by new and/or added-value products and services is stagnating on the other hand.

Funds for research & development at the universities and university colleges increased from 350 million euro in 1995 to little over 1 billion euro in 2008. At the same time, funds for business research and development projects rose in 2007 and 2008 by 17 and 20 million euro respectively. The 2007 R&D intensity, which indicates how R&D investments (from private and public sources) fare in terms of GDP, amounted to 2.03% in the Flemish Region and to 2.06% in the Flemish Community.

In 2007, 66 in 100 Flemings of working age were effectively employed. Over the past 5 years, the employment rate grew slowly. Women account for the largest number in the labour-market participation rise. Their presence grew steadily from 53% in 1999 to 60% in 2007: this evolution coincides with the success part-time employment has enjoyed. In spite of the fairly impressive growth spurt between 1999 and 2007, labour-market participation by the older workforce, which stood at 34% in 2007, is and remains limited.

Shortages on the Flemish labour market deteriorated further but not as significantly. In 2008, there were on average 3 people unemployed for every vacancy as against 7 in 2004. People keep working longer. The employment rate for salaried workers rose to 54% in 2007. Among the self-employed, this figure is only 48%.

Agriculture is slowly becoming more sustainable. The number of farms and horticultural enterprises in relation to agricultural-land acreage continues to drop consistently which means that the remaining farms are steadily growing in size. Even the level of education among beginning farmers and horticulturists has risen sharply. No less than one quarter of beginners has followed university-college or university education.

(Source: Vrind 2009, Study Service of the Flemish Government)

1.7. Statistics

Here we consecutively present the demographic, (see 1.7.1.), economic (see 1.7.2.) and level-of-education (see 1.7.3.) statistics.

1.7.1. Demographic statistics

Count on 1/1/2008	Flemish Region	Walloon Region (incl. the German-speaking Comm.)	Brussels-Capital Region	Kingdom
Population	6 161 600	3 456 775	1 048 491	10 666 866
Surface area	1 352 225	1 684 428	16 844	3 052 792
Population density	455	205	6 496	349
Number of foreigners	354 370	322 035	295 043	971 448
% of foreigners in relation to the overall population	5.8	9.3	28.1	9.1
Source: SVR 2008				

Foreign nationals representing more than 5% of the overall number of non-nationals in the Flemish Region on 1/1/2006

Country of origin	% of the overall total of foreign residents	% of the overall population
Dutch nationals	30.8	1.60
Moroccans	8.4	0.44
Italians	7.2	0.37
Turks	6.0	0.31
French	5.7	0.30

Source: SVR 2008

Age groups in the Flemish Region on 01/01/2008

	0-4 y	5-9 y	10-14 y	15-19 y	20-24 y	25-29 y	0-17 y	All
Men	166 819	164 784	176 010	187 407	180 661	195 347	621 821	3 039 956
Women	159 153	157 842	169 055	179 159	177 281	191 074	594 970	3 121 644
Total	325 972	322 626	345 065	366 566	357 942	386 421	1 216 791	6 161 600

Age group 15-24 y: 724,508; age group 55-64 y: 748,965 (SVR 2008)

2008 population structure (Algemene directie statistiek - Directorate-General Statistics)

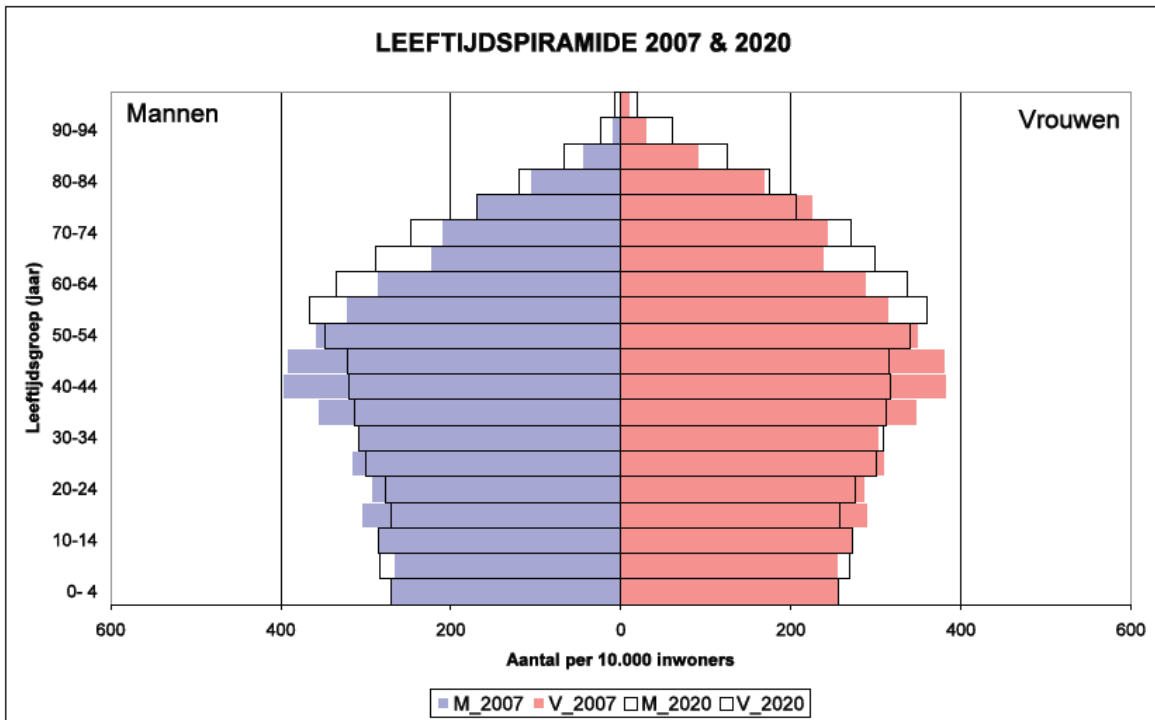
Youngsters 0-17 y	Active age 18-64 y:	Senior citizens 65+
19.7%	62.4	17.9 %

Source: Flanders in figures, 2009.

Birth and death rate, in %, per region, in 2007 (Source SVR 2008)

	Flemish Region	Walloon Region	Brussels-Capital Region
birth rate, in %	10.7	11.3	15.5
death rate, in %	9.1	10.4	8.8

Age pyramid of the population in the Flemish Region, as per 31/12/2007 and prognosis for 31/12/2020



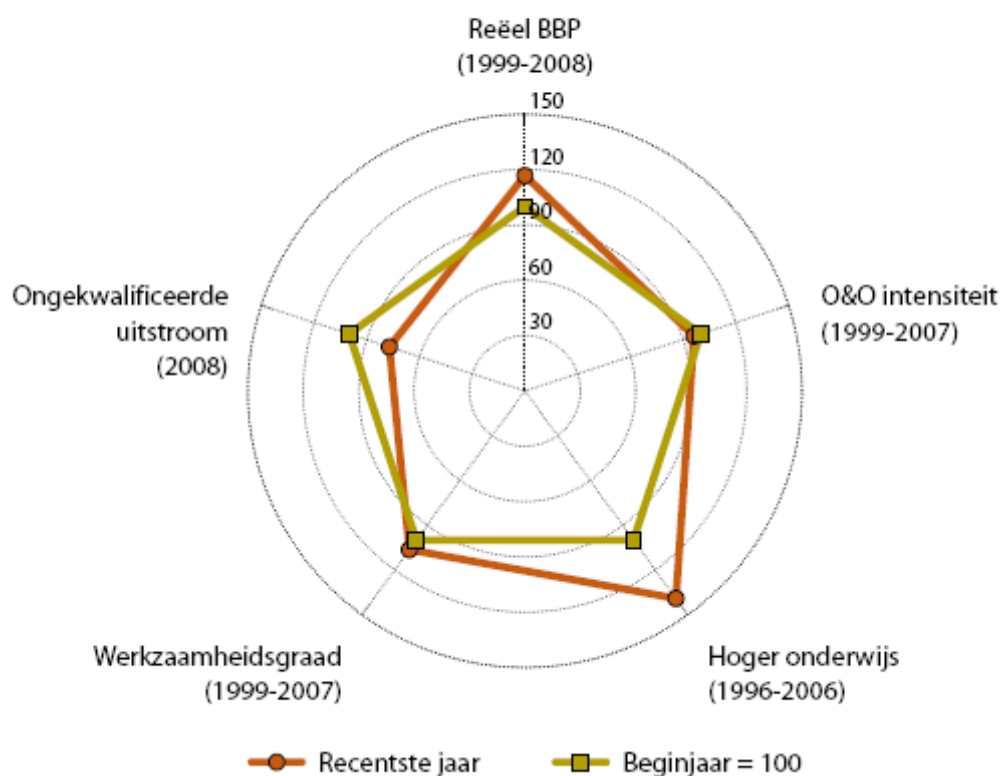
Bron: AD SEI, FPB & AD SEI (BV07). Bewerking: SVR.

Source: Contribution of the Flemish Administration to the government programme of the incoming Flemish Government. Section 1: General environment analysis for Flanders. Flemish Government, 2009.

1.7.2. Economic statistics

Evolution of key data on entrepreneurship and employment

Evolutie enkele kerncijfers ondernemerschap en werkzaamheid



Source: Vrind 2009, Flemish Government.

Gross domestic product (GDP) 1999-2008	
Unskilled outflow 2008	R&D intensity 1999-2007
Employment rate 1999-2007	Higher education 1996-2006

Evolution in employment rate (*) 25-64 y, in %, according to level of education

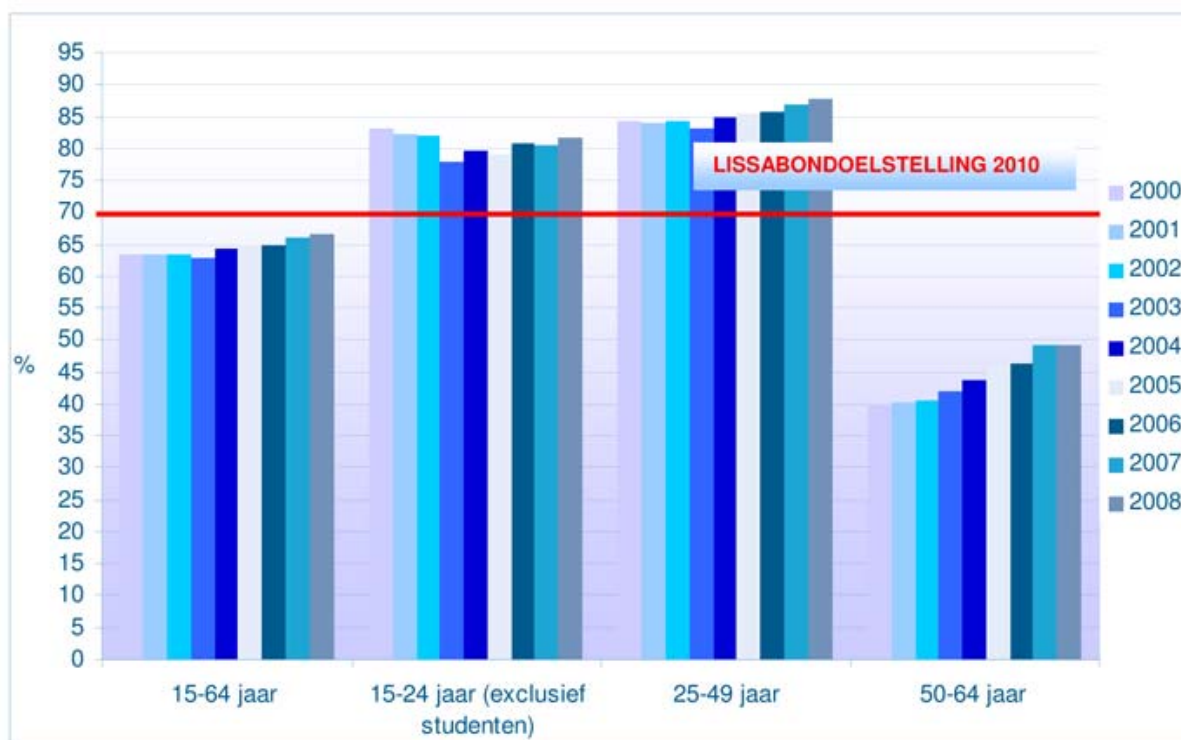
Total	1999	2000	2001	2002	2003	2004	2005	2006	2007
Flemish Region	68.6	70.1	69.9	70.0	69.7	71.2	72.1	72.1	73.6
Walloon Region	61.9	63.2	62.7	62.4	63.6	62.9	64.1	64.2	65.1
Brussels-Capital Region	61.4	62.5	61.5	61.9	60.9	61.9	62.8	60.8	62.6
Belgium	65.8	67.2	66.8	66.8	66.9	67.7	68.7	68.5	69.8
Poorly-educated									
Flemish Region	51.6	52.9	51.8	52.1	52.0	52.4	52.3	52.2	54.2
Walloon Region	46.1	47.2	46.1	45.1	45.7	44.4	45.4	46.0	44.6
Brussels-Capital Region	41.4	44.6	43.0	41.8	41.3	42.9	42.2	41.4	42.5

Belgium	48.8	50.3	49.1	48.8	48.9	48.8	49.0	49.0	49.8
Medium-educated									
Flemish Region	76.7	77.9	77.3	77.2	76.2	77.0	77.8	77.5	78.1
Walloon Region	69.7	70.5	69.3	69.7	69.4	68.4	69.2	68.2	69.5
Brussels-Capital Region	66.1	63.5	65.8	63.5	59.7	61.3	62.1	59.0	61.9
Belgium	73.8	74.5	74.0	73.8	72.8	73.1	74.0	73.2	74.2
Highly-educated									
Flemish Region	86.8	86.6	86.4	85.4	85.1	86.2	86.4	85.7	87.1
Walloon Region	82.5	82.8	83.2	81.6	82.5	81.9	81.8	82.1	83.2
Brussels-Capital Region	82.0	79.8	79.0	80.8	79.5	77.9	79.7	77.3	78.7
Belgium	84.9	84.6	84.6	83.7	83.6	83.9	84.2	83.6	84.9

(*) Employment rate = number of people employed / population

Source: FPS Economy, Directorate - General Statistics - Labour-Force Survey (EAK) (edited by Steunpunt WSE (Centre Work and Social Economy)/Department WSE), 2008

Evolution of the employment rate in the Flemish Region, according to age (2000-2008)



Source: FPS Economy - ADSEI (Directorate-General for Statistics and Economic Information) - EAK (Directorate - General Statistics - Labour-Force Survey) (edited by Department WSE (Work and Social Economy)/Steunpunt WSE)

The **rise** in the number of **people of 50 years and older** who are still working is far more significant amongst **women** (+13.7 %) than amongst men (+4.8 %). This is on the one hand due to the gradual raising of women's pension age and on the other hand to the cohort effect. The older generation of women have always been less active in the labour market than the current generation of younger women. When we further divide the

50-year olds and over into 5-yearly age categories, it becomes clear that the **rise in employment rate is not the same across all ages**. The employment rate of the 50 to 54-year olds rose from 63.8% to 74.5% (+10.7%) between 2000 and 2008. The employment rate amongst people aged between 55 and 59 years is far lower even though it did rise just as sharply, from 40.5% to 51.3% (+10,8%). In 2000, only 11.2%, and in 2008, only 15.7% (+4.5 %) of all 60 to 64-year olds were still gainfully employed. The increase in the employment rate amongst the 60-year olds and over is still rather limited but, over the past number of years, we saw a dramatic rise amongst the 50 to 59-year olds.

Unemployment rate in the regions, according to age, Flemish Region, Walloon Region, Brussels-Capital Region, Belgium and the EU-27 (2008)

in %	15-24 jaar	25-49 jaar	50-64 jaar	15-64 jaar
Vlaams Gewest	10,5	3,2	3,6	3,9
Waals Gewest	27,5	9,4	4,8	10,1
Brussels H. Gewest	33,2	15,3	11,0	16,0
België	18,0	6,3	4,6	7,0
EU-27	15,5	6,2	5,2	7,1

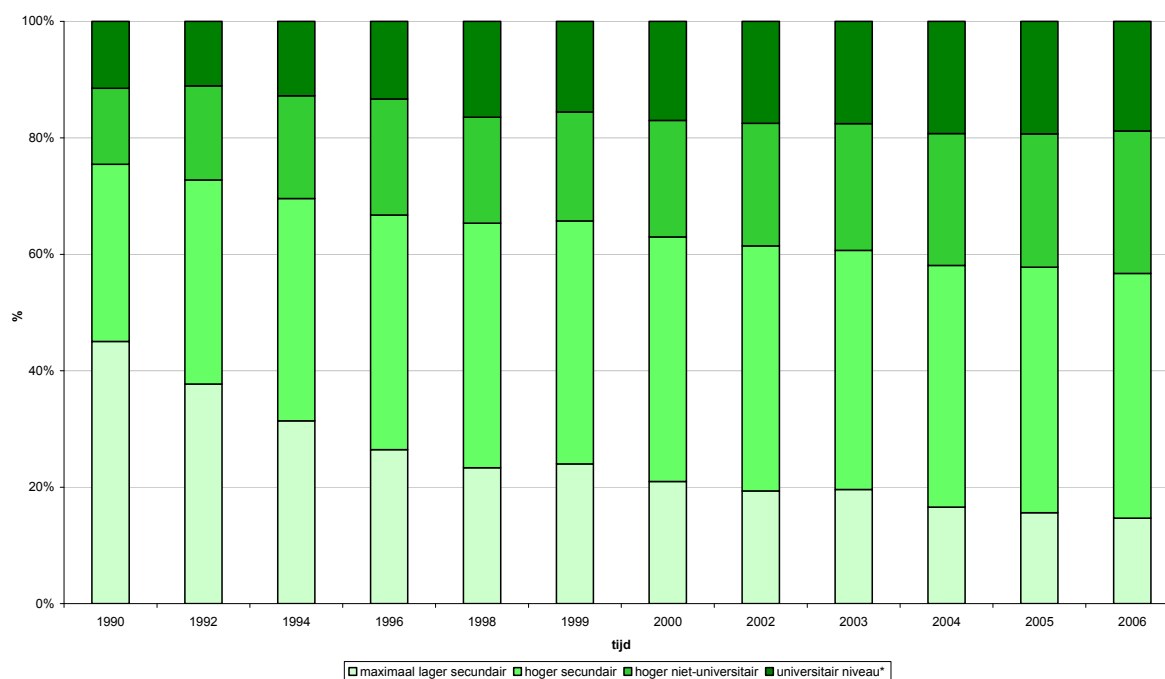
Source: FPS Economy - ADSEI (Directorate-General for Statistics and Economic Information) - EAK (Directorate - General Statistics - Labour-Force Survey), Eurostat LFS (edited by Department WSE (Work and Social Economy)/Steunpunt WSE)

Source: Work and social economy, <http://www.werk.be>

1.7.3. Level of education & unskilled outflow & participation in continuing education

Level of education of the Flemish-Region population (aged 25-34), in %

Scholingsgraad van de bevolking van het Vlaamse Gewest (25-34 jaar)



highest diploma obtained	2006	2005	2004	2003	2002	2000	1999	1998	1996	1994
maximum lower secondary level	14.7	15.6	16.6	19.6	19.4	21.0	24.0	23.4	26.5	31.4
higher secondary level	42.0	42.2	41.5	41.1	42.1	42.0	41.7	42.0	40.3	38.2
higher non-university level	24.5	22.9	22.7	21.7	21.1	20.0	18.7	18.2	19.9	17.7
university level*	18.8	19.3	19.2	17.6	17.5	17.0	15.6	16.4	13.3	12.8

Source: SVR 2008

Unqualified outflow and level of education amongst 20 to 24-year olds

The unqualified outflow is the number of young adults (18-24 years) who have at the most obtained a diploma of lower secondary education, who are not following any further education and who did not follow any training during a reference period of 4 weeks.

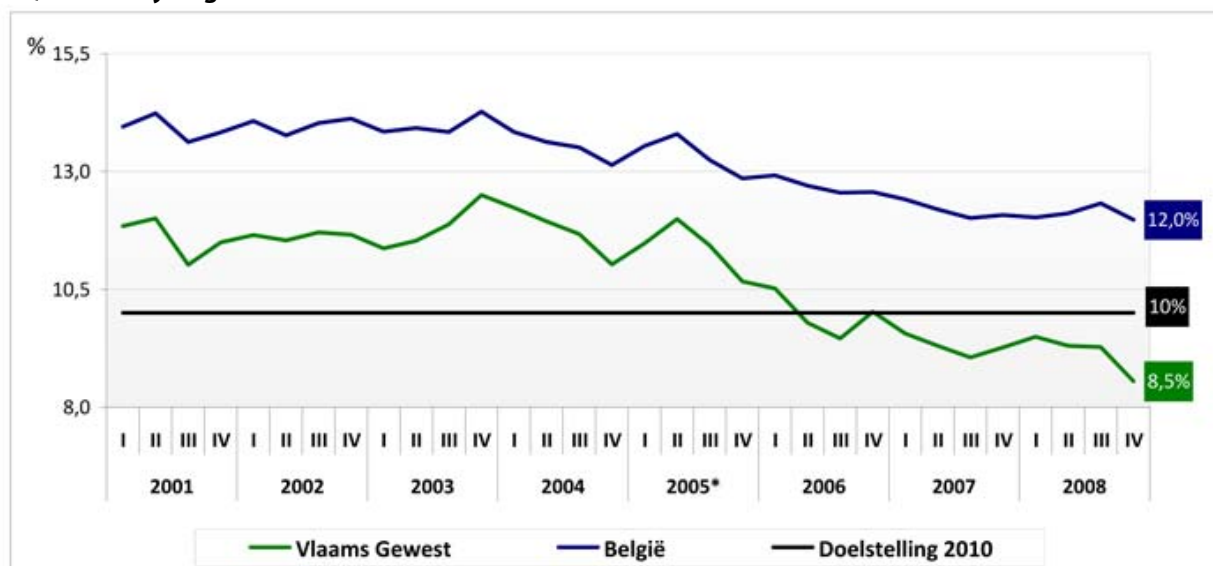
Every year, quite a number of youngsters leave school without a diploma of higher secondary education. These youngsters are deemed to be insufficiently qualified to stand a real chance on the labour market. The European Union also broached this problem in the Lisbon objectives, under the terms of which the European Member States committed themselves to reducing the outflow of unqualified pupils to a maximum of 10% by 2010.

In 2006, the Flemish Region had already attained this European objective and, ever since then, the unqualified outflow has continued to drop. **In 2008, the unqualified outflow in the Flemish Region stood at 8.5%.** There are immense differences between the Regions however: in the Walloon Region, the unqualified outflow stood at 15.2%, in the Brussels-Capital Region it was as high as 19.9%. On a national level, this means that the qualified outflow stands at 12%.

A higher percentage of boys than girls end their school career without any qualifications, although it has to be said that this gap is narrowing steadily. In 2008, the unqualified outflow amongst Flemish boys stood at 9.6%, amongst Flemish girls at 7.5%, i.e. a gap of 2.2%. In 2006, this gap was closer to 5 percentage points.

In 2008, **87,7%** of Flemish 20 to 24-year olds did finish their higher secondary education. In this area also, the Flemish Region seems to make steady progress while the other Regions are stabilizing or stagnating even. Girls slightly outperform boys (89.1% as against 86.4%), but also here the gap is closing.

- Quarterly figures



Source: FPS Economy - Directorate-General Statistics - Labour-Force Survey (EAK), Eurostat LFS (edited by Steunpunt WSE (Centre Work and Social Economy)/Department WSE) *: time-series break because students on holidays were not included

- Annual averages

Unqualified outflow from education: proportion of 18 to 24-year olds who at the most obtained a diploma of lower secondary education (Flemish Region, Walloon Region, Brussels-Capital Region, Belgium, EU-27)

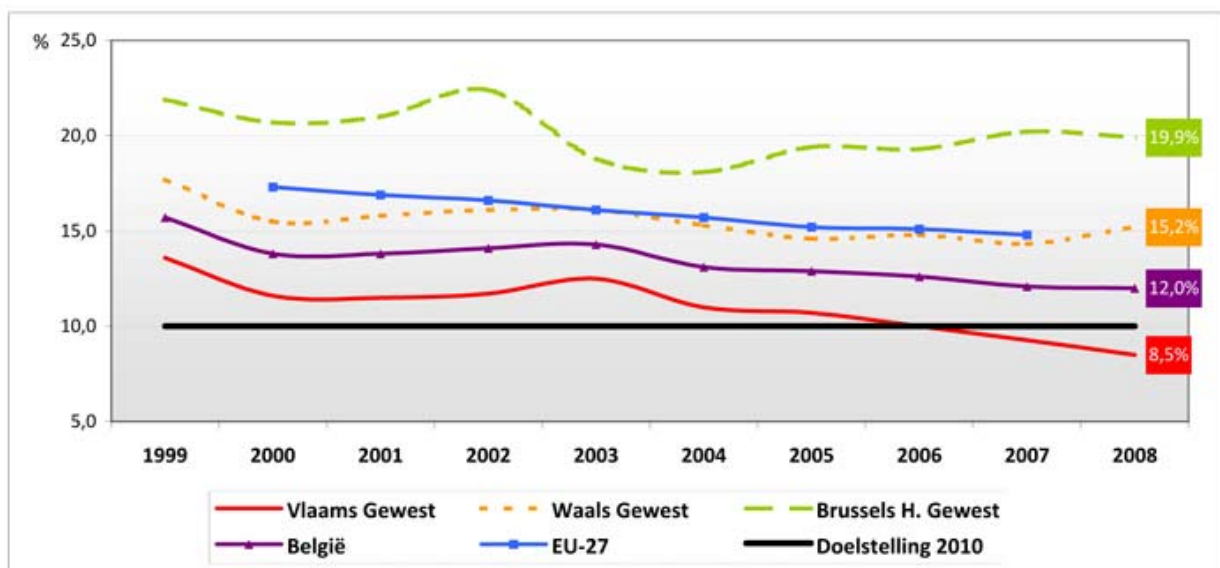
	Totaal			Man			Vrouw		
	2008	t.o.v. 2007	t.o.v. 2000	2008	t.o.v. 2007	t.o.v. 2000	2008	t.o.v. 2007	t.o.v. 2000
Vlaams Gewest	8,5	-0,8	-3,1	9,6	-1,3	-4,3	7,5	-0,1	-1,7
Wals Gewest	15,2	0,9	-0,3	17,0	0,8	-1,3	13,3	0,8	0,7
Brussels H. Gewest	19,9	-0,3	-0,8	22,1	-1,3	-3,1	17,9	0,6	1,8
België	12,0	-0,1	-1,8	13,4	-0,5	-3,0	10,6	0,3	-0,4
EU-27	-	-	-2,5	-	-	-2,5	-	-	-2,5

proportion of 20 to 24-year olds who have completed higher secondary education

	Totaal			Man			Vrouw		
	2008	t.o.v. 2007	t.o.v. 2000	2008	t.o.v. 2007	t.o.v. 2000	2008	t.o.v. 2007	t.o.v. 2000
Vlaams Gewest	87,7	0,9	2,3	86,4	1,6	3,8	89,1	0,2	0,7
Waals Gewest	77,2	-1,8	-1,6	75,0	-1,4	1,1	79,5	-2,2	-4,3
Brussels H. Gewest	69,4	-2,3	-0,7	66,7	-1,6	3,1	71,9	-2,8	-4,3
België	82,2	-0,4	0,5	80,5	0,2	2,6	83,9	-1,0	-1,7
EU-27	-	-	1,6	-	-	1,7	-	-	1,5

Source: FPS Economy - Directorate-General Statistics - Labour-Force Survey (EAK), Eurostat LFS (edited by Steunpunt WSE (Centre Work and Social Economy)/Department WSE)

Evolution of the unqualified outflow, according to Region (1999-2008 annual averages) (Flemish Region, Walloon Region, Brussels-Capital Region, Belgium, EU-27)



Source: FPS Economy - Directorate-General Statistics - Labour-Force Survey (EAK), Eurostat LFS (edited by Steunpunt WSE (Centre Work and Social Economy)/Department WSE)

Source: Work and social economy, <http://www.werk.be>

Participation in continuing education

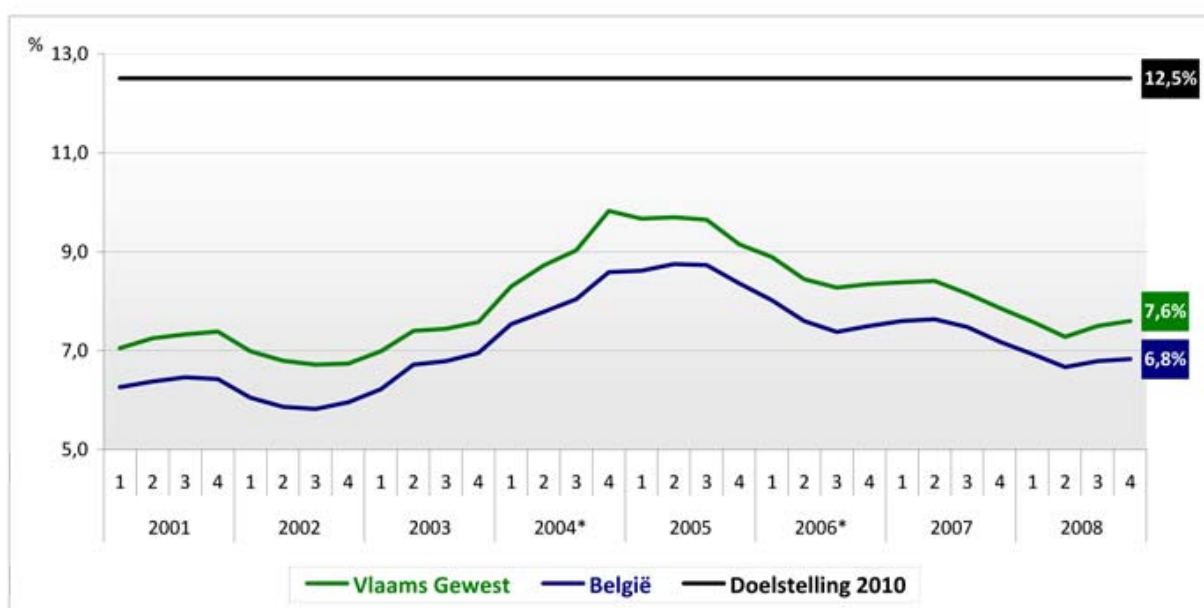
Participation in continuing education is the number of respondents, aged between 25 and 64, who confirmed to have followed a training programme during a reference period of 4 weeks.

*: There are two time-series breaks: one in 2004 and one in 2006:

- In 2004, the survey questions were changed. Respondents were explicitly asked whether they also followed any other form of training outside of regular education, such as courses or seminars. As a result, 2004 sees a marked rise in continuing-education participation.
- As of 2006, students on holidays are being excluded, which was not the case in previous years. The effect of this change is rather limited (for the Flemish Region, lifelong-learning participation in 2006 and 2007 would in actual fact be 0.1 percentage point higher if the old method was still being used).

- Quarterly figures

Continuing-education participation trend level, Belgium and the Flemish Region (1st quarter 2001 - 4th quarter 2008)



Source: FPS Economy - Directorate-General Statistics - Labour-Force Survey (EAK), Eurostat LFS (edited by Steunpunt WSE (Centre Work and Social Economy)/Department WSE) *: time-series break

- Annual averages (Flemish Region, Walloon Region, Brussels-Capital Region, Belgium)

Totale bevolking (25-64 jaar)

	Totaal			Man		Vrouw	
	2008	t.o.v. 2007	t.o.v. 2000	2008	t.o.v. 2000	2008	t.o.v. 2000
Vlaams Gewest	7,6	-0,3	0,7	7,3	-0,2	7,9	1,6
Waals Gewest	4,6	-0,4	-0,1	4,3	-0,7	4,8	0,5
Brussels H. Gewest	9,6	-0,8	2,9	8,4	1,2	10,7	4,2
België	6,8	-0,4	0,6	6,4	-0,3	7,2	1,5

Werkenden (25-64 jaar)

	Totaal			Man		Vrouw	
	2008	t.o.v. 2007	t.o.v. 2000	2008	t.o.v. 2000	2008	t.o.v. 2000
Vlaams Gewest	8,3	-0,2	0,0	7,8	-0,5	8,9	0,6
Waals Gewest	4,9	-0,5	-0,8	4,7	-0,9	5,1	-0,8
Brussels H. Gewest	9,3	-1,3	2,3	8,3	1,3	10,7	3,6
België	7,4	-0,4	0,0	6,9	-0,5	7,9	0,4

Werkzoekenden (25-64 jaar)

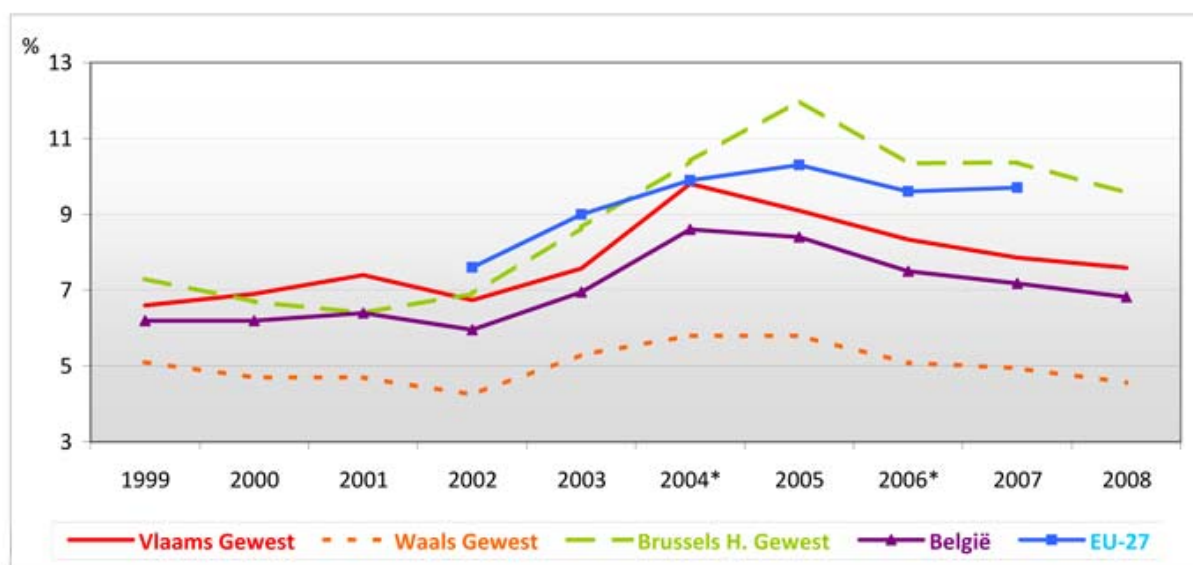
	Totaal			Man		Vrouw	
	2008	t.o.v. 2007	t.o.v. 2000	2008	t.o.v. 2000	2008	t.o.v. 2000
Vlaams Gewest	9,3	-0,6	0,1	7,2	-1,4	11,4	1,8
Waals Gewest	6,0	-2,1	0,6	3,8	-0,5	8,2	1,9
Brussels H. Gewest	12,7	2,1	6,2	11,5	6,1	14,1	6,3
België	8,7	-0,6	1,8	6,9	1,0	10,6	2,7

Beroepsinactieven (25-64 jaar)							
	Totaal			Man		Vrouw	
	2008	t.o.v. 2007	t.o.v. 2000	2008	t.o.v. 2000	2008	t.o.v. 2000
Vlaams Gewest	5,3	-0,3	2,3	4,7	1,4	5,6	2,7
Waals Gewest	3,5	0,2	1,2	3,0	-0,1	3,8	1,8
Brussels H. Gewest	8,9	-0,7	2,9	7,1	-1,8	9,7	5,2
België	5,0	-0,2	1,9	4,3	0,5	5,4	2,7

Naar leeftijd						
	25-39 jaar		40-49 jaar		50-64 jaar	
	2008	t.o.v. 2000	2008	t.o.v. 2000	2008	t.o.v. 2000
Vlaams Gewest	10,5	0,8	7,4	0,3	4,9	1,7
Waals Gewest	6,9	-0,1	4,2	-0,1	2,5	0,5
Brussels H. Gewest	13,4	3,6	8,8	3,1	4,0	1,5
België	9,7	0,9	6,5	0,5	4,0	1,3

Source: FPS Economy - Directorate-General Statistics - Labour-Force Survey (EAK), Eurostat LFS (edited by Steunpunt WSE (Centre Work and Social Economy)/Department WSE)

Continuing-education participation, according to Region (1999-2008 annual averages)



Source: FPS Economy - Directorate-General Statistics - Labour-Force Survey (EAK), Eurostat LFS (edited by Steunpunt WSE (Centre Work and Social Economy)/Department WSE)

* : time-series break (cf. definition)

2. General organisation of the education system and Administration of Education

After a concise historical overview (cf. 2.1.) which is confined to the freedom of education and after ongoing debates and future developments (cf. 2.2.), we will discuss:

- 2.3. Fundamental principles
- 2.4. Structure of the education system and moments of choice
- 2.5. Compulsory education and checking thereof
- 2.6. Administration
 - 2.6.1. Federal level
 - 2.6.2. Community level
 - 2.6.3. Local level
 - Organising bodies and educational umbrella organisations
 - GOI, Education of the Flemish Community
 - Subsidised private Catholic education
 - Subsidised private non-Catholic education
 - Provincial education
 - Urban and municipal education
 - Dutch-language education in the Brussels-Capital Region
 - Complementary education policy at local level
 - 2.6.4. Level of the institutions and groupings of institutions
 - the schools
 - the schools communities
 - the university colleges
 - the universities
 - associations
- 2.7. Participation and consultation structures
- 2.8. financing

2.1. Historical overview

The first organic act on [lager onderwijs](#) was established in 1842. Between 1907 and 1932 it resorted under Art and Sciences. Subsequently, it came under the remit of Public Education and later on under National Education & Culture.

The first organic education acts came about in 1835 (higher education), 1842 (primary education) and 1850 (secondary education). Freedom of education, inscribed in the Constitution (see 2.3.1.), has always been one of the central themes of education policy and has given rise to many a conflict. Until the Municipalities Act of 1836, primary education was by and large exclusively in hands of the clergy but after 1836 the municipalities also became actively involved in this branch of education. The very first organic primary-education act of 1842 did recognise the Catholic religion as the basis of education and gave municipalities the freedom to accept private schools but conferred the powers of appointment exclusively to the municipal councils. The clergy were only entitled to supervise religious education but had no say in the school books being used. This was also the case in the 1850 secondary-education act. The right to confer academic degrees proved to be a sticking point in higher education. However, this was regulated in 1849 with the establishment of central committees composed of representatives from both private and official education.

It took until 1878, so well after Belgium's independence, before a separate Ministry of Public Education was set up (under the radical liberal Minister Paul Van Humbeek) in function of the new primary-education act (1879) and the new secondary-education act (1881). These acts resulted in the first school conflict (a.o.

because municipalities were supposed to have at least one state school, were no longer permitted to accept or subsidise private schools, because all primary-school teachers needed to be in possession of a diploma from an official teacher-training college and state schools could no longer provide religious education during school hours). After the 1884 elections, the ministry became once again part of the Ministry of the Interior and a new primary-education act was established under the terms of which municipalities were once again free to 'accept' private schools, could decide whether to offer religious education or not and teachers were no longer required to have an official diploma.

Between 1907 and 1932 education came under the remit of the Ministry of Art and Sciences. From 1932 onwards it became Public Education and in 1961 it changed its name to National Education.

The development of education after World War II led to a second school conflict which ended in the Schools Pact Act on 6 November 1958. Since then, the Schools Pact Act of 29 May 1959 has formed the basis for the organisation of all educational institutions (with the exception of universities) in an education system funded or subsidised by the State. In order to monitor the implementation of the Pact a Permanent (political) Commission was set up. This era was closed once and for all with the communautarisation of education when the basic principles were laid down in article 24 of the Constitution and amended on 15 July 1988. Other articles (art. 127 § 1.2 and art. 142) assign the responsibility of compliance with this educational freedom henceforth to the Communities and no longer to the Federal Government and guarantee equal treatment for all pupils or students, parents, staff members and educational institutions. In Flanders, the communautarisation of education brought about a struggle for autonomy in state education and since 1989, the Minister for Education is no longer acting as its organising body (cf. 2.6.3.2.). The distribution of operational resources, which were network-related, remained a sticking point until 2008. Since 1997, operational resources for pupils in private **subsidised** education amounted to 76% of those for pupils attending community education (**funded** by the government) (the former state education). The debate on an allocation based on objectifiable differences was finally settled by the decree of 4 July 2008 (see 2.8.3.).

- Jan De Groof, De schoolpactwet (The Schools Pact Act): coördinatie en annotatie (coordination and annotation). Kluwer, 1996
- Jan De Groof, De grondwetsherziening van 1988 en het onderwijs: de schoolvrede en zijn toepassing (The 1988 constitutional revision and education: school peace and its applications) Story Scientia, 1989
- Els Witte, Jan De Groof, Jeffrey Tyssens, Het schoolpact van 1958: ontstaan, grondlijnen en toepassing van een Belgisch compromis (The 1958 Schools Pact: origin, basis and the implementation of a Belgian compromise), Garant, 1999

More specific historical reviews are given under:

- The communautarisation of education (see 1.2.1.)
- Extending compulsory education (see 2.5.1.)
- Autonomy of community education (see 2.6.3.2.)
- Participation in education (see 2.7.1.)
- Nursery education (see 3.1.)
- Primary education (see 4.1.)
- Secondary education (see 5.1.)
- Higher education (see 6.1.)
- Continuing education (see 7.1.)
- Teacher training (see 8.1.1.)
- Conditions of service for staff (see 8.2.1.)
- Evaluation (see 9.1.)
- Education for pupils with specific learning difficulties (see 10.1.)
- European and international dimension (see 11.1.)

2.2. Ongoing debates and future developments

Here, we shall discuss the general policy intentions, new legislation and initiatives concerning local policy and cross-level topics. Level-specific developments are addressed in 3.2. (childcare), 4.2. (elementary education), 5.2. (secondary and advanced secondary), 6.2. (higher), 7.2.) (adult education), also in 8.1.2. (teacher training), 8.2.2. (staff), 9.2. (quality assurance), 11.2. (international).

-1. Education and training policy

Useful sources of information in this regard include the newsletters on the website of the Ministry of Education and Training (www.ond.vlaanderen.be/nieuws), the annual policy letter on Education and Training by the Flemish Minister for Education and Training, green papers and his recent speeches (see <http://www.ond.vlaanderen.be/beleid/>). The following are important for the new government term: the coalition agreement, the white paper on education 2009-2014, the policy-specific contributions from the Flemish administration to the government programme of the incoming Flemish Government, May 2009.

-1.1. Key changes to decrees in 2009

- Introduction of a Flemish Qualifications Framework to describe all Flemish qualifications by means of competences (30/4/2009) (see 2.3.5.)
- Guarantee of quality of education by reorganising the way in which the inspectorates, counselling services and new Agency for Quality Assurance in Education and Training (30/4/2009) work (see 9.)
- Review of the [eindtermen](#) and [ontwikkelingsdoelen](#) in elementary and secondary education (30/04/2009) (see 5.2.)
- Creation of [secundair-na-secundair onderwijs](#) and [hoger beroepsonderwijs](#) (30/03/2009) (see 5.20.2. and 5.20.3.)
- New linguistic conditions to qualify for [lager onderwijs](#) with a declaration of commitment from parents (see 4.6.)
- Option to set up IGOVs (intermunicipal educational associations) (28/11/2008) (see 2.6.3.6.)
- Organisation of sport-through-education policy (13/02/2009) (see 5.11.5.)
- Setting up of negotiation committees for [basiseducatie](#) and for the VOCV (23/01/2009) (see 2.7.2.6.4.)
- Confirmation that the Flemish [eindtermen](#) and [ontwikkelingsdoelen](#) apply to the French-speaking schools in language boundary municipalities and the Flemish inspectorate is authorised to carry out checking duties (23/10/2009) (see 1.4.)
- Education Decree XIX (08/05/2009)

-1.2. Decrees scheduled for 2010 or later and which are under preparation

- Complementary education policy – 2013 (review – see 2.2.-3.1. and 2.6.3.8.)
- Broad-based life school – 2014 (see 2.2.-3.4.)
- Boarding schools (arrive at a legal framework for pupils in mainstream and special education) – 2013
- Staffing system nursery and compulsory education – 2013 (see 4.2. & 10.2.-3.)
- Embedding alternative registration procedures under right of registration – 2012 (see 2.2.-2.2.)
- Basic decree higher education: to coordinate the existing higher-education decrees and to simplify, update and fine-tune any existing regulations
- Student facilities in higher education (updating and simplifying legislation) – 2012
- Part-time artistic education (reform) – 2013 (see 7.2.5.)
- Learning care (new frame of reference for support needs in mainstream and special education – 2012 (see 10.2.)

- Coordination of all existing legal and decree provisions governing secondary education in preparation of the reform of secondary education. A draft decree for reform has been scheduled for 2014 (see 5.2.)
- Pupil guidance (aligning internal and external pupil guidance in consultation with ministers responsible for employment, welfare and naturalisation) - 2014
- Transport of pupils (updating and simplifying legislation and improving cooperation with De Lijn (public bus and tram company) concerning the use of financial resources) (see 10.6.3.)
- Study financing (extended to include Higher vocational education, qualification level 5 and second-chance education general training and automatic allocation) - 2014
- Decrees XX – XXIV
- This government also intends to introduce a uniform Flemish unions' status for the entire educational sector which shall apply across all networks and levels (also see 2.7.2.6.).

- 1.3. Collective labour agreement for education

The trade organisations have recently submitted their demands for a ninth collective labour agreement for education. This collective labour agreement will apply to 2010 and 2011 and will, given the current financial situation in Flanders, mainly focus on quality aspects (see also 2.7.2.6.).

- 1.4. Financing

The policy area Education will have to save 72 million euro during the 2009-2010 school year. This represents 0.8% of the overall education budget. The measures that have been introduced will affect teachers' pay (3.1 million), the schools' and CLBs' operational resources (31.5 million), the operational resources of the Department for Education, the inter-structures and in-service training (5.1 million), various projects, including the GOK centre (14 million), higher education (6.6 million) and staffing (10.9 million).

The new system to finance the operational resources in elementary and secondary education is due to be evaluated during 2012. The evaluation in question will focus on whether or not schools are allocating their resources in accordance with the keynotes and the objectives of the decree.

The new higher-education financing system will also be evaluated. During the new government term, the higher-education budget will be increased by 10%.

During 2010, the basic-equipment investment programme for BSO, TSO, DBSO and BuSO will be evaluated. An action plan for technical and vocational education is also due to be launched which will focus on investments in green technology in particular.

-2. Local policy

-2.1. Complementary education policy on local level

Further to a new local education policy plan, the Minister of Education and Training intends - together with his colleague in charge of the Interior - to evaluate the directive function of local governments and integrate the education plan in a government term plan. This will involve a review of the problems regarding the interpretation of social and other benefits. The tasks of the local consultation platforms and of municipalities are also due for enhanced interattunement (see also 2.6.3.8.).

-2.2. Registration and application methods

Recent demographic trends and the GOK decree, which guarantees all pupils the right to register in a school of their own choice, have highlighted the capacity problems some schools are facing (more specifically those located in cities with regional facilities). Due to the fact that schools were no longer allowed to pursue their own selective registration policy, some schools were literally faced with queues and even parents camping in

front of their gates, in the hope of getting their child registered. To resolve that situation and avoid further queuing and camping scenarios, schools in Flanders and Brussels have been allowed to experiment with application methods subject to the approval from the [lokaal overlegplatform](#) (LOP), since 2009. By law, there are two groups of children who take priority during registration: 1) children whose sibling is attending the same school, 2) GOK-pupils or non-GOK-pupils if the school opts for this (see 2.3.1.2.). In addition, priority criteria and application and registration procedures apply that vary from region to region. Here are a few examples.

In **Ghent**, a central online registration system is used for the registration of pupils for the school year 2010-2011, the home-school distance criterion is used throughout the Ghent elementary schools to determine the order of registration. In the initial registration period, children can only register in schools which apply a priority period for either GOK pupils or non-GOK pupils. There is also an online application system for 3 secondary alternative schools. These schools apply the rule of the number of full school years the candidate pupils have attended alternative schools before. (<https://meldjeaan.gent.be>).

In **Antwerp**, a central online application system is used throughout all Antwerp elementary schools, here the home-school distance criterion (30% to 100% to be determined by the school) is taken into consideration, as well as the date of registration. The local consultation platform has recommended in this respect (without obligations) that schools, when they determine their ranking, let the home-school distance count for at least 70%.

Brussels also works with a central online application system for Dutch-speaking elementary and secondary education. It applies multiple criteria in [basisonderwijs](#) and schools can choose the priority they grant to certain criteria. For secondary education, the following criteria apply: 1) children whose siblings attend the same school, 2) the number of months in an elementary school linked to the secondary school, 3) date of application. (<http://www.inschrijveninbrussel.be>). Since the problem of capacity is more pronounced in Brussels, structural consultation will be launched that will involve all partners (including the French-speaking ones) involved in education in Brussels.

-2.3. Declaration of commitment from parents & command of Dutch

From the school year 2010-2011, school regulations across all schools in Flanders and the Dutch-speaking schools in Brussels will prescribe the need for a declaration of commitment between the school and parents. Parents will be required to sign this upon registration. This declaration of commitment will contain clear guidelines concerning parents' evenings, minimum school attendance, participation in what the school offers in terms of counselling and a positive commitment where the Dutch language is concerned. (See also 4.6. and 5.7.).

See Circular Letter BaO/2009/02.

From 2010-2011, children will be able to enrol in a Dutch-speaking primary school provided they attended **one year of Dutch kleuteronderwijs** or have passed a language test.

Moreover, informal forms of parent participation will be encouraged.

-2.4. Broad school

A broad school aims at the broad development of all children and young people by supporting and/or creating a broad learning and living environment at a local level where children and youths can acquire a spectrum of learning and living experiences. To this end the school can enter into a collaboration and develop a network with associations or institutions from the world of culture, sport, youth work, childcare, welfare, community work..., sectors which together help to shape and support the learning/living of children and youths.

To facilitate sustainable cooperation at a local level, cooperation at policy level was put in place. At the end of 2006, 14 Flemish and 3 Brussels 3-year **pilot projects** were launched. It will be examined how new projects can be funded, legal hindrances and other obstacles can be removed (e.g. the opening up of school buildings) and the role complementary education policy can play in this.

-3. Tackling behavioural problems

During the 2007-2008 school year, 1 523 secondary-education pupils were expelled on account of disciplinary issues.

- 3.1. Time-out projects

In **Time-out projects**, pupils who are causing major problems or who are completely disheartened are taken out of school and are given separate guidance. In view of the positive outcome of the initial 4 experimental projects (2001 to 2006), 3-year projects have since been offered by 15 organisations and subsidised by the Department of Education and Training. The long-term time-out projects are co-financed by the Department of Welfare, Public Health and Family. With regard to projects running from 2010-2011, a sum amounting to 1 1041.82 euro will be allocated for short-term time-out guidance (in or outside of school for 5 to 10 days, possibly coupled with reparation-oriented actions) and a sum of 3 125.46 euro will be allocated for long-term time-out guidance (for 3 to 6 weeks).

In addition, a method based on reparation-oriented group consultation can be applied to brief time-out projects. Reparation-oriented group consultations (HERGOs) are indicated in situations where reparation is of the order (i.e., in cases where an offender and victim can be identified, e.g. a pupil who has caused material damage at school or who has been in a fight with another pupil or teacher.) The entire process is moderated by a mediator in reparation-oriented group consultation, for which training with certificate has been developed. (Decision of the Flemish Government 19 June 2009).

See: <http://www.ond.vlaanderen.be/leerplicht/actoren/time-out/>

-3.2. Care farmers

Secondary-school pupils who have been suspended or require guidance because of problematic absenteeism are given an opportunity to take on useful tasks under the supervision and guidance of a farmer or horticulturist. Since 2005, these farmers can be subsidised for their guidance, provided they enter into a care-farm agreement (including plan of action) with a pupil guidance centre (see OZB CLB/2008/1).

- 3.3. Bullying, steaming and violence at school

Increasing attention is paid to bullying & cyber bullying, extortion (steaming) and violence at school. On this issue several organisations cooperate: the Centre for Deviant Behaviour at School (Steunpunt voor Grensoverschrijdend Gedrag op School) (<http://www.iswlimits.be/nl/onderwijs.asp>), the Flemish Network Show your Colours against Bullying (Vlaams Netwerk Kies Kleur tegen pesten) (<http://www.kieskleurtegenpesten.be/>). Henceforth, CLB's, Pupil Guidance Centres, also record data on bullying and being bullied. The Ministry of Education is taking part in the OECD project 'International network on school bullying and violence' (<http://oecd-sbv.net/>). See also <http://www.slatoe.be/>

-3.4. Liaison officers for children in care

Sometimes, school-going children and youngsters are placed in one of the Community Institutions for Special Youth Care or in the federal centre in Everberg because of their problematic home situation or because they committed a crime. While they are in care in the open part of the institution, they usually attend school elsewhere. Upon their release from the closed section, they need to return to their old school, or else a new school is found for them. To improve these transitions between education and the institutions and to allow these children and youngsters to reintegrate as smoothly as possible, 2.5 liaison officers have been deployed in the Community Institutions for Special Youth Care and the federal centre in Everberg as

from 1 September 2008 onwards. These officers build a bridge between the youth-care institutions and education to enhance the integration of the pupil in question and to give him as much target-oriented remedial and general help as possible.

-3.5. Prevention coaches mental health care in secondary schools

On the Minister for Welfare, Public Health and Family's initiative, 1.1 million euros have been invested in the support of mental health care policy in secondary schools. With these means, 5.5 VTE (full-time equivalent) prevention coaches can be recruited who are associated with the LOGOs (Local Health Care Consultation) and who will support schools.

In this way, all secondary schools will be given the possibility to adopt a high-quality mental health policy. The focus in this respect is on all pupils and a wide range of topics, including depression, suicide, bullying, drugs, violence,...

The coaches will, inter alia, be responsible for training teachers and parents, promote mental health care among pupils, create awareness around the early detection of young people at risk and care for pupils with the onset of symptoms of depression or suicide.

The project will run for three school years and will be carried out in close cooperation with the pupil guidance centres.

-3.6. Crisis communication plan

In order to be able to react adequately to crisis situations (such as the violent death of pupils), an increasing number of schools have a script with a crisis communication plan to hand.

-4. Safety policy

Every year, education records on average 90 000 registered school accidents involving pupils. In 2008, a cross-network welfare conference on safety and welfare at school was organised for the very first time which resulted in the umbrella organisations (see 2.6.3.1.) signing a joint statement on the issue. The following objectives were formulated.

- Sustained attention to a safe school environment and infrastructure with the availability of the necessary structural and financial levers.
- In addition to the Federal Welfare Act for employees, a welfare decree which offers at least an equivalent level of protection for all pupils/course participants.
- The integration of welfare objectives into curriculums.
- The valorisation and recognition of the position of 'health and safety advisor' within education legislation.
- A quality assessment by the inspectorate on the manner in which the welfare legislation for pupils/course participants is being applied.
- Health and safety measures within the companies which are geared towards the risk profile of beginning employees and trainees and focus specifically on reception, guidance and support.
- Reorientation of the occupational health supervision and medical supervision in schools.

<http://www.ond.vlaanderen.be/nieuws/2008p/0617-veiligheid.htm>

On 12 January 2010, representatives of the Flemish Ministry of Education, the Federal Public Service Employment, Labour and Social Dialogue and the Flemish educational umbrella organisations signed a covenant on Health and Safety within Flemish Education. The signing of this covenant should lead to the integration of the welfare policy in schools and to cooperation and structured consultation between the various partners.

-5. ICT

A new **Digital Action Plan** will be drawn up and carried out. In this, [basiseducatie](#) will play a key role. This is why the objectives of the area of learning information and communication technology (ICT) will be updated as well. The integration of ICT in education will be followed up with the recently developed ICT monitor.

2.3. Fundamental principles and basic legislation

Here we shall discuss:

- 2.3.1. Freedom of education
- 2.3.2. Educational networks
- 2.3.3. Legal requirements for subsidised schools
- 2.3.4. The freedom of teaching methods and [pedagogisch project](#)
- 2.3.5. [Eindtermen](#), [ontwikkelingsdoelen](#) and curricula

2.3.1. Freedom of education

Central to the Belgian education legislation is the Belgian Constitution which guarantees 'freedom of education' (art. 24). This is a two-sided freedom:

- The active freedom for every natural person or legal person to organise education and to set up institutions to that end (see 2.3.1.1.);
- The freedom of choice of school for pupils and their parents (see 2.3.1.2.).

2.3.1.1. Freedom of establishment, orientation and organisation of education

Active freedom is understood to be:

- **The right of establishment**, i.e. the freedom of private persons, as well as authorities, to found schools and provide education, both in form and in content. The autonomy derived from this principle also includes the right, within the prevailing rules, to confer legally valid proofs of study and to issue study certificates ratifying those studies;
- **the right of orientation**, which implies that schools can be founded on the basis of either certain denominational (Catholic, Jewish, Protestant and Islamic schools) or non-denominational philosophies, or certain pedagogical or educational ideologies (the so-called small education providers such as Steiner, Freinet, ... or experience-based education);
- **the right of organisation**, or the organising bodies' and school boards' right to decide on the organisation and running of schools without interference from the government; this implies a.o. laying down the registration policy and applying disciplinary rules, the choice of staff in view of achieving their own educational objectives, the promulgation of school regulations,... In other words, the decisive power of the school boards ([inrichtende macht](#)) and school management may not be curtailed in a clearly unreasonable or unequal manner. The Constitution prohibits all

preventive measures. However, these may not be confused with regulatory measures. For instance, the government is allowed to

- lay down rules in a decree about admission policies and the right to refusal;
- set conditions in relation to people's qualifications;
- [ontwikkelingsdoelen](#) and [eindtermen](#) imposition insofar as this leaves enough room to realize the pedagogical or ideological project;
- introduce participation structures,...
- (The right to subsidies and the conditions in this regard can also lead to a restriction of the active freedom of education.) (Seneca, Forum for education law, glossary, <http://www.seneca.be>).

[De grondwetsherziening van 1988 en het onderwijs. De schoolvrede en zijn toepassing](#)

[De Schoolpactwet. Coördinatie en annotatie](#)

[Het schoolpact van 1958 / Le pacte scolaire de 1958. Ontstaan, grondlijnen en toepassing van een Belgisch compromis / Origines, principes et application d'un compromis belge](#)

2.3.1.2. Freedom of choice of school and right of registration

Alongside 'pedagogical freedom' for schools (see 2.3.1.1.), the parents are free to choose the school. Both freedoms are guaranteed by the Constitution. Parents and their children should have access to a school of their choice within a reasonable distance from their home. A school can autonomously decide on its maximum capacity, but if this is used as a pretext to refuse pupils, the consistency of the refusals will be checked.

The right to registration

The Decree on equal educational opportunities I of 28 June 2002 (see 10.5.3.1.) laid down the fundamental right of each pupil to registration in the school of their choice and in the location of their choice. It also anchored down the registration procedure and priority ruling. This right should enable pupils and parents to freely choose education from a whole range of pedagogical projects. **Refusals on grounds of skin colour, national or ethnic origin, background, religion or sex are strictly forbidden.**

Foreign-national children, too, who immigrate without any legal-residency status together with people who exercise parental authority or have factual custody of them, are entitled to education as soon as they reside in the country, irrespective of whether or not their parents are included in a waiting list or aliens register. (Circular letter GD/2003/03)

Grounds for refusal

A school can only invoke 4 grounds for refusal.

- When an additional registration, due to material circumstances, results in the prescribed maximum capacity being exceeded.
- If the pupil in question was expelled from the school during the previous school year or the year before.

- Some mainstream secondary schools may, during the school year, refuse the registration of pupils who change schools after they were expelled. This refusal is only possible in accordance with criteria previously agreed within the [lokaal overlegplatform](#).
- A final ground for refusal is related to special needs pupils in terms of education, therapy and care who wish to enrol in mainstream education schools. The [inrichtende macht](#) will then need to demonstrate that the school's resources cannot meet the pupils' specific needs in terms of education, therapy or care.

Registration procedure

Pupils can register at the earliest on 1 September of the previous school year. Schools shall keep a register in this respect, whereby the chronological order of registration is decisive, taking into consideration the priority rules laid down by the GOK decree that now apply to the entire compulsory education. This registration will, in principle (except in cases of pupils having been expelled) apply for the entire school career of this pupil.

Parents and pupils are informed about the [pedagogisch project](#) and the school regulations (which respect the international and constitutional principles on human rights and the rights of the child). If the parents do not agree with this project or the school regulations their child's registration will not be processed.

Priority rules in the Flemish language area

These priority rules deviate from the general principle of 'first come, first serve'.

- **Siblings** (or other children of the same living unit who live under the same roof) of an existing pupil take priority over all other new pupils in the school in question. The school must determine a priority period or date for their registration with this in mind.
- School boards **can** in the framework of an active admission policy grant the right of priority to **GOK pupils** who meet at least one of the equal opportunities indicators:
 - the parents are members of the migratory population (bargees, fairground or circus operators and artists, members of the travelling community);
 - the mother does not have a diploma secundair onderwijs (diploma of secondary education), a studiegetuigschrift van het 2^e leerjaar van de 3^e graad beroepssecundair onderwijs (certificate of the 2nd grade of the 3rd stage of vocational secondary education) or equivalent proof of study;
 - the (homeless) pupil is, either temporarily or permanently, cared for outside his/her own family environment;
 - during the school year which precedes the school year of the pupil's registration, the family received at least one school allowance from the Flemish Community;
 - the language the pupils speaks at home, i.e. the language he speaks with his father, mother, brothers or sisters is not Dutch. The language spoken at home is not considered to be Dutch if the pupil does not speak Dutch to anyone in a family of three (the pupil excluded) or speaks Dutch with maximum one family member. Several brothers and sisters are always counted as one family member.
- The right of priority may not be granted selectively on the basis of one particular indicator precluding others.
- In order to achieve a better social mix, a school board may grant priority to non-GOK pupils. This is only on the condition that at the school, the percentage of GOK pupils is 10% higher than the percentage of GOK pupils in the working area of the local consultation platform (LOP), the area demarcated by the LOP or in the municipality in the absence of a local consultation platform.
- The school board that opts to grant a right of priority (to GOK pupils or non-GOK pupils) determines the percentage to which priority is granted. This percentage will be expressed in an absolute number which indicates the number of priority places. The school board will also determine the period during which the right applies and the level within the school to which priority applies. When

pupils from a priority category apply for a place during the period of priority, they are enrolled chronologically until such time as the reserved places have been filled.

Priority rules in the bilingual Brussels Capital Region

- **Siblings** (see priority ruling in the Flemish language area)
- Schools can grant right of priority to pupils who **speak Dutch at home** (irrespective of whether or not they meet one or more GOK indicators), provided that the pupil converses in Dutch with at least one parent, and the language spoken at home can be demonstrated by an affirmation in lieu signed by the parents. The Brussels LOP [basisonderwijs](#) is authorised to determine the percentage of pupils who speak Dutch at home to whom priority can be granted, provided that they respect a lower limit of 20%. If the LOP fails to reach consensus, a 25% will apply. The school board determines the level within the school to which, and the period in which, this priority ruling applies.
- School boards **can** grant a right of priority to **GOK pupils** who meet at least one of the first four above-mentioned equal opportunities indicators that are used in the Flemish language area. Pupils who do not solely speak Dutch at home do not form part of the priority category in Brussels. School boards who decide to grant right of priority to GOK pupils do so to all pupils who meet at least one of the above-mentioned indicators and not, for example, only to children who are members of the migratory population.

Local consultation platforms, (LOPs) and the Committee on Pupils' Rights

The LOPs, [lokale overlegplatforms](#) for equal opportunities in education, were set up to help implement the equal educational opportunities policy at local level (42 [basisonderwijs](#), 30 secondary education). When parents fail to accept the reason to refuse the child, they can lodge a complaint with the **Committee on Pupils' Rights** (for LOPs and committee, please refer to 10.5.3.1.6.).

Application procedure

The GOK decree governs the registration procedure, not the application. As a number of schools have been faced with parents who, to secure a registration, have stood in line or even camped in front of the school days before the first day of registration, schools may utilise an experimental application method for registrations pertaining to the school years 2009-2010 and 2010-2011, which must also ensure that the schools, on the basis of a procedure that involves ranking criteria as approved by the Local Consultation Platform, can rank the applications. According to this procedure, the school board or organising body must first lay down ranking criteria (for the school or the location) followed by an application period within which parents can express their intention to enrol their child. These criteria and period must be communicated to the parents via different channels. The selected criteria must be substantiated in an objective manner and may not lead to exclusion from the ranking. Geographical criteria can only be applied in [basisonderwijs](#). (See 2.2.-2.2.).

For admission conditions, choice of school and school regulations in elementary education: see 4.6.

For admission conditions, choice of school and school regulations in secondary education: see 5.7.

For admission conditions and choice of school in special education: see 10.6.4.

For specific rules that pertain to Dutch education in the Brussels Capital Region: see 10.7.2.

2.3.2. Educational networks

The battle for the freedom to organize education was marked by the pillarization of the education system. On the basis of the Schools Pact and the Schools Pact legislation (see 2.1.) several fundamental classifications are used.

According to the type of [inrichtende macht](#), we distinguish:

- **official schools** set up by public administrations (Community, provinces, cities, municipalities or other statutory bodies);
- **subsidised private schools** set up by a natural person or an entity governed by private law.

According to the type of financial resources, we distinguish between financing & subsidising by the State:

- **GO! Education of the Flemish Community** which is directly and fully **funded** by the Flemish Community;
- **Subsidised education** which receives subsidies from the Flemish Community (salary allowances, operational and equipment allowances, and allowances for buildings) provided it complies with the programme and rationalisation standards and certain accreditation criteria.

From 2008-2009, the new financing system for compulsory education will ensure that the operational resources for all the schools will be distributed on the basis of the same operational criteria (cf. 2.8.3.).

The combination of both criteria leads us to the usual threefold division, linked to the concept of '[onderwijsnet](#)':

- Go! education of the Flemish Community (formerly community education and prior to that state education), organised by Community Education (i.e. the Board of Community Education) and the [scholengroepen](#)), formerly the ARGO, Autonomous Council for Community Education, prior to that the Flemish Community and initially the Belgian State;
- [gesubsidieerd vrij onderwijs](#) (Catholic education, Protestant education, Jewish education, non-denominational education, independent alternative schools) which mainly comprises private subsidised Catholic education;
- [gesubsidieerd officieel onderwijs](#) (organised by cities, municipalities and provinces, intermunicipal companies).

In practice, the various regulations are subdivided in different ways. For instance, as far as the number of schools communities is concerned, the decree of 14 July 1998 operates the following classification: community education, subsidised official education, subsidised private denominational education and subsidised private non-denominational education (and 'unique institution' for the alternative schools)

According to the type of [levensbeschouwelijke vorming](#), we distinguish: Denominational schools which offer religion-based education (Catholic education, Protestant education, Jewish education);

- neutral schools which by means of a subject [levensbeschouwelijke vorming](#) offer the choice between classes in one of the official religions or [niet-confessionele zedenleer](#);
- Non-denominational (freethinking) schools which only teach non-confessional ethics;
- Alternative schools which vary according to their [pedagogisch project](#). (The Hibernia Judgement from the Council of State dd. 31 May 1985 saw to the recognition of the individuality of the smaller education providers. Cf. Raf Verstegen, *Kleine onderwijsverstrekkingen onder de beschermende hand van de rechter*. (Small education providers under the protective arm of the judge)). TORB, 2006-2007, 2-3-4, p. 345-367).

As to the size of these classifications (cf. 2.9.1.).

With a view to protecting their interests, support and participation in consultation structures, those groups of education providers set up **representative associations** or **umbrella organisations** (cf. 2.6.3.1.).

Private education or home education does not fall within the above classification, and is not funded or subsidised by the government (cf. 4.16.).

2.3.3. Legal provisions for funding or subsidising schools

The funding & subsidising regulations have been laid down by the Schools Pact Act (29 May 1959 article 24 § 2) (cf. 2.1.). For [basisonderwijs](#), this is not the Schools Pact but articles 62 and 68 from the Elementary Education Decree. "A school or part of an educational institution for nursery, primary, secondary and higher education is subsidised when the legal statutory provisions with regard to the organisation of education and the application of language legislation have been met". Under those terms, schools must meet the following criteria:

- adopt a **structure** laid down by or pursuant to a law or decree. A structure is understood to be the major classifications within a level of education and the duration of these classifications;
- respect a **curriculum**, which meets the legal requirements or which has been approved by the Minister for Education and Training;
- submit itself to **supervision and inspection** by the authorities. This inspection refers in particular to the subjects taught, the quality of the studies and the application of the language laws, excluding the pedagogical methods;
- organised by a **natural or legal person** who assumes full responsibility;
- meet **pupil-number requirements** per class, department, stage or other sub-division, as specified in a Royal Decision discussed by the Cabinet Ministers, except in case an exemption was granted by the Minister for Education in view of special or exceptional circumstances;
- be located in premises that meet **hygiene and habitation standards**;
- possess **teaching aids** and **school equipment** which meet educational requirements;
- employ **staff** whose medical condition will in no way constitute a health hazard to the pupils and who are subject to inspections;
- accept the **school-holiday system** as laid down by law;
- participate in and cooperate within a [lokaal overlegplatform](#) set up in accordance with article IV.2, § 2, first section, of the Decree of 28 June 2002 concerning equal educational opportunities;
- for subsidised education: not prejudice the decision-making procedures as referred to in articles 19 through 22 of the Decree of 2 April 2004 concerning **participation** at school and the Flemish Education Council. This condition also implies that the [directeur](#) with regard to the powers vested in him/her by the [inrichtende macht](#) which form the subject of advice or consultation, is sufficiently authorised to act autonomously in relation to the school council;
- for GO!: respect the authorities of the **school council**.

Subsidised official schools shall also:

- have an open character by welcoming all pupils regardless of the ideological, philosophical or religious opinions of the parents and pupils;
- use official curricula, developed by one of the umbrella organisations of official education, or their own compatible curricula;
- use a [schoolwerkplan](#), school regulations and school books in accordance with the open nature;
- receive assistance from an official-education guidance service;
- provide religious education or education in [niet-confessionele zedenleer](#) by a leermeester (teacher).

Moreover, the following subvention or financing conditions apply for structural aspects in mainstream or special secondary education (art. 24bis §1):

- as regards full-time secondary education: compliance with the decretal and statutory provisions on [eindtermen](#), [ontwikkelingsdoelen](#), specific final objectives, curricula and individual educational plans; (in respect of part-time vocational secondary education if the end-of-study proofs are identical to those conferred by mainstream secondary education);
- having a policy contract or policy plan in place with a pupil guidance centre;
- observing the international and constitutional principles on human rights and the rights of the child, in particular, throughout every aspect of the school;
- pursuing an effective policy to publish and uphold the smoking ban, checking compliance with the ban and imposing sanctions on offenders, in accordance with the sanction policy included in the school regulations or the terms and conditions of employment;
- solely in respect of part-time vocational secondary education: making an utmost effort to achieve the full-time commitment in every youngster.

The decree of 6 June 2008 introduced a blanket **smoking ban** for all compulsory-education institutions, [kleuteronderwijs](#) and CLBs, both in open and enclosed settings and during extra-curricular activities.

2.3.4. Teaching methods and ‘pedagogical project’

The school boards/organising bodies are largely autonomous in terms of teaching methods, curricula, pupil assessment and schools' pedagogical project. Each [inrichtende macht](#) (school boards in elementary education) defines its pedagogical project or mission statement independently. Therefore, government control is out of the question as long as the projects do not contravene the democratic principles upon which the Belgian State is based and the legal and statutory provisions. This is why several educational umbrella organisations and school boards have developed, written and published their pedagogical projects in great detail. In this respect we refer to the so-called educational umbrella organisations (see 2.6.3.1.2.) and to some of the larger cities, Antwerp and Ghent (see 2.6.3.6.).

The "school development plan" is a plan drawn up by the school which at least contains the following elements: - a description of the pedagogical project, namely the fundamental principles laid down by the school board on behalf of the school; - the organisation of the school and particularly the division into pupil groups; - the way in which the pupils' learning process is assessed and the way in which this is reported; - the provisions in mainstream education for pupils with a handicap or who are educationally challenged, including the forms of cooperation with other schools of mainstream and/or special education.

Alternative schools were initially established outside of the large educational networks (Flemish Community education, subsidised private education and subsidised official education – see 2.3.2., but were subsequently also established inside of these networks. These can be classified according to their pedagogical project.

Number of locations where alternative education is offered.

One and the same school can offer alternative education in different locations, even according to different teaching methods (e.g. Freinet/experience-based education).

	Federation of Steiner schools	FOPEM	GO!	OVSG	VSKO	Total
Experience-based education		6	2	4	10	22
Freinet		12	35	13	1	61
Jenaplan			1	3	2	6
Life school			20	1	2	23
Montessori					3	3
Steiner	19					19

Dalton			2	1		3
Learning through play				1		1
Total	19	18	60	23	18	138

Special education has one Steiner school (primary and secondary education) and one type-3 Freinet school.

At secondary level, there are 7 Steiner schools, 2 municipal Freinet schools and 5 GO! schools

Experience-based education	http://www.debuurt.be
Freinet	http://www.freinetbewegingvlaanderen.be
Jenaplan	http://www.bs-dejenaplaneet.be/schoolfilosofie/pijlersWerk.htm
	http://www.leefschool.be/
Life school	http://www.leefschoolklavertje4.be/
	http://www.schooltjevanoppem.be
Montessori	http://www.montessoriklimop.be/
Steiner	http://www.steinerscholen.be
	http://www.g-o.be/SITES/PORTAAL/CENTRALEDIENSTEN/STAFDIENSTEN/COMMUNICATIE/METHODESCHOLEN/METHODEONDERWIJSINHETGO/Pages/goleefschoolen.aspx
elementary and secondary alternative schools within GO!	
FOPEM, Federation of Independent Pluralist Emancipatory Alternative Schools	http://users.skynet.be/fopem

FOPEM, Federatie van Onafhankelijke Pluralistische Emancipatorische Methodenscholen

Freinetbeweging Vlaanderen

2.3.5. Quality assurance in education

The government supervises the quality of education by setting [eindtermen](#) and [ontwikkelingsdoelen](#), **vocational qualifications** and a **minimum timetable** (for [basisonderwijs](#) defined as the common core curriculum, for secondary education as the core curriculum).

The decree of 30 April 2009 laid down a **Flemish qualification structure**. In conformity with the European Commission's translation tool, the "European Qualifications Framework for Lifelong Learning (EQF for LLL)", all Flemish qualification certificates and the levels of the Flemish qualification structure will be linked to the various levels of the European Qualifications Framework. To this end, procedures will be drawn up based on the criteria set by the European Commission.

http://www.evcvlaanderen.be/evc_beleid/kwalificatiestructuur.html

Qualification structure

The qualification structure is a systematic classification of all nationally recognised qualifications on the basis of an all-round applicable European framework. This classification aims to make qualifications and their mutual relations transparent so that education, course providers and other social players can communicate unambiguously about qualifications and the competences contained therein. The qualification structure can also be used as a frame of reference to:

- develop assessments for recognition of acquired competences and align procedures;
- provide direction and/or guidance in school careers and careers.

A distinction is drawn between vocational qualifications and educational qualifications.

- vocational qualifications are completed and ranked units of competences by means of which professions can be carried out;
- educational qualifications are completed and ranked units of competences that are necessary to function and take part in society, with which studies in secondary or higher education can be started or with which vocational activities can be carried out. They can only be acquired through education and only institutions recognised by the Flemish Government can issue proof of qualification in this respect.

Levels

The European **qualifications framework** distinguishes **8 levels**, which go from level 1 to level 8. Each level in the framework is described by means of a **level descriptor**. **The Flemish qualifications framework is also split into 8 levels**. The Flemish qualifications framework provides a generic description of the characteristics of the competences that pertain to the qualifications at that level and comprises five descriptor elements: knowledge, skills, context, autonomy and responsibility. They determine the level of the qualification. The level descriptors are used to describe and classify both educational and vocational qualifications. There are, indeed, two types of qualifications (at each of the 8 levels):

Composition of educational qualifications at the various levels:

- Level 1:
 - [eindtermen lager onderwijs](#)
- Level 2:
 - final objectives [basiseducatie](#)
 - final objectives 2nd stage BSO
 - one or more recognised vocational qualifications
- Level 3:
 - final objectives 2nd grade 3rd stage BSO
 - one or more recognised vocational qualifications
- Level 4:
 - final objectives 3rd stage ASO and the specific final objectives for 3rd stage ASO that are linked to one or more areas of science
 - final objectives 3rd stage TSO and the specific final objectives for 3rd stage TSO that are linked to one or more areas of science
 - final objectives 3rd stage KSO and the specific final objectives for 3rd stage KSO that are linked to one or more areas of science
 - final objectives 3rd stage TSO or KSO and one or more recognised vocational qualifications
 - final objectives 3rd grade, 3rd stage BSO and one or more recognised vocational qualifications

- final objectives for additional general education for [volwassenenonderwijs](#) and one or more recognised vocational qualifications
- final objectives of advanced secondary courses (Se-n-Se)
- one or more recognised vocational level-4 qualifications
- Level 5:
 - final objectives of [hoger beroepsonderwijs](#) courses (HBO5)
 - one or more recognised vocational level-5 qualifications
- Level 6:
 - final objectives of programmes leading to a bachelor qualification
- Level 7:
 - final objectives of programmes leading to a master qualification
- Level 8:
 - final objectives leading to qualification of doctor

The development of vocational qualifications

A distinction is drawn between SERV vocational competence profiles and "other competence profiles":

- Vocational qualifications are based on vocational-qualification profiles developed by the Socio-Economic Council of Flanders (SERV) and by the relevant professional sectors. The vocational competence profiles are subsequently ranked by a classification committee within the Agency for Quality Assurance in Education and Training. The classification committee submits a ranking proposal to the Agency. On the basis hereof, the Agency formulates a recommendation for the recognition of the qualification to the competent ministers. Following the Agency's recommendation, the competent ministers can submit the qualification for recognition to the Flemish Government.
- In the framework of voluntary work and within a semi-agoral context, too, a distinction can be drawn between completed sections of competences or competence profiles. Some of these profiles are comparable to vocations from other sectors. In terms of set-up and form, these competence profiles are very similar to the vocational competence profiles as developed within the SERV. The description of these qualifications depends on the respective sectors within which these roles are incorporated. The ranking procedure is not unlike that for the ranking of the SERV's vocational competence profiles.

The development of educational qualifications

A distinction is drawn between level 1 to 5 educational qualifications on the one hand, and level 6 to 8 educational qualifications on the other:

- To describe the educational qualifications of levels 1 to 5, the level descriptors of the Flemish qualifications structure and the final and specific final objectives, including the vocational qualifications are used. These have been developed for [basisonderwijs](#) (cf. 4.10.), secondary education (cf. 5.13.1.), adult education (cf. 7.10.1.) and special education (cf. 10.6.7.), by the Curriculum Entity (ex-DVO, cf. 9.1., henceforth embedded in AKOV, the Agency for Quality in Education and Training (cf. 9.3.2.) (<http://www.ond.vlaanderen.be/dvo/>). They are then submitted to VLOR for further advice before being presented to the Flemish Parliament. They must be ratified in a decree.
- A separate procedure applies for qualification levels 6, 7 and 8 which can only be obtained through higher education. For each programme, the required learning results are described. They are jointly described by all the institutions who (wish to) organise the programme in question, on the basis of

the level specified in the Higher-Education Reform Act. The description and ranking process is coordinated by the Flemish Interuniversity Council (VLIR) and the Flemish Council of University Colleges (VLHORA). Thereafter, the qualifications described by VLIR and VLHORA are presented to the Dutch-Flemish Accreditation Organisation (NVAO). This accreditation organisation is in charge of recognising both qualifications and programmes. The common learning results of each programme are recognised by the accreditation organisation as qualifications of levels 6, 7 or 8.

Proof of qualification

Anyone who has acquired a qualification receives proof of the same. Proof of qualification is a document recognised by the Flemish Community such as a diploma (diploma), getuigschrift (certificate), certificaat (certificate) or a deelcertificaat (modular certificate) which certifies that a person is qualified and possesses a relevant set of competences. The Flemish Government will need to determine which type of proof will be linked to which qualifications or combination of qualifications.

Qualification database

All recognised educational and vocational qualifications with their inherent competences, and the way in which these qualifications can be obtained, will henceforth be stored in a 'qualification database'. This information will be available to the public. The qualification database will be set up in such a way that the vocational qualifications will dovetail with the **COMPETENT** system, the database which shall contain the vocational competence profiles from which the vocational qualifications are gleaned, and which has been developed by the SERV and VDAB (cf. 7.15.7.). The database will be linked to a **learning and experience-proof database** in which all recognised proofs of learning and experience, or those declared equivalent, shall be registered, together with the relevant minimum data of identification of the holder of the proof of learning and experience in question.

Proof of learning is a proof that is issued when someone successfully completes a finished unit of education, training or course activities after it was checked, by means of a test, whether the pre-determined competences were acquired. For **proof of experience** (or Certificate of vocational competence) see 7.14.7..

Quality assurance

With the exception of higher-education qualifications, the new Agency for Quality in Education and Training is responsible for quality assurance (see 9.3.2.).

Curricula and individual education plans

The [eindtermen](#) and [ontwikkelingsdoelen](#) must be patently obvious in the curricula. Every organising body/school board is free to choose its pedagogical methods and its curricula. The Flemish Government ratifies the curricula in accordance with the criteria it has established. For **curricula** in elementary education (see 4.10.), secondary education (see 5.13.2.), [volwassenenonderwijs](#) ([basiseducatie](#) and social-advancement education) (cf. 7.10.1.), alternance-training system (general education - part-time vocational education) (cf. 5.20.1.1.) and (general education - [leertijd](#)) (cf. 5.20.1.3.), part-time artistic education (cf. 7.10.5.).

In special education, an **individual educational plan** is drawn up for one or more pupils together on the basis of (their) upbringing and educational needs (cf. 10.6.7.).

School regulations

Even though each school lays down its own school regulations, the government prescribes a number of minimum characteristics. For elementary education, see 4.6., for secondary education, see 5.7.).

2.3.6. General regulation techniques

Collective decrees concerning education

The so-called “principle of legality” applies in education: every measure which seriously affects the organisation of education has to be regulated by the decretal legislator. However, preparing and amending decrees is much more time-consuming than making decisions. That is how the tradition of compiling all the amendments to decrees required to prepare for the new school year into one **collective decree** came about. These decrees are all identified by Roman numbers. Once such a decree has been ratified, the amendments are transferred to the existing “level and theme decrees”. It relates both to the legal translation of new measures and to rectifications and corrections.

- Decree on education XV - 15/07/2005
- Decree on education XVI - 07/07/2006
- Decree on education XVII - 22/06/2007
- Decree on education XVIII - 04/07/2008
- Decree on education XIX - 08/05/2009

Simplification of the regulations

During 1999 the Flemish Community launched a project on the simplification of regulations and procedures. And the department of education is also tackling this in various ways:

- Quality assessment and evaluation of the law texts; legal-technical simplification; the use of covenants and temporary educational projects and the coordination of the education legislation;
- Streamlining of administrative processes, plan-load lowering (and compensating new plan loads by removing others), simplified forms and E-government;
- An impact analysis of specific, scheduled rules by means of ‘Regulatory Impact Assessment’ reports.

See: <http://www.ond.vlaanderen.be/vereenvoudiging/>

Test beds

Test beds are educational experiments that are limited in time and scale. They are set up by the Flemish Government to try out educational innovations on a smaller scale before introducing them structurally. An initial set of 40 test beds was organised between 2005 and 2008. 24 of these test beds were extended until August 2011 and have now been running for 4 school years. A second set of 40 test beds was launched in September 2007. These test beds run until August 2010.

Since 9/12/2005 the Decree concerning temporary projects in education has been a legal ground for project-related initiatives (the former ‘test beds’). This applies to elementary and secondary education, part-time training in the context of part-time compulsory education, [volwassenenonderwijs](#), [deeltijds kunstonderwijs](#) and the pupil guidance centres.

This allows the Flemish Government to set up temporary projects or give schools and centres the opportunity to organise temporary projects. The government must specify the contents and objectives, determine the projects’ duration and lay down the conditions for a one-off extension.

To realise the projects, some **deviations from the legal and decretal provisos** are permitted. However, they have to be specified on a project-by-project basis, motivated in a Decision and subsequently ratified with a Decree. However, the deviations cannot relate to the [eindtermen](#) and [ontwikkelingsdoelen](#) and the provisions regarding:

- The right of registration in elementary and secondary schools;
- the minimum timetable in secondary education and [volwassenenonderwijs](#) and in part-time training within the context of part-time compulsory education;
- the minimum of weekly teaching periods in elementary and secondary education and [volwassenenonderwijs](#);
- The participation arrangement;
- Recognition of schools and centres, save for the educational structure and curriculum;
- The registration fees in [volwassenenonderwijs](#);
- Careful management.

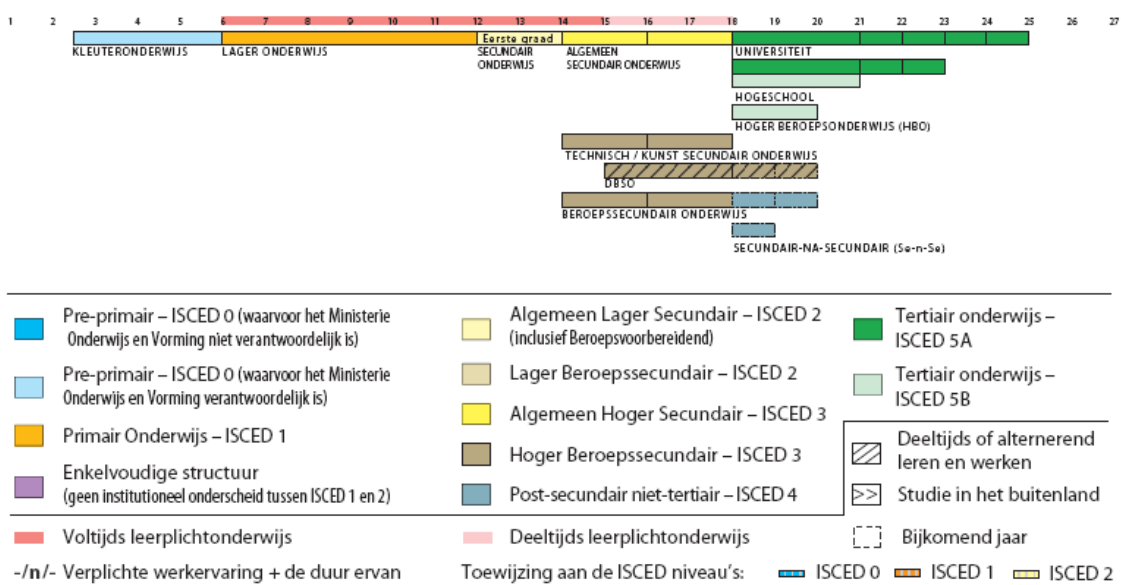
The decree gives legal security to pupils and teachers involved in the projects.

The temporary projects will be evaluated during their lifetime and the results will be formulated in an advice to the Flemish Government which will be presented to Parliament. If they are subsequently organically implemented, structural financing or subsidies will be provided if necessary. An overview of these policy and regulation techniques and their use may be found on: <http://www.ond.vlaanderen.be/vereenvoudiging/juridisch.htm>

The Decision of the Flemish Government of 23 June 2006 granted an extension to the test beds for the school years 2008-2009 up to and including 2010-2011. In implementation of the Competence Agenda, 40 new test beds on choice of course (see 5.18.1.) and on-the-job learning (see 5.18.2.) were launched during 2008. Within the framework of funding cuts, extra staff will no longer be available. <http://www.ond.vlaanderen.be/proeftuinen/>

2.4. General structure and defining moments in educational guidance

Organisatie van het onderwijssysteem in de Vlaamse Gemeenschap van België, 2009/10



Flemish education is divided into levels: [basisonderwijs \(BaO\)](#), secondary education (SO) [secundair-na-secundair onderwijs \(SE-n-SE\)](#), [hoger beroepsonderwijs \(HBO5\)](#) and higher education (HO). And in addition, there is also continuing education. With the exception of part-time artistic education, continuing education mainly focuses on adults. For pupils who opt for part-time compulsory education, there is the [stelsel van leren en werken](#) which consists of part-time education, part-time training and [leertijd](#).

Elementary education consists of [kleuteronderwijs](#) (2.5 to 6-year olds) and [lager onderwijs](#) (6 to 12-year olds). An elementary school provides nursery and primary education, a nursery school only provides nursery education and a primary school only offers primary education. One tries to make the transition between these levels as smooth as possible.

On an elementary and secondary-education level, there is mainstream and special education. Special education is intended for children who need special care, either on a temporary or permanent basis. This may be due to a physical or mental disability, due to serious behavioural or emotional problems or because of serious learning difficulties.

Integrated education, on the other hand, is a cooperation between mainstream and special education. It is geared towards giving children suffering from a disability or learning or behavioural problems the opportunity to follow classes or activities in a school for mainstream education, with assistance from special education. This can be either temporary or permanent. It may involve all or a part of the classes.

Moments of decision in the school career

- The transition from **nursery education to [lager onderwijs](#)** (6 years); whereby parents can choose to start this transition at the ages of five, six or seven, subject to a non-binding recommendation by the school and the CLB;
- the transition **from mainstream to special education** whereby the same competence ruling applies;
- the decision to send the pupil to the eighth grade of primary education, subject to a favourable decision by the class council;
- the transition **from [basisonderwijs](#) to secondary education** (12 years), whereby the pupil must take into consideration the compulsory choice after the 1st stage of SO. Even if the first stage of secondary education follows a common core curriculum, the options on offer already reflect the [onderwijsvormen](#) after the 1st stage;
- the transition **to the second stage of secondary education**, with the choice between general secondary education (ASO), technical secondary education (TSO), vocational secondary education (BSO) and artistic secondary education (KSO);
- **the choice for part-time compulsory education from 15 or 16 years of age and the choice of part-time educational systems;**
- the transition **from secondary to advanced secondary or [hoger beroepsonderwijs](#) or higher education.**

2.5. Compulsory education

Here we shall discuss the following topics:

- 2.5.1. Historical overview
- 2.5.2. Current situation
- 2.5.3. Monitoring

2.5.1. Historical overview

Only 'compulsory education' exists in Belgium, not 'compulsory school attendance'. The act of 19 May **1914** introduced compulsory education for all children between the ages of 6 and 12 and stipulated that the upper age limit would be increased to 13 and then to 14 years of age. However, this law was not implemented until after the First World War, in 1919. In **1953** the Government proposed to increase compulsory education to the age of 15 and this was followed by several other bills promoting the age to be increased to 16 during **the seventies**. This was a result of studies which showed a link between the level of education and unemployment. The age increase to 18 was not enacted until **1983**. The start and end of compulsory education are still set by the Federal Government (see 1.2.1.). In function of the decree of the Flemish Community of 10 July 2008 concerning the system of alternance training, a full-time commitment to part-time compulsory education is inscribed in the (federal) Compulsory Education Act (see 5.20.1.).

De verlenging van de leerplicht. Veertig jaar Belgische onderwijspolitiek

2.5.2. Current legislation

Compulsory education

The act of 29 June 1983 on compulsory education specifies that minors, Belgians and foreigners alike, are subject to **compulsory education for a period of 12 years**. It starts in the school year during which the child turns 6 and ends when the child becomes **18 years of age**. The circular letter SO 68 of 1/3/2000 clarifies that the period of compulsory education comes to an end at the pupil's 18th birthday, i.e. when the person becomes of age and can no longer be compelled to attend school until the end of the school year. However, the circular letter asks schools to do their utmost to convince pupils to finish the year in progress. For pupils who turn 18 years of age after 30 June and who have already attended 12 years of primary and secondary education during the calendar year in which they turn 18, compulsory education comes to an end on 30 June, i.e., at the end of the school year. Minors who have successfully completed full-time secondary education are no longer compelled to attend compulsory education.

Part-time compulsory education a full-time commitment

Pupils must attend full-time compulsory education until the age of 16 and can then opt for a period of part-time compulsory education (introduced in 1983, within the framework of extending compulsory education from the age of 14 to the age of 18). Only pupils who have successfully completed the two grades of the 1st stage of secondary education (i.e. have passed) can opt for part-time compulsory education from the age of 15.

Part-time compulsory education can be fulfilled in any one of the following ways:

- further full-time education;
- part-time vocational secondary education at a Centre for Part-time Vocational Education (CDO);
- the [leertijd](#) as mentioned in the decree of 10 July 2008 concerning the [stelsel van leren en werken](#) within the Flemish Community.
- a training programme recognised as qualifying as compulsory education.
- home education.

In function of the decree of the Flemish Community of 10 July 2008 concerning the system of alternance training, a full-time commitment to part-time compulsory education is inscribed in the (federal) Compulsory Education Act of 29 June 1983 (art. 1 § 1 and § 2bis). Part-time education, [leertijd](#) or a recognised training programme must be combined with **on-the-job learning**. This combination comprises at least 28 hours per week. On-the-job learning is understood to mean any form of activity, alongside the learning component, which in conjunction with the learning component constitutes the full-time commitment. The Flemish Government sets those forms of activities.

See 5.20.1. for the [stelsel van leren en werken](#) within the Flemish Community.

Home education

Home education is organised and paid for by the persons who exercise parental authority or who have legal or factual custody of the underage pupils. Home education in [basisonderwijs](#) is governed by the Decree on Elementary Education of 25 February 1997, while home education at secondary level is governed by the Decisions of the Flemish Government of 12 November 1997 and 16 September 1997. Parents who opt for home education must notify the Department of Education and Training thereof in writing at the latest on the day home education commences. They have to commit to provide education which meets the following minimum requirements (which moreover apply to all forms of education on the basis of art. 29 of the International Convention on the Rights of the Child):

- the education they provide is aimed at the development of the child's full personality and talents and at preparing the child for an active adult life;
- the education promotes respect for basic human rights and for the cultural values of the child itself and others (Decree on Elementary Education of 25 February 1997, art. 26 bis; Decision of the Flemish Government of 16 September 1997, art. 14decies; Decision of the Flemish Government of 12 November 1997, art. 10 novies).

The inspectorate has the authority to check whether or not the home education provided complies with the objectives described. However, home education in itself never results in proofs of study. Pupils who wish to obtain a recognised diploma can sit a [basisonderwijs](#) exam in one of the 10 exam schools while those who wish to obtain a diploma of secondary education must pass an exam before the Examination Board of the Flemish Community. Only a few hundred pupils are being taught at home (cf. 4.16.). Home education should not be confused with “home schooling” provided at people’s homes or in medical institutions to ill or disabled pupils of compulsory school age (see 10.6.4.).

<http://www.ond.vlaanderen.be/leerplicht/>

[Examencommissie van de Vlaamse Gemeenschap voor het voltijds secundair onderwijs](#)

[OZB De leerplicht](#)

2.5.3. Monitoring compulsory education

Parents are responsible for the registration of their children. If it comes to the attention of the administration that a child has not been registered, the parents have to explain themselves and are reminded of their responsibility. Legal action can be taken if they do not assume their responsibility (Decree of 25 February 1997).

The Royal Decision of 7 July 2002 allows the Department of Education and Training to use the **national identification number** to monitor registrations and regular school attendance, rationalise existing data

requests and follow up the educational and school careers of pupils (Belgian State Gazette 17/09/2002). This is now done systematically.

Monitoring registrations

Until 2006, only the registration of 10 and 11-year olds in [basisonderwijs](#) and 14 and 15-year olds in secondary education was monitored. From the school year 2006-2007 onwards, the Agency for Educational Services (AgODi) has monitored the registration of all pupils between 6 and 18 years of age. From 2007-2008 all pupil registrations must be recorded on the third school day in September, instead of on 1 October. At the same time, the inspection system was drastically reformed and made watertight. Even so-called home education (see 2.5.2.) is also being monitored more closely.

To boost **infant participation**, **Child and Family** (see 3.) has also been called on. The Data Protection Authority gave permission to pass on the list of infants who have not been registered in education to Child and Family so that the parents can be contacted. During house calls the district nurse will try and find out why the child has not been registered and will point out the importance of infant participation to the parents. For this specific purpose, Child and Family have been granted annual funds of € 700 000. It was discovered in September 2008 that 1 100 children and youngsters of school age were indeed registered in one school or other but simply failed to attend for no legitimate reason.

In the **Brussels-Capital Region** no one had any overview to what extent compulsory education was actually adhered to due to the division of responsibilities between the Flemish and French-speaking Communities. For that reason, the Flemish Minister for Education and Training and his French-speaking counterpart concluded an agreement in 2007 on the joint monitoring of compulsory education. An initial comparison between databases brought to light that some 140 000 pupils of school age were living within the Brussels-Capital Region though for 6 000 of them it could not offhand be established whether they were actually complying with compulsory education. This is why a number of undertakings and arrangements have come into place to guarantee effective monitoring and a common approach in a cooperation protocol to which the Minister-President of the Brussels-Capital Region and the 19 mayors of the Brussels' municipalities had signed up.

Monitoring absences

Schools (or SYNTRA Flanders) log pupils' regular school attendance. During school year 2006-2007, schools reported 5 478 cases of problematic absenteeism. These would be secondary-education pupils who were absent for more than 30 half school days (full-time education) or for more than 20 half days (part-time education) without a valid reason. The number of pupils who fail to find a school after they have been expelled several times from one school or other, is on the increase. Relative absenteeism is tackled by the school and the CLB at local level as much as possible (see 4.15.9.). From the moment a pupil has skipped 10 half days, schools are obliged to call in the CLB, though they can call on their services before that time. The truant is given intensive guidance throughout the entire school year and, at times, the help of external organisations might be called in. At the same time, clearer arrangements were made regarding the checking and follow-up of truants.

From the school year 2009-2010, every school board or Syntra Flanders provides all the necessary information to AgODi for the benefit of monitoring on-the-job learning (cf. 5.20.1. the [stelsel van leren en werken](#)).

On 22 March 2007, a protocol agreement was concluded with GPs and paediatricians with agreements about the use of **medical certificates** to justify school absences and tackling the problem of dubious medical certificates. In future, a medical certificate will also be required following an absence of 3 calendar days (no longer school days) across the board in compulsory education and schools will no longer accept so-called dicit and retroactive certificates to justify school absences.

Along with criminologists working for the Public Prosecution and Youth and Family, a cooperation protocol has been concluded to follow up the Public Prosecution files.

Problem group

The problem files give a clear profile of the unregistered youngsters. In the main, they are non-nationals, youngsters from urban areas and 17-year olds. Youngsters with a very irregular secondary-education school career (registrations and deregistrations) show a similar profile. When in full-time education they often attend the B-stream, they commonly sign up for part-time education and have in many cases fallen behind in school.

Incentives

An extensive truancy action plan was set up between 2006 and 2009, see:

<http://www.ond.vlaanderen.be/leerplicht/algemeen/SAP.htm>

As of school year 2007-2008, **school allowances** have been linked to regular school attendance (cf 4.7.). So, pupils who have not been registered for two consecutive school years or who persistently engage in truancy can lose their school allowance during the second year. After the first year, this will be pointed out to them by the authorities and during the second school year the pupil will be made aware of this via the CLB.

Short and long-term projects were launched for the benefit of demotivated pupils, and **liaison officers** have been deployed in the Community Institutions for Special Youth Care or the federal centre in Everberg (see 2.2.-3).

Complementary Local Education Policy (see 2.6.3.8.) has helped local administrations play an active role in the area of monitoring compulsory education and infant participation.

Cf. circular letters SO/2002/05/BuSO (special secondary education) and SO/2005/04 (full-time mainstream secondary education and part-time vocational secondary education).

BaO/98/3

SO 70 Registration of secondary-education pupils

SO 68 compulsory education

Compulsory education. Who isn't there when the school bell rings? Evaluation 2007-2008. AgODi 2009.

OZB Afwezigheden en in- en uitschrijvingen in het buitengewoon secundair onderwijs

OZB Afwezigheden en in- en uitschrijvingen in het voltijds gewoon secundair onderwijs en het deeltijds secundair onderwijs

Decreet basisonderwijs

Decreet betreffende de Centra voor Leerlingenbegeleiding

Koninklijk Besluit inzake gebruik rijksregisternummer door het Departement Onderwijs als uniek leerlingnummer

2.6. General administration

In terms of education administration 3 different classifications, each one with its own levels, must be used.

- A geo-political classification uses the division of the state at the various **political administrative levels**:

- After the communitarisation, the federal level (see 2.6.1.) only retained responsibility for a limited number of educational issues. In addition military and police vocational training remain under the remit of the federal ministers.
- At community level (see 2.6.2.1.): after the communitarisation, responsibility for education and training lies with the Flemish Community; the Flemish Community transferred its responsibility as **inrichtende macht** for community education to two levels within this network: the central GO! Board and the **scholengroepen**. The Brussels-Capital Region has its own separate status (see 2.6.3.7.):
- At a local level, a distinction must be made between two sub-levels
 - at the level of the provinces (see 2.6.3.5.);
 - at the level of municipalities (see 2.6.3.6.).
- In addition, in view of the sectarian development of education, the classification according to **educational networks** is important (see 2.3.2.). Key concepts are 'the organising bodies', which organise education (see 2.6.3.1.1.) and the 'educational umbrella organisations', which protect the interests, represent and support the educational networks (2.6.3.1.2.).
- From an **educational-institution** perspective, we must not only differentiate between the various levels of education (BaO, SO,VWO, HO, UO) but also make a distinction between the level of the institutions and the higher level of groups of institutions. This is why we use different sub-sections for the administration of the institutions:
 - compulsory education schools and the centres for continuing education (cf. 2.6.4.1.)
 - groups of schools at the level of the **scholengemeenschappen** (cf. 2.6.4.2.)
 - university colleges (cf. 2.6.4.3.)
 - universities (cf. 2.6.4.4.)
 - associations of university colleges and universities (cf. 2.6.4.5.).

2.6.1. General administration at national level: the federal state

Federal matters of education

Since 1989, the Flemish Community has been in charge of matters of education and is therefore responsible for the administration of education in its language area. Indeed, after the revision of the constitution of 15 July 1988, the constitution (17 February 1994) transferred almost all responsibilities (art. 127 § 1.2) in relation to the educational system to the Communities. There are still a number federal competences: the beginning and end of compulsory education, the subdivision into different levels of education, teachers' pensions, language supervision in the schools in Brussels and the peripheral and language boundary municipalities and the funding of foreign university students. In addition, there are a number of other federal competences which confine Education and Training Policy. The most important of these are the regulation of access to certain professions, employee statuses that apply to on-the-job learning and paid educational leave. For a number of policy options, including truancy policy and monitoring school attendance, cooperation is required with Federal Government services such as justice, the police and the other communities.

Federal pensions and educational leave

The pension system continues to form part of the national security system which is still funded by a national system based on solidarity between the Communities and Regions.

Pensions

- **Competent minister:** The Minister for Pensions.

- **Competent administration:**
 - PDOS, Pension Service for the Government Sector, for the allocation, calculation and administration of pensions for civil servants <http://www.pdos.fgov.be/>
 - Federal Public Finance Service > Administration of the Treasury > Central department of overheads – pensions; <http://www.ap.fgov.be> for payments

Paid educational leave

- **Competent minister:** The federal Minister for Work.
- **Competent administration:** Federal Public Service, Employment, Labour and Social Dialogue > General Directorate for employment and labour market > Department for employment policy > Directorate of the BEV
- <http://meta.fgov.be>.

Federal vocational education: military training and police training

Military training

- **Competent minister:** The Minister for Defence.
- **Competent administration:** Ministry of Defence > General directorate of training (DG FMN).
- <http://www.mil.be>
- With a view to enhancing the training options of staff of the Ministry of Defence and promote their reintegration in the labour market following military service, a bilateral cooperation agreement has been concluded between the Ministry of Defence and the Flemish Ministry of Education and Training with regard to [volwassenenonderwijs](#).

Police training

- The police is structured at two levels: the federal and local police (split up into police zones). The federal police training is at federal level in 3 federal police schools. The local police training is held in one of the 10 local police schools. We focus on the federal level only here.
- For the federal police: see www.polfed-fedpol.be; for the federal police training, see www.police.ac.be
- For the local police: see www.lokalepolitie.be
- **Competent ministers:** the Minister of the Interior and the Minister for Justice. Pursuant to the Royal Decision of 30 March 2001, which regulates the legal status of the staff of the police forces (RPPol), the training policy for police services is determined by the Minister of the Interior and the Minister for Justice. The initiative and the daily management of the training actually fall under the authority of the Minister of the Interior, who involves the Minister for Justice in the general measures concerning the training of police officers. The Minister for Justice plays his own role in the training of personnel of the General Directorate of the judicial police (criminal investigation department). The RPPol specifies in that regard that the Minister for Justice sets up a national criminal-investigation school within the federal police service to provide judicial training programmes.
- **Competent administration:** General Support and Administration Directorate (DGS) > Training Directorate (DSE); www.police.ac.be. The DSE comprises the three police schools at federal level, as well as the knowledge centre (DSED). The Directorate draws up annual training schedules for the integrated police in close cooperation with its partners and on the basis of the national and zonal safety schedules. It also watches over the fulfilment of the training priorities from the National Safety Schedule (NVP). Since the Training Directorate is also open to external courses, it also joins forces with the Training Institute of the Federal Government (OFO). This training institute of the Federal Government is an entity of the federal public service 'personnel and organisation'. It manages full

training programmes for the administration of the federal public services, including the police. Police personnel can register with the training institute of the Federal Government.

- **Federal educational institutions**
 - The national school of officers (DSEO)
 - National school for criminal investigators (DSER)
 - The federal school (DSEF)

The State Audit Office

The State Audit Office is in charge of the external control on all budgetary, accounting and financial transactions by the federal State, the Communities, the Regions, their public institutions and the provinces.

Recent reports it published on education are:

- Staffing in mainstream full-time secondary education (January 2010)
- Equal educational opportunities in mainstream elementary and secondary education (August 2008)
- Quality control within higher education in the Netherlands and Flanders (July 2008)
- Placing redundant teachers on the reserve list for personal reasons prior to their retirement from education (October 2007)
- The European 'Leonardo Da Vinci', 'Socrates' and 'Youth' action programmes (February 2007)
- Financing and subsidising pupil guidance centres (November 2006)

All reports (with an English and French synopsis) can be found and downloaded from: <http://www.rekenhof.be/NL/>

Council of State

Each draft of educational decree is submitted to the Council of State for legal advice.

The Council of State consists of two divisions: The Legislative division which is the legal adviser to legislative assembly and the governments. It issues legal advice on the various drafts of law texts and texts of ordinances the assembly and governments present to the Council. These advices on bills, drafts of decrees or orders are added to the explanatory memorandum of the draft when they are presented to a parliamentary meeting. So, they are published in the **parliamentary documents** of the meetings in question and can also be consulted there.

The Administrative Law Division is the highest administrative court of the country. It mainly takes cognizance of petitions for suspension and nullity of administrative legal acts and appeals in cassation against decisions from administrative courts.

<http://www.raadvanstate.be/>

The Constitutional Court

The Constitutional Court is a 12-judge court which ensures that the Belgian legislators adhere to Belgium's Constitution. It has the power to quash and suspend laws, decrees and orders. Because of its specific task, the Constitutional Court is not connected to either the legislative, the executive or the judicial powers. <http://www.arbitrage.be/>

2.6.2. General administration and management at regional level: the Flemish Community

Within the Flemish Government it is the Minister for Education who is responsible for nearly all aspects of the education policy from nursery to university education. Only the pensions of the educational staff, the fixing of compulsory education and the minimum diploma requirements are a federal Belgian matter.

Besides the Minister for Education, other ministers are also competent for specific types of training and education.

- Vocational training (see 2.6.2.2.)
- Training in agriculture (see 2.6.2.3.)
- Socio-cultural adult work (see 2.6.2.4.)
- Welfare, Public Health and Family (see 2.6.2.5.)

2.6.2.1. Education and Training

Policy domain

The Policy domain Education and Training (www.ond.vlaanderen.be) comprises:

- 6 autonomous organisations who, together, form the Flemish education administration
 - the Flemish Ministry of Education and Training, consisting of:
 - **The DOV, Department of Education and Training**, headed by the Secretary-General, in charge of policy support;
 - 4 internal autonomous **agencies**, without corporate personality, each in charge of policy implementation and headed by an administrator-general:
 - **AgODi Agency for Educational Services** (elementary, secondary, part-time artistic education, pupil guidance centres, inspectorate and guidance)
 - **AHOVOS, Agency for Higher Education, Adult Education and Study Allowances** which looks after the staff, the institutions and the students and course participants following higher education or [volwassenenonderwijs](#);
 - **AOC, Agency for Communication on Education**, in charge of external communication;
 - **AKOV, Agency for Quality Assurance in Education and Training** (and VDAB and SYNTRA), founded in 2009, in charge of the quality-assurance system for pathways leading to certificates of recognised qualifications, in education, vocational training, non-formal education and EVC pathways (see 9.3.2.);
 - **AGION, the Agency for School Infrastructure**, an internal autonomous government agency (IVA) with legal personality which subsidises and funds the purchase, construction and renovation of school buildings for compulsory education and university colleges. (see 2.8.4.);
 - **the Flemish Minister for Education** who enters into strategic consultation with leading officials in the **Governing Council**; Pascal Smet is Flemish Minister for Education, Youth, Equal Opportunities and Brussels and responsible for: the policy areas of education and training, youth work (including the coordination of child rights policy), equal opportunities policy and the coordination of policy with regard to Brussels-Capital.
 - the **VLOR**, Flemish Education Council which functions as a strategic advisory council (see 2.7.2.1.).

The agencies are led by the minister, particularly via a management agreement.

The education inspectorate (see 9.3.1.) is an autonomous service within the policy area of Education and Training, in direct relationship with the Agency for Quality Assurance in Education and Training.

A number of institutions relevant to education do not come under the policy area Education and Training:

- EPOS vzw This Agency is an association between the Department of Education and Training, the Flemish Public Employment and Vocational Training Service VDAB and Flemish Agency for Entrepreneurial Training - SYNTRA Flanders and implements the European LLP programme, "Lifelong learning" (cf. 11.4.2.4.).
- Flemish Interuniversity Council VLIR & Flemish Council of University Colleges VLHORA (see 2.7.2.2.).

There is also co-operation with several other Flemish policy areas with protocol agreements being concluded between the competent ministers, including:

- the Minister for Work for the implementation of the qualification structure and competence agenda (cf.),
- the policy area Welfare, Public Health and Family for the medical examinations in the pupil guidance centres,
- the policy area of Culture, Youth, Sport and Media (CJSM),
- the policy area Mobility and Public Works for the transport of pupils with De Lijn,
- Child and Family for before and after-school childcare and encouraging infant participation in [kleuteronderwijs](#).

The **Department of Education and Training** comprises the following services and divisions.

- **A division personnel.**
- The division **strategic policy support** which, inter alia, formulates strategic policy options, prepares the contribution of the administration to the coalition agreement, the white paper and the long-range plans and guarantees that the policy letters and annual planning are in line with this; it also develops and implements the department's knowledge policy.
- The project **strategic education and training policy** is set on the point of intersection of the responsibilities for education, work and culture and is aimed at stimulating lifelong and lifewide learning and at tightening the link between education, training and non-formal education, on the one hand, and the labour market, on the other hand also saw the light of day.
- The division **conditions of service policy.**
- The division **elementary and part-time artistic education.**
- The division institutions and pupils in **secondary and adult education.**
- The division **higher education.**
- The division **support policy** supports partners including the pupil guidance centres, education inspectorate, the educational umbrella organisations, the parents' associations' umbrella organisations, in-service training organisations, and also works with other Flemish policy areas for these purposes.
- The division **international relations** follows the educational developments within the multilateral organisations (see .) and coordinates exchange programmes for pupils, teachers and students (see 11.6.). The European Lifelong Learning Programmes are contracted out to vzw EPOS (see 11.4.2.4.).
- A **management-supporting service**) (MOD) supports the department and agencies.

Policy documents

Important policy documents include the Flemish coalition agreement, the Declaration of the Flemish Government, the Policy-specific contribution from the Flemish Administration to Education and Training to the government programme of the incoming Flemish Government , the 2009-2014 Education and Training white papers at the start of the term; the annual policy paper from the minister and the draft proposals, green papers and follow-up papers on planned innovations. These documents are available on (<http://www.ond.vlaanderen.be/beleid/>).

With regard to conditions of service for staff, the collective labour agreements are decisive (see 8.2.2.). Moreover, for policy developments the advice, annual planning and annual report of the VLOR are also important (<http://www.vlor.be>), as is the 'Onderwijsspiegel', the annual report of the inspectorate (<http://www.ond.vlaanderen.be/inspectie/publicaties/>).

All the preliminary drafts of decree need to get an advice from the VLOR, the Flemish Education Council (cf. 2.7.2.1.). They are usually also presented to the Council of State (for legal advice) and to the Flanders' Social and Economic Council SERV (social-economic advice focused on the link between education and the labour market and lifelong and lifewide learning).

We have integrated the education legislation into this document Education legislation at all levels and circulars are available online in a user-friendly format via Edulex:

<http://www.ond.vlaanderen.be/edulex/>

Educational issues from a school board point of view are very clearly discussed on weTwijs, <http://www.onderwijs.vlaanderen.be/wetwijs/>

For collecting policy-relevant data and exchanging data with schools, the authorities commissioned an entirely new IT system in 2008 called CREON.

Policy communication

The Ministry of Education and Training pursues an active **communication policy** through:

- a detailed website: <http://www.ond.vlaanderen.be/>
- an education legislation database: <http://www.ond.vlaanderen.be/edulex/>
- an info line: Vlaamse Infolijn-Onderwijs.
- a whole host of monthly magazines people can subscribe to free of charge and which are also available on-line
 - Klasse for teachers, <http://www.klasse.be>
 - Klasse for parents (of pupils up to the 1st stage of secondary education), <http://www.klasse.be/ouders>
 - Klasse (for journalists), <http://www.klasse.be/pers>
 - Yeti (for pupils of the 5th and 6th grade lager onderwijs, 10-12 years of age), <http://www.yeti.be>
 - Maks (for 12-18 year olds), <http://www.maks.be>
- there are also a whole host of e-news letters: (<http://www.klasse.be/leraren/xtr.php>)
 - Lerarendirect (www.lerarendirect.be) weekly
 - schooldirect (www.schooldirect.be) weekly
 - Klasse XTR a monthly overview of remarkable content from klasse
 - Maks!mum: a monthly pedagogical contribution to the magazine Maks
 - YetiExtra: a monthly pedagogical contribution to the magazine Yeti (<http://www.yeti.be/extra>)
 - TV klasse news: video reports (<http://www.klasse.be/tvklasse/>)
 - Ouders XTR (<http://www.klasse.be/ouders/xtr.php>)
 - Rambo for teenagers (<http://www.yeti.be/rambo>)
 - Maks.update for young people (<http://www.maks.be/xtr.php>)
- Publications: <http://www.ond.vlaanderen.be>

Every June, the Ministry of Education and Training Administration organises a 'Tour of Flanders' for school boards, during which the new measures for the coming school year are clarified in every province.

BVR tot operationalisering van het beleidsdomein Onderwijs en Vorming

2.6.2.2. Vocational training and entrepreneurial training

The policy area **Work and Social Economy (WSE)** (<http://www.werk.be/>) comprises:

- the competent ministers (see below);
- the department of Work and Social Economy;
- the Flemish Subsidy Agency for Work and Social Economy (IVA);
- the **VDAB (Flemish Public Employment and Vocational Training Service)** which organises vocational training for jobseekers and the employed (see 7.3.2.). A management agreement has been concluded with the VDAB, covering the period 2005-2009. (<http://vdab.be/>);
- the **Flemish Agency for Entrepreneurial Training - SYNTRA Flanders**, which is responsible for training self-employed and SMEs (formerly known as 'training for the self-employed') through its SYNTRA training programme network (see 7.3.3.). At the end of December 2007, the Flemish Government approved the 2008-2010 management agreement with SYNTRA Flanders (an EVA) (can be downloaded as cahier 4 from <http://www.syntravlaanderen.be/Syntravlaanderen/Index.aspx>. In 2008, VDAB and SYNTRA Flanders concluded a framework agreement on the collective use of buildings and training infrastructure. Within this framework agreement the VDAB competence centres and the SYNTRA campuses can work out their own cooperation arrangements;
- the **ESF Agency Flandersvzw** (non-profit association) (a private-law EVA) which manages the European Social Fund Flanders. The European Commission does not only steer the Member States' employment policies through annual directives and recommendations but also offers them the resources through the European Social Fund (ESF) to actively implement the European Employment Strategy. In terms of the Flemish employment policy, especially ESF programme objective 3 is of importance which, for instance, supports other types of training and guidance activities for the unemployed and employees alike. It also supports the social integration and placement of the unemployed and the disadvantaged groups in the labour process. <http://www.esf-agentschap.be>;
- the **SERV, Flemish Social and Economic Council** as a strategic advisory council (<http://www.serv.be/>).

Competent ministers:

In the current Flemish Government, policy is shared out between a Minister for Work and a Social Economy Minister.

- Work

Employment in Belgium is a shared portfolio. In broad terms, it can be said that the Federal Government is in charge of unemployment benefits and the Flemish Government of job placements and vocational training. Both the Federal Government and the Regional Government are in charge of a number of employment programmes. Increased entrepreneurship and more employment feature highly in the Flemish coalition agreement.

The Minister for Work's White Paper can be downloaded from:

<http://www.ministerphilippemuyters.be/nlapps/docs/default.asp?fid=45>

Both the Flemish Public Employment and Vocational Training Service and the Flemish Agency for Entrepreneurial Training - SYNTRA Flanders, fall within the remit of the Flemish Minister for Work.

In the 2004-2009 government term, the education and employment portfolios were combined for the first time. This allowed for a more integrated policy vision on education, vocational training and entrepreneurial training.

For the 2009-2014 government term, the responsibility for employment resides with the minister for Finance, Budget, Work, Regional Planning and Sport. This is why a protocol has been concluded between the Minister for Work and the Minister for Education to further implement the commitments entered into with regard to the Competence Agenda. This cooperation is also needed for implementing the decree on the Flemish qualification structure and in the framework of career guidance.

WSE Centre, Work and Social Economy

The Work and Social Economy (WSE) Centre, has been recognised by the Flemish Government as a policy preparation and support centre (under the Flemish Programme Strategic Labour-market Survey and Programme Centres for policy-relevant research), with backing from the Steering Committee Strategic Market Research, the Flemish Inter-university Research Network for Labour-market reporting VIONA and the European Social Fund (ESF). At the request of the Federal Government (Programme AGORA - Federal Science Policy), the WSE Centre has helped develop and run the socio-economic employment and labour market databases.

<http://www.steunpuntwse.be>

2.6.2.3. Training in agriculture

Vocational education aimed at agriculture, which used to fall within the remit of the federal minister for Agriculture, has been transferred to the Communities in accordance with the special Act of 8 August 1980. Agriculture and Fisheries did not become full Flemish responsibilities until after the 5th state reform in 2002.

Competent minister: In the current government, the policy areas agriculture and fisheries fall within the remit of the Flemish Minister for Economy, Foreign Policy and Agricultural and Rural Policy.

Competent administration: Department of Agriculture and Fisheries > Division of Sustainable Agricultural Development. It is responsible for the recognition of the organisers (the recognised centres), the registration of teachers, the subsidising of training activities, on-site inspections, the initialling of certificates and payment of social-advancement allowances to the participants (see 7.3.4.)
<http://lv.vlaanderen.be/nlapps/docs/default.asp?fid=36>

2.6.2.4. Socio-cultural adult work

Socio-cultural work with adults falls under the policy area Culture, Youth, Sport and Media

<http://www.cjism.vlaanderen.be/organisatie/>.

Competent minister: in the current Flemish Government, the socio-cultural adult work falls within the remit of the Flemish Minister for the Environment, Nature and Culture.

Competent administration: the Flemish Ministry of Culture, Youth, Sport and Media.

- The department of Culture, Youth, Sport and Media is responsible for policy preparation, follow-up and evaluation.
- The agency for Socio-Cultural Work for youths and adults (an IVA) > division Local Cultural Policy and Socio-Cultural Adult Work takes care of policy implementation. <http://www.sociaalcultureel.be/>.

Strategic advisory Council for Culture, Youth, Sport and Media; <http://www.vlaanderen.be/sarc>

2.6.2.5. Welfare, Public Health and Family

The Flemish Agency Child & Family (see 3.) falls within the policy area Welfare, Public Health and Family. <http://wvg.vlaanderen.be/welzijnengezondheid/>

Competent minister: the Flemish Minister for Welfare, Public Health and Family.

Competent administration: the Flemish Ministry of Welfare, Public Health and Family.

2.6.3. General administration and management at local level

At the lower level we have to make a distinction between the sub-regional level of the provinces and the local level of cities and municipalities. Provinces and cities and municipalities organise their own education and, in doing so, have the function of *inrichtende macht*. This is why we first discuss the organising bodies and the educational umbrella organisations. We subsequently look at the different groups of organising bodies in educational networks and the organisation of Dutch-speaking education in the Brussels-Capital Region. We finish off with cross-network policy at local level.

2.6.3.1. Organising bodies and educational umbrella organisations

2.6.3.1.1. Organising bodies

The *inrichtende macht* (a government, natural or legal person) is, a government, natural person or a legal person) is considered by the law (the law of 29 May 1959, art. 2) to be the person/entity who takes the initiative to set up the school and is responsible for its organisation (see also 2.3.1.1.). It chooses the level of education, *onderwijsvorm*, the courses of study offered, the venues, the maximum capacity and whether the school infrastructure will be purchased or leased. It is also in charge of preparing the pedagogical project of the school, *schoolwerkplan*, continuing education plan, school regulations, awarding diploma's (degrees) and *getuigschriften* (certificates), and choice of pedagogical counselling services. Its freedom concerning teaching methods and educational concept is guaranteed by law. On condition that a minimum timetable is respected and the curriculum is approved, the school may either be financed or subsidised. The organising bodies are responsible for the recruitment and appointment of staff and receive financial resources from the government. The administrative function of the organising body is usually shared or to a large extent exercised by the *directeur*. An organising body of an elementary school is called a **school board** pursuant to the decree on elementary education of 25 February 1997 (in this report we shall consistently use the term 'organising body'). Organising bodies are also called 'education providers'.

For the support, representation in policy bodies and protection of interests of affiliated schools, the organising bodies have set up a representative umbrella organisation per *onderwijsnet* (see 2.6.3.1.2.).

We shall discuss the organising bodies per educational network.

- In GO!, **the 28 scholengroepen as well as the Board of GO!** act as organising bodies (see 2.6.3.2.).
- Subsidised private Catholic education has **a large number of private-law organising bodies** which each organise many schools and which have also developed umbrella structures for that purpose (see 2.6.3.3.).
- Subsidised private non-Catholic education and the independent alternative schools mainly have **private-law organising bodies** which have organised only one or a few schools (see 2.6.3.4.).
 - Provincial education is for obvious reasons divided per province. After all, it is the provincial council which acts as the organising body there, i.e. there are 5 organising bodies, (see 2.6.3.5.).
 - Also city and municipal education is organised per municipality. About two-thirds of the local authorities organise education. In that case, the town council is the organising body (see 2.6.3.6.).
- In the Brussels Capital Region **the Flemish Community Commission** acts as the organising body for the Flemish schools in the Capital Region (see 2.6.3.7.).

Number of organising bodies per educational network 2009-2010

Number of organising bodies	Elementary education	Secondary Education	Elementary and secondary education
Community education	28	28	28
Subsidised private education	726	286	866
Subsidised official education	240	30	243
Total	994	344	1137

(The number of organising bodies in [basisonderwijs](#) on the one hand and in secondary education on the other may not be added up, because many [inrichtende machten](#) provide for both elementary and secondary schools). The numbers include special education, and include the centres for part-time education (DBSO) for secondary education and include the French-speaking schools that fall within the remit of the Flemish Ministry of Education and Training.

Source: Staff services Education and Training.

2.6.3.1.2. The educational umbrella organisations

For support, representation in advisory and policy bodies and the protection of interests of affiliated schools, various groups of [inrichtende machten](#) have set up a representative umbrella organisation. The current umbrella organisations were founded at the end of the eighties following the communautarisation of education. The large educational-network organisations emerged from former Belgian organisations. The umbrellas also organise the pedagogical support and coordinate further training activities for the affiliated institutions.

The educational umbrella organisations receive a budget for further training of staff from the pupil guidance centres, the pedagogical counselling services and boarding schools, as well as for specific further-training initiatives of their own [pedagogisch project](#). (See also in-service training 8.2.10. and pedagogical counselling 9.3.3.).

Educational umbrella	Educational network	URL
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organisation		
Flemish Secretariat of Catholic Education (Vlaams Secretariaat van het Katholiek Onderwijs - VSKO)	Catholic education	http://ond.vsko.be
Education Secretariat of Cities and Municipalities of the Flemish Community (Onderwijssecretariaat van de Steden en Gemeenten van de Vlaamse Gemeenschap (OVSG))	City and municipal education	http://www.ovsg.be
Provincial Education Flanders (Provinciaal Onderwijs Vlaanderen - POV)	Provincial education	http://www.pov.be
The Board of GO!. This Board does not only represent GO! but also acts as the central organising body for GO!	GO! Education of the Flemish Community	http://www.gemeenschapsonderwijs.be
Flemish Community Commission (Vlaamse GemeenschapsCommissie - VGC)	Dutch-speaking education in BCR	http://www.vgc.be
Federation of Independent Pluralist Emancipatory Alternative Schools (Federatie van Onafhankelijke Pluralistische Emancipatorische Methodescholen - FOPEM)	Group of 11 Freinet schools, experience-oriented schools, project schools in subsidised private non-denominational education	http://users.skynet.be/fopem
Federation of Rudolf Steiner schools (Federatie van Rudolf Steinerscholen)	Steiner schools	http://www.steinerscholen.be
Flemish Schools' Forum (Vlaams Onderwijs Overlegplatform - VOOP)	Freethinking schools	http://www.voop.be
Organising bodies of subsidised private Protestant-Christian Schools (IPCO)	Subsidised private Protestant-Christian schools	http://www.ipco.be
Forum of Small Education providers (Overleg Kleine Onderwijsverstrekkers - OKO)	Consultation platform of FOPEM, VOOP, Federation of Steiner schools, IPCO	http://www.oko.be/

Federatie Steinerscholen Vlaanderen

FOPEM, Federatie van Onafhankelijke Pluralistische Emancipatorische Methodescholen

GO! onderwijs van de Vlaamse Gemeenschap

IPCO, Raad van inrichtende machten van het Protestants-Christelijk Onderwijs

OKO, Overlegplatform Kleine Onderwijsverstrekkers

OVSG, Onderwijssecretariaat van de Steden en Gemeenten van de Vlaamse Gemeenschap

POV, Provinciaal Onderwijs Vlaanderen

VOOP, Vlaams Onderwijs OverlegPlatform

VSKO, Vlaams Secretariaat van het Katholiek Onderwijs

2.6.3.2. GO! Education of the Flemish Community

Up and until 1 January **1989**, the Minister for Education was the [inrichtende macht](#) for State Education in each of the three Belgian Communities. Within the context of communautarisation, Flanders transferred its responsibility as organising body to an elected Autonomous Council for Community Education (ARGO) which was established by the Special Decree of 19 December 1988. From then on, State education was termed community education. Following the creation of [scholengemeenschappen](#) in secondary education (pursuant to the special decree of 14 July **1998**) the ARGO was replaced by a new public institution, to wit 'Community Education' (with capital letter as organising body) and new management entities were created specifically for Community Education, namely [scholengroepen](#). Henceforth, the organising bodies of community education are the 28 [scholengroepen](#) in conjunction with the Board of GO! rather than one exclusive central body. Thus a three-tiered administrative structure came about:

- the central level led by the Board of GO! and the administrator. Unlike the other networks, the Board of GO! acts as central organising body and not as an umbrella. Since 1 January 2003, policy supervision of the school groups resides with the Board and administrator, based on reports of the Flemish Community inspectorate's and accountants' reports, while policy supervision of the Council and the administrator is carried out by the government;
- the meso level: the school groups, each governed by a general assembly, a governing board, a board of principals and an [algemeen directeur](#);
- the local level: the schools, each governed by a [directeur](#), assisted by an advisory school council.

As of 2007 Community Education is called **GO!** Education of the Flemish Community.

[Bijzonder Decreet betreffende de Autonome Raad voor het Gemeenschapsonderwijs](#)

[Bijzonder Decreet betreffende het Gemeenschapsonderwijs](#)

2.6.3.2.1. Administration at central level

The central level monitors the constitutional guarantees such as e.g. free choice, monitors the tasks of the public service, monitors the quality in general, supports the schools and the [scholengroepen](#) and allocates the resources for investments in large infrastructural works. These powers are exercised by the Board of GO! and the administrator, who takes care of day-to-day management, pursues the policy and who heads central administration.

The Board consists of 15 honorary mandates, for a period of 4 years:

- 5 members elected by an electoral college consisting of the directly-elected parents and co-opted members of the school councils;
- 5 members elected by an electoral college consisting of the principals and the members of the school councils who were elected by the staff;
- 3 members appointed by the 3 Flemish universities with a faculty pedagogy on the collective recommendation of the faculties of pedagogy, economics and law;

- 2 members jointly appointed by the Flemish Autonomous University Colleges.

The Administrator has an advisory voice on the Board. He assumes the day-to-day management and policy tasks on behalf of the Board. Within the framework of the Board's responsibilities, he is in charge of policy preparation and implementation. The Administrator acts in urgent matters, but his decisions have to be ratified at the next meeting of the Board. Central administration also falls under his authority. This position is a mandate.

2.6.3.2.2. Administration at meso level, the 28 school groups

A *scholengroep* is governed by a general assembly, a governing board, a board of principals and an *algemeen directeur*.

The decision-making authority pertains largely to the meso level, i.e. the **school group**. Every school group has administrative powers over all the Community Education institutions within a well-defined area and comprises at least a number of elementary and secondary schools, a centre for adult education and in most cases also a pupil guidance centre. It is at this level that education policy is shaped. The school group assumes the task of organising body and is managed by a general assembly, a governing board and a general director.

Two representatives of each school council are seated in **the General Assembly** (1 representative elected by and from amongst the parents and the co-opted members of the school council and 1 representative elected by and from amongst the staff members). The general assembly is chaired by the chairman of the governing board. The general assembly ratifies the budget, the annual accounts, and the appointment of the general director by the governing board.

The **governing board** consists of 10 members:

- 6 members entitled to vote are elected directly by the members of the schools councils, for a period of 4 years;
- These members co-opt 3 members entitled to vote, nominated by the board of principals.
- The general director has an advisory voice.

The governing board is responsible for the general policy, the pedagogical policy, the staff policy, and the material and financial policies of the school groups. In addition, the governing board has all the powers not assigned to other administrative bodies.

The board of principals consists of all the principals of the schools and the pupil-guidance centre that belong to the school group. In terms of general management, the board of principals can make arrangements between the schools of the school group, formulate proposals and issue advice to the governing board of the school group and to the general director, and can also add its own points to the governing board of the school group's agenda. It prepares the meetings of the governing board and is responsible for the implementation of decisions of the latter. It also has authority in the areas of pedagogical policy and staff policy.

The general director chairs the board. He is also in charge of the day-to-day management of the school group. He is elected by the governing board from among the principals of the schools within the school group. This position is a mandate which can be terminated by the general assembly, subject to a two-third majority. At Flemish-Community level, the Board of GO! can also terminate the mandate of the general director, upon proposal of the administrator and in accordance with the policy of supervision. The general director has decision-making and managerial powers at school-group level (general policy, staff policy, material and financial policy) and decides on urgent matters. However, these decisions must subsequently be ratified by the governing board.

2.6.3.2.3. Administration at local level, the schools

A school council is composed of:

- 3 members entitled to vote, directly elected by and from parents of regular pupils, except in [volwassenenonderwijs](#) and [deeltijds kunstonderwijs](#), where the adult students are entitled, and also eligible, to vote;
- 3 members entitled to vote, directly elected by and from the staff;
- 2 members entitled to vote, co-opted from social, economic and cultural environments);
- the principal who attends the meetings and has an advisory vote.

In secondary education, the school council determines the way in which the pupils are involved in the workings of the council. It may set up a pupil council for this purpose.

The school council has the following responsibilities:

- advise the [directeur](#) in terms of:
 - the general organisation of the school;
 - recruitment of pupils or course participants;
 - the organisation of extramural and para-scholar activities;
 - the school budget;
 - the school development plan;
- advise the governing board and the [algemeen directeur](#) of the school group with regard to:
 - the assignment of the principal's mandate;
 - the programming of the courses on offer;
 - the school infrastructure;
 - the organisation of the pupil transport;
- consultation with the principal in terms of:
 - establishing the criteria for allocating the teaching-period package;
 - the organisation of non-teaching assignments;
 - well-being and safety at school;
 - the school regulations.

The school council is also entitled to ask the director and the governing bodies of the school group to expand on decisions taken that affect school life.

School councils within the same level of education and geographical area have the freedom to merge. The school councils are elected for a period of four years, with the exception of social-advancement education and part-time artistic education, where school councils are elected for two-year terms. (Special decree on community education of 14 July 1998).

The principal is responsible for:

- the general and pedagogical organisation of the school;
- the school development plan;
- drawing up the school regulations;
- establishing the professional competences of the staff;
- drawing up the job description of the staff;
- supporting and evaluating the staff;

- formulating proposals for the permanent appointment of staff;
- the temporary appointment of staff in the schools;
- the implementation of reform projects;
- establishing the needs of the teachers in terms of in-service training;
- measures of law and order in respect of the pupils;
- the application of the admission requirements in social-advancement education;
- the organisation of extramural and para-scholar activities;
- the use of the school budget allocated by the school group;
- the school's external relations;
- acts to maintain, and to temporarily manage the school infrastructure and the implementation of minor infrastructural works.

This position of principal is a mandate.

2.6.3.3. Subsidised private Catholic education

Traditionally, Catholic education boasts a large number of private-law *inrichtende machten* (928 * number provided by Staff services Education and Training. This figure only includes mainstream and special elementary and secondary education, part-time vocational secondary education, secondary and higher social-advancement education, part-time artistic education & the French-language schools under the authority of the Flemish Community.

These Catholic-education organising bodies are grouped into the **VIMKO**, Association of Organising Bodies of Catholic Education, which takes care of cooperation and structural consultation and is the participation channel of the organising bodies in the general policy of Catholic education.

The **Central Bureau** of Catholic education is the highest decision-making body within Catholic education. The members are appointed by the bishops.

In the Educational Committee, Catholic education is represented by the **VSKO, Flemish Secretariat of Catholic Education**, <http://ond.vsko.be>

The associations are responsible for the coordination and representation of the institutions of the different educational levels and sectors: VVKBaO of *basisonderwijs*, VVKBuO of special education, VVKSO of secondary education, VVKHO of university colleges, VDKVO of adult education.

Consultation within Catholic education regarding its assignment and the general options in terms of education and upbringing, is done by ARKO, General Council of Catholic Education. Its members are parents, staff, organising bodies and bishops.

2.6.3.4. Subsidised private non-Catholic education

Besides Catholic education, there are a limited number of schools which offer education based on other religions: Protestant-Christian schools and Jewish schools who have their own *inrichtende machten*.

The private **Protestant-Christian schools** are represented in the Educational Committee by the **IPCO, Organising bodies of subsidised private Protestant-Christian Schools**, <http://www.ipco.be>

There are also a few non-denominational **freethinking schools**. These are represented by the **VOOP, Flemish Schools' Forum**, <http://www.voop.be>

In addition to a number of alternative schools within the 'large' educational networks, there are also a number of independent alternative schools (experience-based education, Freinet education, Steiner schools, see 2.3.4.).

- The Freinet schools and experience-based schools are represented by FOPEM, the Federation of Independent Pluralist Emancipatory Alternative Schools.
- The Steiner schools are represented by the Federation of Rudolf Steiner schools.

2.6.3.5. Provincial education

Within a province (cf. 1.2.4.) the **provincial council** exercises the function of *inrichtende macht* for the provincial schools.

The interests of provincial education are promoted by the representative association of the organising bodies of provincial education, **Provincial Education Flanders (POV)**, <http://www.pov.be>.

Some provincial authorities have organised their own pedagogical counselling service and inspectorate.

Antwerp	Provincial directorate > Welfare, education and safety department > Department of Education	http://www.provant.be
Limburg	1st education directorate > Inspectorate	http://www.limburg.be
East-Flanders	7th Directorate/Education > Pedagogical Counselling and Education Inspectorate PIBO	http://www.oost-vlaanderen.be
Flemish-Brabant	Culture and Education directorate	http://www.vl-brabant.be
West-Flanders	Provincial administration Boeverbos	http://www.west-vlaanderen.be

POV, Provinciaal Onderwijs Vlaanderen

Provincie Antwerpen, Dienst Onderwijs

Provincie Limburg, 1° Directie onderwijs en onderwijsinspectie

Provincie Oost-Vlaanderen, 7e directie onderwijs

Provincie Vlaams-Brabant, Dienst Onderwijs

Provincie West-Vlaanderen

2.6.3.6. City and municipal education

Traditionally, municipalities have mainly organised *basisonderwijs*. Larger cities such as Antwerp, Ghent and Mechelen have also invested in secondary education, especially in technical and vocational education. In fact, part-time artistic education is even for the greater part organised by cities and municipalities.

There are 265 organising bodies (* data supplied by the Education and Training Staff Services, 1 school for special secondary education is organised by a municipal intermunicipal company. This figure only includes mainstream and special elementary and secondary education, part-time vocational secondary education,

secondary and higher social-advancement education, part-time artistic education & the French-language schools under the authority of the Flemish Community.

Number of pupils during 2008-2009 in %		
	Province	Municipality & intermunicipal company
Mainstream elementary education	0.06	22.83
Mainstream secondary education	3.20	4.61
Special elementary education	2.39	12.83
Special secondary education	1.62	10.44
Part-time artistic education	-	92.66
Secondary adult education	13.12	14.34
Higher vocational education within adult education	9.27	7.25

Especially the cities of Antwerp and Ghent organise a wide range of educational programmes, under the authority of a special alderman for education and training, supported by a specific department of education and training within their administration (in Antwerp the business unit 'learning city') and their own pedagogical counselling service.

Antwerp, administration + pedagogical counselling service + inspectorate <http://www.antwerpen.be>
 Ghent, administration + inspectorate <http://onderwijs.gent.be/>
 Ghent, pedagogical counselling service <http://www.pbdgent.be/>

Within the cities and municipalities (cf. also 1.2.4.) the **town council** exercises the function of **inrichtende macht** for municipal education. They have so-called 'full authority' and take all the decisions, except for those responsibilities which have been explicitly transferred to the Burgomaster and Aldermen. The city/town council has sole authority to appoint or discharge teaching staff. This authority cannot be delegated. In relation to financial management (cf. 2.8.3.).

Two or more municipalities which wish to cooperate in the area of education can set up an **intermunicipal education association (IGOV)** for this purpose. To that end, they may also call on other organising bodies of educational institutions which are not affiliated to their own network. The aim should be to plan, carry out and check a well-defined educational project or to provide a clearly defined counselling service regarding education to the participants. However, these educational objectives and counselling services cannot fall within the remit of the complementary education policy on local level laid down by decree. An IGOV has its own decision-making body, a governing body, in which municipal mandataries sit on behalf of the participating municipalities. An IGOV is a simple and flexible 'education intermunicipal company' with corporate personality. The association is first and foremost catering for schools communities in elementary and secondary education. Other joint ventures, too, however, for example in [deeltijds kunstonderwijs](#) or [volwassenenonderwijs](#), can refer to it. The decree of 28 November 2008 on IGOV applies to both Flanders and Brussels and applies to all levels of education.

As director, the large cities with regional services are however also working in a cross-network fashion at **municipal level** (cf. 2.6.3.8.).

The interests of city and municipal education are looked after by the representative umbrella organisation the **OVSG, 'Onderwijssecretariaat van de steden en gemeenten van de Vlaamse Gemeenschap'**

(Education Secretariat of the Cities and Municipalities of the Flemish Community) , <http://www.ovsg.be>.

See also <http://www.vvsg.be/ONDERWIJS/>

Gemeentelijk onderwijs organiseren

Handboek gemeentelijk basisonderwijs

OVSG, Onderwijssecretariaat van de Steden en Gemeenten van de Vlaamse Gemeenschap

Stad Antwerpen, Lerende Stad

Stad Brussel, Openbaar onderwijs

Stad Gent, Departement Onderwijs en Opvoeding

2.6.3.7. Dutch-language education in the Brussels-Capital Region

The Brussels-Capital Region numbers 19 municipalities and is governed by its own parliament (Council of the Brussels-Capital Region) and government (the Brussels' Government). The Council consists of 89 directly-elected members who are divided into a Dutch-language group (17 members) and a French-language group (72 members). The members of the Dutch-language group form the Council of the Flemish Community Commission. The Flemish ministers and secretaries of state of the Brussels' Government together form the College of the Flemish Community Commission. One member of that College is in charge of Education. College and Council together form the Flemish Community Commission. The Flemish and French community commissions together form the Common Community Commission. The **Vlaamse Gemeenschapscommissie (VGC) (Flemish Community Commission)** is, in Brussels, responsible for cultural, educational and person-related matters and has the authority of an **inrichtende macht** for these community matters. The Flemish Community Commission is only responsible for institutions which come exclusively under the Flemish Community, it has no competency for persons. The VGC is supervised by the Flemish Community.

The VGC has a two-fold brief regarding Dutch-speaking education in Brussels.

- On the one hand, it pursues a cross-network education policy which supports the local schools' policy and is complementary to the policy of the Flemish Community. The Flemish Community Commission
 - Is a consultation platform for all schools and all networks, it promotes their interests and acts as their spokesperson;
 - Analyses data for policy preparation and policy evaluation;
 - Organises its own quality-enhancement initiatives;
 - Supports third parties who set up quality-enhancement initiatives;
 - Pursues a promotion policy for Dutch-speaking education in Brussels.
- On the other hand, the Flemish Community Commission has also assumed the task of organising body for its own schools since 1995 and pursues its own education policy for its 'own educational institutions': 1 BuBaO Special elementary education, 1 BSO, 2 BuSO, 1 CVO Centre for Adult Education, 2 boarding schools and 1 CLB.

Competent administration: Flemish Community commission > Education Directorate

<http://www.vgc.be/onderwijs>

This is also where the 2009-2014 coalition agreement of the Flemish Community Commission and the annual policy statement can be found.

<http://www.onderwijsinbrussel.be/> is the website for and about Dutch-language education in Brussels.

Support is provided by the **Brussels' Education Centre**:

<http://bop.vgc.be/onderwijs/taalvaart/index.html>

'Kleur Bekennen' ('Nailing your Colours to the Mast') is a communal programme set up by the federal Minister for Development Cooperation, BTC, the Flemish provincial boards and the Flemish Community Commission. Kleur Bekennen wishes to promote global awareness training and Global Citizenship in education. Global awareness training is a common denominator for activities and themes devoted to educating people in international relations and development, as well as matters of peace, human rights education, sustainable development and cross-cultural relations. <http://www.kleurbekennen.be/>

Parents who live in the Brussels-Capital Region can – according to the principle of freedom of the head of household – choose whether to send their children to Dutch or French-language education.

For information on policy measures regarding Dutch-speaking schools in Brussels, schools in the Flemish peripheral and language boundary municipalities, as well as support structures (cf. 10.7.2.).

BOP, Brussels Onderwijspunt (databank)

VGC, Vlaamse Gemeenschapscommissie - Directie Onderwijs

2.6.3.8. Complementary education policy on local level

During the past decade the **larger cities with regional services** have been faced with decreasing pupil numbers due to the flight from the city to the suburbs, especially in secondary education. Moreover, the percentage of slow-learning pupils and the percentage of truants seem to be highest in the cities. The policy-makers are increasingly focusing on metropolitan educational issues and the link between education, deprivation and the urban issue. (See also the city monitor: <http://www.thuisindestad.be>). In smaller towns and municipalities, too, more and more problems are arising that need to be addressed locally. Especially the cities of Antwerp, Ghent, Malines and Genk have taken cross-network initiatives in education.

In 2002, the equal educational opportunities policy set up LOPs, local educational platforms, their mission being a.o. to conduct a background analysis to gain a better insight into the problem of social deprivation from an environmental point of view (cf. 10.5.3.1.6.).

With a view to exchanging examples of good practices and work out policy proposals, the Flemish Government set up an **Overlegplatform lokaal flankerend onderwijsbeleid (Consultation platform for complementary education policy on a local level)** with the 13 cities with regional services in 2005. This platform meets at least twice a year and aims to better align and reinforce the Flemish and local complementary education policy.

Since 2005, subsidies have been granted to the most desperate cities with regional services. Since 2006, all cities with regional services have been receiving project subsidies.

From 2007-2008, smaller cities that do not offer regional services have also been entitled to project subsidies, partly subsidised by the ministry of education and partly by the cities. From 2008-2009 onwards, these

projects are governed by the decree of 30 November 2007 concerning "complementary education policy at local level".

This decree regulates the actions of a local government to develop an education policy in tandem with the local players based on the local situation and complementing Flemish education policy. The decree also includes the rules on social benefits. Municipalities granting **social benefits** to schools of their own school board are held to grant the same benefits to the schools of the other school boards, located in their territory, upon the latter's request. They may not make a distinction between pupils, whichever school they attend. These are social benefits that apply to elementary and secondary schools and pertain to morning, lunchtime and evening supervision, the transport of pupils (only in [basisonderwijs](#)), making available municipal infrastructure accessible to the public, the cost of entrance fees to the swimming pool for [lager onderwijs](#). Even municipalities that do not organise education can grant social benefits to all schools within their territory.

The same applies to **benefits other than social** which local authorities (wish to) grant to schools of elementary, secondary, higher, adult and part-time artistic education, Syntra and to Centres for Part-Time Training. As for other benefits, the local authority may decide to grant these only to the schools of its own school board. If, however, the local authorities decide, in the context of complementary education policy, to grant another benefit to a school of another school board, then this is possible. Provided this is done in accordance with the equality principle for all schools (of the same educational level or the same type of education) within their territory on a comparable basis. Local authorities may, however, lay down criteria which schools must meet in order to qualify for these benefits.

The decree also stipulates that the local governments must help promote regular school attendance and tackle truancy of children of school age in the schools located within their territory. They are also required to throw their weight behind measures that should lead to the majority of toddlers attending nursery education. They can take action themselves in this respect or coordinate or support the campaigns of the local actors. In these cases, the local government will join forces with the [lokaal overlegplatform](#). In the absence of the latter, the local government will consult local education actors, i.e. at least the schools and the pupil-guidance centres.

Finally, the decree also lays down project subsidies. Cities with regional services that have drawn up a local **education plan** regarding complementary education policy are entitled to subsidies for projects that are in line with that plan, which they co-finance and that address objectives with regard to equal education opportunities, infant participation, truancy, problem behaviour at school, people leaving education without qualification, language stimulation, parent and neighbourhood involvement, cooperation between education, welfare, culture, youth and sports, education-labour market transition, enhanced progression and orientation, literacy or lifelong learning. The project subsidies apply for no more than 3 school years but can be renewed following positive evaluation. Advice from the local education platform is required for each project.

Other municipalities, too, can apply for subsidies for similar projects, provided they are embedded in the local education policy.

Subsidies may also be granted to similar projects of the Flemish Community Commission in the bilingual area **Brussels Capita**, provided that the Flemish Government concludes a protocol with the former.

In 2009-2010, subsidies amounting to 2 025 235 euro were granted.

For the regulations and selected projects: please visit <http://www.ond.vlaanderen.be/lokaalbeleid/>

The Association of Flemish Cities and Municipalities VVSG developed a local complementary education policy script: <http://www.vvsg.be/onderwijs/Documents/Forms/AllItems.aspx>

For other measures of the Flemish Government in support of Dutch-language education in Brussels, cf. 10.7.2..

2.6.4. Educational institutions, administration and management

In this section, we shall separately discuss management at elementary and secondary-education level (see 2.6.4.1.), at university-college level (see 2.6.4.3.) and at university level (see 2.6.4.4.). Increasingly, educational institutions are encouraged to cooperate on a larger scale at administrative level:

- in **schools communities** at the level of [basisonderwijs](#) and at secondary-education level (see 2.6.4.2.);
- in **cooperation platforms** as far as the relief units for temporary staff replacements are concerned (see 8.2.7.1.);
- in **associations** at higher-education level (see 2.6.4.5.);
- in **consortiums** for adult education (see 7.5.1.)
- at advanced secondary level (see 5.20.2.) and higher vocational education level (see 5.20.3.).

In addition, there are a number of other joint ventures:

- **LOP's**, Local Consultation Platforms on equal educational opportunities (see 10.5.3.1.6.);
- **RTCs**, Regional Technological Centres which cooperate with the world of enterprise (see 5.18.2.);
- **Regional Consultation Platforms**, for alternance training (see 5.20.1.);
- **ERSVs**, Recognised Regional Collaborations for adult education and training (see 7.15.1.);
- Collaborations on temporary art-initiation projects (see 10.5.3.1.4.),

In relation to internal participation bodies, see 2.7.1.; on external participation, advice and consultation, see 2.7.2..

2.6.4.1. Administration and management of elementary and secondary schools

In this section we shall discuss the different aspects of school management:

- 2.6.4.1.1. Principal
- 2.6.4.1.2. Powers of principal and administrative staff
- 2.6.4.1.3. Composition of staff

2.6.4.1.1. Principal

The principal is called '[directeur](#)'. The government finances or subsidies the office of principal in all schools.

Elementary education

In smaller elementary schools the principal also has a teaching assignment. The number of periods he teaches depends on the number of pupils in the school.

Number of periods taught by the principal	Number of pupils in the school		
	Mainstream elementary education	Special elementary education	Brussels-Capital Region
14	Fewer than 20 pupils	Fewer than 20 pupils	Fewer than 20 pupils
10	20 - 129 pupils		20 - 69 pupils
8		20 - 39 pupils	
4	130 - 179 pupils		70 - 99 pupils

Operational resources may be used for additional policy support, depending on the number of pupils in the school. When elementary schools merge, a **vice-principal** is appointed (Decree of 25 February 1997). It is now also possible to fill the office of principal on a job-sharing basis (Decree concerning Education XIV).

A principal or vice-principal with teaching duties in mainstream or special elementary education can be partially or fully relieved of his teaching duties through hours generated from their own point lump sums or through point lump-sum hours from the schools community (cf. 2.6.4.1.3.).

Secondary education

In secondary education the principal very rarely has any teaching duties. Under certain circumstances, they may be set a teaching assignment nevertheless.

Decreet betreffende het onderwijs XIV

2.6.4.1.2. Powers of principal and administrative staff

The powers of the **directeur** and administrative staff are determined by the organising bodies. In GOI, these are legally defined by the decree of 14 July 1998 (see .).

The following offices fall within the scope of **administrative staff**: **directeur**, vice-principal, technical advisor-coordinator, technical advisor, coordinator (part-time vocational secondary education).

The following offices fall within the scope of **support staff**: administrative assistant, educator.

Only **boarding schools** employ administrators and supervisors-educators for boarders.

For the offices, see below 8.3..

2.6.4.1.3. Composition of staff

Elementary education

In mainstream **basisonderwijs**, staff formation is based on:

- **teaching periods** for management and teaching staff
- **hours** for paramedical staff: childcare workers in [kleuteronderwijs](#) (see 4.15.1.)
- **points** for policy and support staff.

Teaching periods

In elementary education, the number of funded or subsidised **teaching staff** offices depends on the number of the school's teaching periods. This was introduced in 1984 and gave schools more autonomy over the organisation of their educational provision. There are 3 different types of teaching periods:

- scaled teaching periods (on the basis of the number of regular pupils). In nursery education, these teaching periods can be reassessed in function of the number of infants who enter (see 4.6.);
- additional teaching periods for:
 - philosophy-of-life courses or a course on cultural concepts in [lager onderwijs](#);
 - reception education for (former) foreign mother tongue newcomers (OKAN, see 10.7.1.);
 - physical education (since 2001 in nursery education and since 2005 in primary education);
 - equal opportunities policy & adopting equal opportunities policy in the context of infant participation (GOK+teaching periods) (see 10.5.3.1.);
 - integration of foreign mother tongue pupils into Dutch-speaking schools in the Flemish-periphery municipalities and language-boundary municipalities and adjacent municipalities or the municipalities bordering on the Brussels-Capital Region (see 10.7.2.).
- additional teaching periods for voluntary mergers and temporary home schooling (see 4.17.3.).

In addition, schools who are affiliated to a cooperation platform are entitled to **teaching periods to tutor** trainees, beginning teachers and trainee teachers. From 1/9/2010, these will not be allocated anymore within the framework of funding cuts.

Point lump sums

In [basisonderwijs](#), a special staff category called **policy and support staff** has been introduced since 1 September 2003 which comprises offices set up on the basis of **point lump sums** (for administrative support, care and ICT respectively) the elementary schools receive in function of the numbers of pupils they cater for. As of the 2003-2004 school year **point lump sums have also been introduced at scholengemeenschappen** level (which were substantially raised for the next two school years 2004-2006) to enhance the schools' policy-making capacity, support management and to increase the schools community's clout. Once a care+lump sum to boost infant participation was added during school year 2007-2008, a new care point lump sum at schools-community level was also provided under the terms of Collective Labour Agreement VIII. Since 2008-2009, the lump sums have been consolidated and the following system now applies.

Schools will henceforth receive two point lump sums:

- for administrative support (all schools, mainstream and special education) - for the office of administrative assistant;
- for ICT coordination (only schools affiliated to an ICT cooperation platform or a schools community) - for the office of ICT coordinator.

Up to a maximum of 10% of these points can be pooled at schools-community level. This percentage can be deviated from subject to approval within the competent local committee.

They can also obtain care points (lump sum) for a special-needs coordinator via the schools community (from the schools-community care lump sum). Schools which do not belong to a schools community will continue to receive their former care point lump-sum payment up and until school year 2010-2011. They can also obtain points for ICT, administration and care from the incentives lump sum (see hereafter).

At school level, the different points cannot be transferred from one lump sum to another.

Schools communities receive:

- an incentives lump sum (on the basis of the schools community's number of pupils) to support the activities of the schools community. The points from the incentives lump sum and the points which have been put together by the schools at schools-community level may be used to appoint an ICT coordinator, a special-needs coordinator, an administrative assistant in one or several schools affiliated to the schools community, a schools-community coordinating director (in community education, in addition also to appoint a school-group general director) or a schools-community member of staff who are then explicitly relieved from their teaching or school duties.
- a care point lump-sum. At least 90% of this lump sum must be divided over the various schools affiliated to the schools community. However this percentage can be deviated from provided an agreement within the competent local committee is reached. The points can only be used for the office of special-needs coordinator.

Points are used to create jobs in a certain institution, in a certain office, at a certain level of education and for a specific number of hours. Though, within the framework of the hours allocated on the basis of schools-community points no permanent appointments can be made.

Circular letter BaO/2005/12 (amended) - Point lump sums for elementary-education schools and schools communities: staff formation and staffing aspects.

Secondary education

From 1 September 2009, every schools community and every school that does not belong to a schools community will receive one (henceforth integrated) point lump sum for maintaining and/or setting up positions in the offices:

- management staff (except for the office of [directeur](#)), at school level (vice-principal, coordinator, technical advisor-coordinator, technical advisor);
- support staff, at school level;
- teaching staff, support staff, paramedic staff, medical staff, orthopedagogical, psychological and social staff in the context of task and function differentiation.

The schools community will decide how the funds are divided, obviously in consultation with the competent staff representatives. Schools communities may also reserve part of the point lump sum for their own operations (amount withheld).

The scheme (replacing the former coloured point lump sums with the method of calculation intact) applies to the whole of secondary education (full-time mainstream, special, part-time) for two school years. From 2011-2012, another system will be used, which is yet to be developed.

The purpose of the overall point lump sum is to flesh out the framework of management staff (except for the principal, who is inherent to each school) and the framework of support staff at school level and to provide for policy regarding task and job differentiation at school and schools-community level.

(Decision of the Flemish Government of 4 September 2009 concerning the overall point lump sums in secondary education, Circulars SO/2009/03, SO/2009/04(BuSO) and PERS/2009/06).

Community education

Each school year, the Board of Community education is allocated a set level of points for the purpose of accountability. The Board distributes these points among the different [scholengroepen](#) in accordance with its own criteria further to consultation in the competent negotiation committee.

2.6.4.2. Administration and management of schools communities in elementary and secondary education

A [scholengemeenschap](#) is a gathering of different schools of the same educational level (elementary or secondary education), within a geographical area. The intention on the one hand is economy of scale and to make the course provision more transparent so that the choice of course and pupil orientation can be optimized while, on the other hand, one wants to ensure that the available resources are used as efficiently as possible. They may be schools with the same or different [inrichtende macht](#) or they may belong to the same or a different [onderwijsnet](#).

They were introduced in **secondary education** in September 1999 (under the Decree concerning secondary education of 14 July 1998) and in **elementary education** in September 2003 (under the decree concerning the elementary-education landscape of 10 July 2003). Since the start of the schools community in 2003, special elementary schools can form part of a schools community in elementary education.

Affiliation of schools is **voluntary** and runs for renewable periods of 6 school years at a time. On 1 September 2011, they will be formed again for a period of 6 school years. This occasion will be seized to create a framework to reinforce the schools communities.

Staff, parent and pupil participation at schools-community level is organised in the form of a representative advisory board (see 2.7.1.1.4.). To facilitate participation on the conditions of service (see 2.7.2.6.) a Negotiation Committee at Schools-Community Level has been set up.

Establishment of schools communities

To ensure a rational order in the provision, **44 geographical education areas** were demarcated. As a general rule (with two exceptions) every schools community must be located within a maximum of 5 contiguous zones. Moreover, **a quota on the number of schools communities applies**.

From 1 September 2006 the following quotas apply:

	Elementary education	Secondary education
Community education	Maximum 44	Maximum 40
Subsidised official education	Maximum 95	Maximum 15
Subsidised private denominational education	Maximum 248	Maximum 80
Subsidised private non-denominational education	Maximum 5	Maximum 5

No more than one schools community of each one of these groups (networks) in secondary education can be located in the Brussels-Capital Region.

Cross-network schools communities are included in these quotas on the basis of the number of schools in each educational network. In the case of an equal number of schools of different networks, a mutual agreement is to be reached as to the quorum to which this pertains.

Every schools community must number a minimum of 900 (weighted) pupils.

[Scholengemeenschappen](#) are increasingly involved in policy-making and receive extra resources from the government.

Number of schools communities during □ 2009-2010	Elementary education	Secondary education
Community education	35	26

Subsidised official education	88	9
Subsidised private education	234	72
Cross-network	8	13
Total	365	120

Number of schools not affiliated to any schools community	elementary education		Secondary education	
	Mainstream	Special	Mainstream	Special
	27	22	19	54

Source: Staff Services Education and Training - March 2009

2.6.4.2.1. Elementary education

In [basisonderwijs](#) a [scholengemeenschap](#) must **consist of** at least two schools, must have a minimum weighted number of 900 pupils and comprise both nursery education and [lager onderwijs](#). Special-elementary education pupils and pupils from sparsely-populated areas are weighted.

Responsibilities

Schools communities are vested with the following powers:

- appropriation of the incentives point lump sum;
- arrangements on the allocation of points for support and management staff which can be pooled at schools-community level;
- allocation of management and support-staff points;
- appropriation of the ICT point lump sum;
- the manner in which the special-elementary school makes its expertise available;
- concluding cooperation agreements with other elementary schools outside of the schools community, other elementary or secondary-education schools communities, institutions for secondary education, [deeltijds kunstonderwijs](#) and/or [volwassenenonderwijs](#);
- accepting other schools into the schools community;
- the manner in which **the point lump sum to implement a special-needs policy** is spent;
- the **inter-schools-community special-needs policy**. The individual schools community also appoints a **special-needs coordinator** as a government **contact person** on infant participation within their schools community;
- general arrangements on job descriptions and evaluations;
- arrangements concerning the distribution of teaching periods for tutoring.

Non-transferable responsibilities for which the schools community can take arrangement initiatives:

- transferring teaching periods;
- transferring special-needs points to other schools communities within the same or adjacent areas depending for special projects or in the event of a take-over of a school by the school board of another group (network);

- staff management;
- use of infrastructure;
- declaration of commitment.

A **consultation platform** made up of one or several schools communities is in charge of managing the contingent of relief units which schools can avail of to replace management and teaching staff who are absent for short periods of time (see 8.2.7.1.).

Reception education can be applied for by the schools communities. One school of the schools community will act as the contact school for foreign mother tongue newcomers. To fine-tune the pedagogical-didactical and organisational aspects, schools communities must organise structured and systematic consultation (see 10.7.1.).

Staff formation

To support the schools community the **positions** of schools-community director coordination and schools-community staff member were created. Staff in these positions can only be appointed on a temporary basis (see 8.3.). However, these appointments can be considered as a promotion (see 8.2.13.1.). They are created on the basis of point lump sums (see 2.6.4.1.3.).

Case study: Belgium (Flemish Community)

[BVR betreffende de puntenenveloppe voor scholengemeenschappen basisonderwijs](#)

[Decreet betreffende het landschap basisonderwijs](#)

[OZB Puntenenveloppen voor scholen en scholengemeenschappen basisonderwijs: personeelsformatie en personeelsaspecten](#)

[OZB Scholengemeenschappen basisonderwijs](#)

2.6.4.2.2. Secondary education

[Scholengemeenschappen](#) within secondary education must be able to offer a multi-sectoral course provision. This means that they must offer at least 6 grade levels (except for the 3rd grades of the 2nd and 3rd stage), the [onderwijsvormen](#) general secondary education ASO, technical secondary education TSO and vocational secondary education BSO, a full first stage and a course provision of at least three options in ASO and two areas of study in TSO and in BSO in the 2nd and 3rd stages. However, under certain conditions derogations may be granted for a period of two years.

Responsibilities

The decretal legislator has assigned various **responsibilities** to the **schools communities**. These responsibilities can consist of compulsory agreements, mandatory advice formulation or the option to enter into a cooperation agreement. They concern:

- the rationalization of the educational provision (the establishment, the phasing-out, the transferring of structural components, the mergers and self-governance of schools);
- objective pupil orientation and guidance in collaboration with one pupil guidance centre; (until 31/8/2012 a schools community can also join forces with a pupil guidance centre for a BuSO school affiliated to the schools community; this arrangement does not compromise the chances of special secondary schools joining and the necessary room is created for the switch-over);
- staff management (criteria regarding the recruitment, functioning and evaluation of staff);

- distribution of the extra teaching periods across the institutions; the distribution criteria are negotiated in the local committee;
- the distribution of the overall point lump sum; the distribution criteria are negotiated in the local committee;
- the appropriation of ICT coordination resources;
- the distribution of teaching periods intended for mentoring; (from school year 2010-2011 onwards, however, resources will no longer be made available for mentoring as a result of cost-cutting measures);
- possible agreements about the declaration of commitment in the school regulations as applicable from the school year 2010-2011 (cf. 4.6.);
- advice on investments in school facilities and infrastructure;
- cooperation with special secondary-education schools;
- cooperation with [basisonderwijs](#), [deeltijds kunstonderwijs](#) and [volwassenenonderwijs](#) schools and with mainstream secondary-education schools which are not affiliated to any schools community.

(Circular letter: Secondary-education schools community. SO 62, 30/04/1999)

Advantages

- more favourable rationalisation standards;
- a more simplified assignment and transfer of teaching periods. Every secondary school receives a number of weekly teaching periods to teach subjects (here the subject, grade, [onderwijsvorm](#) and number of pupils are factored in). Those teaching periods can be transferred (until 1 November of the school year in question) to other schools for full-time mainstream and special secondary education. Such transfers are easier for schools affiliated to one and the same schools community;
- extra teaching periods for Brussels schools; (a greater number of teachers is allocated to those schools located in Brussels and affiliated to a schools community);
- extra teaching periods for schools communities;
- more favourable calculation standards for the overall point lump sum;
- allocation of non-organic staff formation;
- wider deployment of staff to carry out tasks for the overall schools community;
- maximum use of patrimony;
- to support its own activities, each schools community is entitled to allocate a certain amount of points from its point lump sum to create positions for support staff and/or to relieve the [algemeen directeur](#) or the [coördinerend directeur](#) from their school duties or teaching assignments.

Every schools community will have to liaise on matters of regional educational and training provision with at least one regional consultation platform within a Socio-Economic and Social Consultation Committees of the Region (RESOC) area (see 5.20.1.).

Consultation platforms consisting of one or more schools communities are in charge of the contingent of relief units schools can avail of to replace management and teaching staff who are absent for a brief period of time (see 8.2.7.1.).

An ALDI, [algemeen directeur](#) is a principal of an institution whom the organising body has charged with the task of general director for all its institutions (in GO!, Education of the Flemish Community, that would be a schools group (cf. 8.3.1.).

A CODI, [coördinerend directeur](#) is a principal who is appointed upon proposal of the schools community for all the institutions affiliated to this schools community (cf. 8.3.1.).

Decree of 27 March 1991 concerning the legal status of certain staff members employed in Community Education.

Decree of 27 March 1991 concerning the legal status of certain staff members of subsidised education and the subsidised pupil guidance centres.

2.6.4.3. Administration and management of university colleges

The Decree of 13 July 1994 concerning university colleges redefined the administrative organisation of university colleges and gave them greater autonomy. The Decree distinguishes between the **Flemish Autonomous university colleges** (public institutions) and **subsidised university colleges** (subsidised private and provincial institutions).

The Flemish Government appoints a commissioner of the Flemish Government for every university college. One commissioner can be appointed to various university colleges. The Commissioners ensure that the university college boards do not take any decisions that contravene the provisions laid down by or pursuant to law or Decree, or that disrupt the institution's financial balance. (Decree on education XIX of 8 May 2009).

2.6.4.3.1. General management structures

The administrative bodies of the Flemish Autonomous University Colleges are the executive board, the directorate, the general manager, the departmental councils, the heads of department and the other bodies as specified by the executive board.

The **Executive Board** consists of:

- 8 representatives of the different staff categories, elected by the staff for a term of 4 years,
- 3 representatives of the pupils, elected by the pupils for a term of 2 years,
- A maximum of 12 representatives of the socio-economic and cultural sectors (also elected for a term of 4 years).

The **algemeen directeur** attends the management meetings in an advisory capacity.

The Executive Board specifies the administrative rules, examinations and disciplinary rules, prepares the budget, appoints staff and sets the framework for the organisation and coordination of the tasks of the educational institution,...

The **Directorate** consists of the chairman of the Executive Board, the general manager and 3 staff representatives, all of them appointed by the Executive Board for a term of 4 years. The Directorate is responsible for the day-to-day management and the preparation, the announcement and implementation of the decisions by the Executive Board, for the financial management within the directives of the Executive Board, the appointment of non-executive administrative and technical staff and many other matters which have not been explicitly assigned by law to other administrative bodies or offices.

The **General Manager** is appointed (and may be discharged) by the Executive Board. He is in charge of the management of the institution and is the head of the administrative and other staff (e.g. the international-relations officer). He is responsible for the registration of students, their administrative records, as well as the records of all his staff members. By delegation, he shares responsibility for decisions on the allocation of funds. Regularly, at least once a year, he informs the **inrichtende macht** on the university college's financial situation and proposes a budget for the following year. He is also responsible for the university college's material situation, for maintenance and repairs, and for the purchase of equipment. He plays a central role in selecting new teachers and other staff members to be appointed by the **inrichtende macht**. He is responsible for all external contacts (with the inspectorate, the local community, the labour market...) and for the public

relations of the school in general. The educational institutions have to organise their own recruitment procedures for the office of rector. The position may be filled by a member of the permanent teaching staff or through external recruitment. Appointment conditions are similar to those of the teaching staff.

In **subsidised university colleges** the **University College Board** consists of members co-opted by the board itself. A head of department is appointed for each department, who is charged with the day-to-day management. It also sets up an Academic Council, which is to be informed by the board on all matters concerning the educational institution.

The **Academic Council** consists of elected representatives of the University College Board (3/8) and staff (3/8) (for 4 years) and student representatives (2/8) (for 2 years). This council is entitled to receive information and to advise (upon request from the University College Board or on its own initiative) on at least the educational aspects of certain matters (including research policy, for instance). In addition, the council has consultative authority (it can take decisions on its own initiative or upon request from the University College Board, which will be implemented by the University College Board if consensus is reached) at least in respect of the educational aspects of certain matters such as: financial policy, education and examinations policy, the organisation of tutoring...

The Decree of 13 July 1994 also created a student council. However, from now on student participation in higher education (including universities and associations) is regulated by the so-called participation decree of 19 March 2004, which also regulates the legal status of students (cf. 2.7.1.2.).

For the consultation structures with regard to conditions of service (cf. 2.7.2.6.3.).

[Bijzonder Decreet betreffende de participatie in het hoger onderwijs, de integratie van bepaalde afdelingen van het hoger onderwijs voor sociale promotie in de hogescholen, de coördinatie van de hogeronderwijsregelgeving en de modernisering van de regelgeving op de Vlaamse autonome hogescholen](#)

[Decreet betreffende de rechtspositieregeling van de student, de participatie in het hoger onderwijs, de integratie van bepaalde afdelingen van het hoger onderwijs voor sociale promotie in de hogescholen en de begeleiding van de herstructurering van het hoger onderwijs in Vlaanderen](#)

2.6.4.3.2. Lower-level administrative structures and offices

Each university college, both funded and subsidised, is subdivided into departments.

- For each department in a funded university college, there is a **department council** which seats the same parties as the Executive Board (with the same terms of office, but with another proportional composition). This council elects the head of department, who acts as chairman of the council for a 4-year term. The department council organises the course provision, scientific-research projects and services to society. The council is a.o. responsible for setting the educational programmes and examinations, the organisation of research programmes, the allocation of funds and staff, the recruitment of temporary staff and the nomination of candidates for permanent appointment, the internal organisation of the department, the annual preparation of budget proposals, etc. (Decree of 13 July 1994).
- In subsidised university colleges, a **departmental council** has to be set up for each department, consisting of the head of department as chairman of the council, the elected representatives of the teaching staff, the student representatives, and representatives of socio-economic and cultural organisations. This council has the right to information on all matters concerning the department

and may issue advice at the request of the University College Board or on its own initiative regarding a whole range of matters concerning the department (Decree of 13 July 1994).

In funded university colleges, the departmental negotiation committee (DOC) consists of representatives of the department council and staff; in subsidised university colleges it consists of representatives of the department board and staff (Decree of 13 July 1994).

2.6.4.4. Administration and management of universities

The Flemish Government appoints a commissioner of the Flemish Government for every university. One commissioner can be appointed to various universities. The Commissioners ensure that the university boards do not take any decisions that contravene the provisions laid down by or pursuant to law or Decree, or that disrupt the institution's financial balance.

Every university is, in principle, responsible for the set-up of its own internal organisation.

2.6.4.5. Administration and management of associations

Associations consist of at least one university and at least one university college. (Only the University of Hasselt and the transnational University of Limburg can be affiliated to the same association.)

The partners are required to transfer powers to the association in at least the following matters:

- the classification of a rational range of courses within the institutions' educational remit. In this respect, long-range plans are drawn up in mutual consultation;
- attunement of the course profiles, structuring the training pathways and improving the transition opportunities, with particular attention to those between bachelor and master courses;
- the organisation of pathway-to-work guidance for students;
- the attunement of the internal regulations concerning staff policy;
- drawing up and implementing a long-range plan for educational innovation and improvement to complement a shared system of internal quality assurance for education;
- drawing up a long-range plan for research and the provision of social and scientific services, to complement a shared quality assurance system in terms of research;
- the commitment to research of the academically-oriented bachelor courses and of the master courses offered by the association's university colleges in the framework of the long-range plan for research;
- drawing up a long-range plan for the mutual attunement of investments, infrastructure, library and documentation facilities;
- developing a procedure for designating an adequate number of representatives of the university college(s) that offer academically-oriented bachelor courses and master courses, in the university's research board;
- issuing advice on offering new bachelor or master courses within a particular institution;
- issuing advice about the conversion of a two-cycle initial programme to a bachelor and master course in academic education.
- issuing advice about the educational development plan.

An association lays down general research and cooperation regulations.

2.7. Internal and external consultation

First, we address the internal participation within elementary and secondary education (see 2.7.1.1) and higher education, then we will look into the external input of, and consultation with, other actors (see 2.7.2.). In this, the participation and consultation structures on conditions of service will also be dealt with (see 2.7.2.6.).

- 2.7.1. Internal consultation
 - 2.7.1.1. Elementary and secondary education
 - 2.7.1.1.1. School council
 - 2.7.1.1.2. Class councils
 - 2.7.1.1.3. Pedagogical council, parents' council, pupil council at school level
 - 2.7.1.1.4. Representative advisory board at schools-community level
 - 2.7.1.2. Higher education
- 2.7.2. Consultation involving players in society at large
 - 2.7.2.1. VLOR
 - 2.7.2.2. VLIR, VLHORA, VLUHR
 - 2.7.2.3. Parent umbrella organisations
 - 2.7.2.4. Teacher unions
 - 2.7.2.5. Student and pupil umbrella organisations
 - 2.7.2.6. Participation regarding conditions of service
 - 2.7.2.7. Relation with the labour market and other training providers

2.7.1. Internal consultation

2.7.1.1. Elementary and secondary education

The participation of parents, teachers and the local community was very limited until the nineties. When community education became autonomous and the Autonomous Council for Community Education (ARGO) was created, co-management in local school councils was also regulated in 1988 and later amended by the special decree of 14 July 1998. In subsidised education, following the Decree of 23 October **1991** on participation, participation councils were created with more limited powers of participation, while in **1999** the organisation of pupil councils was regulated.

An overall regulation on local participation in elementary and secondary education was established by the Decree of 2 April **2004** concerning school participation and the Flemish Education Council. The new regulation applies to all elementary and secondary schools (mainstream and special, full-time and part-time) with the exception of special-education type-5 schools. The section on schools communities only applies to subsidised education; GO! has been regulated by the Special Decree concerning community education. Cf. circular letter GD/2004/03 of 13 July 2004.

We only intend to discuss the different councils and representative advisory boards that have been laid down in law. Moreover, different bodies operating at school level are given autonomy by the school board with a view to the school acquiring policy-adopting powers, including staff meeting and departments.

2.7.1.1.1. The school council

2.7.1.1.1.1. GO!, Community education

Since the school council is embedded in the community education's management levels, we will discuss it in ..

2.7.1.1.1.2. Subsidised education

In subsidised education the existing participation councils have been replaced by school councils since 1 April 2005. However, there are some exceptions.

- **Centres for part-time education** do not need to set up a separate school council. The participation rights will be exercised in the school council of the school to which the centre is affiliated.
- **Special-education type-5 schools** do not need to have a school council either.
- **Schools with a participative school board/ inrichtende macht** do not need to have a school council either. In this case however, the board shall consist of at least 2/3 directly-elected representatives of staff members and parents, with a fair balance between the two groups. In secondary education, the pupil representatives with advisory voice must also be involved in the consultation and mandatory-advice procedures.

Composition

- In **BaO**, elementary education, the school council consists of an equal number of representatives (at least 2) from parents, staff and the local community.
- In secondary education it shall also consist of an equal number of pupil representatives.
- In special needs education the **inrichtende macht** decides, in consultation with the pedagogical council, on the inclusion of one or more pupils in the school council. However, when **opleidingsvorm 4** is provided, pupil inclusion is required.
- The **directeur** is not a member of the school council, but he attends the meetings and has an advisory voice.
- The representatives of the local community are co-opted, through consensus, by the other members.
- The other representatives are either appointed by the respective parent, pedagogical or pupil councils, or through elections by and from among parents, staff members or pupils.

Responsibilities

- The school council has the right to receive **information**, to inspect documents and the right (at its own request or upon request) to be heard. The school council itself also has a **communication and information duty** concerning its own operations.
- The school council can also issue **advice**, on its own initiative and at any time. The advice shall be **well-reasoned** and shall be issued within 21 days. Advice is **mandatory** on:
 - defining the principal's profile;
 - study programmes;
 - cooperation agreements with other organising bodies or external bodies;
 - pick-up points and bus supervision for school transport;

- the in-service training policy;
- experiment and project policies;
- in [basisonderwijs](#): failing to include in the maximum invoice the parents' contribution towards an obligatory uniform which is offered in the context of social purposes.
- Prior **consultation** with the school council is required for decisions concerning:
 - the school regulations and the declaration of commitment;
 - the list of contributions which can be asked from parents and possible deviations;
 - the [schoolwerkplan](#);
 - the policy plan or contract with the [CLB](#);
 - the year plan on extramural and para-scholar activities;
 - large and non-urgent infrastructural works;
 - the criteria for the allocation of teaching periods, hours, teaching periods and points;
 - policy on well-being and safety at school (complementary to the responsibility of the Committee for Prevention and Protection at Work – (cf. 2.7.2.6.));
 - duration and time of work-experience activities.

The [inrichtende macht](#) shall state its reasons when it deviates from the advice. If problems concerning participation arise, a **mediating commission** may be brought in at the request of the school council or the school board/organising body. It consists of one person appointed by the school council, one person appointed by the school board and one person appointed by these two people, in mutual consultation.

For serious complaints about the decision-making process, responsibilities or non-compliance with a procedure, a complaint can be filed with the **Careful Management Commission**.

Commissie Zorgvuldig Bestuur

2.7.1.1.2. Class councils

In secondary education, the **class council** acts as the central evaluation body. Three functions can be assigned to the class council and, consequently, depending on the case, they are referred to as "admissions class council", "guidance class council" and "deliberation class council". The guidance and deliberation class-councils consist of the [directeur](#) or his representative and all the members of the teaching staff who teach a particular pupil a particular [onderwijsvorm](#) and sub-division (these people are entitled to vote). They may be assisted by the vice-principal, the technical advisor (coordinator), support staff and/or the members of staff providing the pupils of the school in question with psycho-social or pedagogical counselling (these people have an advisory voice). In contrast to the guidance and deliberation class councils, the admissions class council does not have to be composed of all the teachers teaching the structural component pupils choose.

The **admissions class council** decides whether the admission or transition requirements for pupils have been met. In contrast to the guidance and deliberation class councils, the admissions class council does not have to be composed of all the teachers teaching the structural component pupils choose. The **guidance class council** usually meets after an examination period or if a certain problem arises in a class or with a particular pupil. This class council mainly discusses class atmosphere (relations within the class, interest and cooperation of the pupils) and deals with the follow-up, evaluation and guidance of the study progress and the behaviour of pupils (e.g. by means of remedial tasks in case of behavioural or study problems).

The **deliberation class council** meets after the June examinations and is the only body empowered to decide whether or not a pupil passes. This class council issues attestaten (certificates), diploma's (diplomas) and getuigschriften (certificates) and advises pupils on their further school career. (Decision of the Flemish Government of 19 July 2002) & (Circular letter SO 64).

2.7.1.1.3. Pedagogical council, parent council and pupil council at school level

A pedagogical council, a parent council and a pupil council must be established in every elementary and secondary school as from 1 September 2004 if requested by at least 10% (with a minimum of 3 people) of the staff, parents and pupils (in elementary education **BaO** from the age group of 11-13 year olds). The **inrichtende macht** may of course also set up these councils on its own initiative. The members of the various councils are officially elected for a period of 4 years, (for pupil councils in **lager onderwijs** less formal procedures, specified in the school regulations, may apply). The powers of these councils (the right to information, the right to view documents and the right to advise) are exercised through their representatives in the school council. And that is where the core of participation lies.

Decreet betreffende participatie op school en de Vlaamse Onderwijsraad

OZB Lokale participatieregeling in het basis- en secundair onderwijs

2.7.1.1.4. The representative advisory board at schools-community level

All elementary and secondary schools of subsidised and community education, barring special-education type-5 schools, have to organise participation of parents, staff members and pupils at **scholengemeenschap** level. To this end all school councils of the schools belonging to the one schools community must be represented in a representative advisory board.

This representative advisory board shall be consulted by the schools community every time this schools community is preparing decisions at schools-community level regarding matters which concern the represented parties. For decisions on the rationalisation of educational programmes and decisions concerning pupil orientation and guidance, participation is to take place through **consultation**.

2.7.1.2. Higher education

The 'participation decree' of 19 March 2004 regulates **student participation**. One **student council** must be founded at association level, institution level respectively. Higher-education institutions must choose between two models of student participation:

- the **co-management model**: under this model, the bodies which take final decisions on specific matters listed in the decree have to consist of at least ten percent of students; the universities of Antwerp, Brussels, Ghent, Leuven and Limburg have opted for this model;
- the **participation model**: in this model the institution organises consultation procedures pursuant to special agreements, students can give policy advice requiring a well-reasoned reply from the institution.

The 'participation decree' of 19 March 2004 also regulates the **legal status of students** and provides legal protection in relation to study-progress decisions by means of an internal appeal procedure and through the organisation of an administrative court of law at the ministry of the Flemish Community: **the Council for disputes about decisions on study progress** (also called the 'Council for examination disputes').

For participation with regard to personnel matters (see 2.7.2.6.3.).

2.7.2. Consultation involving players in society at large

The next paragraphs take stock of the most important Flemish cross-school participation, consultation and advisory structures.

2.7.2.1. Flemish Education Council (VLOR)

Prior to the federalisation of education, both consultation at all levels of education and consultation with the socio-economic world was organised in a number of High Councils. The Decree of 31 July 1990 has now amalgamated all these councils within VLOR (Flemish Education Council). At Flemish-Government level, VLOR enjoys the status of **strategic advice council** (SAR). Representatives from the entire educational landscape discuss education policy within VLOR. On the basis thereof, VLOR issues advice to the Flemish Minister for Education and Training and the Flemish Parliament (<http://www.vlor.be>).

The Flemish Education Council consists of a General Council and separate councils for the various levels of education with sub-committees: an Elementary-Education Council; a Secondary-Education Council; a Higher-Education Council and a Lifelong-and-Lifewide-Learning Council. In addition, there are special consultation platforms, thematic committees and sectoral committees who consult with the representatives of the different socio-economic sectors.

The councils consist of representatives from:

- the organising bodies, including the pupil guidance centres, the umbrella organisations GO!, OVSG (Organising municipal education), POV (Provincial Education), VSKO (Subsidised private Catholic Education), OKO (Forum of Small Education Providers), VCLB (Association of Centres for Pupil Support and Consultation); for higher education the heads of the institutions (referred to by the Flemish Council of University Colleges and Flemish Interuniversity Council) fulfil the role of organisers of education; representatives of the Flemish Public Employment and Vocational Training Service, the Flemish Agency for Entrepreneurial Training - SYNTRA Flanders and the Support Centre for Socio-Cultural Adult Work also sit on the Lifelong-and-Lifewide-Learning Council;
- staff (teacher unions ACOD, COV, COC, VSOA);
- parents (umbrella organisations of parent associations VCOV, KOOGO, GO! Ouders);
- students, pupils and users (VSK, VVS, continuing education course participants);
- the socio-economic world (Flemish Social and Economic Council – SERV) & socio-cultural organisations (States-General of the Social Midfield);
- experience experts;
- principals - directly elected - from BaO, secondary education (SO), DKO, Centres for Basic Education (CBEs) and Centres for Adult Education (CVOs).

The composition of the councils and departments for each level of education is laid down in a decree of the Flemish Government.

By decree, the Flemish Education Council has been given general **responsibility** for study, concerted action and consultation, on its own initiative or at the request of the Minister for Education and Training, in all matters of education the Flemish Community is in charge of. More specifically, prior to going before Parliament the Minister for Education has to seek the advice from the Flemish Education Council on all preliminary draft decrees relating to educational matters (except for the education budget) and on policy reports and papers to be presented to the Flemish Parliament.

VLOR also stimulated the foundation of the **EUNEC** (European Network of Education Councils) and also acts as its secretariat, <http://www.eunec.org>

VLOR, Flemish Education Council

2.7.2.2. Flemish Interuniversity Council (VLIR), Flemish University-College Council (VLHORA), Flemish Universities and University Colleges Council (VLUHR)

VLIR, Flemish Interuniversity Council

In 1976, the Flemish Interuniversity Council (VLIR) was set up as a public-benefit institution. The VLIR is an autonomous consultative body, funded by the universities and comprises members who represent the Flemish universities. Its objective is to promote dialogue and cooperation between Flemish universities. The VLIR organises consultation among the university institutions about matters affecting universities. Based on this consultation, common viewpoints are formulated and policy recommendations issued to the minister responsible for university education or science policy.

The VLIR encourages the Flemish universities to make a name for themselves internationally. This is how the VLIR backs cooperation between the Flemish universities and universities in developing countries. Moreover, the VLIR strongly urges Flemish universities to participate in European and international higher education programmes and research programmes, and backs cooperation between conferences that involve vice-chancellors.

VLHORA, Flemish Council of University Colleges

After the merger of the university colleges in 1995, a similar body has been operating for university colleges since 1996: the Flemish Council of University Colleges (VLHORA). The Flemish Council of University Colleges is the official consultative and advisory body of the university colleges. It advises the Flemish Government in all policy aspects concerning university college education, project-based scientific research, social services and the application of arts. Moreover, VLHORA organises and stimulates consultation between the institutions concerning all matters affecting university colleges.

VLHORA and VLIR organise and coordinate external quality assurance through the so-called external reviews of programmes (cf. 9.4.2.3.).

Internationalisation

VLIR-UOS Flemish University Council – Institutional University Cooperation is in charge of the international-cooperation policy and management between 6 universities and 22 university colleges in Flanders, Belgium, and their partner universities in the South.

In conjunction with the VVS, the FWO and all the Flemish associations, VLIR and VLHORA set up a separate agency for the internationalisation of higher education in 2008, called **Flamenco**. It wants to contribute to the internationalisation of higher education by supporting the efforts the institutions are making in this area and by highlighting the position of Flemish higher education on the international forums (see 11.6.).

VLUHR, Flemish Universities and University Colleges Council

The Decree on education XIX of 8 May 2009 stipulates that the university colleges, the universities and associations in the Flemish Community should create a non-profit organisation VLUHR, Flemish Universities and University Colleges Council.

VLUHR

- issues advice and puts proposals to the minister responsible for education and the minister responsible for science and innovation concerning all matters affecting the Flemish university colleges, universities or associations;
- can organise consultation among the university colleges, universities or associations concerning all matters affecting the Flemish university colleges, universities or associations;
- is responsible for the external quality evaluations in the institutions;
- issues advice in various matters at the request of the Flemish Government and the Accreditation Commission;
- must also allow aspects such as internationalisation, development cooperation and science and innovation to feature fully within its structure;
- acts as a forum for inter-association consultation.

The VLUHR represents all university colleges, all universities and all associations in the Flemish Community.

The VLUHR submits annual reports to the Flemish Government and the Flemish Parliament.

VLIR and VLHORA remain active under the current set-up until such time as VLUHR is operational.

From the external reviews that take place on the basis of self-evaluation reports that must be completed by 1 September 2010, the VLUHR will replace the VLIR and the VLHORA as evaluation body for external course evaluation.

VLHORA, Vlaamse Hogescholenraad

VLIR, Flemish Interuniversity Council

2.7.2.3. Parent umbrella organisations

Many schools have their own school-specific parents' association. These associations do not usually interfere in class and school matters but their only objective is to promote the contact and cooperation between parents and the school, and between parents themselves. Parent participation is achieved through the parents' council (see 2.7.1.1.3.).

At a cross-school level, parents' interests are promoted by the umbrella parents' associations which come under the educational umbrella organisations (see 2.6.3.1.) which represent parents within VLOR (Flemish Education Council).

- Community education: **GO! Ouders (Parents)** (<http://www.g-o.be>)

- Catholic education: **VCOV**, Vlaamse confederatie van ouders en ouderverenigingen (**Flemish association of parents and parents' associations**), (<http://www.vcov.be>)
- Gesubsidieerd officieel onderwijs: **KOOGO**, koepelvereniging van ouderwerken in het gesubsidieerd officieel onderwijs (**umbrella association for parental involvement in subsidised official education**) (<http://www.koogo.be/>)

For consultation purposes, the three umbrellas have set up a **Flemish Parent Platform (VLOP)**.

The Decree of 20 June 1996 (and the Decision of the Flemish Government of 22/09/2006) provides for financial support for the parents' associations on condition that the associations within the community education network and subsidised official [onderwijsnet](#), on the one hand, and, within the subsidised private network, on the other hand, decide to cooperate. The decree provides: a basic allowance for administrative tasks, project-related financial support on an annual basis and a maximum of five teachers assigned to the associations to promote parent-school relations.

The objective of the parents' associations is to create a centre which helps parents and the local parents' associations to find their way through the world of education. Moreover, they represent and defend the parents' ideas and interests vis-à-vis the government and the outside world.

In 2009, the Flemish Minister for Education and training concluded a management agreement with the umbrellas of parent associations for 3 years (2009-2011). Alongside their basic operations, setting up campaigns on **parent involvement** will be their main purpose. Indeed, from 1 September 2010, the school regulations in each school will need to contain a declaration of commitment with clear agreements between the parents and the school about parents' evenings, school attendance, individual support and a positive commitment towards the Dutch language. (Cf. also 2.2.-2).

[KOOGO, Koepel van Ouderverenigingen van het Officieel Gesubsidieerd Onderwijs](#)

[VCOV, Vlaamse Confederatie van Ouders en Ouderverenigingen](#)

[Decreet betreffende de subsidiëring van ouderkoepelverenigingen](#)

2.7.2.4. Teacher unions

The representative teachers unions, which defend staff interests in official consultations and also participate within the Flemish Education Council (VLOR), are structured along the lines of the main political groupings in Flemish society.

- **ACOD-onderwijs**, de Algemene Centrale der Openbare Diensten – Sector Onderwijs (**ACOD-education, the General Federation of Public Services – Educational Sector**), forms part of the ABVV, General Belgian Trade Union and is linked to the socialist movement. (<http://www.acodonderwijs.be/>)
- **VSOA-onderwijs**, het Vrij Syndicaat voor het Openbaar Ambt – Sector Onderwijs (**VSOA-education, the Liberal Syndicate for Public Services – Educational Sector**), forms part of the ACLVB, General Federation of Liberal Trade Unions of Belgium. (<http://www.vsoa-onderwijs.be/>)
- **COV**, het Christelijk Onderwijzersverbond (**The Christian Teachers' Federation**), is affiliated to the ACV, General Christian Trade Union; it protects the interests of the staff in subsidised private and official [basisonderwijs](#) schools and of the staff in pedagogical counselling services and the community inspectorate. (<http://www.cov.be/>)
- **COC**, de Christelijke Onderwijscentrale (**the Christian Teachers' Federation**), represents all members of staff in secondary and higher education (except for universities),

volwassenenonderwijs, deeltijds kunstonderwijs, pupil guidance centres as well as elementary education of community education. For the collective professional interests of employees in the public sector, the federations coordinate their operations through the FCSOD, Federation of Christian Public-Service Trade Unions. (<http://www.coc.be/>)

ACOD, Algemene Centrale der Openbare Diensten - Sector Onderwijs

COC, Christelijke Onderwijscentrale

COV, Christen Onderwijzersverbond

VSOA-onderwijs, Vrij Syndicaat voor Openbare Ambten - Groep Onderwijs

2.7.2.5. Student and pupil umbrella organisations

There are two officially-recognised and subsidised umbrella organisations (one for students and one for pupils). They represent students and pupils within VLOR (Flemish Education Council). The umbrella associations issue advice at the request of the Flemish Government and come under the authority of the Flemish Community, Department of Education and Training (Decree of 30 March 1999).

VVS (Vereniging van Vlaamse Studenten) (National Union of Students in Flanders) consists of two federations: one for university colleges and one for universities. The VVS concludes association agreements with the various student organisations which promote the interests of the students at the different institutions for higher education. There are also other student organisations at community level, but they do not represent the students as a whole. (<http://www.vvs.ac>)

VSK (Vlaamse Scholierenkoepel) (Flemish Pupil Umbrella Organisation) was founded in 1997-1998 and aims to defend the interests of pupils in secondary education, regardless of the [onderwijsvorm](#) and network. The basic objectives are pupil involvement and participation at class, school and policy levels, democratisation of education and children's rights at school. (<http://www.vsknet.be/>)

For information and complaints about children's and young people's rights, a children's rights office has been set up. (<http://www.kinderrechtencommissariaat.be>)

Kinderrechtencommissariaat

VSK, Vlaamse Scholierenkoepel

VVS, Vlaamse Vereniging van Studenten

2.7.2.6. Participation regarding conditions of service

Trade-union consultation deals with the administrative and financial legal status of staff members and regulates the collective employer-employee relations, as well as measures regarding the organisation of education which directly affect working hours and/or the organisation of work and staff formation. For

negotiations concerning labour conditions, specific joint consultation bodies were created at different levels, which differ according to the [onderwijsnet](#) and educational sector.

We will address them separately for official education (see 2.7.2.6.1.), [gesubsidieerd vrij onderwijs](#) (see 2.7.2.6.2.), higher education (see 2.7.2.6.3.) and adult education (see 2.7.2.6.4.).

In education there has also been a tradition of concluding central **CAOs (collective labour agreements)**. CAOs are sometimes valid for a period of two years, while other times, they apply for the full government term.

From school year 2007-2008, it was decided to organise mediation on collective consultation for a 2-year trial period. Unions, organising bodies or their umbrella organisations and the government can appeal to the mediators about problems concerning the application of the trade unions' status, the rights and obligations of the social partners and the application of rules concerning job descriptions and evaluation.

The CAOs can be consulted on <http://onderwijs.vlaanderen.be/cao/>

See also 2.2. for new developments.

2.7.2.6.1. Official education

In official education (community education, provincial and municipal education) the collective labour relations are regulated by means of the unions' status of civil servants laid down in the law of 19 December 1974 and its implementing orders (28/2/1984). This law provides for compulsory prior negotiations and consultation between the authorities and the representative trade unions. Should the authorities promulgate a measure without having engaged in prior consultation, the measure in question can be declared null and void by the Council of State.

- **On a central level:** Sector committee X - Education (for community education) and the Committee for Provincial and Local Authority Services – Department 2 – Sub division Flemish Community (for [gesubsidieerd officieel onderwijs](#)). Since 1 April 2008, these sectoral negotiation committees have been given the power to negotiate on (impending) collective conflicts or disputes. When collective conflicts within a cross-network [scholengemeenschap](#) or within a consortium arise, and, depending on the structure of the schools community or the consortium, various committees can be given a negotiating brief.
- **The Joint Committee for all government services (Committee A)** has competence for the whole of the public sector: the federal, community and regional administrations as well as the public bodies, the public companies, official education and the local and regional sectors. Consequently, Committee A consists of representatives from all these echelons. So, in fact, Committee A is the private sector's National Labour Council for the public sector. In principle, Comité A negotiates every two years on inter-sectoral social programming. Moreover, Comité A has sole competence regarding common minimum social-security rights for all of the civil servants. These 'minimum rights' relate to child allowance, pensions, work accidents and occupational illnesses, the index-linking of salaries, holiday arrangements, career breaks, etc. So these minimum rights can only be amended after negotiations within Committee A.
- **Committee B is responsible for the federal, community and regional government services, including community education.** There are 20 *sectoral committees*, where negotiations are conducted on matters pertaining to one department or institution. The **basic consultation committees** discuss issues which are specific to a particular service or number of services.
- **The Provincial and Local Government Services Committee (Committee C)** is responsible for the local and regional authorities and **subsidised official education**.

- The local and regional authorities have been grouped per Region and they each have **their own negotiation committee**.
- Subsidised official education has been grouped per Community and each organising body has its own '**separate special committee**' .
- At a local level the special committees and separate special committees negotiate within the municipalities and provinces and in the schools they organise on items which are specific to that particular province, municipality or school.
- For consultations a HOC, High Consultation Committee is set up, which concludes its discussions with a reasoned advice. (OVSG, Organising municipal education, 2006).
- Under the terms of the Education Decree XVIII, subsidised official education and the cross-network schools communities have been in a position to set up **negotiation committees at schools-community level (OSCGs)** since 1 April 2008. However, schools communities within subsidised official education are under no obligation to set up an OSCG if all the schools are governed by one and the same school board. In that case, the responsibilities of the OSCG are assumed by the separate special committee (see chapter V which was added to the decree of 14/07/1998 by the Education Decree XVIII).
- For **community education** the Decision of the Flemish Government of 28 August 2000 has adjusted the structure at a local level to the new governing bodies as specified in the special decree concerning community education and set up the following bodies:
 - a **basic committee**
 - per **school**, for matters pertaining to the authority of the principal; it is chaired by the [directeur](#); the same applies to the pupil guidance centres;
 - per [scholengroep](#), for matters concerning members of staff which fall directly under the school group; chaired by the [algemeen directeur](#);
 - for the **pedagogical counselling service**, for matters concerning members of staff of the pedagogical counselling service; it is chaired by the administrator;
 - for the POC, Permanent Support Cell in charge of network-related support to the CLBs, Pupil Guidance Centres within community education;
 - an **intermediate consultation committee**
 - per [scholengroep](#), for matters exceeding the authority of one basic committee of a certain school group and which pertain to the authority of the governing board, the General Assembly, the general director, or the board of principals of the school group in question, chaired by the general director; it is also authorised to negotiate about personnel matters in which the schools communities have authority;
 - **at central level**, for matters exceeding the authority of one school group and pertaining to the central authority; it is chaired by the administrator.
- The Ghent University has both a Basic and an Intermediate Consultation Committee.

Participation concerning welfare policy (**Prevention and Protection at Work**) takes place via the BOCs in community education and [gesubsidieerd officieel onderwijs](#).

2.7.2.6.2. Subsidised private education

[Gesubsidieerd vrij onderwijs](#) and the subsidised private CLBs do not fall within the scope of the Act of 19 December 1974. The Decree of 5 April 1995 has, however, set up a similar structure.

- An **Umbrella Negotiation Committee** consisting of the Minister for Education, the representative teachers unions and the organising bodies; with responsibility for matters which also require mandatory and prior negotiations in the union's status for official education.
- **LOCs (local negotiation committees)** jointly composed of representatives of staff and the [inrichtende macht](#). They have:
 - right to information about employment, the [inrichtende macht](#), financial management and school infrastructure;
 - negotiating authority about additional arrangements regarding staff matters;
 - supervisory authority on the compliance with social legislation and social and administrative regulations based on the education legislation;
 - the authority to mediate in collective disputes or disagreements.

The Decree of 15 July 2005 concerning education XV regulates the **support of the local committees** by the representative trade organisations.

Within subsidised private education **the participation of employees in welfare policy** takes place via the Committees for Prevention and Protection at Work (**PBW committee**). These are only compulsory for schools with at least 50 employees. In community education and [gesubsidieerd officieel onderwijs](#) these responsibilities are assumed by the BOCs.

2.7.2.6.3. Higher education

For consultation concerning conditions of service, each **university college** boasts an **HOC, university-college negotiation committee** with each **department** boasting a **DOC, departmental negotiation committee** (Decree of 13 July 1994).

For the whole of **higher education** (university colleges, universities and associations) a **VOC, Flemish Negotiation Committee** was set up in 2004. (Decree of 19 March 2004 and Decision of the Flemish Government of 21 January 2005).

Consultation in the subsidised private universities K.U.Leuven and V.U.Brussel is done in the works council.

The Universities of Ghent, Antwerp and Hasselt organise negotiations with staff representatives in a **central negotiation committee** specially set up for this purpose. The negotiation committee includes a number of mandated representatives from the board of governors and at least the same number of staff representatives. There are as many deputies as there are actual representatives.

The staff representatives are appointed by the representative trade unions. The number of actual representatives is no more than three per representative trade union. Staff members with a mandate in a decision-making body of the university cannot act as staff representatives. Each delegation may call upon the help of technicians.

Central negotiation committees negotiate on the following matters, insofar as they pertain to the university:

- the administrative legal status;
- the financial legal status;
- the regulations of the collective employer-employee relations;
- the organisational measures with a direct effect on the labour organisation or the organisation of the work;
- all powers which, in private companies, are entrusted to the committees for the prevention and protection at work.

(Decree on education XIX of 8 May 2009).

The 'structural Decree' of 4 April 2004 regulates participation at the level of associations.

At association level, there is a **participation committee** that is jointly composed of a delegation of the association board (representatives of the competent decision-making bodies) and a delegation of the staff of the institutions affiliated to the association (representatives of the representative trade unions).

2.7.2.6.4. Adult education

In each **Centre for Adult Basic Education** and **adult-education consortium** a jointly composed **LOC, local negotiation committee** has been set up.

In addition, a **VOC BE, Flemish Negotiation Committee for Adult Basic Education** has been set up. (Decree of 23 January 2009).

2.7.2.6.5. Apprenticeships

As a follow-up to the Alternance-Training Decree, it is examined whether a Flemish negotiation committee needs to be established for [leertijd](#).

2.7.2.7. Link to the labour market and other training providers

Various bodies ensure consultation and cooperation between education and the world of business at different levels.

Sector committees

Specifically for technical and vocational education, so-called **sectoral committees** have been set up within VLOR for all large segments of the labour market (metallurgy, textile, food ...). Within the framework of the VLOR, Flemish Education Council (cf. 2.7.2.1.) they explore new trends in the labour market and issue advice on any new initiatives planned in that respect.

ERSVs The Recognised Regional Collaborations

For [volwassenenonderwijs](#) in particular, permanent working groups have been established within the ERSVs, Recognised Regional Collaborations. These working groups have a consultative function in view of intensifying the cooperation between industry, education and the employment agencies. They also have formal advisory powers with respect to the planning of new training programmes in adult education.

ERSVs are non-profit organisations which have the task to support socio-economic consultation between the social partners and the local authorities within one or several Socio-Economic Councils of the Region (SERR), in function of the socio-economic regional development policy.

An ERSV also organises and supports tri-party consultation between the representatives of employers and employees and the local authorities (cities, municipalities and provinces) in one or several Socio-Economic and Social Consultation Committees of the Region (RESOC). (See below 5.20.1.).

Regional Consultation Platforms for alternance training

A regional consultation platform has been set up within every RESOC, which seats one representative from each Centre for Part-time Vocational Education, each Centre for Part-time Training, the training centre for the self-employed and small and medium-sized enterprises, the local Flemish Public Employment and Vocational Training Service client centre (represented by an alternance training VDAB account) from within the RESOC's working area, as well as one Flemish Agency for Entrepreneurial Training - SYNTRA Flanders pathway counsellor and one representative from the official CLB's, the private CLBs, RESOC, the Department of Education and Training and the Department of Work and Social Economy, respectively. Within this platform issues such as the regional educational and training provision will be discussed (for information on its wider powers, see 5.20.1.).

RTCs, Regional Technological Centres

The RTCs, Regional Technological Centres, are cross-network collaborations between education and the world of enterprise entrusted with actions at provincial level in the areas of infrastructure, work experience for pupils and in-company training and further training for teachers (see below 5.18.5.1.).

DBO, Vocational Training Service

Within the Department of Education and Training, the DBO, Vocational Training Division, deals with vocational training in the widest possible context (cf. 5.18.5.2.).

http://www.ond.vlaanderen.be/dbo/nl/dbo_algemeen_wat.htm

SLN, Local Network Support Centre

The SLN is an umbrella organisation for the so-called 'third parties' in Flanders, i.e. the non-commercial pathway-to-work providers (<http://www.sln.be/>).

2.8. Methods of financing education

We shall successively discuss:

- 2.8.1. The origin of the education budget
- 2.8.2. The scope of the education budget and budget items
- 2.8.3. Financing of elementary and secondary education
- 2.8.4. Financing of school infrastructure and school construction
- 2.8.5. Financing of continuing education
- 2.8.6. Financing of higher education

For the conditions for funding and subvention (cf. 2.3.3.).

2.8.1. The origin of the education budget

In 1989, education in Belgium was handed over to the Communities. Ever since then, education has been financed by the Flemish-speaking, French-speaking and German-speaking Communities. To this end they received contributions from the federal state, according to a distribution code which needed to be adapted to the number of pupils based on statutory criteria in 1999. For a long time, this adaptation was a sticking point in politics that was resolved by the Act of 23 May **2000**. Only the pupils aged 6 to 17, who are

registered as regular pupils in primary and secondary education in an educational institution organised or supported by the Flemish or the French Community of Belgium, are counted. The count takes place on 1 February and the data are sent to the State Audit Office before 15 May of each year. The State Audit Office checks these data carefully. The Lambermont agreement (2001) reviewed the special financing law of 16 February 1989 and provided, among other things, more financial resources (in part from VAT revenues and in part from personal income tax).

In addition, the Flemish Government also has other forms of revenue, such as regional taxes and their own income of which a certain part is allocated to education.

The funding of education in the German-speaking Community is governed by a separate law and, given the small size of this educational sector, the specific requirements established in 1990 are taken into account.

<http://fin.vlaanderen.be/nlapps/docs/default.asp?fid=46>

2.8.2. The scope of the education budget and budget items

In relation to the evolution of the education budget, the distribution of the resources across educational networks, levels and expense categories (cf. 2.9.2.).

For the total cost we must take, besides the educational expenditure of Federal and Community Governments, the (limited) funding by provinces and municipalities in [gesubsidieerd officieel onderwijs](#) and by religious authorities and private persons in [gesubsidieerd vrij onderwijs](#).

Each school receives, depending on the number of pupils/students, a teaching-period package (elementary and special education) or a number of teaching periods (secondary education). These periods or hours can be used and distributed between the levels, [onderwijsvormen](#), courses of study, etc, in accordance with the specific needs. All the staff appointed on the basis of the teaching-periods package or the number of teaching periods who meet the statutory requirements receive a salary from the Flemish Community. The [onderwijsnet](#) does not affect the level of this salary.

For operational resources, see below.

2.8.3. Financing of elementary and secondary education

The distribution of the resources across the educational networks has always featured on the political agenda (see 2.1.). The Decree of 4 July 2008 introduced a new financing model which funds all schools in the same way with due regard for two objective differences, i.e. the guarantee of freedom of choice - a constitutional obligation within community education - and the onus on all schools organised by public authorities to offer various philosophy-of-life courses.

The keynote is 4 **sub-budgets**: one for mainstream [basisonderwijs](#), one for special elementary education, one for mainstream secondary education and one for special secondary education.

Under the new financing system, part of the operational-resources education budget will first of all be used to fund the objective differences between the schools. Subsequently, another part will be distributed on the

basis of social pupil characteristics. (However, these will not be used to distribute the special-education operational resources).

- **Pre-set budget for several philosophy-of-life courses**

A budget of 4.5 % is deducted for the objective difference philosophy-of-life courses (this percentage is calculated on the basis of the pupils who qualify for this difference and **not** on the overall budget): provided the school board offers the choice between classes in one of the official religions and non-confessional ethics;

- **Pre-set budget for the objective difference neutrality**

A budget of 3 % is deducted for the objective difference neutrality (this percentage is calculated on the basis of the pupils who qualify for this difference) provided the school board organises neutral education. This sum per pupil objective difference is only allocated to GO! as only GO! can be forced to organise this form of education when the freedom-of-choice rule is invoked.

- **Pre-set budget for operating resources on the basis of pupil characteristics (not for special education)**

Part of the budget is subsequently distributed on the basis of 4 social indicators that have a considerable impact on the pupils' school careers: the mother's level of education, whether the pupil qualifies for a school allowance, the language spoken at home & the living environment of the pupil.

- In 2008-2009, these funds will represent 14% of the operational resources in elementary education; they will be increased annually by 0.1875% to 15.5% in 2017. Due to economy measures, this increase has been postponed by 2 years (so 14% applies to 2010 and 2011). After this, there will be an increase by 0.1875% until 2019.
- In secondary education the 2008-2009 share amounts to 10%; it will be gradually increased to 11% in 2017.
- The part of the budget earmarked for distribution on the basis of pupil characteristics is divided out equally across the four pupil indicators which are allocated 25% each. The amount per indicator is calculated by dividing the budget by the number of pupils meeting the indicator, with 4 different lump sums as a result. (In secondary education, only 10% is distributed on the basis of the living-environment indicator).

- **Basic financing**

The remaining largest part of the operational resources (about 80%) will be distributed amongst the schools on the basis of school characteristics (level, type, [onderwijsvorm](#) and area of study) (nursery, primary, type-4 or not, secondary, secondary education ASO, BSO, KSO, TSO, DBSO,...). So the place in the educational system will generate a number of points which will be used in the distribution of resources. Henceforth, educational networks will no longer have any impact. In special elementary education, due consideration is also given to GON pupils to calculate the integration allowance.

The historical agreement (50 years after the schools pact (cf. 2.1.)) was partly possible thanks to the increase in operational resources for education. In 2008-2009, these will increase by 85 million euros for elementary education and by 40 million euros for secondary education. In elementary education, operational resources will rise by 58% (€ 152 million) between 2004 and 2009 and in secondary education by 34% (€ 104 million).

As a result, local authorities who used to spend considerable additional funds on their own educational network are now developing a complementary education policy for all the pupils of all the networks within their territory (cf. 2.6.3.8.).

Staffing and infrastructural resources

A new **staffing** mechanism (the number of staff schools can appoint) should come into operation during school year 2011-2012. As regards the distribution of staffing resources, the same principles may well apply as those used in the new operational-resources financing model.

Infrastructural resources (cf. 2.8.4.) do not feature in the operational-resources agreement either.

Financial management

The rules and procedures in relation to financial management imposed on school boards vary greatly between the different educational networks.

In community education the [scholengroepen](#) and the Board assume the task of organising bodies (Special Decree of 14 July 1998). The Board will continue to set the rules on the allocation of resources among school groups. The school groups themselves are responsible for the autonomous financial and material management of the schools within their school group. A Board of Accountants, appointed by the Flemish Government, supervises the financial policy of the school groups. This Board of Accountants is also charged with financial supervision on the Board of Community Education. The Board of Accountants consists of 5 members appointed for a term of 4 years.

In [gesubsidieerd officieel onderwijs](#) the municipalities and provinces are responsible for the financial management of the schools. The budget has to be approved at a higher level – by the Permanent Deputation (the provincial authorities) as regards municipal budgets and by the Flemish Government as regards provincial budgets. Financial decisions at a lower level can be suspended at a higher level if the legislation is not complied with.

The school boards of [gesubsidieerd vrij onderwijs](#) have greater autonomy. However, they must comply with the accounting rules of the new non-profit organisation-legislation and all relevant controls.

Subsidised educational institutions, boarding schools and [CLBs](#) which meet the criteria for rationalisation and programming plans, can appeal to the government for investments.

Decree of 4 July 2008 concerning the operational budgets in secondary education and amending the Decree on elementary education of 25 February 1997 concerning operational budgets.

2.8.4. Financing of school infrastructure and school construction

AGION, the Agency for Infrastructure in Education

AGION

- subsidises the purchase, the construction, the renovation and the initial equipment of buildings for subsidised educational institutions, pupil guidance centres and boarding schools (the subsidies amount to 70% for elementary education, [BaO](#), and to 60% for other levels of education, [CLBs](#) and boarding schools);
- finances university-college investments;
- encourages and implements cross-educational network and cross-policy-area collaboration in terms of educational infrastructure;
- coordinates, controls and directs public-public and public-private cooperation in relation to educational infrastructure;
- extends a guarantee for the reimbursement of capital, interests and related costs of loans which were taken out in view of financing the non-subsidised part of the subsidizable cost (30% or 40%);
- manages the federal loans which were taken out before 1 January 1989, for subsidised private and public education.

AGION has been operational since 1 April 2006 and was founded by the decree of 7 May 2004 (cf. 2.6.2.1.). It is the legal successor to the former DIGO, Department of Infrastructure Works of Subsidised Education (founded in 1989) and the IVAH, Investment Service for the Flemish Autonomous University Colleges (founded in 1994). It will be transformed into an EVA (external autonomous agency).

Level of AGION authorisations and approved subsidies in the calendar year 2008

Subsidised official education	59 309 000 €
Subsidised private education	240 420 000 €
Subsidised official higher education	2 107 000 €
Subsidised private higher education	19 601 000 €
Autonomous higher education	12 114 000 €
Total	333 551 000 €

Source: Statistical Yearbook 2008-2009

Moreover, an additional € 75 million euro will be available for the infrastructural works of the DBFM programme (Design, Build, Finance and Maintain).

(Parliamentary actions, Document 15 (2007-2008) no. 7)

To subsidise the Flemish elementary and secondary-school infrastructure in the Brussels-Capital Region, AGION can, just like over the past 3 years, count on an extra budget from the Flemish Community Commission (for the period 2005-2009). The additional funds will only be released at the time of payment. It involves an overall recommended amount of 12.9 million euro.

In 2008, AGION organised an extensive school building survey involving more than 3600 locations, about the quality of the school buildings and the extent to which they meet the new social and pedagogical challenges of the 21st century.

<http://www.agion.be>

Catching up on school construction with a new financing system

On 7 July 2006 the Flemish Parliament approved a decree "catching up on school construction". Over the past decades the need for investments in school buildings had increased so significantly (1.9 billion euro, of which approximately 1.4 billion euro must come from Flemish-Government subsidies), that it could no longer be relieved by the regular budgets (€ 150 million per year). Therefore, an **additional alternative funding method, the DBFM formula** (design, build, finance and maintain), was adopted. A private **company** selected by the government designs, builds, finances and maintains the building projects. This also means that every project will be completed within a certain term, at a pre-set price. Major repairs also have to be carried out by this company. The company shall invest 1 billion euro and shall ensure that all selected projects are developed quickly. In return, it will get a 30-year availability fee from the schools, although the latter will become the immediate owners. The fee will be subsidised or financed by AGION (Flemish Agency for Infrastructure in Education), pursuant to the rules which apply today in relation to the subsidising or financing of school buildings, i.e. to the tune of 100%, 70% or 60%. The company can only consist of financial partners. All building projects will be put out to tender before any building will commence. The decree also specifies the company-selection procedure. In 2009, the private financier was selected (Fortis Bank – Fortis Real Estate). The government also set up NV School Invest (a subsidiary of AGION and the Participatiemaatschappij Vlaanderen) for the preparation of the construction files. The projects will be selected by the decretal **ad hoc commission**, composed of representatives from the networks, the Flemish Government Architect and the administration, and is chaired by the former director-general of the higher-education administration. The projects were selected on the basis of criteria specified by the Flemish Government. From the 322 project applications, 211 were selected, including 29 projects which can serve as models for "the school of the future" and 7 passive schools.

The **Vlaamse Bouwmeester (Flemish Government Architect)** will, together with the company and the relevant **inric htende macht** assess the drafts. For normal projects the Government Architect shall provide mandatory advice, for model projects the three parties shall decide unanimously. So, here the Government Architect has co-decision powers. In support a manual and a website including a.o. fine school examples (from Flanders and Europe) were developed; <http://www.scholenbouwen.be/>

REG, Rational Energy Consumption in schools

Ever since 2006, new buildings had to meet the E100 standard, since 2008, building applications must meet the stricter **E70 insulation standard**. The investment costs required in this respect are fully subsidised. The annual cost is estimated at 7 million euros for the period 2008-2011 and at 2.2 million euros from 2012. As a pilot project, 25 **Passive Schools** (which hardly require any heating at all) will also be constructed. For these pilot projects, a budget of 21 million euro has been set aside.

In 2001, over 60% of the schools did not yet have double glazing or efficient roof insulation. For that reason, **REG investments** in existing schools (energy-efficient heating and lighting, insulation, improved double glazing) are also subsidised. The schools or their **scholengemeenschap** must also appoint an **energy coordinator**. Practice-oriented training was organised for these coordinators during 2009. In addition, the launch of an **energy-accounting system** was also subsidised in 2009.

Since 1 January 2009, all schools larger than 1 000 m² must be in possession of an **energy-performance certificate (EPC)**. The EPC will rate the school building's energy consumption and compare it with the energy being used in other buildings. It shall also contain advice on energy-saving measures. The EPC will be drawn up by an internal or external energy expert.

A survey of all the measures and initiatives can be found at:

<http://www.ond.vlaanderen.be/energie/>

Circular letter NO/2008/06, rational energy use in schools

De school als ontwerpogave. Schoolarchitectuur in Vlaanderen 1995-2005" met katern "Aanbevelingen bij de inhaaloperatie in de scholenbouw (2006-2010).

AGION, Agency for Schoolinfrastructure

Decreet betreffende de inhaalbeweging voor schoolinfrastructuur

Decreet tot oprichting van het intern verzelfstandigd agentschap met rechtspersoonlijkheid "Agentschap voor Infrastructuur in het Onderwijs"

2.8.5. Financing of continuing education

2.8.5.1. Adult education

The CBEs, centra voor basiseducatie (Centres for Adult Basic Education) and CVOs, centra voor volwassenenonderwijs (Centres for Adult Education) are subsidised/funded by the government and can claim trainer hours and points. Based on the course-participant teaching periods, they are given a number of full-time equivalents to hire trainers, a point lump sum to hire support staff (and managerial staff for the

CVOs) and an operational allowance. 5% of the CBEs' operational allowance or of the (CVOs') operational resources must be allocated to quality assurance and to the development of learning tools. Each centre will be entitled to one full-time [directeur](#).

The CVOs also generate operational resources from the registration fees paid by course participants. The government refunds any registration fees the centres lose out on due to the full or partial exemption of certain course participants to pay registration fees. An amount of 0.75 euro is guaranteed for each course-participant teaching period. They also receive funds for assessing course participants following distance-learning programmes or course participants who are assessed in the area of study 'general education' without having followed the course. CVOs receive an additional operational allowance of 0.30 euro per course-participant teaching period for technical courses.

To qualify for subsidies any CBE affiliated to a [volwassenenonderwijs](#) consortium must have attained at least 60 000 course-participant teaching periods/year. Though, if it is not affiliated to an adult-education consortium the minimum number is 360 000 course-participant teaching periods/year.

To qualify for subsidies or financing, any CVO affiliated to an adult-education consortium must have attained at least 120 000 course-participant teaching periods/year (in the area of Brussels-Capital, 60 000 course-participant teaching periods/year). Though, if it is not affiliated to an adult-education consortium the minimum number is 720 000 course-participant teaching periods/year.

Additional resources are provided to support and stimulate the centres wishing to offer courses as combined education (cf. 7.11.1.).

The **adult-education consortia** jointly receive subsidies for labour costs, operational expenses and investments to the tune of 3.017 million euro at least. Of this, 650 000 euro will have to be allocated to the support and coordination of the development of an educational and training policy for detainees, the pinpointing of their educational and training needs and their educational-pathway guidance. The remainder of the principal of this subsidy will be divided amongst the adult-education consortia on the basis of the total volume of course-participant teaching periods the centres affiliated to the consortium generate.

The VOCVO, Vlaams Ondersteuningscentrum voor het Volwassenenonderwijs (the Flemish Support Centre for all of Adult Education) receives an annual subsidy for labour costs, operational expenses and investments. VOCVO is in charge of support and guidance of the Centres for Adult Basic Education and the Centres for Adult Education which do not rely on a pedagogical counselling service. A similar amount will be distributed amongst the pedagogical counselling services for the support and guidance of the affiliated Centres for Adult Education.

The new financing system will be evaluated in 2009-2010 and in 2012.

2.8.5.2. Vocational training VDAB, Flemish Public Employment and Vocational Training Service

VDAB is an external autonomous agency (see 1.2.2.). The VDAB operations are largely financed by the Flemish Government. Within this framework VDAB concludes a management agreement with the Flemish Government (currently 2005-2009, cf. 7.4.2.). Besides the contributions from the Flemish Community it also derives an income from the European Union and from invoicing employers.

2.8.5.3. Entrepreneurial training Flemish Agency for Entrepreneurial Training - SYNTRA Flanders

The SYNTRA Flanders agency is subsidised by the Flemish Government - policy area Work and also receives European and Flemish contributions for specific projects. It subsidises the 5 recognised training centres for the self-employed and SMEs (SYNTRA). The centres receive both an operational and an investment subsidy. They must supplement the subsidies they receive with their own revenue which is mainly generated by the registration fees course participants pay.

- The **operational subsidy** for SYNTRA comprises the [leertijd](#) subsidy, the certified and non-certified training subsidy and, where appropriate, a project-funding subsidy. It is calculated based on the number of course-participant teaching periods of the course participants who sit the exam. The operational subsidy includes the subsidy for the organisation of exams and the subsidy for equipment.
- The **investment subsidy** comprises the subsidy for rent, development or acquisition and the owner's maintenance of the buildings. With the exception of project funding, the subsidies are paid in four instalments.

SYNTRA must justify its activities in the form of an organisation plan (see 7.2.3.) which must also be ratified by the SYNTRA Flanders Executive Board.

Courses are only subsidised if they meet the accreditation requirements.

2.8.5.4. Training in agriculture

Each year, the recognised training centres for agriculture must submit a year programme specifying the number of hours they would like to see subsidised. The minister approves these programmes in function of the budgetary resources available. The centres submit a subsidy application per course (via the Internet). They only receive a fixed subsidy per teaching period, subdivided into a trainer allowance and an operational allowance. A course can only be subsidised if it meets the subvention conditions, such as, for example, attract a sufficient number of valid course participants.

2.8.5.5. Part-time artistic education, DKO

The academies for part-time artistic education receive a teaching-periods package based on the number of students counted on 1 February of the previous school year. In addition, the Flemish Community also pays operational resources. For the budget (cf. 2.9.2.).

2.8.5.6. Socio-cultural adult work

Lump-sum funding

The government supports the socio-cultural organisations by providing financial resources but to qualify for these funds they must meet the pre-set requirements. The decree forms the legal basis for recognition and/or for the structural subsidy they receive if they meet the requirements. The decree of 4 April 2003 no longer strictly differentiates between subsidies for staff costs, running costs and basic costs. The

organisations receive a lump-sum payment. Apart from indexations and sanctions, if applicable, they receive the same yearly amount throughout a specific policy period.

Unlike before, the full amount does not have to be spent in the year for which it was granted. Organisations are allowed to build a reserve, provided that they actually spend the money during the policy period in course and that they justify their course of action in their policy plan.

Basic and variable amounts

The lump-sum payment granted to **associations** and **specialised training institutions**, consists of a basic amount and a variable amount. The original amount of the subsidies was determined on the basis of the size of the organisations (number of departments in the case of associations, number of course hours on a specific topic in the case of specialised training institutions) prior to the 2003 Decree. As from 2011, these amounts will be index-linked per policy period. This amount can increase or decrease on the basis of the evaluation of the workings of these organisations which is a.o. conducted on the basis of an external review by a joint committee seating representatives from the Agency Socio-Cultural Work for Youths and Adults and a number of external experts. The amount shall be reduced by 10% in a first and by 20% at every subsequent negative activity evaluation. Organisations who receive a positive final evaluation can receive additional subsidies if they want to capitalize on the policy priorities specified by the Flemish Government. These priorities are defined after a social debate on the needs highlighted by the sector and the policy intentions of the Flemish Government itself has taken place.

The **movements** are granted an amount, based on how their application file is evaluated. The decree specifies minimum and maximum amounts per organisation. The Minister sets the amount on the basis of the advice he receives from an advisory committee. Further subsidies may be granted or denied on the basis of an external review by a mixed commission and the evaluation of their activities by the Agency Socio-Cultural Work for Youths and Adults. In the event of a positive evaluation of the activities, movements may submit a new application file for the subsequent policy period.

As of 2005, the **Folk high schools** will receive a maximum of 1.5 euro per inhabitant residing in their working area (and at least 500 000 euro) regardless of the evaluation of their activities. **Trade-union training institutions** and **training institutions for the disabled** will receive the sum total of the amounts members of these federations received prior to 2003; training institutions for the disabled will receive an additional fixed amount of 75 000 euro. Likewise, the outcome of the evaluation of these training institutions' activities has no bearing on the subsidy lump sum they receive.

Other subsidies

Aside from the subsidies the socio-cultural adult organisations receive from the Minister for Culture, they more often than not also generate their own income (such as contributions from participants and donations) and also benefit from other subsidies. These may for instance be provincial subsidies (each province has its own regulations), subsidies from other Flemish or Federal Ministers (if the organisation's theme or target group qualifies under another policy area) and European-project subsidies.

2.8.6. Financing of higher education

In 2008, **a new financing system for the whole of higher education** (university colleges and universities) was introduced (decree of 14 March 2008 concerning the financing of the operations of the Flemish university colleges and universities).

This new financing systems aims, among others, to make a contribution to the following **policy objectives** of the new system:

- promoting the participation in and a successful completion of higher education;
- increasing the efficiency of study itineraries and making institutions responsible for their study-progress policy;
- enhanced democratisation and accessibility;
- improving the chances of higher education for youths from, among others, ethnic minorities;
- a more effective and rationalised educational provision;
- financing of more flexible itineraries, but with due regard for study progress and successful completion;
- successfully implementing the academisation of the former two-cycle university-college programmes;
- stimulating the quality of scientific research.

Sub-budgets

A fully integrated method to calculate the operational resources of universities and university colleges has as yet not been achievable due to the fact that these two types of education each have a different historical background and come with their own specific finalities. For that reason, it was decided to implement a model of **sub-budgets for the various types of education**. (The amounts specified here are price level 2008).

- An education lump sum payment for the university colleges and universities (100 million euro);
- A variable education part for professional programmes offered by the university colleges (366 million euro);
- A variable education part for academic-oriented programmes offered by the university colleges (156.5 million euro);
- A variable education part for academic-oriented programmes offered by the universities (313.5 million euro);
- A research lump sum payment for the universities (105 million euro);
- A variable research part for the universities (176 million euro);

This new model will not include resources for academisation and new funds for the research commitments of the academic-oriented university-college programmes. These will be decided upon once the academisation process has been completed in 2013. Resources for specific teacher training and the Higher Maritime Institute come under a separate decree.

We shall further elucidate these sub-budgets.

- **A fixed education lump-sum payment** (for university colleges and universities):
 - this amount is divided on the basis of **the number of credits taken up** by students with a degree contract in the initial Bachelor's and Master's programmes. It is a degressive system, resulting in a relatively larger education lump-sum for the smaller institutions;
 - in order to qualify for an education lump-sum, an institution must reach a **minimum institutional threshold** of 90 000 credits in the Bachelor's and Master's programmes. Institutions that do not reach the minimum institutional threshold do not receive the guaranteed minimum amount nor a contribution from the Incentives Fund.
- **A variable education part** (for professional programmes offered by university colleges, academic-oriented programmes offered by university colleges, academic-oriented programmes offered by universities):
 - **the programmes which qualify for funding** are:
 - accredited initial Bachelor's programmes;

- accredited initial Master's programmes;
- the bridging programmes;
- the preparatory programmes;
- (programmes in [hoger beroepsonderwijs](#) are also funded, but do not fall within the scope of the variable education parts mentioned here);
- **post-initial Bachelor's programmes** (the advanced bachelor's programmes) receive 50% of the initial-Bachelor's-programmes funding, but the Flemish Government will be able to deviate from this under certain circumstances;
- **post-initial Master's programmes** (advanced Master's programmes) are in principle no longer financed; but the Flemish Government will also be able to deviate from this, though only for programmes that meet certain criteria: the social added value, such as labour-market needs, scientific relevance and the quality of the programmes;
- for these post-initial Bachelor's and Master's programmes, the institutions can tap into **alternative sources of funding** including higher tuition fees (for financed programmes maximum twice the amount, for non-financed programmes tuition fees may amount to 5 400 euros (non-index-linked) and in exceptional circumstances, they may even run into 24 790 euros (non-index-linked));
- both **degree and credit contracts** qualify for funding, however, exam contracts do not;
- **degree contracts** are financed on the basis of input and output data:
 - starting students are financed on input basis (= based on the number of credits taken up) until they have acquired 60 credits in one programme;
 - students who have gathered at least 60 credits within one and the same institution, are financed on the basis of acquired credits (output); a credit is a criterion for study load and corresponds to 25-30 hours of study;
 - input financing applies only to Bachelor's programmes;
 - if a generation student changes course during the academic year and registers for another programme with a degree contract at another institution, the first institution will retain the number of credits the student was registered for. So in this way, reorientation is not penalized;
- **Credit contracts** will only be financed on the basis of output data (acquired credits);
- a **weighting of student characteristics** is operated: students in receipt of a grant and students suffering from function disabilities carry more weight (factor 1.5);
- every degree of professional bachelor and initial Master's programmes conferred, results in a **degree bonus** of 30 credits (on condition that the student has acquired half of the credits of the programme in question at the institution involved);
- area-of-study weighting coefficients are also applied to the volume of credits;
- bonuses to promote efficiency have also been provided for the institutions;
 - when **certain programmes are discontinued or transferred**, phase-out transitional funding will be provided (supplemented by a **programme-discontinuation bonus**, if the staff-reorganisation plan has been approved);
 - to rationalise and optimise programmes an extra budget of 5 million euros was earmarked in 2009 as a one-off measure. This rationalisation fund has been distributed amongst the institutions whose rationalisation programme was approved by the Flemish Government.
- **A fixed research lump-sum payment** (for the universities):
 - the amount is distributed among the universities on the basis of the number of doctorates and the number of publications, with a lower and upper limit;

- In view of the historical underfunding of the Ghent University, this institution will receive an additional research lump sum for a period of 6 years which will be gradually cut back over a period of 4 years.
- A **variable research part** which will be distributed amongst the universities on the basis of:
 - the number of academic and academic-oriented Bachelor's and initial Master's degrees conferred by the universities and university colleges affiliated to the association;
 - the number of doctorates conferred;
 - the number of publications and citations according to criteria which also play a role in the distribution of resources from the Special Research Fund (BOF);
 - the number of first appointments of external researchers and female researchers to the level of autonomous academic staff.

The **associations** each receive a fixed amount of 100 000 euro to be posted to a separate budget item (the association lump-sum).

Transitional arrangement

To avoid sudden shocks to the funding of the institutions, the system will only be implemented gradually.

This is why the principle of a "guaranteed minimum amount" has been created. Under this principle each institution will retain at least the (index-linked) 2007 amount up to and including budget year 2013. Institutions that drop below the minimum institutional threshold for the education lump-sum are not eligible for this 'guaranteed minimum amount' and are also at risk of losing resources during this transitional period.

An Incentives Fund for policy spearheads

University colleges and universities will be able to use the resources from the Incentives Fund to take initiatives on equal opportunities and diversity within higher education and more specifically to take measures to boost the entry, progression and completion of students coming from population groups which are currently underrepresented within higher education.

The first management agreements have a lifetime of 3 years (2008-2010), after that they will run for periods of 5 years at a time. During the final year of these management agreements, an evaluation is carried out.

In 2008, this fund had € 3 million at its disposal, from 2009 it will be able to bank on € 6 million euro a year.

In a first period (2008-2010) the amount of the Incentives Fund will be distributed on the basis of the share each individual institution has in the education lump sum. From 2011, the funds will be distributed on the basis of result indicators. The list of general result indicators was laid down in 2008 and will be updated on a regular basis.

Financing Open Higher Education study centres

The Open Higher Education study centres (cf. 6.18.) receive an annual contribution to the funding of their activities of 632 000 euro. This amount is distributed over the 6 centres according to a fixed component of max. 7 500 euro per centre, a fixed component of max. 15 000 euro for the centre in charge of coordination and the relations with the Dutch Open University, a variable component in which the amount remaining is divided over the centres in proportion to the number of exam-right registrations at the Dutch Open University.

Study credit for students

Henceforth, every student embarking on higher education gets a study credit of 140 credits. At the time of registration the number of credits taken up is deducted from this study credit. Acquired credits are added back onto this study credit, the first 60 even twice (in the case of degree contracts only). This is an extra reserve for students who decide to get down to work after an initial bad start in higher education, for example. Students without study credit cannot be financed. The institutions can decide for themselves whether they register these students and may seek higher tuition fees (maximum double of the normal registration fees). The study credit is not used when students register for a bridging programme or a preparatory programme. Neither is it used for registrations under an exam contract.

When a Master's degree is obtained, the initial study credit of 140 credits is once again deducted from the study credit. Within the framework of lifelong and lifewide learning the study credit of any student leaving higher education is once again, on a one-off basis, brought back up to 60 credits, regardless of the fact whether the student has any study credit left: to that effect 10 credits are added every year. These 60 credits can then once again be used when they register for an initial Bachelor's or Master's programme again.

From now on, higher-education students can follow-up their study credit online on <http://www.studentenportaal.be/>

Audits

Institutions are allocated operational resources in the form of a 'lump sum'. They decide autonomously how these resources are distributed and must draw up rules in this regard. However, they are bound by a minimum number of decree stipulations, e.g. regarding the recruitment and appointment of staff. Compliance with these rules is supervised by a **Commissioner of the Flemish Government** and an inspector from the FPS Finance. The commissioner can appeal a decision from the institution and then the Flemish Government has to adjudicate on that decision. These commissioners of the Flemish Government at the university colleges and universities form one board which meets at least 6 times per year and reports to the Flemish Government on an annual basis.

Student facilities

Every year, higher education institutions receive an amount for student facilities. The regulations on student facilities will be adapted in the near future, and will be replaced by a new, uniform system for university colleges and universities.

Evaluation

The financing decree will be evaluated before 2014.

Resource Distribution of the Special Research Funds (BOF)

Via the Special Research Fund, universities can pursue their own policy on fundamental and pioneering research. To that end, the government provides a total budget of 104 million euro. The funds allocated to each university are decided on the basis of a distribution code. This code consists of various components which refer to the institutions' research capacity and their research results (number of researchers, number of doctorates conferred, etc.). The number of publications and citations in highly-rated scientific journals also come into play here. To measure the number of publications and citations, the Web of Science (WoS) is employed but this international bibliographic database chiefly contains leading journals from the world of engineering, natural and life sciences. As a result, researchers involved in social and human sciences used to complain that their work was not properly valued when it came to distributing research funds and resources. So, for that reason a decision has been taken to put more store on the work of social and human-sciences researchers. This is accomplished by using a broader set of international publication and citation indexes in the BOF-funds' distribution code and by developing a Flemish Academic Bibliographic Database for the Social and Human Sciences (VABB-SHW). With the technical support from the R&D Centre of Excellence, Flemish researchers from the world of social and human sciences will build up a database containing articles and publications of high scientific value which do not feature in the existing international databases. This will

also make it possible to assess Dutch-language publications on their merits. Moreover, the expansion also means that monographs and articles in books will be taken into consideration. This will also affect the basic financing of the universities. The VABB-SHW will be used to distribute the variable research funds and resources.

2.9. Statistics

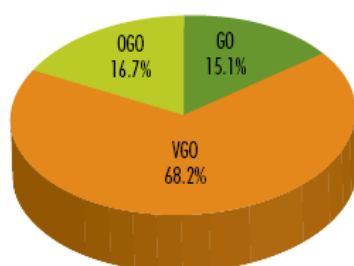
We shall consecutively present the school population, the budget for education

2.9.1. School population

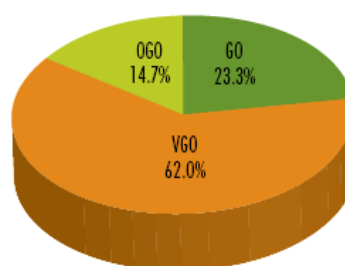
The number of pupils/students and the number of institutions are represented per level: [basisonderwijs](#) (cf. 4.18.1.), secondary education (cf. 5.21.1.), part-time secondary education (cf. 5.21.1.), apprenticeships (cf. 5.21.2.), boarding schools (cf. 5.21.3.), higher education (cf. 6.19.), adult education (cf. 7.17.1.), vocational training VDAB (cf. 7.17.2.), entrepreneurial training SYNTRA (cf. 7.17.3.), training in agriculture (cf. 7.17.4.), part-time artistic education (cf. 7.17.5.), special education (cf. 10.8.1.), integrated education (cf. 10.8.2.), foreign-nationality pupils/students (cf. 10.8.4.), in Dutch education in the Brussels Capital Region (cf. 10.8.5.), home education (cf. 4.16.).

distribution over the educational networks in elementary and secondary education

regular elementary and secondary education



special elementary and secondary education



Development of the total school population as of school year 1999-2000

School year	Full-time education			University-College education	University education	Total
	Nursery education	Primary education	Secondary education			
2000 - 2001	240 582	435 535	429 106	99 258	56 118	1 260 599
2001 - 2002	239 504	434 320	430 163	99 339	56 693	1 260 019

2002 - 2003	238 143	431 209	435 781	99 661	56 839	1 261 633
2003 - 2004	236 671	426 567	444 714	100 178	56 839	1 264 969
2004 - 2005	234 963	420 678	452 441	101 185	57 005	1 266 272
2005 - 2006	234 530	415 726	457 351	102 367	59 172	1 269 146
2006 - 2007	235 251	413 951	457 527	102 477	60 866	1 270 072
2007 - 2008	239 480	411 697	456 578	104 174	64 372	1 276 301
2008 - 2009	245 459	409 425	454 694	107 332	68 601	1 285 354

Source: Statistical yearbook of Flemish education 2008-2009

Philosophy-of-life education: number of pupils

	Mainstream primary education	Mainstream secondary education
Catholicism	318 038	358 322
Protestantism	2 586	1 289
Judaism	1 314	936
Islam	18 844	14 438
Orthodox Church	351	386
Anglicanism	10	4
Non-confessional ethics	37 087	57 509
World views	2 486	1 190
Exempted	1 166	2 072
Total	381 882	436 146

Source: Statistical yearbook of Flemish education 2008-2009

Number of pupils in mainstream secondary education studying a foreign language

	French	English	German	Spanish
Reception class for foreign mother tongue newcomers	-	-	-	-
1 st stage	130 857	65 227	-	-
2 nd stage				
- ASO	62 702	62 617	25 632	229
- TSO	44 309	42 480	4 389	-
- KSO	2 842	2 842	-	-
- BSO	19 668	9 238	122	-
3 rd stage				

- ASO	54 334	54 170	36 654	2 779
- TSO	47 666	45 424	12 799	779
- KSO	3 102	3 083	501	21
- BSO	26 832	16 207	2 741	-
4 th stage	143	166	-	-
Modular education	1 185	151	15	-
Total	393 640	301 605	82 853	3 808

Source: Statistical yearbook of Flemish education 2008-2009

EVOLUTION OF THE EDUCATIONAL EXPENDITURE PER PUPIL/STUDENT (in euros) (1) (3)

	2004	2005	2006	2007	2008	2009
Regular elementary education	3,627.94	3,704.95	3,944.36	4,088.45	4,681.53	4,166.81
Special elementary education	10,587.66	11,191.11	11,937.05	12,413.74	13,695.36	12,866.73
Regular secondary education	7,009.72	7,037.59	7,167.20	7,376.44	8,096.71	7,382.96
Special secondary education	14,764.72	14,695.43	15,124.17	16,166.68	17,933.42	16,420.53
Part-time art education	1,001.92	1,028.37	1,147.30	1,103.99	1,140.58	1,170.13

(1) The increase of educational budget between 2008 and 2007, and the decrease of the education budget between 2009 and 2008, can be explained by the pre-payment of the operation budget for elementary and secondary education for 2009.

(2) The reference "not specified" (next to the data for regular and special elementary education) concerns mainly the budget for in-service training.

(3) Since the academic year 2005-2006 the financiable students for the non-university tertiary education are not registered anymore, This makes it impossible to calculate the expenditure per student.

Source: Flemish education in figures, 2008-2009

Evolution of the number of pupils educated at home

Level of education	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Elementary education	122	202	220	247	279	289
Secondary educ.	255	311	360	419	504	577

Source: Statistical yearbook of Flemish education 2008-2009

Prediction of the evolution of the school population based on the population projections

School year	Nursery	Primary	Secondary	Nursery %	Primary %	Secondary %
2007-2008	+ 4 229	- 2 254	- 837	+ 1.8	- 0.5	- 0.2
2008-2009	+ 5 952	- 2 398	- 2 069	+ 2.5	- 0.6	- 0.4
2009-2010	+ 6 559	- 2 178	- 3 144	+ 2.7	- 0.5	- 0.7
2010-2011	+ 5 005	+ 1 090	- 4 960	+ 2.0	+ 0.3	- 1.1
2011-2012	+ 3 883	+ 3 614	- 5 180	+ 1.5	+ 0.9	- 1.1
2012-2013	+ 2 794	+ 5 288	- 3 250	+ 1.1	+ 1.3	- 0.7
2013-2014	+ 2 608	+ 7 252	- 2 839	+ 1.0	+ 1.7	- 0.6
2014-2015	+ 2 009	+ 8 623	- 2 662	+ 0.8	+ 2.0	- 0.6
2015-2016	+ 1 355	+ 9 027	- 2 182	+ 0.5	+ 2.1	- 0.5
2016-2017	+ 617	+ 7 424	+ 93	+ 0.2	+ 1.7	+ 0.0
2017-2018	- 190	+ 5 519	+ 3 033	- 0.1	+ 1.2	+ 0.7

Source: Contribution of the Flemish Administration to the government programme of the incoming Flemish Government. Policy-specific contribution to Education and Training, 2009. (Pupil prognoses by the Education

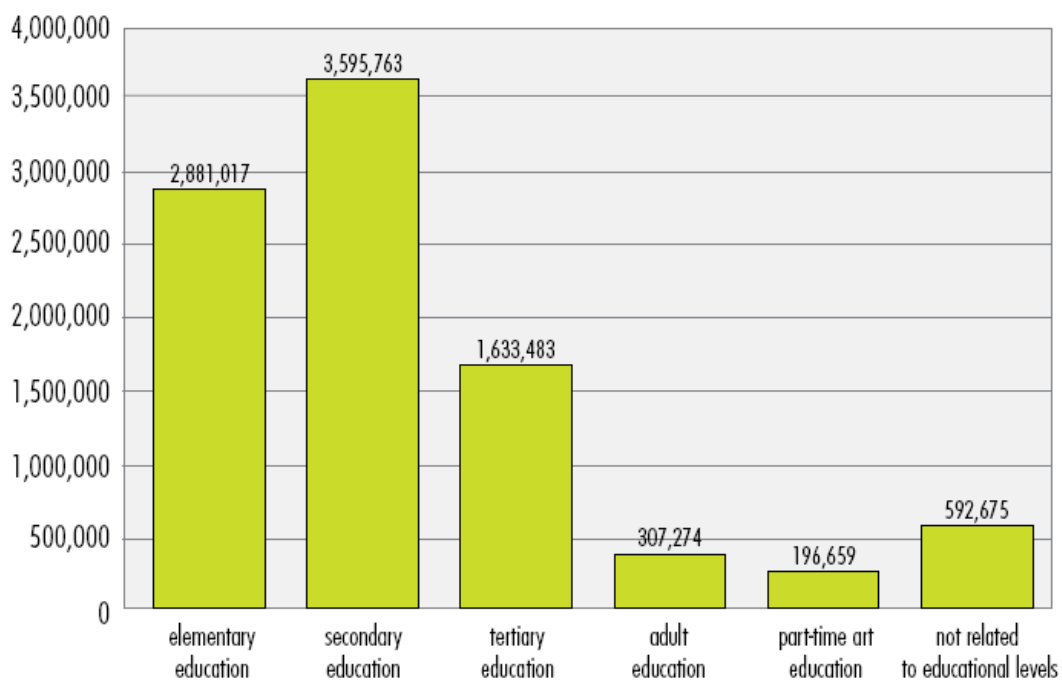
and Training staff services. The population projections take migration into account).

2.9.2. Education budget

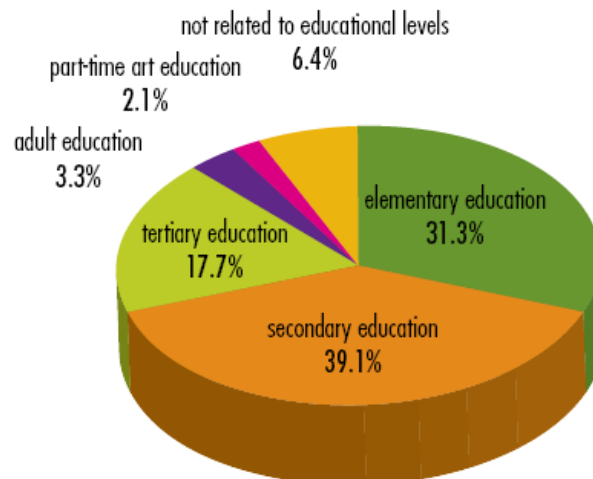
Overall education budget (policy credits 2009): **9,206,871 thousand euro**.
Share of the education budget in the Flemish budget: **37.85%**.

education budget by educational level

(in thousands of euros)



percentage distribution of the education budget



Source: Flemish education in images, 2008-2009

Education budget per expense category, in thousands of euro (evolution 2007-2009)

	2007	2008	2009
Salaries	6 006 540	6 192 559	6 330 538
Operations	2 334 414	2 819 557	2 215 634
Investments	251 466	480 669	285 191
Others	267 076	308 619	375 508
Total	8 859 496	9 801 404	9 206 871
Salaries			
Compulsory-education staff	5 369 080	5 519 299	5 627 105
AMVD (administrative, supervisory, maintenance and service) staff in community education	52 920	51 093	48 801
Support (gesco (subsidised contractuels), playgroups, ped. centres, ...)	16 832	17 078	17 633
Part-time artistic-education staff	176 286	185 249	191 559
Nautical-education staff	2 925	3 006	3 039
Adult-education staff	236 915	262 911	284 274
Pedagogical counselling staff	10 975	12 167	13 961
CLB staff	126 728	127 423	129 606
The inspectorate	13 837	14 290	14 516
Miscellaneous	42	43	44
Total	6 006 540	6 192 559	6 330 538
Operations (1)			
Compulsory education	792 495	1 213 372	589 731
Higher education	1 474 712	1 542 977	1 578 936
Part-time artistic education	2 836	2 961	4 929
Adult education	45 634	39 776	22 452
Pedagogical counselling	2 150	2 945	2 498
CLB centres	14 839	15 888	15 433
The inspectorate	1 748	1 638	1 655
Total	2 334 414	2 819 557	2 215 634
Investments			
Elementary education	99 557	202 130	119 424
Secondary education	97 573	185 943	108 196

Higher education	54 336	92 596	57 571
Total	251 466	480 669	285 191

Others			
Study allowances	80 616	99 875	121 662
International	5 511	10 708	9 660
Pupil transport	23 781	26 666	32 242
In-service training	14 379	16 463	16 907
ICT	16 266	2 785	2 677
Miscellaneous operational expenses	21 867	30 848	20 269
Provisional credits	213	4 304	63 651
Operational resources	104 443	116 970	108 440
Total	267 076	308 619	375 508

(1) The increase in the 2008 credit compared to 2007, and the decrease in the 2009 credit compared to 2008 can mainly be explained by an advance payment of operational resources for 2009.

Source: Statistical yearbook of Flemish education 2008-2009

Education budget per expense category, in thousands of euro (evolution 2007-2009)

Level	2007	2008	2009
Mainstream elementary education	2 451 137	2 800 785	2 499 146
Special elementary education	357 615	395 714	376 815
Elementary education in general (cross-network expenditure)	4 851	4 930	5 056
Mainstream secondary education	3 287 091	3 608 266	3 283 365
Special secondary education	292 342	331 015	304 256
Secondary education in general (cross-network expenditure)	6 316	6 572	8 142
Part-time artistic education	178 982	188 375	196 659
Higher education	1 528 040	1 633 961	1 633 483
Adult education	282 549	303 189	307 274
Other not level-of-education-specific expenditure	470 573	528 597	592 675
Overall total	8 859 496	9 801 404	9 206 871

Source: Statistical yearbook of Flemish education 2008-2009

Evolution of the education budget

EVOLUTION OF THE EDUCATION BUDGET

	2004	2005	2006	2007	2008	2009
Evolution of the Flemish Education budget (in thousands of euros) (1) (2)	7,862,181	8,067,878	8,469,945	8,859,496	9,801,404	9,206,871
Annual evolution of the Flemish education budget (without inflation)		-0.2%	3.1%	2.7%	5.9%	-6.3%
The education budget as a percentage of the Flemish budget	41.5%	42.7%	41.9%	40.4%	41.9%	37.9%
Educational expenditure as a percentage of Gross Regional Product (GRP) (3)	4.43%	4.37%	4.34%	4.29%	unknown	unknown
(4)	5.91%	5.84%	5.94%	unknown	unknown	unknown
(5)						

In 2006 the Flemish ministry was reorganised (the BBB-operation), which aims to improve administrative management. From the financial year 2008 on the budget structure is brought in coherence with the new organisation. Due to this, the budget by level of education has been adapted. In order to keep a comparable evolution the data have been reviewed according to the new structure.

(1) Not taking into account possible changes within the Flemish budget to and from the education budget.

(2) The increase of educational budget between 2008 and 2007, and the decrease of the education budget between 2009 and 2008, can be explained by the pre-payment of the operation budget for elementary and secondary education for 2009.

(3) GRP (of Flanders) is expressed in genuine market prices.

(4) These percentages should not be confused with those used in international publications. On an international level we use the OECD definition; where all expenditures towards educational institutions are taken into account. This includes not only the education budget, but also the expenditures of communities, expenditures VIZO, expenditures for research and development, the cost of the education department, child support for 18-25-year-olds, European means and pensions. The available series for Flanders are shown under (5).

(5) OECD definition

Source: Flemish education in figures, 2008-2009

2.9.3. EPOS Budget

European Commission	2007	2008
Comenius	1 676 685	1 859 191
Erasmus	5 180 076	5 716 237
Leonardo Da Vinci	2 898 085	3 120 411
Grundtvig	378 928	344 422
Transversal programme	43 653	58 085
Europass *	35 000	35 000
Bologna Experts	18 453	15 403
Total	10 230 880	11 142 751

Policy area education	2007	2008
Comenius	47 500	40 000
Erasmus	605 000	2 055 000
Leonardo Da Vinci	0	0
Grundtvig	13 500	21 000
Transversal programme	0	0
Europass *	75 000	75 000
Bologna Experts	13 417	15 770
Total	754 417	2 206 770

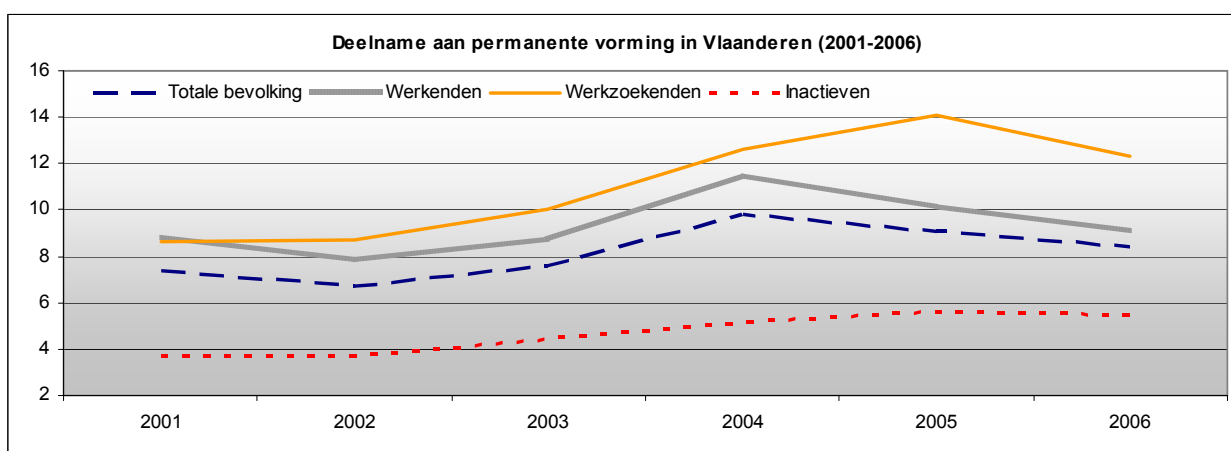
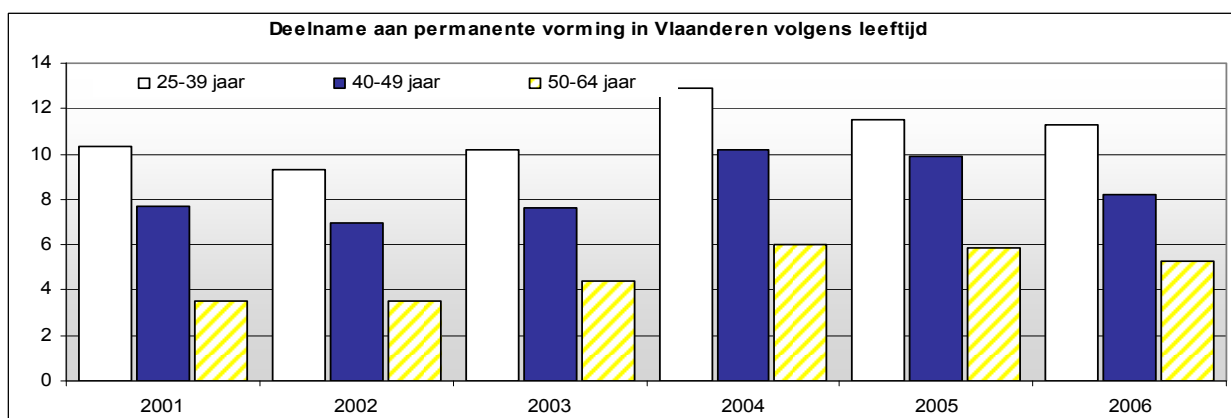
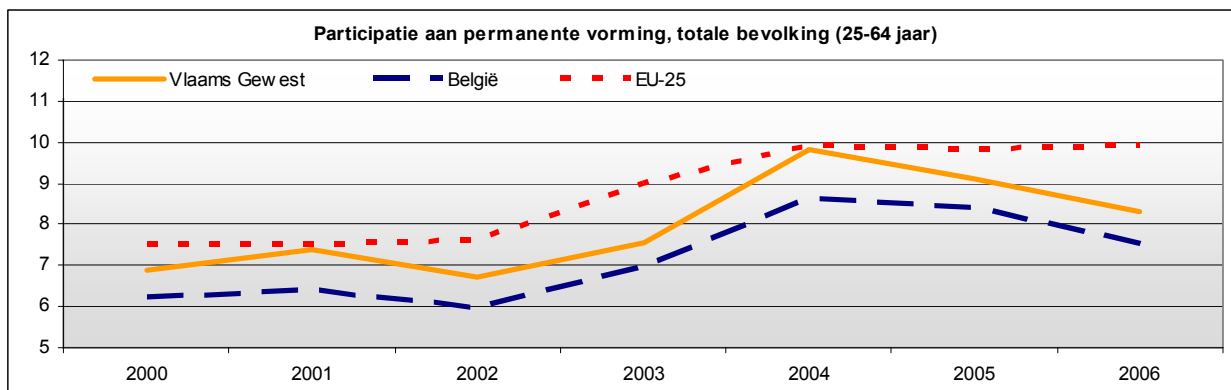
* Including operational expenses Source: EPOS Yearbook 2007-2008

2.9.4. Competence-agenda Budget

	2007	2008	2009
1 Test beds	500 000	500 000	500 000
House of technical professions			

2	Work Experience brokers	900 000	900 000	900 000
	Test beds	1 000 000	1 000 000	1 000 000
	VDAB work experience plan			
3	Action Plan 'entrepreneurial education'			
4	EBA growth path: development work			
	EBA growth path: test centres			
	Organisation event	4 500		
	CMS		350 000	125 000
	Standard guarantees		50 000	
	Functional needs and network experts		50 000	50 000
	E-gov Dep	500 000		
	ESF-gp distribution		50 000	
	O, V and W (Education, Training and Work) knowledge hub	75 000		
5	Action Plan 'youth unemployment'	2 000 000	4 500 000	4 500 000
6	Test beds	2 000 000	2 000 000	2 000 000
	Support	50 000	50 000	50 000
	Virtual platform	100 000	50 000	50 000
	Training projects			
7	Projects			
	Centre of excellence			
	13 project developers			
8	EC (Education & Culture) continuation			
	EC adjustment	1 000 000	1 000 000	1 000 000
9	Virtual platform		50 000	100 000
	Career guidance growth path		1 300 000	2 300 000
	Methodology			
	Awareness raising			
	Communication plan	50 000		
10	Sector-fund projects	2 000 000	2 000 000	2 000 000
	Sector covenants	200 000	200 000	200 000
	TOTAL	10 379 500	14 050 000	14 775 000

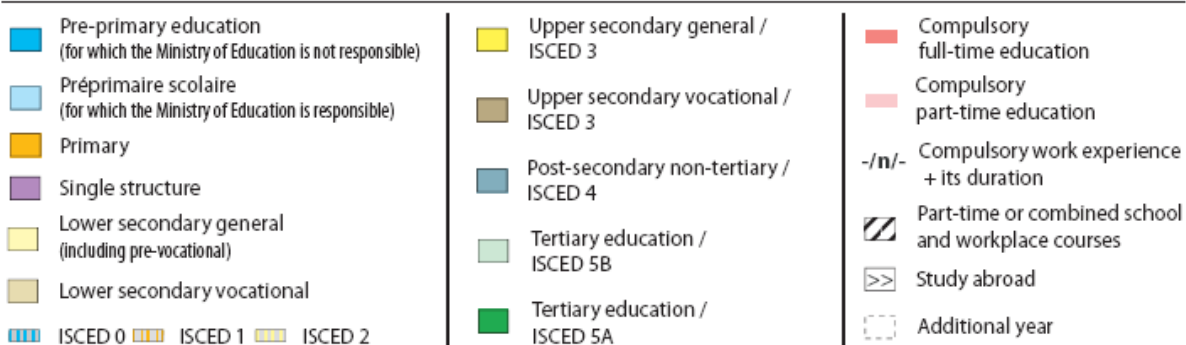
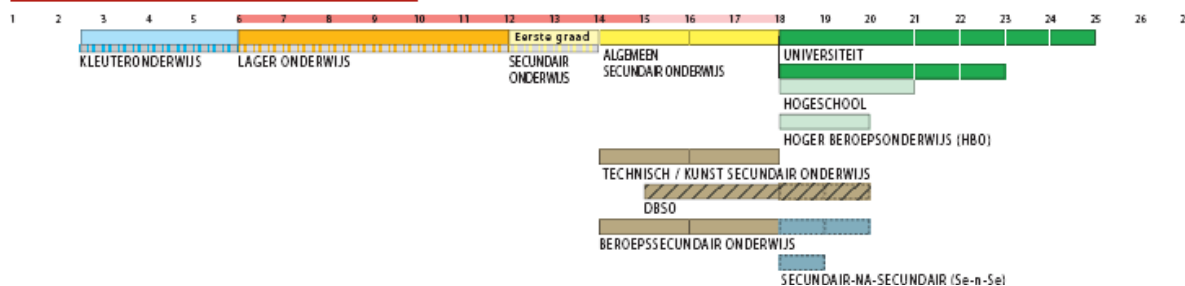
2.9.5. Participation in continuing education



Source: FPS Economy - Directorate-General Statistics – EAK, Eurostat LFS (edited by Steunpunt WSE/(WSE Department); <http://www.werk.be>)

3. PRE-PRIMARY EDUCATION

Belgium – Flemish Community



As elementary education encompasses both *kleuteronderwijs* and *lager onderwijs*, nursery education will be dealt with under chapter 4. Here we shall discuss the preschool provisions for children who are too young to attend school yet and out-of-school care for children (up to the age of 12), who are attending *basisonderwijs*.

Childcare is controlled by the government agency **Kind en Gezin (Child and Family)**. This agency is in charge of recognising and issuing supervision certificates to childcare facilities, the allocation of subsidies and the enhancement of the quality of childcare (cf. 3.4.).

3.1. Historical overview

- The first Belgian **childcare centre** was opened in Brussels on 25 December **1845**, and was followed by similar charitable initiatives from local industrialists and dignitaries in Ghent (1869).
- In **1909**, the then labour inspectorate issued its first official reports about these (rather medically-oriented) childcare facilities for the prevention of child mortality.
- The law of 5 September **1919** provided for specific supervision by the Nationaal Werk voor Kinderwelzijn - NWK (National Child Welfare Service) of children under the age of 7 who were cared for in exchange for a fee. However, because not enough subsidies were provided, the NWK could not demand a strict enforcement of the regulations.
- The RD of 13 February **1970** introduced a subsidy system linked to quality criteria in terms of qualified staff. That is when childcare centres became a standard childcare facility for all families.
- The first service for **childminders** was organised in **1972** by the city of Bruges to offer working mothers day care for babies between 0 and 18 months. In 1974-1975 the first legal framework for those services was approved.
- With the Decision of 21 December **1983**, an overall statutory framework for subsidised childcare, i.e. childcare centres and childminding services was introduced. The Decision of 1983 also dealt with care for sick and disabled children and parental involvement and participation. Before and after-school childcare was provided as an additional service within regular childcare.
- **1989** saw the introduction of a legal framework for the registration and supervision of **independent childcare**.

This regulation covered the then private childminding families (max. 5 children) and private

childcare facilities (more than 5 children).

Registration was, and still is, compulsory and paved the way towards obtaining a supervision certificate provided minimum quality standards were met.

- From **1997**, specific initiatives for **out-of-school care** saw the light of day. And in that same year, a regulative framework for the recognition and subsidising of initiatives for out-of-school care was also laid down.
- In **2001**, the procedure for the self-employed sector was updated and extended. The term “private childminding families” was replaced by **self-employed childminders**. Private childcare facilities were renamed **mini crèches and independent childcare centres** (depending on their capacity).
- Up and until **2003** childminders, who were affiliated to a service, did not have their **own social legal status**. They received a tax-free expense allowance and could only benefit from derived social-security rights. Since 1 April 2003, all childminders are entitled to a tax-free expense allowance and to their own social status, adjusted to their own specific work regime.
- Since 2004, Child and Family has also been experimenting with small-scale, community-oriented types of childcare. In view of their positive evaluation, these new '**Local community-oriented childcare services**' were embedded into the legislation during 2008.
- On 16 February 2009, the Flemish Government introduced the system of income-related parent contributions within the independent childcare sector. This means that childcare providers operating within the independent childcare sector, who signed up to this income-related system, charge families availing of their services a contribution based on the family's income, as would be the case in the recognised and subsidised childcare facilities. This system only applies to children who are not yet going to school however. The government makes up the difference between the families' contributions, calculated on the basis of their income, and the guaranteed daily rate (25.18 euro, charged by the independent childcare centres and 17 euro charged by self-employed childminders). A transitional arrangement has been put in place for children who were already availing of childcare prior to 16 February 2009.

3.2. Ongoing debates and future developments

Working towards more streamlined and accessible childcare

Kind en Gezin (Child and Family) is currently drafting a framework decree on childcare which will lay down the social task, the organisation, the landscape and the legal cornerstones of Flanders' childcare into one coherent, transparent and simplified piece of legislation. The elaboration of this childcare decree features in the 2009-2013 Flemish coalition agreement and will become the central test framework for all past, present and future childcare initiatives Flanders has taken or is and will be taking. The keynote here is to create enough and affordable childcare, organized in a cost-effective manner. Within the framework of the childcare decree, equal and controlled licensing requirements for all types of childcare will also feature on the agenda. Child and Family has already started with the groundwork for this task. A number of fundamental political choices will have to be made however. For that reason, the Minister for Welfare is also involved in these preparations. Child and Family hopes to present the Minister and the Flemish Government with a detailed and well-founded bill during the spring of 2010.

From CKO pilot projects to joint ventures

On 31 December 2009, the trial period for the 16 Childcare Centre projects came to an end. However, the fact that the trial period has come to its conclusion does not mean that the existing joint ventures will also be

wound up. As a matter of fact, all these joint ventures are free to continue operating on their own initiative. Moreover, there is nothing to stop any new joint ventures being set up. The end of this trial period basically means that, as of 2010, Child and Family will no longer provide any intensive support or grant project subsidies for the 16 joint ventures in question. Child and Family published a final report which contains more detailed information about the results of these pilot projects, about the added value and the limitations of the concept itself while discussing to what extent the concept is practicable and whether it could be embedded into the landscape from a structural point of view. The findings of the final report and the ensuing discussion and advice will form the input for the policy regarding the further prospects for "collaboration within childcare". The extent to which collaboration can play a part in achieving the childcare-policy goals will be filled in within the childcare decree.

www.kindengezin.be/Professioneel/Kinderopvang/Nieuws_KO/20091218eindrapportproefprojectencko.jsp

The new 2009-2013 coalition agreement

Aside from fine-tuning the decree, Child and Family will also focus on a number of other actions over the coming year/years. These actions have been included in the new coalition agreement of the Flemish Government, under the policy area childcare.

- The number of preschool, income-related childcare places will be increased.
 - In 2009, the Flemish Government has set 7.5 million euro aside to increase the number of places in recognised childcare centres and childminding services. In addition, a further 5 million euro was earmarked for new occasional places in recognised childcare centres and local community-oriented childcare services. These funds should meet the demand for occasional and low-threshold childcare, so that vulnerable target groups will find it easier to avail of childcare when needed. It will also contribute greatly to the social function that childcare fulfils. An increase in spread will also improve accessibility for the target groups.

A new development round for preschool and out-of-school recognised and subsidised childcare will be launched in 2010.
 - It is currently being examined how the number of independent childcare facilities, where families pay an income-related fee, can be increased. Furthermore, the income-related system is due to be evaluated in February 2010, i.e. exactly one year after the system came into operation.
- All through income-related childcare, the number of children from disadvantaged groups, in general, and, more specifically, the number of children living in families in the lowest income categories should be increased. Childcare facilities are also made aware of the social function childcare fulfils.
- The possibilities of supporting and boosting independent initiatives within childcare (taxation, status...) are being explored. This should generate measures which have a genuine effect on the viability, and hence also on the quality of childcare which would only be to the advantage of both children and their families.
- A new scientifically-based planning tool for preschool childcare is currently being developed.
- With a view to improving the work conditions of childminders, various possibilities are being examined, including the cost and the funds that can be set aside for this.
- Studies have shown that the skills of childcare staff are the main factor in the quality of childcare being provided. For that reason, the professional profiles (of childcare workers and childcare management) are currently being updated. New profiles for the professions of childcare educator and childcare coordinator are currently being drawn up. Steps are being taken to render qualifying pathways for staff and management working in the independent sector more accessible and to fund these programmes. Efforts are being made to launch degree programmes for childcare workers and people in charge of childcare ([hoger beroepsonderwijs](#) diploma of childcare and/or Bachelor of childcare).

- A new framework is being developed to organise before and after-school care, including holiday childcare, for school-going children in consultation with the various policy areas concerned.
- The action plan 'flexible and occasional childcare' is being evaluated, and if necessary, further adjustments will be proposed. The four service-voucher test beds will be evaluated during the spring of 2010.
- The health and safety policy within the childcare sector is also given a (further) boost, with campaigns on accident and cot death prevention, food safety, access control, fire safety and disease prevention.

3.3. Specific Legislative framework

A complete overview of the regulations is available on <http://www.kindengezin.be> >Professional>Je bent een (kniezen)>Regelgeving

The annexe to the Kinderopvang (Childcare) annual report also contains a comprehensive overview of the prevailing regulations:

http://www.kindengezin.be/KG/Algemeen/Over_Kind_En_Gezin/Jaarverslagen/

3.4. General objectives

Within the formal childcare network, we distinguish between different types of childcare facilities. Anyone taking care of children under the age of 12 on a permanent basis, whether they are paid for it or not, must report this childminding activity to Child and Family. Parents and relatives up to the fourth degree removed and people minding a child in its own home environment are exempt from this obligation to register.

Child and Family

Kind en Gezin (Child and Family) is an internal autonomous agency, with legal personality (an IVA, cf. 1.2.2.). Child and Family's mission is to create, together with its partners and for every child, no matter where and how it is born and raised, as many opportunities as possible (<http://www.kindengezin.be>).

In order to achieve this, Child and Family provides a wide range of services. To parents with young children Child and Family offers advice, clinical preventive guidance, vaccinations, and parenting support via its parenting-support clinics. This is done through home visits, visits to the health centres and via the Child-and-Family helpline. Besides the basic services, Child and Family also offers specific services for families who are going through a difficult time. Child and Family also subsidises centres for childcare and family support, family-supportive foster-care services and the confidential child-protection centres.

Directing childcare is one of the most important tasks of Child and Family. Child and Family does not organise childcare itself, but it is in charge of recognising childcare facilities and issuing attestaten van toezicht (supervision certificates) and of the subvention and the enhancement of the quality of childcare.

Childcare recognised and subsidised by Child and Family

Before childcare facilities can be recognised by and receive subsidies from Child and Family, they must meet certain quality conditions in terms of education, care, parent participation, staff, safety... In addition, the facility must also have a quality-assurance system in place. Via this quality-assurance system, childcare facilities chart how they go about guaranteeing a certain level of quality. In practice, this means that the facility formulates its mission, vision and values and that it will think about how it is going to achieve them and by which means. The childcare facility must also evaluate its operations and think about possible improvements. A satisfaction survey among parents forms part of this process. Recognition also entails that the facility is inspected on a regular basis.

Erkende kinderdagverblijven (Recognised childcare centres)

- This is group day care.
- Here, we distinguish between crèches, which cater for children who are too young to go to school and children who attend nursery school on a part-time basis, on the one hand, and a limited number of playgroups children from the age of 18 months can attend until they are ready to go to nursery school.
- Some childcare centres additionally provide out-of-school care, either in the same premises (infants), or in separate premises (primary-school children).
- Crèches cater for a minimum of 23 children, playgroups for a minimum of 20. Childcare centres can also run an additional facility, which must be able to accommodate a minimum of 14 children.
- Families pay an income-related contribution. Families who have more than one dependent child or had a multiple birth enjoy a reduction.

Diensten voor onthaalouders (Childminding Services)

- This is family day care.
- Childminders who are affiliated to a childminding service mainly look after children who are too young to go to school or after children who go to nursery school on a part-time basis only. They can also provide out-of-school care for primary-school children.
- A childminding service groups a number of childminders and has a minimum capacity of 50 places.
- On average, childminders can only look after a maximum of 4 children on a full-time basis (this figure includes their own children who are not attending nursery school yet).
- Childminders are not allowed to mind more than 8 children at any one time (including their own children up and until the time they start primary school).
- Childminders have to meet a number of minimum requirements before they can affiliate to a service. They do not sign an employment contract with the service they are affiliated to. Childminders do have their own social status however, which is tailored to their own specific work regime. The service selects and support the childminders and puts them in contact with parents.
- Families pay an income-related contribution. Families who have more than one dependent child or had a multiple birth enjoy a reduction.

IBO, Initiatieven voor Buitenschoolse Opvang (Initiatives for Out-of-School Care)

- This is group day care.
- The initiatives are specifically and exclusively aimed at out-of-school care for children from elementary school. They can offer childcare before and after school, on Wednesday afternoons, on free days and during school holidays.
- They cater for a minimum of 21 children and are free to operate from various locations. Each facility can cater for at least 8 children. In view of the tremendous demand, the rules were relaxed in 2008. Childcare facilities that can accommodate up to 21 children are henceforth entitled to look after an extra 30% of children during the school year and the holidays from one hour before school starts and up to one hour after school ends. This 30% rule also applies during the holiday periods.
- Initiatives for out-of-school care are subsidised by various bodies. Staff costs for carers are partly subsidised by the Flemish Subsidy Agency for Work and Social Economy. The remainder and the

labour costs for the coordinator and the running costs are subsidised by the Fund for Collective Equipment and Services (FCUD) or by Child and Family. Some initiatives can receive subsidies from both Child and Family and from the FCUD.

- Parental contributions are not income-related, though the minimum and maximum contributions have been fixed in the regulations.
- <http://www.werk.be/wg/socecontewerk/kinderopvang/>

Lokale diensten voor buurtgerichte kinderopvang (Local community-oriented childcare services)

- These services may be organised by recognised childcare centres, an initiative for out-of-school care (IBO) or by a community and neighbourhood service (BND) project.
- They provide accessible and low-threshold childcare for vulnerable families and put great store by diversity. Moreover, they operate on the basis of neighbourhood-oriented embeddedness and participation of their target group. These local services also employ target-group staff who assist with childcare. These are people who have difficulties finding their niche in the regular labour market. The local services offer these unskilled childcare workers equal opportunities within the organisation and also provide them with training.
- There are two types of local services and each type must offer a minimum of ten childcare places:
 - **a local pre-school childcare service**, which caters for children who do not go to school yet and for children in the transition period between childcare and school; these services may also provide out-of-school care for children attending *kleuteronderwijs*;
 - **a local out-of-school childcare service**, which caters for school-going children.
- Local community-oriented childcare services receive funding from various bodies. Child and Family provides a fixed subsidy per childcare place and pays part of the wages of the employees within the target group. To meet their staffing needs and cover the labour cost of target-group workers they can call on Flemish/Brussels' and federal resources from Work and Social Economy. In addition, these local community-oriented childcare services also receive an – albeit limited – income from parental contributions.
- Families pay an income-related contribution.

Independent childcare accredited with a Child and Family supervision certificate

Legally, independent childcare centres and self-employed childminders only have the duty to report their childminding activities to Child and Family, but most of them choose to apply for **een attest van toezicht van Kind en Gezin (a Child and Family supervision certificate)**. This means that they have to meet a number of conditions in relation to dealing with children and parents, health and safety and the layout of their premises. The supervision certificate also entails that the facility is regularly inspected by the Welfare, Public Health and Family Inspectorate Agency. As of February 2009, independent childcare facilities can voluntarily join the income-related parent contribution system which means that families who avail of preschool care pay an income-related fee. Since 1 January 2009, mini crèches are being called independent childcare centres.

Zelfstandige kinderdagverblijven (Independent childcare centres)

- This is group day care.
- These facilities provide childcare for non-school-going children and out-of-school care for children attending *basisonderwijs*.
- Each facility can cater for at least 8 children.
- Their main source of income comes from family contributions. Independent childcare centres can obtain limited financial support from Child and Family if they meet a number of criteria.

- Families, who have their children minded in an independent childcare centre which joined the income-related parent contribution scheme, pay an income-related fee. In the other independent childcare centres, the childcare facility itself sets the price to be paid by the parents.

Zelfstandige onthaalouders (Self-employed childminders)

- This is family day care.
- These childminders provide childcare for non-school-going children and out-of-school care for children following elementary education.
- A self-employed childminder can look after up to 7 children at any one time.
- Their main source of income comes from family contributions. However, they may also apply for limited financial support (e.g. a starter's allowance).
- Families, who have their children minded by a childminder who signed up to the income-related parent contribution scheme, pay an income-related fee. All other childminders are free to set the price they charge.

Schoolopvang (School-based childcare)

- This is group day care.
- Quite a number of schools provide out-of-school childcare. School-based childcare very much varies from school to school. Here, neither the number of the childcare workers looking after the children, their level of training, the layout and size of the rooms, the manner in which they deal with parents and children nor the fees they charge have been legally defined. Schools enjoy complete freedom in this regard.
- Schools are obliged to report this childminding service to Child and Family which in turns offers them useful information and inspiration on how they can provide high-quality childcare. Child and Family does not have this form of childcare inspected unless they receive a complaint or something serious happens. Schools can of course also apply for a supervision certificate to Child and Family.

Priority rules

In 2008, the amended priority rules on childcare were adopted within recognised and subsidised childcare and, in 2009, the income-related independent childcare sector followed suit. These priority rules focus especially on:

- single parents who are unable to look after their own child during working hours due to work commitments or because they are following a course;
- parents on a very low (earned) income;
- parents with children going through a social or pedagogical crisis situation;
- parents with a child whose sibling is already being minded in the childcare facility in question.

3.5. Geographical accessibility

Cf. 3.4..

3.6. Admission requirements and choice of Institution/Centre

Cf. 3.4..

3.7. Financial support for pupils' families

Families receive different kinds of financial support to help them raise their children.

- Parents receive **child benefit**. Starting one month after the birth, a monthly child benefit is paid for the previous month for every dependent child belonging to that family. These benefits are a basic amount, supplemented by an allowance per age group. The basic amount increases gradually from the first to the third child. Self-employed people receive a lower amount than salaried people. Child benefit is paid for all dependent children up to the age of 18. 18 to 25-year-olds can also qualify for child benefit provided they are still dependent, are following education and/or do not have their own income (above a certain limit). More information: www.kindergeld.be or <http://www.rkw.be> (National Office for Family Benefits for Salaried Persons) and <http://www.rsvz-inasti.fgov.be> (National Institute for the Social Security of the Self-employed).
- Moreover, **tax relief** is available for dependent children.
- Parents who use the formal childcare network for children up to the age of 12 can deduct these costs **from their taxes** provided the childcare facility they are sending their children to has an attest van toezicht (supervision certificate), issued by Child and Family, and is organised by the school or by an initiative that is recognised, supervised or subsidised by a local administration or a public Flemish Community authority.

3.8. Age levels and Grouping of Children

Preschool care is available for children who do not go to school yet and for children in the transition period between childcare and school. This corresponds roughly to children between the age of 0 and 3 years.

Out-of-school care is provided for children up to the age of 12 who attend elementary school.

3.9. Organization of time

See 3.9.1. & 3.9.2.

3.9.1. Annual work schedule

Recognised childcare centres and recognised childminding services provide childcare for a minimum of 220 workdays a year. Initiatives for out-of-school care do not have to abide by a minimum number of annual opening days.

3.9.2. Weekly and daily schedule

Recognised childcare centres and **recognised childminding services** provide childcare for a minimum of 11 consecutive hours a day between 6.30 a.m. and 6.30 p.m. However, they are free to extend this service provision by opening before 6.30 a.m. and staying open after 6.30 p.m., or by providing childcare during weekends, at night, occasional childcare and by looking after children with special needs.

Recognised initiatives for out-of-school care organise before and after-school care, provide childcare on Wednesday afternoons, on free days and during school holidays for children of school age. Initiatives open at 7 a.m., at the latest, and do not close until 6 p.m., at the earliest. On Wednesday afternoons initiatives reopen at the end of school time. However, they may also provide a broader childcare service.

Self-employed childminders and **independent childcare centres** operate autonomously and set their own opening hours.

Since 2007, the Flemish Government has been offering additional subsidies to facilities providing occasional childcare and flexible childcare outside of the 'normal' opening hours.

3.10. Curriculum, Types of Activity, Number of Hours

Not applicable.

3.11. Teaching methods and Materials

Not applicable.

3.12. Evaluation

Childcare facilities which are recognised and subsidised by Child and Family or which have obtained a supervision certificate are inspected by the Welfare, Public Health and Family Inspectorate Agency on a regular basis.

In 2004, a **self-evaluation tool** was developed which allows us to measure the **well-being and involvement of children in childcare** (ZiKo). This tool was designed with group day care in mind and highlights what is going well and where there is room for an improved approach.

% of childcare services which have followed path counselling to be able to work with the ZIKO (2008) self-evaluation tool.	
Childcare centres	78%
Services	42%
Initiatives for out-of-school childcare	62%
Mini crèches	19%

Independent childcare centres

13%

In 2008, ZiKO-Vo, the new variant of the ZiKO tool came on stream; this tool was designed to be used by childminders. This follow-up system allows childminders to properly follow up the children in their care and to attune their approach to the developmental needs of the children.

Both ZiKo and ZiKO-Vo were developed by ECEGO, the Centre of Excellence for Experience-Based Education of the K.U.-Leuven, at the request of Child and Family.

In 2009, the K.U.-Leuven Higher Institute for Labour Studies (HIVA) conducted a study, within the framework of the Welfare, Public Health and Family Centre, on the use of childcare within the Flemish Region for children under the age of 3 years. The K&G website (under the section reports) features a link to the final report on the Centre's own website:

http://www.kindengezin.be/Algemeen/Over_Kind_En_Gezin/Rapporten/

3.13. Support facilities

Childcare facilities who also welcome children with specific care needs can receive additional financial support from Child and Family.

3.14. Private-sector provision

Legally, independent childcare centres and self-employed childminders only have the duty to report their childminding activities to Child and Family, but most of them choose to apply for **een attest van toezicht van Kind en Gezin (a Child and Family supervision certificate)**. This means that they have to meet a number of conditions in relation to dealing with children and parents, health and safety and the layout of their premises. The supervision certificate also entails that the facility is inspected on a regular basis. For that reason, this topic is discussed under 3.4..

Many children are cared for within the informal network. This form of childcare does not come within the remit of Child and Family.

3.15. Organisational variations and alternative structures

When a child is sick, parents are often unexpectedly faced with a childcare problem. It is not always possible to nurse the child within the informal-childcare network. In such cases, organised forms of childcare can look after the sick child at home.

- **Formal childcare facilities.** When a child is only mildly ill and there is no danger of infecting the other children being minded, it can usually attend its normal childcare facility. In addition, a number of childcare centres and initiatives for out-of-school care organise homecare for sick children. They have a number of employees who take care of the sick child at home.

- **Other types of homecare for sick children.** Some municipalities and public centres for social welfare also organise homecare for sick children. For affiliated members, some health-insurance organisations also provide the same service. Finally, even certain employers (profit and non-profit) organise homecare when their employees' children are sick.

3.16. Statistics

	Number of Facilities	Number of childcare places		Number of children attending		
		Absolute	Per 1000 Children (1)	Pre-school (2)	Out-of-school	Total
Recognised (and subsidised) by Child and Family	790 (3)	74 756	225,7	56 412	67 151	123 563
Childcare centres	350	15 915	69,6	20 342	197	20 539
Childminding Services	193	31 051 (4)	156,1 (4)	36 049	6 940	42 989
Out-of-school childcare in separate childcare-centre rooms	36	1 076	n/a	4 (5)	2 226	2 230
Initiatives for out-of-school childcare	247	26 714	n/a	17 (5)	57 788	57 805
With a Child and Family supervision certificate	2 529	35 345	134,2	32 073	6 278	38 350
Mini crèches	1131	18 924	83,0	19 291	2 157	21 448
Independent childcare centres	207	9 175	16,2	5 495	3 052	8 547
Self-employed childminders	1 191	7 246 (4)	35,0 (4)	7 287	1 069	8 356
Overall total	3 319 (3)	110 101	359,9	88 485	73 429	161 914

Overview of:

- the number of recognised (and subsidised) childcare facilities and the number of childcare facilities in possession of a supervision certificate on 31 December 2008

- the number of places in recognised (and subsidised) childcare facilities and in childcare facilities in possession of a supervision certificate on 31 December 2008

- the number of places per 1,000 children under the age of 3 years living in the Flemish Region on 31 December 2008

- the number of children according to type of childcare facility present during the week commencing 1 February 2008

(1) These figures are somewhat overrated as these facilities also cater for children older than 3 years of age. It is however impossible to estimate the number of places taken up by children attending out-of-school care. On the other hand, the number of places in facilities which provide out-of-school care only have been deducted

(2) Children who do not yet attend school or who find themselves in a transition period between childcare and elementary school

(3) To avoid children being counted twice, out-of-school childcare provided in separate childcare-centre rooms has not been included in the total

(4) Childminders' own children younger than 6 years included

(5) This figure covers children who attend school on a part-time basis only and who go to a childcare facility for a certain part of the school day

Source: 2008 Child and Family annual report

Children from 2 months to 3 years according to type of formal childcare facility approved by Child and Family or nursery school - 2008 (percentage) (1)

Childminder affiliated to a childminding service	17.9
Childcare centre	9.9
Mini crèches or independent childcare centres	12.1
Self-employed childminders	3.5
IBO, Initiatives for out-of-school care	1.2
Education	18.2

Total attending formal childcare or nursery school 62.8

(1) In terms of children under the age of 1 year, calculations were based on 10/12ths of the overall group

Children from 3 to 12 years catered for by formal childcare facilities approved by Child and Family, according to age category and type of childcare facility in Flanders - 2008 (percentage)
Children between 3 and 6 years of age

IBO, Initiatives for out-of-school care	10.8
Childcare centre or childminder affiliated to a childminding service	2.0
Independent childcare centres	1.6

Total 14.4

Children between 6 and 12 years of age

IBO, Initiatives for out-of-school care	8.2
Childminder affiliated to a childminding service	0.6
Independent childcare centres	0.7

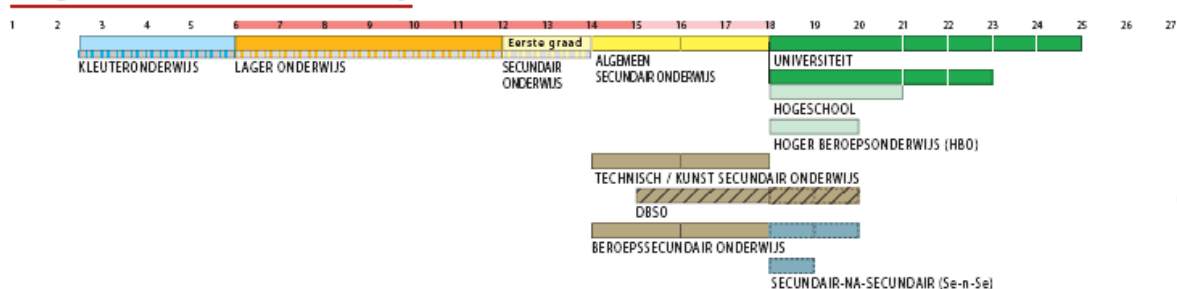
Total 9.5





















Figures about the various childcare facilities on offer and the use of childcare can be found in the annual childcare report. These annual reports can be found on:

http://www.kindengezin.be/KG/Algemeen/Over_Kind_En_Gezin/Jaarverslagen/default.jsp

4. Elementary education

Belgium – Flemish Community



 Pre-primary education (for which the Ministry of Education is not responsible)	 Upper secondary general / ISCED 3	 Compulsory full-time education
 Préprimaire scolaire (for which the Ministry of Education is responsible)	 Upper secondary vocational / ISCED 3	 Compulsory part-time education
 Primary	 Post-secondary non-tertiary / ISCED 4	 -/n/- Compulsory work experience + its duration
 Single structure	 Tertiary education / ISCED 5B	 Part-time or combined school and workplace courses
 Lower secondary general (including pre-vocational)	 Tertiary education / ISCED 5A	 Study abroad
 Lower secondary vocational		 Additional year
 ISCED 0  ISCED 1  ISCED 2		

In Flanders, [kleuteronderwijs](#), together with [lager onderwijs](#), forms part of [BaO](#), elementary education (Decree on Elementary Education of 25 February 1997). As of 1 September 2003, new schools have to adopt the new nursery and primary-education structure. Existing autonomous nursery and primary schools were allowed to retain their original structure (Decree concerning the landscape of elementary education of 10 July 2003). Normally speaking, primary education comprises six grades (minimum 4 and maximum 8 years).

In this section we discuss mainstream [basisonderwijs](#). Following the historical overview (cf. 4.1.), ongoing debates and future developments (cf. 4.2.) and specific legislative framework (cf. 4.3.) we shall discuss:

- 4.4. General objectives
- 4.5. Geographical accessibility
- 4.6. Admission requirements and choice of school
- 4.7. Financial support for pupils' families
- 4.8. Age levels and grouping of pupils
- 4.9. Organisation of school time
- 4.10. Curriculum, subjects, number of periods
- 4.11. Teaching methods and materials
- 4.12. Pupil assessment
- 4.13. Progression of pupils
- 4.14. Proofs of study
- 4.15. Educational guidance
- 4.16. Private education
- 4.17. Organizational variations and alternative structures
- 4.18. Statistics

Other sections are also relevant to elementary education:

- Alternative schools (cf. 2.3.4.)
- Management and administration of the institutions & [scholengemeenschappen](#) in elementary education (cf. 2.6.4.4.1.)
- Internal participation and consultation (cf. 2.7.1.)
- The funding of compulsory education (cf. 2.8.1.).
- Out-of-school care (cf. 3.)
- Part-time artistic education (cf. 7.)
- Full inspections by the inspectorate (cf. 9.4.2.1.)
- Provisions for pupils with special educational needs
 - GON, Integrated education (cf. 10.5.)
 - ION, Inclusive education for type-2 mentally disabled pupils (cf. 10.5.)
 - GOK, Equal educational opportunities policy (cf. 10.5.)

- OKAN, reception education for foreign mother tongue newcomers in mainstream education (cf. 10.7.1.)
- Special education (cf. 10.6.)
- Education for sick children, temporary in mainstream education (cf. 4.17.3.) permanent in special education (cf. 10.6.4.)
- International cooperation projects, mobility and exchange of pupils in elementary education (cf. 11.6.1.1.)

4.1. Historical overview

In **1827** the first kindergarten was opened in Brussels for infants of parents working outside the home. In 1843 this type of pre-primary education was recognised as an educational institution which formed the basis for the folk school. This new type of school quickly gained popularity: by 1845 there were some four-hundred of these kindergartens. They were responsible for the care and moral well-being of the children and prepared the older children for primary education. It had expanded considerably thanks to the initiatives from private citizens and the clergy after the implementation of the freedom of education in 1830. In 1842, Parliament promulgated the first law on [lager onderwijs](#) with the aim of steering the expansion in the right direction and improving the quality of education. Under this law, every local authority was compelled to establish or accept at least one primary school.

In **1857**, the first **Fröbel kindergarten** was opened in which any form of utilitarian education was excluded. Following the teachings of the German educationalist Friedrich Fröbel, creative play was used in which the infant's activity and spontaneity stood central. However, it took a while before the Fröbel method found acceptance in mainstream kindergartens.

It wasn't until **1880** that ministerial directives were issued to regulate the activities of pre-primary education. The first curriculum for these schools, which was enforced in 1890, was largely based on Fröbel's work. The primary-education inspectors had to ensure that these directives were implemented.

In 1912, the Child Protection Act was ratified and in **1914 compulsory education** was introduced in Belgium: anyone between the ages of six and fourteen was obliged to attend school. Until then elementary education consisted of three stages of two grades each, but the law of 1914 established a fourth stage for children between the ages of twelve and fourteen; a curriculum for this stage was developed in 1920.

Between the two world wars, **kindergartens** grew into childcare centres where children were taught social skills and further developed their intellectual capacities and personality. Various official programmes and activities were introduced. The influence of Fröbel, as well as that of the Italian Maria Montessori and especially of the Belgian Ovide Decroly, grew. This is evident from the **1936** primary-education curriculum, which was not only aimed at teaching children how to read, write and become proficient in arithmetic but took the influence of the child's interests on the learning processes into account. Ever since that time, Belgium's pre-primary and primary education have experienced an expansive growth.

In **1973**, a number of reform initiatives were launched in a few schools within the Flemish Community. These experiments resulted in a large-scale innovation project: Revised Primary Education. From 1980, the principles of this new educational approach were applied in all schools.

The Decree on [basisonderwijs](#) of 25 February **1997** integrated all the legislation regarding nursery and primary education into one coherent framework.

On 1 September **2003**, the implementation of the Decree of 10 July 2003 concerning the landscape of elementary education began and the establishment of [scholengemeenschappen](#) was encouraged, though not enforced. In September 2005, support for these school communities was expanded considerably and they were allowed to appoint a [directeur-coördinatie scholengemeenschap](#) or a schools-community staff member. In September 2008, the school communities were given extra resources for special-needs coordination.

Health supervision in schools

In implementation of the law on primary education, which also introduced compulsory education, all municipalities were, as of **1921**, obliged to arrange health supervision in schools and to appoint a physician to the position of medical inspector with the task of detecting contagious conditions.

In **1964**, health supervision in schools was given a new legal framework. Medical examinations had to be carried out in recognised health centres or centres for health supervision in schools, MSTs, while the state medical and social guidance (PMS) centres catered for the state schools.

In **1985**, their brief was expanded so as to include vaccinations, health information & education and individual check-ups and differentiated check-ups amongst high-risk pupils. At the same time, schools and PMS centres were forced to work more closely together and school doctors were made to train as school hygienists or complete a youth health-care programme.

In **2000**, the PMS and MST centres merged into CLBs, Pupil Guidance Centres, and were scaled up from 300 PMS and MST centres to 75 CLBs.

Pupil guidance and educational and vocational guidance

In **1912**, the Brussels teacher A. Christiaens set up the very first Bureau for Vocational Guidance (for working-class children).

In **1925**, at the instigation of Cardijn, the Young Christian Workers began to lobby on behalf of the many fourteen-year-olds leaving school which led, among other things, to the establishment of an Information Service for School Leavers.

In **1937**, a number of **Centres for Vocational Guidance** sprung up across the country. These became quite prevalent after the 2nd World War.

In **1947**, two State School Orientation Services were set up.

In **1949**, the first **PMS centres**, which were connected to state schools, were launched as a pilot project. These centres were also put in charge of health supervision in schools. The centres were given their own legal framework in 1956 and became strictly regulated in 1962. In the wake of the law on special education (1970), also specialized PMS centres were set up. 1974 saw the start of a reform experiment.

In **1981** all the Centres for Vocational Guidance were transformed into PMS centres.

In **2000**, the PMS and MST centres merged into CLBs, Pupil Guidance Centres, and were scaled up from 300 PMS and MST centres to 75 CLBs.

http://onderwijs.vlaanderen.be/clb/Documenten/CLB-medewerker/Korte_historiek_CLB.pdf

4.2. Ongoing debates and future developments

Infant participation

To maximise participation in [kleuteronderwijs](#), Child and Family (cf. 3.) have been called in to raise awareness amongst parents. At the same time, staffing levels in nursery education are upped gradually.

As of 1 September 2010, 6-year-old pupils will only be able to start [lager onderwijs](#) if they followed no less than 220 half days of Dutch-speaking nursery education during the previous school year or if they passed a language test at the CLB. (See also 4.6. admission requirements & 2.5.3. monitoring compulsory education).

The staffing reforms in elementary and secondary education, scheduled to be in place by 1 September 2011, which will very much take all the various GOK indicators into account (cf. 10.2.-3) will also be used to ensure that, by 2014, all of nursery education will have access to adequate staff numbers and funding (on a par with primary education). Staffing levels especially will take centre stage in these reforms.

Basic mobility

During 2008-2009, 76 municipalities launched the project 'To School the Sustainable Way' to encourage as many elementary-school pupils as possible to cycle and walk to and from school. For 2009-2010, 3.7 million euro has been set aside to subsidise 113 municipal projects. 14 of the selected municipalities will also receive support to organise pupil transportation for all. In light of the cut-backs however, this project will be axed as of the 2010-2011 school year.

<http://www.ond.vlaanderen.be/leerlingenvervoer/duurzaam/Default.htm>

Final and developmental objectives

Starting from school year 2010-2011, new [ontwikkelingsdoelen](#) will apply for 'world studies' in nursery education while new [eindtermen](#) will come into effect for 'world studies', 'Dutch' and 'French' across [lager onderwijs](#).

New Learning Care Framework

The keynotes for the reform of **special education** (cf. 10.2.) has been scheduled to be embedded into a decree by the end of 2010; the financing mechanisms, and their relevant implementing orders, should be laid down in a decree by the end of 2011. The new learning care framework (which will also cover elementary education) should then come into effect on 1/9/2012.

4.3. Specific legislative framework

Basic legislation of importance to Flanders' [basisonderwijs](#):

- Decree on elementary education of 25 February 1997 + its relevant implementation orders.
- Decree of 10 July 2003 concerning the landscape of elementary education
- (as regards GOK, cf. 10.5.1.1.)

Final objectives and [ontwikkelingsdoelen](#)

- Decree of 15 July 1997 to ratify the developmental and final objectives within mainstream elementary education.
- Decree of 15 July 1997 concerning the derogation procedure for developmental and final objectives.
- Decree of 30 April 2009 to ratify the final and developmental objectives in elementary and secondary education (ratifying BVR 13/2/2009).

CLBs, Pupil guidance centres

- Decree of 1 December 1998 concerning pupil guidance centres.

- BVR of 3 July 2009 to define the operational objectives of CLBs.

4.4. General objectives

"On the basis of a [pedagogisch project](#), schools must create an educational and learning environment in which pupils can experience a continuous learning process. This environment must be adapted to the developmental progress of the pupils. [BaO](#), elementary education, is responsible for the education of all pupils and must continue to permanently guide as many pupils as possible through continuous attention and broadening of that care." This is laid down in the Decree on Elementary Education of 25 February 1997 (art. 8.).

The general objectives of nursery and [lager onderwijs](#) are in line with each other. These general objectives are translated into [ontwikkelingsdoelen](#) and [eindtermen](#) which indicate more concretely what is considered desirable and achievable for children in elementary education (cf. 4.10.).

- **Broad curriculum:** in nursery and primary education the emphasis is laid on a broad core curriculum in which the child's personal development takes centre stage. Moreover, here the foundations for further education and proper social integration are laid. Intellectual development but also attitudes and values are important.
- **Active learning:** the [ontwikkelingsdoelen](#) and [eindtermen](#) provide children with the opportunity to seek solutions, acquire experiences, gain insights... during class in conjunction with the teacher and fellow-pupils. These are the 'basic competences': the formulated objectives are true to life and can be applied in children's daily lives.
- **Care for every pupil:** the school's first concern is that every child acquires the necessary basic competences. All children are entitled to that minimum. However, it also caters for the differences between children. After all, the personal development of each child is very much the focal point.
- **Coherence:** a fourth important characteristic is the coherence between the areas of learning themselves. Children do not see a compartmentalized reality. For that reason, there are only 5 areas of learning and 2 cross-curricular themes. This is called horizontal coherence. Alongside this, we speak of vertical coherence. There must be a flowing line in the learning process from nursery school right through to the end of compulsory education.

4.5. Geographical accessibility

Schools in Flanders are quite evenly spread across the territory. The Constitution does not only guarantee parents' the freedom to choose a school but also the freedom to choose between a neutral official school and a confessional school (which is part of subsidised private education). If no official or private schools provide [basisonderwijs](#) within a radius of 4 km of the pupil's home, the government contributes to the pupil's transport costs. (CL of 23 May 2008, General circular letter on pupil transport).

4.6. Admission requirements and choice of school

Admission to nursery education

From the age of 2.5, infants can only commence [kleuteronderwijs](#) on fixed entry dates and are only considered to be regular pupils from that day forward. The dates of entry are the first school day after: the summer holidays, the autumn mid-term break, the Christmas holidays, the spring mid-term break, the Easter holidays and Ascension Day and on the first school day of February. Prior to the date of entry infants between the ages of 2.5 and 3 are not allowed to attend school. An infant who has reached the age of 3 can be registered at and admitted to school at any time irrespective of the dates of entry (Circular letter BaO/2001/10 of 10 August 2001).

Transition to primary education

The period spent in nursery education usually ends in the month of June of the year in which the child turns **6 years** of age; the following September the child goes on to [lager onderwijs](#) which is when it begins its compulsory education, spanning a period of twelve years. Parents may decide however to send their child to primary school at the age of five or may decide to keep it in nursery education for one year longer. This decision cannot be taken unless parents have sought the advice from the class council of the nursery school their child is attending and that of the head of the Pupil Guidance Centre ([CLB](#)) first. Though, the final decision always lies with the parents.

As of 1 September 2010, 6-year-old pupils will only be able to start primary education in a Dutch-speaking primary or elementary school provided they followed no less than 220 half days of Dutch-speaking nursery education during the previous school year or if they have passed a language test.

Transition to secondary education

The minimum number of years any child must spend in primary education has been brought back to 4. Pupils normally go on to secondary education after the 6th grade of primary education. On the other hand, children can spend up to eight years in primary education, on the recommendation of the class council and the advice of the [CLB](#) (Decree of 25 February 1997). This arrangement allows children who start education late (due to illness, disability or immigration) to remain in primary education until the end of the school year in which he/she turns 15 (and on condition that he/she has not attended primary education for more than eight years). Pupils who have spent one part of their school career in mainstream primary education and another part in special education, may spend the length of time prevailing in special education in primary education.

Choice of school

The **choice of school** is made by the parents. The Decree of 28 June 2002 concerning equal educational opportunities anchors the fundamental **right** of each parent **to register** his/her child in a school and location of his/her own choice; from the age of 12 it is the pupil, in consultation with the parents, who makes this choice. (For information on the prevailing priority rules, please refer to 2.3.1.2.). When children are first registered for [lager onderwijs](#), the school board of the school they wish to attend informs the parents and the pupil of the school's [pedagogisch project](#) and the school regulations. The parents must agree to these.

The **school regulations** for [kleuteronderwijs](#) minimally contain the following provisions:

- arrangements about monetary and non-monetary support the Flemish Community does not provide and the relevant affected legal entities (advertising and sponsoring in other words);
- the list of contributions which can be asked from parents and any possible deviations;
- a declaration of commitment (as of school year 2010-2011);
- arrangements regarding the smoking ban;
- provisions regarding education at home (cf. 4.17.3.).

The school regulations for primary education also include:

- behavioural and disciplinary rules for pupils, including the prevailing appeal possibilities;
- the terms under which the school board confers *getuigschreven basisonderwijs* (certificates of elementary education);
- guidelines regarding absences and pupils arriving late;
- arrangements regarding home work, school diaries and reports;
- the composition of the pupil council;
- (CL BaO/02002/1).

For all pupils registered from school year 2010-2011 onwards, the school regulations shall contain a **declaration of commitment** which features mutual undertakings in terms of parent-teacher meetings, regular attendance and the policy on truancy, forms of individual pupil guidance and a firm commitment regarding the teaching language. In terms of parents' firm commitment to the teaching language, the school regulations provide that pupils shall be encouraged to learn Dutch. Other provisions regarding parent's firm commitment to the teaching language may also be included provided they have been agreed upon within the competent [lokaal overlegplatform](#).

To coordinate and monitor the right of registration [lokale overlegplatforms \(LOPs\)](#), and a **Committee on Pupils' Rights** were established (cf. 10.5.3.1.6.).

Since school year 2007-2008, schools have been checking on the 3rd school day at the latest whether all registered children of school age are also effectively present for the first time. Control on regular school attendance has become more stringent and watertight (cf. 2.5.3.).

4.7. Financial support for pupils' families

School costs

Free access to compulsory education is guaranteed under the Constitution (art. 24 §3). The Decree on [basisonderwijs](#) of 25 February 1997 explicitly reconfirmed that principle and Education Decree XIII of 13 July 2001 went even one step further: not only are schools not allowed to seek direct or indirect registration fees, but they are also banned from seeking contributions to education-related expenses that need to be incurred so that pupils attain a final objective or can pursue a developmental objective. 2001 saw the introduction of a contribution list so that parents would have an overview of the maximum costs the school their child attends will pass on per individual category right from the start of the school year (e.g. costs of meals and transport within the framework of school trips and optional, non-compulsory, extra-curricular activities (such as skiing trips, sport camps...)). Since school year 2002-2003, parents must be notified of the contribution arrangement via the school regulations and this arrangement must also be discussed at school-council level. In practice however, boundaries were somewhat hazy and complaints from parents and a survey of the cost of schooling, conducted by HIVA, brought to light that parents were still asked to cover extra study costs. The Cost-Management Decree of 6 July 2007 finally shed light on the issue. Since 1 September 2007, **an official list** of materials which are indispensable to attain the [eindtermen](#) or pursue the [ontwikkelingsdoelen](#) has been published, which means that schools have to provide children with these materials (such as copybooks, folders, school diaries, school books) free of charge. Any costs which are passed on for services such as meals, drinks, supervision must always be in proportion to the services rendered. Since 1 September **2008**, a 'strict' **maximum invoice** of 20 euro per infant and 60 euro per [lager onderwijs](#) pupil applies for all other expenses (journals used in class, plays, sport activities, one-day out-of-school activities...). For trips of more than one day a less stringent maximum invoice applies which cannot exceed 360 euro per pupil throughout the child's entire primary-school career. To achieve this goal, schools receive an extra 130 euro per pupil per year. To ease the transition towards schools operating on the basis of a maximum invoice, an additional one-off amount of 21 million euro was invested in [basisonderwijs](#) during 2008.

Cf.: <http://www.ond.vlaanderen.be/schoolkosten/>

Circular letter BaO/2007/05 of 22/06/2007

Pupil transport

If mainstream *basisonderwijs* pupils cannot find an official or subsidised private school that guarantees them a freedom of choice within a radius of 4 km of their home, the Community is obliged to either include this type of school in its funding or subvention regulations or to contribute to the cost of transporting the pupils in question to one of these schools. For eligible pupils, Community Education even organises free pupil transport and, by doing so, guarantees that pupils' freedom of choice is safeguarded.

Cf.: <http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=13979#-1>

General circular letter on pupil transport NO/2008/02.

School allowances

School allowances in *kleuteronderwijs*, compulsory education and higher education are allocated on the basis of the same allocation criteria and on foot of a family file that covers all the children within one and the same family across all levels of education (cf. 5.9. regarding allocation conditions). However, to increase pupil participation, school allowances have been linked to pupils' regular school attendance.

Infants have to attend nursery school for a minimum number of days. The number of days of compulsory attendance increases with age:

< 3 years of age on 31/12: 100 half days at school

3 years of age on 31/12: 150 half days at school

4 years of age on 31/12: 185 half days at school

5 years of age on 31/12: 220 half days at school

6 or 7 years of age on 31/12: max. 29 half days absent for no legitimate reason

Basisonderwijs pupils who do not regularly attend school (nursery education) or who are absent for more than 29 days for no legitimate reasons (*lager onderwijs*), can be denied a school allowance the following school year. Pupils who fail to attend school for no legitimate reasons for 30 half days or more two school years running (primary education) or who do not attend school on a regular basis (nursery education) will lose their school allowance for the second year.

School allowances in elementary education		Amounts in euro (2009-2010)
nursery education		82.16
Primary education	Minimum allowance	92.43
	Full school allowance	138.65
	Singular school allowance	184.86

During the 2008-2009 school year, 53,285 school allowances were paid out in nursery education (€ 80 on average) and 105,514 school allowances in primary education (€ 112.78 on average) (according to the figures available on 16/10/2009; Statistical yearbook 2008-2009).

AHOVOS (the Agency for Higher Education, Adult Education and Study Allowances) has set up a specific website for school and study allowances: <http://www.ond.vlaanderen.be/studietoelagen/>

Fiscal measures

Families also receive other types of financial support to raise their children (cf. 3.7.).

Rijksdienst voor Kinderbijslag voor Werknemers

Decreet betreffende de studiefinanciering van de Vlaamse Gemeenschap

OZB Overzicht subsidies en toelagen aan gewoon en/of buitengewoon gefinancierd en/of gesubsidieerd onderwijs"

4.8. Age levels and grouping of pupils

In [kleuteronderwijs](#), pupils are usually divided into groups according to age: children from 2.5 to 3 years; from 3 to 4 years; from 4 to 5 years; from 5 to 6 years of age. This division into groups however appertains to the freedom of the school board (i.e. the organising body). Normally, the teacher does not remain with the class group when it goes on to the next grade. Some schools briefly or permanently operate the vertical division system, which accommodates various age groups all in the one classroom, if the number of pupils is too small to organise separate grades. The school boards are free to set class sizes.

Primary education comprises 6 grades. The school board can autonomously decide how the groups are divided and set the number of pupils per class. The year group system is not compulsory but is used in many schools in fact. However various forms of differentiation are used, often internal class differentiation. The teaching-period system (cf. composition of staff 2.6.4.1.3.) facilitates this freedom of choice. Thus, class groups are for instance divided into different areas of learning, some pupils receive temporary individual tuition, teachers are coached by colleagues, etc. In this way, elementary schools define their special needs and equal educational opportunities policy (see also pupil guidance 4.15.1.).

In the main, one teacher teaches all the different subjects but special teachers are appointed for subjects such as music, physical education while, in official education, a specific leermeester (teacher) is appointed to provide [levensbeschouwelijke vorming](#) (religion or [niet-confessionele zedenleer](#)).

4.9. Organisation of school time

The organisation of school time is regulated by the Decision of the Flemish Government of 17 April 1991 concerning the organisation of the school year in [basisonderwijs](#). Within this framework, school boards autonomously organise school days, school weeks and the school year.

4.9.1. Organisation of the school year

The school year commences on 1 September and ends on 31 August.

4.9.2. Weekly and daily timetable

The school board has full autonomy when it comes to organising the education it offers, which it lays down in a [schoolwerkplan](#) and enjoys the same autonomy as regards the drafting of the **timetables**. With the exception of hospital schools, children follow 28 to 29 teaching periods of 50 minutes each per school week. They are evenly spread across the five workdays, from Monday to Friday. There is no school on Wednesday afternoons (Decision of the Flemish Government of 17 April 1991). Classes commence at the earliest at 8 a.m. and end at 3 p.m. at the earliest and at 5 p.m. at the latest. Lunch breaks last at least one hour. Often classes in the morning and/or afternoon are paused for playtime. Sometimes there is also contiguous pre- or after lunch playtime (Decision of the Flemish Government of 17 April 1991).

Length of the school day in primary education

	Monday	Tuesday	Wednesday	Thursday	Friday
Before-school care possible / out-of-school care					
Classes start at 8 a.m. at the earliest, normally at 8.30 a.m.					
Lunch break of at least 1 hour			Afternoon off, possibly with limited after-school care		
Classes end at 3 p.m. at the earliest at 5 p.m. at the latest					
After-school care possible / out-of-school care					

4.10. Curriculum, subjects, number of periods

Nursery education

Since 1 September 1998, all nursery schools have to abide by [ontwikkelingsdoelen](#). (Decree of 15 July 1997, with reforms following the Decree of 30 April 2009). Developmental objectives are minimum objectives in respect of knowledge, insight, skills and attitudes the educational authorities deem desirable for a particular pupil population and which the school must strive to achieve in all its pupils. In [kleuteronderwijs](#), only developmental objectives have been laid down which should be pursued in infants by the time they finish their nursery education.

The [ontwikkelingsdoelen](#) form the common core curriculum. These were formulated for five **areas of learning**:

- **physical education**: motor skills, healthy and safe lifestyle, self-awareness and social integration;
- **art education**: visual arts, music, drama, dance, media and attitudes;
- **Dutch**: listening, speaking, reading, writing, linguistics;
- **World studies**:
 - (until 31/08/2010) nature, technology, humankind, society, time and space;
 - (as of 01/09/2010) nature, technique, humankind, society, time and space;
- **mathematical initiation**: numbers, measuring and space (geometric initiation).

All schools must offer their pupils activities in all these areas of learning. In the course of its full inspections, the inspectorate checks whether the [ontwikkelingsdoelen](#) are pursued. The school boards or the educational umbrella organisations draw up a curriculum, containing the developmental objectives, which is approved by the government upon the advice of the inspectorate who subsequently checks that the curriculum is also followed. Objectives and activities are set for all age groups in a continuous learning curve towards [lager onderwijs](#).

The developmental objectives for 'world studies', 'nature and world studies' and 'technology' were adjusted in 2009. These new developmental objectives will come into effect as of 1 September 2010.

Primary education

For primary education, [eindtermen](#) were laid down (Decree of 15 July 1997). Since 1 September 1998 these have been compulsory for all schools. Final objectives are minimum objectives. There are different types of final objectives.

- **Area of learning related final objectives** regarding pupils' knowledge, insight and skills must be achieved by every school in all pupils. Area of learning related final objectives regarding pupils' attitudes must be pursued by every school in all pupils.
- **Cross-curricular final objectives** are minimum objectives which do not specifically appertain to one area of learning but which can be aimed at by several areas of learning or educational projects.

A well-argued derogation from the final objectives in function of a specific pedagogical project can only be granted after a weighty procedure is gone through and then only subject to decretal ratification. Only the Steiner schools have proposed and been granted (limited) derogations.

The Decree of 30 April 2009 amended the final objectives for 'Dutch', French 'world studies', 'nature and world studies' and 'technology'. These new final objectives will come into effect as of 1 September 2010.

For further information on all final objectives, cf.: <http://www.ond.vlaanderen.be/dvo/basisonderwijs/index.htm>

The **common core curriculum** consists of areas of learning and cross-curricular themes.

- areas of learning:
 - **physical education:** motor skills, healthy and safe lifestyle, self-awareness and social integration
 - **art education:** visual arts, music, drama, dance, media and attitudes
 - **Dutch:**
 - (until 31/08/2010) listening, speaking, reading, writing, linguistics, skills, Dutch strategy ;
 - (as of 01/09/2010) listening, speaking, reading, writing, strategies, linguistics, (inter)cultural focus;
 - **French:**
 - (until 31/08/2010) listening, speaking, reading, writing
 - (as of 01/09/2010) listening, reading, speaking, oral interaction, writing
 - **world studies:**
 - (until 31/08/2010) nature, technology, humankind, society, time and space, use of resources;
 - (as of 01/09/2010) nature, technique, humankind, society, time and space, use of resources;

- **mathematics:** numbers, measuring, geometry, strategies and problem-solving skills, attitudes.
- Cross-curricular themes:
 - **learning to learn**
 - **social skills**
 - **ICT**

The same division into areas of learning is operated throughout nursery and [lager onderwijs](#). This increases transparency and underlines the developmental line throughout elementary education. The cross-curricular themes are also maintained in secondary education. The division into areas of learning is not in any way meant to give a certain structure to the education classes or schools provide. This is very much left up to the schools. For instance, schools can decide themselves whether they offer certain contents of learning in an either more or less cohesive fashion.

The school boards or the educational umbrella organisations draw up a curriculum, containing the final objectives, which is approved by the government upon the advice of the inspectorate which subsequently checks that the curriculum is also adhered to.

ICT

The cross-curricular final objectives for mainstream education and the [ontwikkelingsdoelen](#) for special education are broad and do not focus on any specific computer programme. Extra resources were set aside for hardware, software and further ICT training.

Language teaching

French is a compulsory subject for pupils in 5th and 6th grade. For municipalities with a special status (Brussels, the peripheral municipalities, language-boundary municipalities) a special arrangement applies (cf. 10.7.2).

Language awareness in French can be offered from the start of mainstream [basisonderwijs](#) (so also in mainstream [kleuteronderwijs](#)). This applies to Flanders and the aforementioned municipalities with special status alike. Moreover, language awareness may also be offered in another language, however French-language awareness must always come first (Circular letter BaO/2004/02 of 11/06/2004).

The DVO (subsequently the Curriculum Entity, henceforth embedded into the AKOV, cf. 9.1.) wrote an excellent report on language awareness and French-language awareness entitled "Talensensibiliseren en initiatie Frans: doelstellingen en voorbeelden" (Awareness of languages and French-language initiation: objectives and examples): <http://www.ond.vlaanderen.be/dvo/default.htm>

4.11. Teaching methods and materials

Pursuant to the principle of educational freedom (cf. 2.3.1.1.), decisions regarding teaching methods and teaching aids appertain to the freedom of the school board. Hence, there are no official guidelines.

Activities in [kleuteronderwijs](#) are often centred on a specific theme or point of interest. These themes are often linked to the calendar year, but may also be topics the infants bring up themselves. Working in corners as an organisational structure is found in most nursery schools. Children are given the chance to experiment, discover, discuss..., either independently or with the help of other children (and adults).

Working in corners and contract work are important tools to help them acquire independence in **lager onderwijs**.

- In the case of **working in corners**, a few hours a week (at the discretion of the school) are allocated to allow children to discover things in the various corners of the classroom, to allow them to apply already familiar items to every-day situations or to allow them to try and find a solution to a problem. Children may also use these periods to carry out a task of their own choice which features in their contract. They have to make sure that they have completed their assignment (planning) by a pre-set date, hence, the term contract work.
- **Contract work** is a formula in which an activity pack is put together for each pupil covering a certain period of time. To complete the pack (volume), children are given a certain amount of class time in which they can decide relatively independently about the duration and sequence of their activities.

ICT in **BaO**, elementary education, is seen as a form of learning-process support. For that very reason, infants from the age of 4 were included in the target groups of the ICT infrastructure programme. To this end, ICT competences for elementary school have also been developed. Every individual school is free to decide however from what age they will start to work on this (cf. 4.10.).

Especially within elementary education, alternative schools are enjoying an increasing success (cf. 2.3.4.).

The authorities do not impose any obligation to purchase **teaching aids** such as school books, audio-visual study material etc. However, schools can make arrangements amongst themselves (e.g. within the **scholengemeenschappen**).

4.12. Pupil assessment

Schools are free in their assessment policy.

Assessments in **kleuteronderwijs** are mainly based on observation and fulfil three roles:

- **A visionary role:** does the level of development the pupil has achieved offer the pupil enough opportunities to allow him/her embark on a primary-school career?
- **A probing role:** what did the child learn, how does the pupil compare with his/her peers?
- **A diagnostic role:** why did the development of a pupil slow down or why has knowledge in certain areas not been acquired?

The transition from nursery to lager onderwijs is monitored by the Pupil Guidance Centre **CLB** (cf. 4.15.2.), at the request of the school team, with the parents' consent and in conjunction with the school's educational team.

In primary education, the teacher tests small or large subject matter units on a very regular basis in order to assess to what extent pupils have attained the pre-set objectives and also to evaluate the effectiveness of his/her own teaching. Regular, individual school reports provide pupils and parents with information on the child's results, its progress, learning behaviour and personal development.

At this level the teacher is encouraged to practise a pedagogy of success and positive stimulation, which takes the difficulties inherent to the pre-set objectives and the varying abilities of pupils into account. The results of the summative tests, held in December and June, can be used in conjunction with the formative tests in this respect.

There is increasing expertise in working with instruments such as **child or pupil monitoring systems** to observe and monitor pupils' development (for example, the instruments of the Centre for Experience-Based Education, CEGO), and the scales which chart the involvement and well-being of children.

At the end of [BaO](#), elementary education, the class council decides whether a **certificate of elementary education** will be issued or not. Here, schools enjoy a large level of autonomy. The class council bases itself on the school's own assessment data and rules whether the objectives of the curriculum, which comprise the [eindtermen](#) for primary education, have been achieved.

Ever since 2002, systematic **surveys** are being organised to give the authorities an overview of the extent to which pupils attain the final objectives (an overview of the surveys already organised is available under 9.5.2.). From 2008, schools who do not participate in these surveys are offered parallel versions which probe the exact same issues as the nationwide survey but contain different questions.

4.13. Progression of pupils

The school decides which pupil has successfully completed a particular grade and can progress to the next grade. For immigrant children, repeating a [lager onderwijs](#) grade is becoming a serious problem. 40% of immigrant children fall behind in school (cf. 4.18.2.).

4.14. Proofs of study

The **Getuigschrift Basisonderwijs (Certificate of Elementary Education)** can be obtained at the end of:

- the 6th grade of [lager onderwijs](#),
- the 1st grade of secondary education (1st grade A or B)
- the preparatory year course vocational education (i.e. the 2nd grade of the 1st stage of secondary education for pupils from 1st grade B) where an equivalent certificaat (certificate) is issued.

4.15. Educational guidance

4.15.1. Special pupil guidance

In 1984, a teaching-period package was introduced for [basisonderwijs](#) which gave schools greater autonomy in terms of how they organise their educational provision (cf. composition of staff 2.6.4.1.3.). A system of supplementary teaching periods also created an opportunity to provide extra guidance for specific target groups:

- Dutch-speaking schools in the peripheral and language-boundary municipalities (cf. 10.7.2.)
- GOK pupils (cf. 10.5.3.1.1.)
- foreign mother tongue newcomers (OKAN, cf. 10.7.1.).

In [kleuteronderwijs](#), supplementary **entry teaching periods** were allocated. Infants between the ages of 2.5 and 3 can now also start nursery education after 1 September on fixed entry dates (cf. admission requirements 4.6.). If the number of regular infants on the entry date proves to be at least one infant higher than the number of regular infants on the scale-based teaching-period tally date, entry teaching periods may

be organised. School boards who have difficulties sourcing nursery-school teachers to cover these entry teaching periods have the option of appointing childcare workers to fill this need (during school years 2008-2009 and 2009-2010).

The point lump-sum system allows for the appointment of a special-needs counsellor or **special-needs coordinator** to boost infant participation (cf. composition of staff 2.6.4.1.3.). This special-needs counsellor does not only coordinate special-needs provision within a school and supports pupils but he or she offers guidance to pupils and teachers and can also form the link between the pupil, school, parents, **CLB**, therapist and all other bodies who can provide pupils with enhanced support. To boost infant participation, (Education Decree XVIII) special-needs coordinators can also pay home visits.

Special-needs hours are granted for pupils who require special attention due to developmental problems, because they have fallen behind or are encountering socio-emotional problems. To cater for these pupils, the 2008-2011 budget was increased to 53 million euro (almost double that of the 2007 budget). Schools enjoy relative freedom in the way they go about this (they may for example provide individual tutoring to pupils, coach teachers, coordinate special-needs initiatives...)

Since the 2001-2002 school year, nursery schools have also had access to a **separate childcare-workers time package**. As soon as the school numbers 35 infants, 8 childcare-worker hours are subsidised. Per full tranche of 55 infants one extra hour is added. For every additional nursery-education facility they organise, schools receive 2 additional hours. (Decree of 13 June 2001).

4.15.2. Pupil guidance centres (CLBs)

The CLBs or Pupil Guidance Centres, are the result of a merger between the former PMS Centres and the centres for health supervision in schools (MSTs), based on the Decree of 1 December 1998. (A historical overview is given in 4.1.). The Decision of the Flemish Government of 3 July 2009 reformulated and updated the CLBs' operational objectives. Henceforth, parents, pupils, teachers and schools should be offered the same basic service provision in all CLBs across Flanders). At the same time, deadlines were set by which CLBs should deal with queries.

CLBs are services pupils, parents, teachers and school boards can call on for information, assistance and guidance. Every school concludes a policy plan or policy contract with a CLB to that effect.

Throughout all the CLB activities, pupils always take centre stage. CLBs offer pupil-oriented services but can also support schools and parents in the optimisation of pupils' welfare and the pupils' functioning within the school environment. The care provided by CLBs is complementary to that organised by schools and covers four areas:

- learning and studying: reading and spelling, speech and language, dyslexia...
- the school career: monitoring compulsory education, study-choice guidance, information regarding education and the link to the labour market, certification in special education....
- socio-emotional development: behavioural problems, social skills, emotional problems,
- preventive health care: medical check-ups, vaccinations, contagious diseases, nutrition, substance abuse ...

The guidance they offer is **multi-disciplinary**. A CLB employs, among others, physicians, social workers, pedagogues, psychologists, psychological assistants and nursing staff and each one of them can make a contribution to youngsters' optimal functioning within the school environment based on their own expertise.

Henceforth, every CLB will offer a basic package consisting of:

- **A demand-oriented pupil-specific** service provision, to help both parents and pupils through emotional problems or offer guidance when pupils are suffering from learning disabilities. There will also be marked support for pupils switching to part-time educational systems.
- Services to deal with **truancy and infant participation** open to parents, pupils and school teams alike. Once a school has informed the centre that a particular pupil has not been at school for 10 half days for no apparent legitimate reasons, or if a pupil has been absent because he/she was suspended or temporarily or permanently expelled, the pupil guidance centre is **obliged** to organise **learning-pathway guidance** in and following consultation with the school.
- **School support**, specifically for teachers and school teams. Both teachers and school teams can seek the CLB's advice on how to deal with specific social or psychological problems pupils are encountering. In conjunction with the schools, CLBs also organise actions on choice of study and vocation for pupils in the last grade of **basisonderwijs**, the 2nd grade of the 1st stage of secondary education and in the 2nd grade of the 3rd stage of secondary education. CLBs also act as a pivot between schools and the network of preventative healthcare actors. They are also involved in school-oriented policy projects that focus on the priority target groups.
- **Medical check-ups and prevention** in which pupils' physical development is monitored and safeguarded. All pupils in the 2nd grade of **kleuteronderwijs**, the 5th grade of **lager onderwijs**, the 1st and 3rd grades of secondary education, the 1st grade of DBSO or a recognised training course (not pupils following **leertijd** as these are given a different medical check-up) and in special education at the ages of 5, 11, 13 and 15 years, are assessed by a physician and a paramedic. In addition, pupils' visual function is checked in the first grade of nursery education, in the 1st and 3rd grades of primary education, and at the ages of 4, 7 and 9 for all pupils following special education.

The CLBs are obliged to provide information and issue an advice within ten workdays. They have forty workdays to diagnose a pupil and another ten days if a formal report of their diagnosis is required.

Under their brief of a demand-oriented service provision, CLBs act on queries from parents and pupils but they can also act on suggestions regarding school guidance. Guidance takes place in an atmosphere of trust and dialogue. The initiative usually comes from the enquirer. Guidance can therefore only commence after a pupil or parent has taken the initiative. If a school requests the CLB to guide a pupil, the centre will always seek the explicit consent from the parents first (for a pupil under the age of 12) or from the pupil himself (from the age of 12 upwards). One major feature is that the pupil's interests always come first. CLB guidance is always based on a **request for help ensuing from a problem which may hinder the learning process or school career** now or at any future moment in time.

In principle, CLB guidance cannot be enforced. However, there are two exceptions to this rule where guidance is **compulsory**. In some grades, pupils are obliged to undergo a **medical examination**. It is important that every pupil avails of this medical examination so that any underlying disorders or illnesses can be detected or prevented in time. In this manner important information can be gathered on the general health of youngsters. In addition, in the case of **problematic absenteeism**, parents and pupils are obliged to avail of CLB guidance in order to avoid pupils dropping out or compounding any existing compulsory-education problems even further.

Every pupil deserves special attention but centres **first and foremost** intensively guide pupils who are educationally challenged due to their personal characteristics, social background or living conditions.

Moreover, special attention is paid to **pupils** following special education, nursery education and the initial primary-school years, technical, artistic, vocational secondary education, part-time vocational education and the recognised training courses, the first grade B and the pre-vocational year.

CLBs are easily accessible, offer a basic youth-help service provision, but do **not offer long-term guidance** and are therefore unable to resolve all problems. CLBs must get involved in a demonstrable network of

welfare and health services with whom they cooperate. As a result, youngsters will sometimes be **referred** to other, more specialised, services. As the assistance they provide is governed by professional secrecy, CLBs can play an important **pivotal role** between the school and the welfare and health institutions. CLBs also keep an individual file on each pupil throughout his entire school career. Access to these files is strictly regulated. Moreover, CLB staff are bound by professional secrecy.

In 2009, all the bodies involved signed a declaration of commitment regarding the cooperation between schools, the CLBs and the residential facilities, Special Youth Care, to ensure that any adverse effects on the school careers of pupils who end up residing in one of these Special Youth Care facilities can be kept to a minimum. (Children and youngsters up to the age of 18 and their families can receive support from a Special Youth Care facility, project or service following a referral from the Special Youth Care Committee or the Juvenile Court, cf. <http://wvg.vlaanderen.be/jongerenwelzijn/verwijzers/cbj.htm>).

By means of full inspections, the inspectorate monitors the **quality of the CLB service provision** (cf. 9.4.2.2.). Self-evaluation forms a valuable part of quality assurance and is taken into account during the inspectorate's full inspections. Aside from the satisfaction tool (developed within the framework of the OBPWO study, cf. below), the CLB sector also has the necessary resources to improve their own self-evaluation tool.

The **CLB study**, carried out within the framework of the OBPWO (cf. 9.6.), showed that pupils, parents and staff were extremely satisfied with the guidance they received but also highlighted the fact that there was a considerable lack of clarity about the actual tasks and brief of the CLB. It also brought to light that guidance satisfaction is directly related to the level of knowledge about the service.

The Decree of 8 May 2009 concerning the quality of education confirmed the role of the permanent resource centres in terms of the professionalization of CLB staff (cf. 9.3.3.4.).

For further information:

- Department of Education and Training: <http://www.ond.vlaanderen.be/CLB/>
- CLB inspectorate: <http://onderwijs.vlaanderen.be/inspectie/extra/clb.htm>
- GO! CLBs (education of the Flemish Community): <http://www.go-clb.be>
- Provincial education: <http://www.pov.be/>
- Urban and municipal education: <http://www.ovsg.be>
- Subsidised private education: <http://www.vclb-koepel.be>
- Journal of the subsidised private CLBs: <http://www.caleidoscoop.be/>
- Info sites
 - Subsidised private CLBs of Flemish Brabant and Brussels: <http://www.digiclb.be>
 - De Stap, Ghent Study Advice Centre: <http://www.destapgent.be/default.asp>

All relevant figures can be found in 4.18.3..

Information on the various CLB positions is available in 8.5.).

4.16. Private education

68% of all pupils in elementary and secondary education go to so-called subsidised private schools, which have not been established by public administrations or public-law bodies, but by private-law bodies. **Subsidised private education** is subsidised, recognised, monitored and inspected by the State (cf. 2.3.3.). Hence, it is not separately discussed here but in conjunction with official education in the others sections.

Compulsory education can also be followed through **home education**, which is governed by a limited number of conditions only and which is paid for and organised by the parents themselves but does not

entitle the pupil to recognised proofs of study (cf. compulsory education 2.5.2.). During 2008-2009, 289 pupils followed home education at [basisonderwijs](#) level while 577 pupils followed home education at secondary-education level. (Source: Statistical yearbook of Flemish education 2008-2009). Home education may not be confused with 'education at home' for sick or disabled children (cf. 4.17.3. regarding temporary education at home and 10.6.4. regarding permanent education at home).

In Flanders, **private education** is understood to mean the supply of free-market commercial educational initiatives which are neither officially recognised nor subsidised. However, these are highly limited. Only in higher education there are a number of well-known private initiatives with whom management agreements have been concluded (cf. 6.17.). As far as Flanders is concerned, a distinction must therefore be made between private education, private subsidised education and home education.

4.17. Organisational variations and alternative structures

To provide **chronically-ill children** with a proper education, Flanders organises temporary education at home (cf. 4.17.3.), permanent education at home (cf. 10.6.4.) and hospital schools (cf. 4.17.1.). Educational activities are also organised for pupils residing in youth psychiatric services (subsidised as Educational Needs Services) (cf. 4.17.2.).

Since September 2006, a travelling nursery school for **children of fairground entertainers and vendors** follows the route of the major fairgrounds. 25 infants have been attending this travelling nursery school on a regular basis since September 2009. During the winter break (middle of November – middle of February) the infants in question attend their regular anchor schools. The travelling nursery school has one posted nursery-school teacher and its own operational budget.

Youngsters who are keen to follow **artistic training** can follow courses in the lower stage of part-time artistic education (cf. 7.10.5.).

4.17.1. Educational Type 5 (hospital schools and preventoria)

Hospital schools and preventoria (type 5) have existed in Flanders for many years but their number is limited.

- Programme and rationalisation standards are relatively high in [BaO](#), elementary education, so that only very large hospitals with a sufficiently large intake of youngsters can establish and/or maintain a hospital school. There are 7 type-5 elementary schools:
 - 5 connected to hospitals (Antwerp, Ghent, Leuven, Vlezenbeek and Pulderbos),
 - 2 at the De Haan preventorium (1 French-speaking and 1 Dutch-speaking).
- In secondary education the number of hospital schools is limited as they can only be established in university hospitals and because they actually form part of the elementary school connected to these hospitals. There are 3 type-5 secondary schools: in Antwerp, Ghent and Leuven. These schools only offer [opleidingsvorm](#) 4. A special arrangement applies to the De Haan seaside preventorium.

The youngster's physician and hospital school decide how many teaching periods the patient will be able to cope with. Some youngsters receive 1 teaching period per day, while others are up to receiving more education. The fact that a child is attending a type-5 school does not release the child's own school from its responsibility for the child in question. After all, the child remains registered in its own school with the result

that the child's own school is expected to provide the hospital school with information on e.g. the study books used, points of particular interest regarding the pupil, the programme etc.

On 1/2/2009, there were 127 type-5 pupils in special nursery education, 216 in special [lager onderwijs](#), and 298 in special secondary education (Statistical yearbook 2008-2009).

4.17.2. K-services (psychiatric services for children and youngsters)

In 2003, Education Decree XIV allocated a subvention lump sum to 12 recognised youth psychiatric services for the purpose of providing the children in their care with an education. Since 1 January 2008, a 13th youth psychiatric service has been included in the subvention arrangement. K-service subsidies are based on the number of day beds and the number of day and night beds a particular K-service has been approved for. Even though the K-services receive subsidies to ensure an educational provision, they are not entitled to confer diplomas or certificates. Just like in type 5, a child admitted to a K-service also remains the responsibility of its own school.

4.17.3. Temporary Education at Home (TOAH)

In 1997, Temporary Education at Home for [BaO](#), elementary education, was introduced and in 2005, it was extended to include secondary education. Temporary Education at Home means that a child of school age, which has been out of school for a consecutive period of 21 calendar days as a result of an illness or accident, is entitled to 4 teaching periods or hours of education at home or at the regional hospital, subject to certain conditions.

Its organisation comes under the remit of the child's own school who appoints a teacher. To this end, the school will be funded or subsidised to the tune of four supplementary teaching periods or hours per week and per sick pupil.

From January 2007, **chronically-ill children** (kidney patients, asthma patients, recovering cancer patients...) in elementary and secondary education can also avail of Temporary Education at Home, even though they do not always reach the required 21 consecutive calendar days of absence – due to the nature of their illness. After all, they do miss a lot of classes and, because of their chronic condition, end up falling behind in their studies. To provide this particular target group with equal opportunities an extra budget had been set aside to fund Temporary Education at Home.

Since September 2009, five-year old infants are also entitled to temporary education at home.

The not-profit association 'Bednet' assists with the guidance of long-term and chronically-ill children and creates a virtual school environment via the Internet so that sick pupils can remain synchronically or a-synchronically in touch with their own class and continue to follow education.

This particular pathway is offered free of charge to all participating children and schools. At the beginning of the second term of the 2009-2010 school year, 100 children were simultaneously availing of the Bednet system, cf. <http://www.bednet.be/>

- For information on permanent education at home offered to pupils following special education (cf. 10.6.4.)
- Education Decree XV of 15 July 2005
- Decision of the Flemish Government of 13 July 2007

- Circular letter BaO/97/5 of 17 June 1997
- Circular letter SO/2005/05 of 22 July 2005

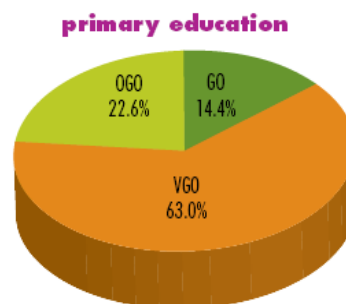
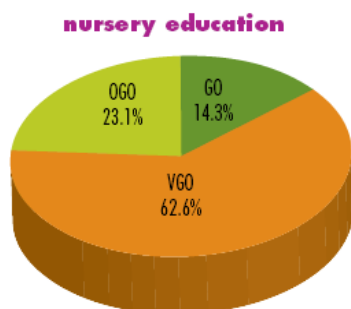
4.18. Statistics

Elementary education school year 2008-2009	Mainstream education	Special education	Total
Number of nursery-education pupils	243 482	1 977	245 459
Number of primary-education pupils	381 882	27 543	409 425
Administrative and teaching staff in elementary education (number of full-time budgetary equivalents)	46 588	5 895	
Cost per elementary-education pupil 2009	4 167	12 867	
2009 education budget	2 499 146 000	376 815 00	

Source: Statistical yearbook of Flemish education 2008-2009 & Flemish education in images 2008-2009

4.18.1. Elementary education

distribution over the educational networks

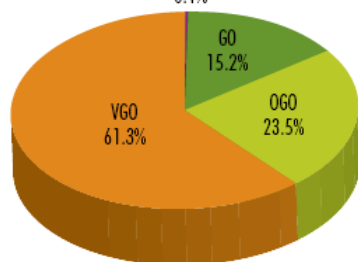


(1) Not included in the chart: Henegouwen Province.

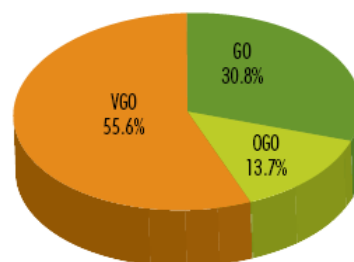
distribution over the educational networks

regular elementary education

Cross educational networks
0.1%



special elementary education



Source: Flemish education in images 2008-2009

Number of nursery and primary schools

Type of institution	Mainstream education	Special education	Total
Autonomous nursery schools	170	-	170
Autonomous primary schools	179	96	275
Elementary schools offering both nursery and primary education	1 963	94	2 057
Elementary schools (offering nursery or primary education or both)	2 312	190	2 502
Schools offering nursery education	2 133	94	2 227
Schools offering primary education	2 142	190	2 332
Number of elementary schools offering educational type 5	-	6	6
Schools offering girls-only nursery education	4	-	4
Schools offering boys-only nursery education	1	6	7
Schools offering girls-only primary education	5	-	5
Schools offering boys-only primary education	5	-	5

Source: Statistical yearbook of Flemish education 2008-2009

Evolution of the number of pupils

Nursery education	Mainstream		Special		Total	
	In comparison to 1995-1996					
School year	Absolute	Percentage	Absolute	Percentage	Absolute	Percentage
1995 - 1996	253 756	100.00	1 721	100.00	255 477	100.00
1996 - 1997	251 259	99.02	1 784	103.66	253 043	99.05
1997 - 1998	245 704	96.83	1 811	105.23	247 515	96.88
1998 - 1999	240 841	94.91	1 780	103.43	242 621	94.97

1999 - 2000	238 887	94.14	1 767	102.67	240 654	94.20
2000 - 2001	238 881	94.14	1 701	98.84	240 582	94.17
2001 - 2002	237 818	93.72	1 686	97.97	239 504	93.75
2002 - 2003	236 417	93.17	1 726	100.29	238 143	93.22
2003 - 2004	234 951	92.59	1 720	99.94	236 671	92.64
2004 - 2005	233 172	91.89	1 791	104.07	234 963	91.97
2005 - 2006	233 709	91.71	1 821	105.81	234 530	91.80
2006 - 2007	233 344	91.96	1 907	110.81	235 251	92.08
2007 - 2008	237 530	93.61	1 950	113.31	239 480	93.74
2008 - 2009	243 482	95.95	1 977	114.88	245 459	96.08

Source: Statistical yearbook of Flemish education 2008-2009

Primary education	Mainstream		Special		Total	
	In comparison to 1995-1996					
School year	Absolute	Percentage	Absolute	Percentage	Absolute	Percentage
1995 - 1996	390 195	100.00	22 528	100.00	412 723	100.00
1996 - 1997	394 248	101.04	23 121	102.63	417 369	101.13
1997 - 1998	400 038	102.52	24 072	106.85	424 110	102.76
1998 - 1999	405 021	103.80	24 935	110.68	429 956	104.18
1999 - 2000	408 545	104.70	25 727	114.20	434 272	105.22
2000 - 2001	409 323	104.90	26 212	116.35	435 535	105.53
2001 - 2002	407 526	104.44	26 794	118.94	434 320	105.23
2002 - 2003	404 308	103.62	26 901	119.41	431 209	104.48
2003 - 2004	399 615	102.41	26 952	119.64	426 567	103.35
2004 - 2005	393 910	100.95	26 768	118.82	420 678	101.93
2005 - 2006	388 973	99.69	26 753	118.75	415 726	100.73
2006 - 2007	387 157	99.22	26 794	118.94	413,951	100.30
2007 - 2008	384 557	98.56	27 140	120.47	411 697	99.75
2008 - 2009	381 882	97.87	27 543	122.26	409 425	99.20

Source: Statistical yearbook of Flemish education 2008-2009

4.18.2. Learning lag / lead of pupils of Belgian nationality in mainstream primary education, per grade and per sex

Pupils of Belgian nationality				
	lead	at the age of	lag	Total

Year	≥1	0	1	2	>2	
First	551	54 057	6 353	310	13	61 284
Second	587	49 899	7 619	512	25	58 642
Third	702	48 782	7 868	672	52	58 076
Fourth	785	47 686	7 953	905	45	57 374
Fifth	757	47 744	8 152	761	16	57 430
Sixth	724	48 346	6 813	351	3	56 237
Total	4 106	296 514	44 758	3 511	154	349 043
alternative schools						8 782
Overall total						357 825

Source: Statistical yearbook of Flemish education 2008-2009

Pupils of foreign nationality						
	lead	at the age of	lag			Total
Year	≥1	0	1	2	>2	
First	26	3 108	1 114	209	46	4 503
Second	27	2 457	1 161	284	55	3 984
Third	26	2 220	1 258	364	62	3 930
Fourth	40	1 948	1 328	492	60	3 868
Fifth	35	1 949	1 295	395	27	3 701
Sixth	29	1 881	1 075	258	12	3 255
Total	183	13 563	7 231	2 002	262	23 241
alternative schools						816
Overall total						24 057

Source: Statistical yearbook of Flemish education 2008-2009

4.18.3. CLBs, Pupil guidance centres

NUMBER OF PUPIL GUIDANCE CENTRES BY EDUCATIONAL NETWORK

	GO	VGO	OGO	Total
Pupil Guidance Centres	24	44	5	73
Permanent support centres	1	1	1	3
Total	25	45	6	76

Source: Flemish education in figures 2008-2009

Number of staff (full-time budgetary equivalents) in January 2008: 2,786 (of which 2,039 permanent, 747 temporary).

4.18.4. Pupil transport

Number of pupils availing of transport per level of education and per educational network

	Community education (1)	Subsidised subsidised private education	Subsidised official education	Total
Elementary education				
Mainstream	1,570	1,466	395	3,431
Special	6,874	16,199	4,209	27,282
Total elementary education	8,444	17,665	4,604	30,713
Secondary education				
Mainstream	31	1,703	-	1,734
Special	4,557	9,363	2,476	16,396
Total secondary education	4,588	11,066	2,476	18,130
Overall total	13,032	28,731	7,080	48,843

Number of pupils per form of transport

Form of transport	Community education (1)	Subsidised subsidised private education	Subsidised official education	Total
Collective (2)	10,971	21,765	5,035	37,771
Individual (3)	2,061	6,966	2,045	11,072
Overall total	13,032	28,731	7,080	48,843

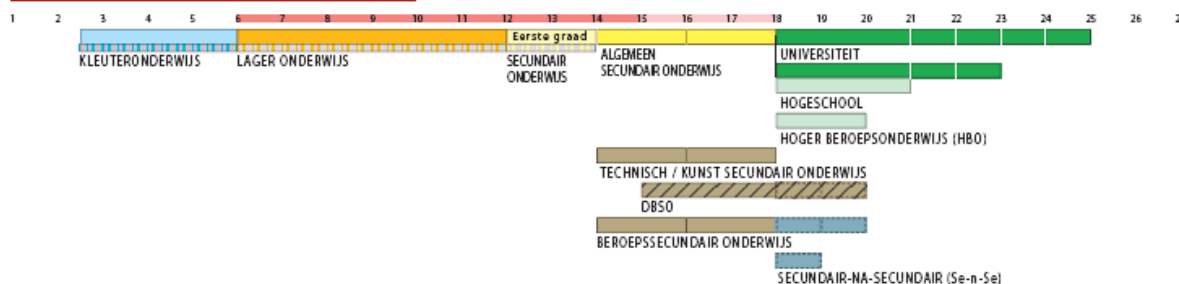
(1) In respect of Community Education only pupils within the areas have been included.

(2) A collectively transported pupil is a pupil who avails of a special transport service paid for or subsidised by the Flemish Community which has a capacity of no less than 7 spaces. Since 1 September 2001, collective transport has been organised by the Vlaamse Vervoersmaatschappij (Flemish Transport Company).

(3) A individually transported pupil is a pupil who avails of public transport and/or a vehicle with less than 7 spaces and which is subsidised by the Community at official season-ticket rate level.

5. Secondary and Post-Secondary Non-Tertiary Education

Belgium – Flemish Community



Pre-primary education (for which the Ministry of Education is not responsible)	Upper secondary general / ISCED 3	Compulsory full-time education
Préprimaire scolaire (for which the Ministry of Education is responsible)	Upper secondary vocational / ISCED 3	Compulsory part-time education
Primary	Post-secondary non-tertiary / ISCED 4	Compulsory work experience + its duration
Single structure	Tertiary education / ISCED 5B	Part-time or combined school and workplace courses
Lower secondary general (including pre-vocational)	Tertiary education / ISCED 5A	Study abroad
Lower secondary vocational		Additional year
ISCED 0	ISCED 1	ISCED 2

A few explanatory comments on the organisation of **mainstream full-time secondary education**

- It is arranged horizontally into four stages of two grades each (cf. 5.5.).
- From the second stage onwards, it is divided vertically into 4 **onderwijsvormen**: ASO - General Secondary Education, TSO - Technical Secondary Education, KSO - Artistic Secondary Education and BSO - Vocational Secondary Education (cf. 5.5.).
- Only in BSO, vocational secondary education, pupils can follow a fourth stage. However, these fourth stages are gradually being phased out (cf. 5.11.3.).
- As of the 2009-2010 school year, the 4th stage 'nursing' (cf. 5.11.4.) is offered through HBO5, **hoger beroepsonderwijs**, qualification stage 5 (cf. 5.20.3.).
- After the 2nd grade of the 3rd stage, various so-called 7th grades are organised in ASO, KSO and BSO (cf. 5.11.2.).
- As of 1 September 2009, the former 7th specialisation years of TSO and KSO come under the new vocationally-oriented advanced secondary education, Se-n-Se, **secundair-na-secundair onderwijs** (cf. 5.20.2.).
- Since 2000, an experimental modular BSO system has been in place which pupils can avail of once they have completed the 1st stage of BSO (cf. 5.11.4.).

Henceforth, part-time compulsory education also requires pupils' full-time commitment. To that end, a '**stelsel van leren en werken**' has been developed (cf. 5.20.1.). This comprises part-time vocational secondary education **DBSO** (cf. 5.20.1.1.) with part-time training (cf. 5.20.1.2.) and **leertijd** in SMEs, organised by the Flemish Agency for Entrepreneurial Training, SYNTRA Flanders (cf. 5.20.1.3.).

Besides mainstream secondary education, Flanders also provides **special secondary education** for pupils with special **care needs** (cf. 10.6.). However, specific measures have also been put in place to cater for pupils with special needs within mainstream education: GOK, the equal educational opportunities policy, GON, integrated education, ION, Inclusive education for type-2 mentally disabled pupils (cf. 10.5.) and OKAN, reception education for foreign mother tongue newcomers in mainstream education (cf. 10.7.1.). Pupils who are sick for any considerable length of time can avail of Temporary Home Schooling (cf. 4.17.3.).

In this section we shall, following our historical overview (cf. 5.1.), ongoing debates (cf. 5.2.) and specific legislative framework (cf. 5.3.), discuss:

- 5.4. General objectives
- 5.5. Types of institutions
- 5.6. Geographical accessibility
- 5.7. Admission requirements and choice of school
- 5.8. Registration and/or tuition fees
- 5.9. Financial support for pupils
- 5.10. Age levels and grouping of pupils
- 5.11. Specialisation of studies
- 5.12. Organisation of school time
- 5.13. Curriculum, subjects, number of hours
- 5.14. Teaching methods and materials
- 5.15. Pupil assessment
- 5.16. Progression of pupils
- 5.17. Certification
- 5.18. Educational/vocational guidance, education/employment links
- 5.19. Private education

Other sections are also relevant to secondary education:

- Management and administration of the institutions & [scholengemeenschappen](#) in secondary education (cf. 2.6.4.2.2.)
- Internal participation and consultation (cf. 2.7.1.)
- The funding of compulsory education (cf. 2.8.3.).
- Alternative schools (cf. 2.3.4.)
- CLBs, pupil guidance centres (cf. 4.15.2.)
- Part-time artistic education (cf. 7.)
- Second-chance education (TKO) and adult education at secondary level or secondary adult education (cf. 7.)
- Full inspections by the inspectorate (cf. 9.4.2.1.)
- International cooperation projects, mobility and exchange of pupils in SO (cf. 11.6.1.2.)

5.1. Historical overview

It took until **1887** before the structure of secondary education was first enacted and this structure was then maintained until the end of the Second World War. In addition to the classical courses of study (Latin-Greek and Latin) the modern grammar school (with the emphasis on modern languages and sciences) gained importance. Moreover, secondary schools were established which did not offer grammar-school education but which were aimed at preparing youngsters for a career in commerce, industry, administration and the world of finance. Technical education saw the light of day during the 19th century; it was set up as a separate branch of education, alongside the existing secondary schools. This type of education, geared towards agriculture, horticulture, industry and commerce provided evening and Sunday classes of a practical and utilitarian nature. The enormous political, social and economic changes in the wake of the First World War did influence the former secondary-education structure; the number of schools and pupils increased significantly (De Keyser and D'Hoker, 1984-1985).

From the interbellum, the debate centred on the equivalence of the classical courses of study, on the one hand, and the modern grammar school, on the other hand. In 1924, the secondary-school curriculum, which could include a Latin-Greek department in the state secondary schools, corresponded to the first three years of the modern grammar school. By Royal Decision of 1933, technical education, which so far had been marked by a lack of coherence and which neither had its own statute or unitary structure, was for the first time given a coherent school classification. The management of technical education, which up until then had

been the responsibility of various ministers (Agriculture, Trade and Labour), came under the remit of the Minister for Public Education. At that moment, the idea of bringing secondary and technical education closer together also arose, at least in some circles.

After the Second World War, and especially after the fifties and sixties, secondary education evolved remarkably. First and foremost, new departments and structures were established (RD of 30 April 1957(b)). At the same time, technical and vocational education was given a structure, equivalent to that of the long-standing general education (RD of 30 April 1957(a)). The 'Omnivalence Law' of 8 June 1964 specifically catered for greater access to higher education and to certain university faculties in particular. Indeed, during the decades which preceded the Second World War secondary education with its extremely hierarchical, categorial and pyramidal structure, had only been accessible to a small group of young people. The democratisation movements after the Second World War brought about radical reform in the structures and pedagogical methods of secondary education. This evolution had both a qualitative (structural changes) and a quantitative dimension (the 'school boom').

Further attempts to reform secondary education date back to **school year 1969-1970**. The Law of 19 July 1971 introduced a new type of secondary education which was given the name Type 1. While this new (comprehensive) type became compulsory for state schools, it was only partially implemented in subsidised schools.

Two important reforms determine **the current uniform structure** of secondary education.

- Firstly, the two main types (the comprehensive type and the type offering various courses of study) have been replaced by **a new general framework**. The former national legislation (adopted prior to the transfer of responsibilities from the Federal Government to the Communities) of 1971 (type I) and 1957 (type II) has been replaced by the Decree Education-II of 31 July 1990, which introduced a new general structure for secondary education. From 1 September 1989, all Flemish schools progressively adopted this form of organisation, from the first grade of secondary education onwards.
- Secondly, over the past 30 years secondary education has evolved towards **one uniform legislation for the entire secondary-education system** (technical and vocational education included) regarding certification, curricula, assessment of pupils, etc. In Flanders the terms 'lower' and 'higher' secondary education refer to the former structure of secondary education which consisted of two 3-year cycles (i.e., the lower cycle and the higher cycle). Nowadays, secondary education has a more uniform structure and is subdivided into 3 stages.

On foot of the Decree of 14 July **1998**, which laid down various measures in relation to secondary education and amended the Decree of 25 February 1997 concerning **BaO**, elementary education, a new reorganisation was established. One important objective of the Decree of 14 July 1998 was optimising the orientation of pupils, so that each pupil would receive an education which corresponds best to his/her interests and capacities. This meant that a number of educational problems had to be tackled such as: the increasing number of pupils in special education, the growing number of school failures, the elimination mechanism which characterises the secondary-education system, the output of unqualified secondary-education pupils in the labour market, etc. Reforms were introduced in five areas, such as the rationalization and the reshuffle of the educational provision, the stimulation of the schools' local autonomy, additional efforts for pupils with learning difficulties, the integration of mainstream and special education and the modularisation of vocationally-oriented education.

The prolongation of compulsory education from the age of 14 to 18 in **1983** led to the introduction of **part-time compulsory education** and to the creation of a number of pathways-to-work: bridging projects in 1990 (work-experience placements in a non-commercial environment with extra guidance) and preparatory pathways in 1997 (for youngsters who are not yet ready to function in the labour market). Sticking points in part-time education were youngsters' lack of vocationally-oriented attitudes, problematic absenteeism and the high levels of unqualified outflow. On top of that, the number of available part-time jobs was often at a

premium. In **2008**, pupils' full-time commitment was inscribed in the (federal) Compulsory Education Law. This in function of the Flemish Decree of 10 July 2008 which thoroughly reformed the alternance-training system and saw to its enhanced attunement with part-time education, part-time training and [leertijd](#) (cf. 5.20.1.).

In **2009**, a start was made on the introduction of [secundair-na-secundair onderwijs](#) (which offers programmes leading to qualification level 4 of the European Framework) and of [hoger beroepsonderwijs](#) (comprising programmes which lead to qualification level 5 - the former Higher Social-Advancement Education, HOSP, and the 4th BSO stage 'nursing').

5.2. Ongoing debates and future developments

Advanced Secondary Education (SE-n-SE) and Higher Vocational Education, qualification level 5 (HBO5)

The Decree of 30 April 2009 organises the programmes offered between secondary and higher education into two levels. All programmes that lead to qualification level 4 of the European Framework and which can only be followed once a diploma secundair onderwijs (diploma of secondary education) has been obtained are now offered by advanced secondary education (Se-n-Se), by analogy with the advanced Bachelor's and advanced Master's structure. This concerns the former 7th specialisation years of TSO and KSO (cf. 5.20.2.). (Incidentally, SO diplomas are also classified at level 4).

Programmes that lead to a qualification level 5 form part of [hoger beroepsonderwijs](#) (HBO5). These are the current HOSP programmes and the 4th BSO stage 'nursing' (cf. 5.20.3.).

The Decree came into effect on 1 September 2009 and the first new programmes should come on stream in 2010. An initial evaluation has been scheduled to take place in 2013. The required budget will be increased on a gradual basis. The main investment will be the additional programmes university colleges will be able to offer; for these alone an additional lump sum, assessed at 4.7 million euro for 2014, has been earmarked.

The consolidation of alternance training

In conjunction with SYNTRA Flanders, a policy plan featuring priorities, responsibilities and a time schedule for [leertijd](#) (cf. 5.20.1.3.) will be developed. This policy plan will also contain measures to reverse the drop-out and premature outflow of pupils, to capitalize on the heterogeneousness of pupils, to enhance the image of apprenticeships, to attract a new target group and to achieve a healthy balance between the economic and social task of apprenticeships and the SYNTRA network. Every learning pathway will be screened so that they can be brought up to date and attuned to the relevant vocational qualifications. The field of action will also focus on establishing a link between the programmes and the preset educational qualifications to which they can lead. This will be achieved by tackling general education, vocationally-oriented training and practical in-company training in an integrated fashion. Henceforth, the inspectorate will be in charge of quality control.

Consultation within the regional consultation platforms (ROPs) (cf. 5.20.1.) will be developed further as it is through consultation that the links to the labour market and the watertight approach will be reinforced. To further facilitate the transition of people in part-time education to the labour market, the Flemish Public and Vocational Training service, VDAB, will be brought on board to ensure that this watertight approach is implemented. To provide an effective service, however, VDAB will need to have access to all pupils' essential details. Pathway-to-work guidance will moreover have to tie in seamlessly with labour-market guidance. In that light, arrangements will have to be made with the Flemish Minister for Work.

Final-year pupils graduating from both labour-market oriented secondary education and higher education will have to be better prepared for their entry into the labour market, for instance, by means of work-experience placements.

At that, the programming procedures for vocational education will be simplified and accelerated.

With the reform of secondary education in mind, a vocational-education segment will be used which commences in secondary education, and ends at professional Bachelor's level. It should offer flexible learning pathways, possibly organised on the basis of a credit system. For that reason, the European developments within the framework of the European Credit System for Vocational Education and Training (ECVET) will be monitored.

The reform of secondary education

As basis for the debate on the scheduled reforms of secondary education, a working group headed by the former Secretary-General of the Department for Education, G. Monard, compiled a report outlining the reform. In the course of 2010, the Minister for Education and Training plans to present a green paper on the reform to the Flemish Education Council, VLOR, and to the Flemish Social and Economic Council, SERV, for their advice. It is the minister's intention to present a draft decree before the present government term will come to an end in 2014.

In preparation to this reform, all prevailing statutory and decretal provisions concerning secondary education are scheduled to be coordinated.

Final and developmental objectives

During 2009, a number of subject-related [eindtermen](#) and [ontwikkelingsdoelen](#) were revised. These will be introduced on a phase-by-phase basis: during 2010 in the 1st stage, during 2012 in the 2nd stage, and during 2014 in the 3rd stage (cf. 5.13.1.). As of 1 September 2010, the cross-curricular final and developmental objectives will be revised and restructured and will then apply right across secondary education rather than being stage-by-stage specific.

Multilingual education

In September 2007, a 3-year pilot project **multilingual education CLIL** got underway in 9 schools offering general and technical secondary education. Under this pilot project, 10-15 % of all classes are taught in a different language, mainly in French and English. Pupils in these schools are taught one or a number of specific subjects in another language. A conscious decision was made not to go for immersion projects (or language immersion) where a whole range of subjects are taught in a foreign language. To ensure that only pupils with a proper command of Dutch would participate in the CLIL project, the prior consent of the admissions class council is a prerequisite.

21st-century technology at school (TOS21)

Between 2004 and 2008, the TOS21 project developed a conceptual framework for technological education and continuous alignment of learning to acquire technological skills from nursery school right through to the end of secondary education. This resulted in a revamp of the relevant [eindtermen](#) which are set to be introduced in 2010. Meanwhile, 20 schools are trialling the new approach in the second stage of the project which is supported by the Ministers for Education, Work and Innovation. <http://www.ond.vlaanderen.be/nieuws/2009/0213-TOS.htm>

Examination Board of the Flemish Community

The activities of the Examination Board, which assesses pupils who wish to obtain a diploma secundair onderwijs (diploma of secondary education) without having attended regular education, will be evaluated and fine-tuned. In time, the Examination Board will base itself on the recognition of competences to confer diplomas.

5.3. Specific legislative framework

The following education legislation is of importance to secondary education.

- Decree of 31 July 1990 concerning Education-II.
- Decree of 14 July 1998 laying down various measures in relation to secondary education and amending the Decree of 25 February 1997 concerning elementary education.

Final and developmental objectives

- Decree of 24 July 1996 to ratify the final and developmental objectives of the first stage of mainstream secondary education (ratifying the Decision of the Flemish Government of 20/6/1996).
- Decree of 18 January 2002 to ratify the final objectives of the 2nd and 3rd stages of mainstream secondary education (ratifying the Decision of the Flemish Government of 23/6/2000).
- Decree of 20 December 2002 to ratify the final objectives of the third grade of the 3rd stage of mainstream vocational secondary education (ratifying the Decision of the Flemish Government of 20/9/2002).
- Decree of 7 May 2004 to ratify the specific final objectives determined by decree for general secondary education (ratifying the Decision of the Flemish Government of 17/10/2003).
- Decree of 2 June 2006 to ratify the specific final objectives 'top sports' determined by decree for general and technical secondary education (ratifying the Decision of the Flemish Government of 10/3/2006).
- Decree of 30 April 2009 to ratify the final and developmental objectives in elementary and secondary education (ratifying the Decision of the Flemish Government of 13/2/2009).

The alternance-training system - Part-time vocational secondary education - Part-time training - Apprenticeships

- Decree of 10 July 2008 concerning the alternance-training system within the Flemish Community

RTCs

- Decree of 14 December 2007 laying down the organisation and operations of the RTCs.

Advanced Secondary Education & Higher Vocational Education

- Decree of 30 April 2009 concerning advanced secondary education and higher vocational education.

5.4. General objectives

In comparison to other branches of education, **general secondary education (ASO)** takes a more theoretical approach to subjects and is clearly aimed at facilitating pupils' progression to higher education.

Technical secondary education (TSO) puts the emphasis on translating theoretical knowledge into practical skills. The objective of TSO is two-fold: on the one hand, it prepares pupils for a vocation and, on the other hand, it prepares them for higher education.

Artistic secondary education (KSO) offers a more 'artistic' range of subjects and thus prepares pupils for higher artistic education, without however excluding non-artistic follow-up courses in higher education or a professional career after graduation.

Vocational secondary education (BSO) is a practically-oriented branch of education in which youngsters do not only receive a general education but are also trained to practise a specific vocation. (However, youngsters whose previous school career - sometimes even as far back as [lager onderwijs](#) - has been marked by a series of failures or learning difficulties are also channelled towards this particular branch of education).

5.5. Types of institutions

Full-time secondary education is subdivided into four stages of two grades each (at times supplemented by a third grade - cf. below).

Secondary-education structure

The structure looks as follows (Circular letter regarding the structure and organisation of full-time secondary education, SO 64).

First stage

- 1st grade
 - 1st grade A;
 - 1st grade B accommodates pupils who have fallen behind in [lager onderwijs](#) or who are less suited to a mainly theoretical education; this year is in fact a bridging class between LO and SO. Often, pupils end up in secondary education on the basis of their age without necessarily having completed their [basisonderwijs](#) first. After 1st grade B, pupils may either go to the pre-vocational year or to 1st grade A;
- 2nd grade
 - in the 2nd grade, pupils do not only follow the core curriculum but can also choose between a number of **basic optional curriculum subjects**. It prepares pupils for when they will have to choose a specific studierichting (course of study) in one of the 4 [onderwijsvormen](#) in the 2nd stage offered from then onwards.
 - in the prevocational 2nd grade, pupils do not only follow the core curriculum but also have a choice between various learning pathways, called **occupational fields**. This year prepares them for when they will have to decide in the 2nd stage which course of study they wish to pursue in vocational secondary education.

Second stage [ASO](#), [TSO](#), [KSO](#), [BSO](#)

- the 1st and 2nd grades of the 2nd stage offer a choice between 4 [onderwijsvormen](#): [ASO](#), [TSO](#), [KSO](#), [BSO](#) (see below 'branches of education');
- in [BSO](#) pupils can also follow a 3rd grade which is organised in the form of a **supplementary year**. (These third grades have been abolished since 1 September 2010).

Third stage [ASO](#), [TSO](#), [KSO](#), [BSO](#) & [Se-n-Se](#) (cf. 5.20.2.)

- the 1st and 2nd grades of the 3rd stage also offer a choice between 4 **branches of education**: [ASO](#), [TSO](#), [KSO](#), [BSO](#) (see below 'branches of education');
- pupils following [ASO](#) or [KSO](#) can also follow a 3rd stage which has been organised in the form of a **preparatory year** for higher education;
- BSO also offers a 3rd grade, which is organised in the form of a **specialisation year** and a 3rd grade, which is not organised as a specialisation year (a so-called nameless 7th grade).
- And in addition, there are a number of programmes that can be followed through Se-n-Se, advanced secondary education (cf. 5.20.2.).

Fourth stage [BSO](#)

- the 1st and 2nd grades of the 4th stage of [BSO](#);

Reception education for foreign mother tongue newcomers within mainstream education (cf. 10.7.1.) does not appertain to any of these stages.

Branches of education

The first stage has not been subdivided into [onderwijsvormen](#).

The second and third stages offer four branches of education which are further subdivided into studiegebieden (areas of study), where pupils choose a certain studierichting (course of study):

- **General Secondary Education** ([ASO](#)) aims to provide a broad theoretical education and prepares pupils for higher education;
- **Technical Secondary Education** ([TSO](#)) focuses especially on general and technical theoretical subjects, provides practical classes and prepares pupils either for a professional career or for higher education;
- **Artistic Secondary Education** ([KSO](#)) combines a general and broad education with active artistic practice and prepares pupils either for a professional career or for higher education;
- **Vocational Secondary Education** ([BSO](#)) allows pupils to acquire specific vocational skills combined with a general education. Progression to higher education is possible but rather rare.

Types of educational institutions

Educational institutions can offer any one of the following combinations of stages: 1st / 1st + 2nd / 2nd + 3rd / 1st + 2nd + 3rd / 2nd + 3rd + HBO nursing / 1st + 2nd + 3rd + HBO nursing / HBO nursing (if previously only the course of study 'nursing' was organised) / and up to and including the 2012-2013 school year: 2nd + 3rd + 4th / 1st + 2nd + 3rd + 4th.

All schools offering the first stage must offer both the first and the second-grade level. In the others stages, the courses of study must run over a first and a second grade.

However, the organising bodies are free to decide if they wish to offer other courses (cf. circular letter SO 64).

In light of the secondary-education comprehensivisation developments, the organisation of 'authentic autonomous comprehensive 1st stage secondary schools' is also worthy of mention here. These schools strive to focus their structure, [schoolwerkplan](#) and school practice on the care of all elementary-school leavers, a core curriculum for all pupils, postponement of choice of course and positive orientation and guidance for all pupils in the areas of 'learning to learn', learning to live' and 'learning to choose'. The St. A.M. Association (study group authentic comprehensive 1st-stage secondary schools) has been active since 1985 and groups some 60 comprehensive 1st-stage secondary schools from the Catholic and the provincial networks. VIGOM (association of community education comprehensive 1st-stage secondary school principals) groups all the principals of these comprehensive 1st-stage community-education secondary schools.

5.6. Geographical accessibility

Mainstream secondary-education schools in Flanders are quite evenly spread across the territory. The Constitution guarantees that parents have the right to choose a school of the philosophical or religious belief they embrace.

5.7. Admission requirements and choice of school

Admission requirements

Normally, children have reached the age of twelve before they enter into secondary education (for information on the progression from primary to secondary education, please refer to 4.6.). Hereafter we describe the admission requirements for pupils in the various stages and [onderwijsvormen](#) of secondary education.

Pupils who have obtained a *getuigschrift basisonderwijs* (certificate of elementary education) can start **1st grade A** (Decision of the Flemish Government of 19 July 2002). Pupils who did not obtain their certificate of elementary education after the last stage of [lager onderwijs](#) may however be admitted to 1st grade A, subject to the parents' approval, a positive advice from the Pupil Guidance Centre (CLB) and a favourable decision from the admissions class council of 1st grade A. (The role of the pupil guidance centres is discussed under 4.15.2.).

The following children may enter **1st grade B** as regular pupils:

- regular pupils who have completed the 6th grade of mainstream primary education but who have not obtained a certificate;
- pupils who did not attend or complete the 6th grade of mainstream primary education, on condition that they turn 12 years of age on 31 December of that particular school year, at the very latest;
- pupils who have obtained a certificate of elementary education, either through mainstream or special education, on condition that the parties involved approve after they have consulted the CLB;
- regular pupils of special primary or secondary education who have not obtained a certificate of elementary education, on condition that they receive a favourable decision from the admissions class council and subject to the consent from the parties involved who must first have sought the advice from the CLB.

Transition within secondary education

The **transition from 1st grade B to 1st grade A** is possible until 15 November and from 1st grade A to 1st grade B until 15 January, if the pupil's parents agree and the class council of 1A approves.

Foreign pupils, who wish to continue their secondary education in Belgium, must submit an equivalence certificate of their previous studies abroad, issued by the relevant administration, when they register for the first time.

When registering a **pupil without legal residency status**, and on condition that a foreign proof of study can be presented, the prevailing equivalence procedures may be used. If not, equivalence may also be obtained,

as is already the case in reception education, on the basis of a declaration from either one of the pupil's parents or the unaccompanied minor him/herself about the exact course of study the pupil followed abroad.

Transition from one onderwijsvorm to another is permitted throughout secondary education provided that the admissions class council's decision is adhered to and that the conditions for transition between studierichtingen (courses of study) are met. Transfers in the third stage of general, technical and artistic education are rather more restricted.

Changing courses of study within Se-n-Se during one and the same school year is not permitted unless pupils sign up for an Se-n-Se course which starts on 1 February and actually change on that very date.

Changing courses of study in the 1st and 2nd grades of the 4th stage BSO during a particular school year is not permitted.

At the age of 16, a pupil may enter the **3rd grade of vocational education**, irrespective of his previous school career, provided the admissions class council approves.

In secondary education **three types of oriënteringsattesten (orientation certificates)** may be issued:

- an A-attest (orientation certificate A) when the pupil in question has completed the grade successfully; (orientation certificates A are not issued in the 2nd and 3rd grades of the 3rd stage or in the 2nd grade of the 4th stage);
- a B-attest (orientation certificate B) which allows the pupil in question to go on to the next grade but which precludes him/her from some branches of education and/or courses of study; (orientation certificates are not issued in the 2nd and 3rd grades of the 3rd stage or in the 1st and 2nd grades of the 4th stage);
- a C-attest (orientation certificate C) which means that the pupil in question must repeat the year.

No orientation certificates are issued in the HBO course of study 'nursing'.

Choice of school

The right to register in a school of choice has been guaranteed since 2003-2004 on foot of the Equal Educational Opportunities Decree (information on the prevailing priority rules can be found under 2.3.1.2.).

School regulations

Before pupils register at a particular school for the first time they and their parents/guardians must take cognizance of and agree to the school regulations and the school's pedagogical project.

The school regulations contain the main lines of force along which the studies are organised and must at the least comprise:

- the courses of study the school offers,
- the general timetable including the holiday and leave arrangements,
- the assessment system including any learning-support measures,
- the procedures to appeal decisions taken by the deliberation class council,
- smoking-ban arrangements, the manner in which compliance with the smoking ban will be monitored and the sanctions that will be imposed in the event of non-adherence,
- where applicable: the contribution arrangements and any applicable derogations, the work-experience arrangements, home schooling for sick children, the deviatory admission requirements prevailing within [hoger beroepsonderwijs](#).

The school regulations consist of at least two sections

- the study regulations; here the organising bodies enjoy complete freedom;
- the regulations regarding order at school; this gives an overview of the rules the organising body has laid down to ensure that order prevails at the educational institution and the disciplinary measures that will be taken to encourage pupils to improve and change their behaviour so that members of staff and fellow pupils can continue to work successfully with erring pupils;
- disciplinary regulations; these cover situations that may arise at educational institutions due to pupils' behaviour which would seriously impede or even jeopardize the school's mission of providing pupils with an education and/or of implementing the school's pedagogical project. These also contain the disciplinary measures schools may resort to.

For all pupils registered from school year 2010-2011 onwards, the school regulations shall contain a declaration of commitment which features mutual undertakings in terms of parent-teacher meetings, regular attendance and the policy on truancy, forms of individual pupil guidance and a firm commitment regarding the teaching language. In terms of parents' firm commitment to the teaching language, the school regulations provide that pupils shall be encouraged to learn Dutch. Other provisions regarding parents' firm commitment to the teaching language may also be included provided they have been agreed upon within the competent [lokaal overlegplatform](#).

(Circular letter SO/2008/04)

5.8. Registration and/or tuition fees

Free access to compulsory education is guaranteed under the Constitution (art. 24 §3). Education Decree XIII of 13 July 2001 fleshed this matter out even further: schools may not seek any direct or indirect registration fees either in full-time secondary education or in part-time vocational secondary education. Indirect registration fees are costs the organising bodies or other organisations impose at the start or in the course of the school year, which are so high that they may form a genuine impediment to registration. The [schoolkostenonderzoek door het HIVA](#) (investigation into the cost of education conducted by the Higher Institute for Labour Studies (HIVA)), showed that parents incurred considerable extra costs for their children's education and that the average cost of putting a pupil through secondary education amounted to 978 euro in 2006-2007. However, it also showed that there were strong variations in the way these costs were compiled between and within the various areas of study.

Parents and adult pupils may only be charged for certain educational activities and teaching materials, provided:

- the [inrichtende macht](#) has drawn up a list of contributions following consultation at participation or school-council level; this list must also feature the deviations that apply for less well-off families;
- the parties concerned have been informed in writing of this contribution arrangement by the start of the school year at the latest. The most appropriate way to do so is by enclosing the list of contributions with the school regulations.

Onderwijs, dagelijkse kost? (Education, a daily expense?) Kostenbeheersing in het secundair onderwijs (Cost control within secondary education). Een verkenning. (An investigation). KBS (King Baudouin Foundation), 2009.

5.9. Financial support for pupils

The allocation of school allowances was thoroughly reformed with the introduction of the Decree of 8 June 2007 concerning study financing. This particular decree now governs study financing in [kleuteronderwijs](#), compulsory education and higher education of the Flemish Community. It operates on the basis of a system of school allowances for nursery and compulsory education and on the basis of a system of study allowances for higher education.

Henceforth, a **unique family file** will be used for all pupils and students within one and the same family. This means that all applications are from now on processed by one team of file handlers (instead of on a level-of-education by level-of-education basis as was previously the case). From now on, the same nationality condition and financial conditions regarding financial support will apply across all the different levels. Only the pedagogical conditions continue to vary according to the level of education.

As of the 2008-2009 school year, pupils attending **centres for part-time education, centres for part-time training** and pupils who have signed up for the [leertijd](#) also qualify for a school allowance, which means that an extra 3,300 pupils or so (30% of all pupils) can now qualify for financial support too.

Pupils following the **7th grade TSO or BSO** will receive an **increased school allowance**, which will be 20% higher than the normal secondary-education school allowance.

Conditions

To qualify for an allowance, pupils and students must meet the following conditions concurrently:

- Pupils or students must have the **Belgian nationality**, but non-nationals or victims of human trafficking may qualify provided they meet a number of specific conditions.
- Pupils must be registered at an educational institution offering mainstream or special elementary, full-time or part-time secondary education, or an institute for higher education which is recognised, funded or subsidised by the Flemish Community or at an institution which has been accredited by the Flemish Government to provide training programmes which enable pupils to comply with their compulsory-education obligation. Students must be registered in an institution for higher education which is recognised, financed or subsidised by the Flemish Community.
- Allowances have now also been linked to **minimum school attendance**.
 - In nursery education, infants must be in attendance for a minimum of 150 half school days (for infants who have turned 3 years of age before 31 December of the school year in question), 100 half school days (for infants who do not turn 3 until after 31 December), 185 half days in the case of 4-year-olds and 220 half days for 5-year-olds. 6 and 7-year-olds cannot be illegitimately absent from school for more than 29 half school days.
 - In [lager onderwijs](#), pupils may not have been illegitimately absent from school for more than 29 half school days, not even during the previous school year. Even if they were not yet subjected to compulsory education during that previous school year they must have been present for a minimum of 220 half school days.
 - In full-time secondary education and in part-time compulsory education, pupils are not permitted to be absent without a valid reason for more than 29 half school days (this also applies to training-programme classes and/or on-the-job learning), not even during the previous school year. This rule may be deviated from for pupils attending educational institutions offering part-time education and social-advancement education which would not operate a standard timetable.
- Pupils are entitled to a school allowance for full-time secondary and part-time compulsory education up to and including the school year in which the recipient turns **22 years** of age. No age limits apply to pupils following special secondary education, the 4th stage of full-time secondary education or the course of study 'nursing' within [hoger beroepsonderwijs](#).

- In terms of **financial conditions**, various parameters are taken into account.
 - The 'family unit', where various categories are distinguished: e.g. principal place of residence with one or both parents; with another natural person entrusted with the pupil's care; married; independent; living alone, etc.
 - The reference income of the 'family unit' the pupil/student belongs to.
 - The rateable value of the 'family unit' the pupil/student belongs to.
 - The composition of the 'family unit' (number of dependent persons, number of students, number of disabled persons).

The new system will also be linked to a stricter approach to **truancy and absenteeism** (cf. 2.5.3.).

Amounts (2009-2010)

Pupil characteristics		School allowance (in euro)		
		full	minimum	singular
Full-time vocational secondary education 1 st , 2 nd , 3 rd grade of the 4 th stage	boarder	2,755.47	611.17	2,755.47
	day pupil	733.61		733.61
Full-time secondary education married, independent and pupils living on their own		2,542.38	507.16	2,542.38
Full-time technical and vocational secondary education 3 rd grade of the 3 rd stage	boarder	1,219.55	507.16	1,219.55
	day pupil	611.17	138.14	773.57
Full-time secondary education pupils in other categories than the above	boarder	1,016.29	422.63	1,016.29
	day pupil	509.79	115.12	644.65
Part-time compulsory education (including apprenticeships organised by SYNTRA)		290.49	96.83	403.46

During the 2008-2009 school year, 126,367 school allowances of 377.22 euro on average were paid out to pupils in secondary education (according to the information available on 16/10/2009, Statistical Yearbook 2009-2009). This is twice as many as were allocated during the 2006-2007 school year.

The Department for Education and Training has dedicated a specific website to school and study allowances <http://www.ond.vlaanderen.be/studietoelagen/>

Other provisions

Aside from seeking financial support from the government, pupils/students may also apply to various institutions for grants, allowances and loans. The Study Allowance Fund of the non-profit Family Association (Gezinsbond vzw) grants study loans to pupils from large families (3 children or more). The money provided must be used to finance the cost of study within Dutch-speaking secondary and higher education with full curriculum. Information on other types of education grants and study loans may be obtained from: http://www.ond.vlaanderen.be/studietoelagen/faq/ander_studiebeurzen_NL.htm

Studiekosten in het secundair onderwijs. Wat het aan ouders kost om schoolgaande kinderen te hebben

Decreet betreffende de studiefinanciering van de Vlaamse Gemeenschap

5.10. Age levels and grouping of pupils

Full-time secondary education is subdivided into four 2-grade stages (with the exception of the three-grade course 'nursing', stage 4), which may be supplemented by a third grade of the second stage of vocational secondary education and by a third grade of the third stage (for further information, cf. 5.5.).

In theory, secondary education operates the **year group system**, i.e. classes are made up of pupils of the same age. However, due to school failure and repeating, classes are often rather more heterogenic (especially in vocational education).

Each subject is taught by a teacher specialised in that particular field. Teachers' **teaching qualifications** depend on their **skills certificates**. Teachers teach several grades and pupils are taught by different teachers.

5.11. Specialisation of studies

From the 2nd stage onwards, secondary education is subdivided into 4 different **onderwijsvormen**: general, technical, vocational and artistic secondary education (**ASO, TSO, BSO** and **KSO**). Within these branches of study there are **studiegebieden (areas of study)**, which group **studierichtingen (courses of study)**. Within these courses of study, there is a distinction between the core curriculum, the specific component and a complementary component.

The following entities can be identified as structural components within the educational structure:

first grade A, first grade B, the reception class for foreign mother tongue newcomers, every basic optional curriculum subject in the 2nd grade of the 1st stage, every occupational field in the prevocational year and every course of study of every grade/branch of education of the 2nd, 3rd and 4th stages.

5.11.1. 1st stage of secondary education

The subdivision in the **1st stage** is somewhat more limited.

- Pupils who are preparing to enter vocational education, follow a **1st grade B** and a **2nd pre-vocational year**.
- In **1st grade A** and **1st grade B** of the 1st stage, a distinction is made between the core curriculum and an optional component.
- **2nd grade A**, on the other hand, offers pupils a core curriculum, basic optional curriculum subjects and sometimes also an optional component.
- In the **pre-vocational year** a distinction is made between the core curriculum, occupational fields and, at times, an optional component.

Basic optional curriculum subjects which may be offered in 2nd grade A

A basic optional curriculum subject is a specific subject or a specific group of subjects which allow for the broader observation and orientation of pupils; pupils choose one basic optional curriculum subject.

Basic optional curriculum subject	Either or not specific (1)	Area of study which it ties into in the 2 nd stage
Agritechnology and biotechnology	S	Agriculture and horticulture
Artistic education	S	Visual arts Performing arts
Ballet	S	Ballet
Construction and woodwork techniques		
Design and creation	S	Fashion
Graphic communication and media		
Greek-Latin		
Commerce		
Hotel and catering	S	Nutrition
Industrial sciences		
Latin		
Maritime techniques	S	Maritime training courses
Mechanics and electricity		
Modern sciences		
Rudolf Steiner pedagogy	S	General secondary education
Social and technical education		
Technology and sciences		
Textile	S	Textile
Top sports	S	Sports
Yeshiva	S	General secondary education

(1) Structural components such as basic optional curriculum subjects, occupational fields and optional subjects are classified as 'specific' when they prepare pupils for a limited number of highly-specialised vocations or vocational sectors and/or because their availability is limited due to their intrinsic validity.

Occupational fields which may be offered in the pre-vocational year

An occupational field is a specific combination of technical disciplines; pupils either choose one or a combination of two occupational fields.

Occupational field	Either or not specific (1)	Area of study which it ties into in the 2 nd stage
Construction		
Decoration		
Electricity		
Hair care		
Hotel-bakery-butcher	S	Nutrition
Woodwork		
Administration and sales		
Agriculture and horticulture	S	Agriculture and horticulture
Metalwork		
Fashion	S	Fashion
Industry		

Rhine and inland navigation	S	Maritime training courses
Textile	S	Textile
Care and nutrition		
Maritime education	S	Maritime training courses

(1) Cf. under basic optional curriculum subjects

5.11.2. 2nd and 3rd stages of secondary education

Here we shall give an overview of

- the areas of study in the de 2nd and 3rd stages of secondary education
- the 7th grades of secondary education
- the areas of study in the 2nd and 3rd stages of ASO, general secondary education

Areas of study in the 2nd and 3rd stages of secondary education

Currently, there are 29 studiegebieden (areas of study), 1 for ASO, 3 for KSO, 1 ('sports') which transgresses ASO and TSO and 24 which (by and large) transgress TSO and BSO. This course offer is being reviewed systematically. In light of this review, the programmes of a number of courses of study are screened on an annual basis. In the future, also the vocational qualifications will become part of this screening process.

In 2008, a system was developed to classify the studierichtingen (courses of study) offered in the 2nd and 3rd stages of SO according to areas of interest and to come up with a clear description of the competences pupils can acquire.

ASO	TSO	BSO	Modular BSO	KSO
General SO	Car engineering	Car engineering	Car engineering	Ballet Visual arts
	Chemistry	Construction	Construction	
	Photography	Decoration		
	Graphic techniques	Glass technology	Graphic techniques	
	Commerce	Graphic techniques	Commerce	
	Woodwork	Commerce	Woodwork	
		Woodwork		
		Jewellery		
	Cooling and heating	Cooling and heating	Cooling and heating	
	Agriculture and horticulture	Cooling and heating		
	Personal hygiene	Agriculture and horticulture		
		Personal hygiene	Personal hygiene	

	Security in society	Security in society		
	Maritime training courses	Maritime training courses		
	Mechanics and electricity	Mechanics and electricity	Mechanics and electricity	
	Fashion	Fashion		
		Musical-instrument construction		
	Optics			
	Orthopaedic technology			
	Caring	Caring	Caring	Performing arts
Sports	Sports			
	Dental technology			
	Textile	Textile	Textile	
	Tourism			
	Nutrition	Nutrition	Nutrition	

The following 7th grades (3rd grades of the 3rd stage) are offered

- **Within ASO**, a preparatory year for higher education, the special studierichting (course of study) 'special scientific education'.
- **Within KSO** a preparatory year for higher education, aimed at pupils who have not attended **KSO**, who do not have any or who have insufficient prior artistic education and nevertheless wish to go on to higher artistic education;
 - 'special visual arts education' for the studiegebied (area of study) 'visual arts';
 - 'special musical education' for the area of study 'performing arts';
- **Within BSO:**
 - a specialisation year; specialisation years in BSO should in principle be chosen within the same area of study pupils have followed already, but can also be chosen by pupils who have been following a different course of study, provided the relevant admissions class council does not object;
 - a so-called nameless 7th grade (which has not been organised as a specialisation year).

As of 1 September 2009, the former 7th specialisation years of TSO and KSO are offered as grade-independent (and 'specific') years by the new [secundair-na-secundair onderwijs](#) (cf. 5.20.2.).

Areas of study in the 2nd and 3rd stages of ASO

A course of study corresponds to a specific curriculum subject or to a specific group of curriculum subjects which characterise the course of study in question. Pupils choose one course of study.

ASO areas of study	2 nd stage ASO	3 rd stage ASO
Area of study ASO		

Special scientific education		S (1)
Economics	X	
Economics-modern languages		X
Economics-sciences		X
Economics-mathematics		X
Greek	X	
Greek-Latin	X	X
Greek-modern languages		X
Greek-sciences		X
Greek-mathematics		X
Human sciences	X	X
Latin	X	
Latin-modern languages		X
Latin-sciences		X
Latin-mathematics		X
Modern languages-sciences		X
Modern languages-mathematics		X
Rudolf Steiner pedagogy	S	S
Sciences	X	
Sciences-mathematics		X
Yeshiva	S	S
Area of study 'sports'		
Modern languages-top sports		S
Sports (1)	S	
Sciences-sports		S
Sciences-top sports	S	S
Mathematics-top sports		S

On S (specific), cf. 5.11.1. under basic optional curriculum subjects.

(1) 'Sports' ASO S in the 2nd stage and 'sciences-sports' ASO S in the 3rd stage will be converted into 'sport sciences' ASO S, in the 1st grade from 1 September 2009 and in the 2nd grade from 1 September 2010.

For information on the courses of study in the other [onderwijsvormen](#), please refer to circular letter SO 60; this circular letter also describes the application, advisory and adjudication procedures for new structural components education providers or others (branches of industry, socio-cultural or social associations, the social partners...) have to follow.

Educational provision, <http://www.ond.vlaanderen.be/onderwijsaanbod/so/gewoon.htm>

Since 2008, pupils in the 3rd stage of secondary education have also had the opportunity of obtaining their **driving licence** at school. The package comprises 8 hours of theoretical driving lessons and a driving test and is free of charge. Pupils are also taught about sustainable mobility. During the first year, 60% of pupils passed their test. <http://www.mobielvlaanderen.be/ros/>

5.11.3. Fourth stage of vocational secondary education

The fourth stage of vocational secondary education originated from "Complementary Vocational Secondary Education" (ASBO) which for a long time was simply a collection of training programmes, hovering somewhere in between secondary and higher education. After the 1995 higher-education merger operation, these programmes were assembled and grouped under the common denominator 'fourth-stage vocational secondary education'. (ISCED level 4).

It currently offers 2 studierichtingen (courses of study), in 2 studiegebieden (areas of study). However, this 4th stage is being phased out gradually. The first grade should be phased out by September 2012 at the latest while the second grade is due to be phased out by September 2013 at the latest though probably sooner.

On foot of the Decree of 30 April 2009, the 4th stage 'nursing' has become a HBO5, [hoger beroepsonderwijs](#) course (cf. 5.20.3.). During 2008-2009, 79 pupils followed 'nursing' in the 4th stage of BSO while 4,693 pupils followed the same course through modular education.

Area of study	Course of study	Course duration	Number of students 2008-2009
Decoration	Visual arts	2 years	182
Fashion	Fashion design	2 years	70

Because of its specificity no core curriculum is imposed. Moreover, in official education the courses 'religion' or '[niet-confessionele zedenleer](#)' are not compulsory. (Circular letter of 25 June 1999; Decree of 31 July 1990 concerning Education-II and the Decision of the Flemish Government of 19/7/2002 concerning the organisation of full-time secondary education).

5.11.4. Experimental vocational secondary education under a modular system (modular BSO)

Far too many pupils still leave vocational secondary education without any qualifications whatsoever. At that, the attunement to the labour market is too inflexible and the learning pathways are insufficiently differentiated. Far too many pupils are still oriented on the basis of failure rather than on the basis of their capacities.

To remedy this situation, a modular-education experiment has been running within vocational secondary education since 1 September 2000 which is available to pupils from the second stage onwards. (Since September 2001, modular education is also available to pupils following special vocational secondary education, [opleidingsvorm 3](#), once they have completed the observation stage).

Modular education has only been introduced in BSO, DBSO and in education form, OV 3 of BuSO.

Structure

In modular education, each course, apart from the core curriculum, is subdivided into a number of vocationally-oriented training **modules** into which general educational components have been integrated and in which the necessary attention is paid to key skills. In this way, pupils are better prepared for a professional career but also for their personal life and social integration. The **professional profiles**, drawn up by the social partners through SERV, are of importance here as are the [eindtermen](#) which were drawn up by

the government for each stage and per [onderwijsvorm](#). On the basis of the professional profiles, a closer link with the labour market is ensured.

Modularisation is an important tool to reduce the number of unqualified pupils finishing compulsory education. After all, **(deel)certificaten** ((modular) certificates), give access to the labour market or to further education. By attuning the training structure and the various parts thereof to the qualifications sought, one also achieves transparency between the courses on offer and the world of employment.

It is vital that the learning pathways can form a bridge between the various courses of study, between areas of study, between branches of education, between mainstream and special education, between full-time and part-time education, between initial education and [volwassenenonderwijs](#), between vocationally-oriented education and vocational training and vocational education by other parties such as SYNTRA and VDAB.

This modularisation project is also linked to the integration of new educational views and educational methods such as integrated work, differentiated work and team teaching.

Modular education is organised **per studiegebied (area of study)**, it is not subdivided into stages, grades or cycles. (However, proofs of study still contain references to stages or grades for equivalence and uniformity with linear education purposes). The areas of study concerned are: 'car engineering', 'construction', 'graphic communication and media', 'commerce', 'woodwork', 'cooling and heating', 'personal hygiene', 'mechanics and electricity', 'caring', 'textile' and 'nutrition'. Schools may not simultaneously offer a specific area of study in modular and in non-modular form.

Every area of study combines a number of **learning pathways**. A learning pathway is a coherent unit which is rewarded with an officially recognised certificaat (certificate). One and the same module or learning pathway may feature in various areas of study. The modules and learning pathways are identical in full-time mainstream and special education as well as in part-time education.

A **module** is the smallest part of a learning pathway which is ratified with an officially recognised deelcertificaat (modular certificate). Pupils can only follow one module at the time.

Curriculum

Every learning pathway in full-time mainstream vocational secondary education comprises:

- **general education**, including the core curriculum: organised either in non-modular or in partially modular form (subjects such as the 'philosophy-of-life' course, the course 'business administration' and 'physical education' do not come under the modular concept). Modules do not contain any individual subjects though operate in a cross-curricular fashion. In the learning pathway 'nursing' however, the 'general education' component is an optional one and there is no core curriculum;
- **vocationally-oriented training**, in modular form without individual subjects, into which general-educational elements and key skills have been integrated;
- **personalised educational activities**.

The learning pathways offered by **special secondary education** do not contain any differentiated educational activities, only general education and social skills in combination with vocationally-oriented training.

The maximum number of teaching periods per week is 36. (In the case of the course 'nursing' this is a minimum requirement).

The modular contents of learning in full-time mainstream secondary education do not operate any curricula while those in special secondary education do not operate any training profiles. Competences can also be acquired through work-experience placements or (in special secondary education) through work experience.

Work experience may be organised in blocks or in the form of alternance training. There is no doubt that the different types of on-the-job learning give courses added value.

The course 'nursing' (HBO5)

The course 'nursing' is not divided into grades but runs over 6 semesters. The programme offered must meet the provisions of European Directive 2005/36/EC and the contiguous ministerial decision of 28 February 2008 concerning accountable general nursing staff and the Royal Decisions concerning the practising of medical professions. For that reason, the course must number at least 4,600 teaching periods. As a result, the educational institutions will have to compel course participants to engage in a number of course-related personal activities (additional work experience, self-study, thesis...) for at least 4 hours a week from the 2009-2010 school year onwards.

As is the case for Se-n-Se courses, educational institutions may work with other bodies to organise the course 'nursing' (the relevant prevailing provisions can be found under 5.20.2.).

Assessment & proofs of study

The deliberation class council decides:

- once a pupil has completed a module (the deliberation class council only seats staff members who actually taught the pupil concerned in the course of that module) whether he merits:
 - an attest (certificate) of acquired competences (if the pupil failed to complete the module successfully; in that case the certificate will list the competences the pupil in question did acquire);
 - a deelcertificaat (modular certificate) or a certificaat (certificate) (if the module or the learning pathways has been completed successfully);
- once the pupil has fulfilled all the requirements regarding the conferral of:
 - a getuigschrift van de tweede graad van het secundair onderwijs (certificate of the second stage of secondary education);
 - a studiegetuigschrift van het tweede leerjaar van de derde graad van het secundair onderwijs (certificate of the second grade of the third stage of secondary education);
 - a studiegetuigschrift van het derde leerjaar van de derde graad van het secundair onderwijs ingericht onder de vorm van een specialisatiejaar (a certificate of the 3rd grade of the 3rd stage of secondary education, organised as a specialisation year);
 - a diploma van secundair onderwijs (diploma of secondary education).

In addition, pupils may also be conferred with a certificate of business-administration basics.

In special secondary education pupils can receive:

- an attest van verworven competenties (certificate of acquired competences)
- a deelcertificaat (modular certificate)
- a getuigschrift van verworven competenties (certificate of acquired competences) (if they successfully completed an entire unit of a learning pathway),
- a certificaat (certificate)
- a getuigschrift van een opleiding (certificate of a learning pathway) (when an assistant-level learning pathway has been completed successfully)
- a getuigschrift van een opleiding (certificate of alternating vocational training) (when the integration stage has been completed successfully).

Mainstream modular vocational secondary education does not organise any integrated tests and special modular education does not set any qualification tests. However, schools are free to involve external experts in their assessments of pupils.

The course 'nursing' (HBO5)

People who have followed the course 'nursing' through [hoger beroepsonderwijs](#) (cf. 5.20.3.) may be conferred with the following proofs of study:

- an attest van verworven competenties (certificate of acquired competences)
- a deelcertificaat (modular certificate)
- a diploma van secundair onderwijs (diploma of secondary education)
- the diploma van gegradueerde (degree of graduate) (associate degree); this degree is conferred if the course participant has passed all the modules of the learning pathway 'nursing' and therefore holds all the modular certificates of the individual modules of that particular learning pathway. In cases where an educational institution organises the course 'nursing' in collaboration with one or several other educational institutions (for secondary or higher education or [volwassenenonderwijs](#)), a joint degree of graduate may be conferred. The diploma itself always comes with a diplomasupplement (diploma supplement). This document clarifies the contents of the course participant's learning pathway and the structure of the education system in the country where the course participant obtained his degree. It is based on the model developed by the European Commission, the Council of Europe and UNESCO/CEPES.
- a getuigschrift over de basiskennis van het bedrijfsbeheer (certificate of business-administration basics).

Lifetime of the experiment

As of school year 2008-2009, only schools who took part in the experiment during school year 2007-2008 can continue it. Participation in the experiment implies that the educational institution undertakes to clearly inform parents and pupils, accepts the authorities' support or follow-up and cooperates with the government's evaluation. The experiment will continue to run until such time as the Flemish Parliament decides to implement the overall structural and organisational reforms of full-time mainstream secondary education. This will presumably take place during the 2009-2014 government term.

The course 'nursing' (HBO5)

On 1 September 2009 the course 'nursing' was structurally reformed and was moved from the fourth stage of BSO to [hoger beroepsonderwijs](#) (HBO5). By then, all the nursing colleges had signed up for the experiment. Up to and including school year 2011-2012, the course will be experimentally organised in a modular fashion.

5.11.5. Top sports

Op 25 June 2004, a **global top-sports covenant** was concluded between the Flemish ministers in charge of education and sports respectively, the various sports organisations (among which the Office for the Advancement of Physical Development, Sports and Outdoor Recreation, BLOSO), and the representatives from Community Education and subsidised education. In the wake of this global covenant, a number of specific top-sports covenants were concluded between the Flemish Minister for Education, certain sports federations (= federations of certain branches of sport) and a local education provider. The global covenant resulted in full-time secondary education being in a position to provide an additional number of ASO, TSO

and BSO **top-sports courses**. Schools which offer one or more of these courses are recognised as a “**top-sports school**” (currently 6 have been recognised) and are entitled to appoint a top-sports coordinator.

Top-sports courses are reserved for pupils to whom the selection committee of the sports discipline in question grants a **top-sports status** (A or B) (this status must be renewed annually).

Top-sports courses use specific curricula and teaching methods which should allow pupils/top athletes to process the course content quickly and effectively though nevertheless fully and without detracting from the final objectives in any way. In the weekly timetable, a number of hours have also been reserved for sport-specific training, provided by the sports federation which is also in charge of pupils' training.

Pupils who have been granted the top-sports status can also opt for a studierichting (course of study) other than 'top sports' and are then officially entitled to a number of legitimate absences within the framework of their sport.

In his 2009-2014 education white paper, the Minister for Education and Training announced an evaluation of the contents and organisation of 'top sports'. The progression to further education and the labour market and whether or not the status of top-sports schools can be applied to other disciplines will also be examined.

In addition, the Decree of 13 February 2009 has paved the way for subsidising **an association or foundation for the organisation of school sports**. This organisation will have the task of encouraging elementary and secondary-education pupils to take part in sport and physical activity throughout their lifetime, and this in an organised format through sports clubs and in an informal or unorganised setting. The organisation of school sports comprises:

- innovation, planning and the development of school sports;
- stimulating the interaction between the subject or area of learning 'physical education' and school sports on the one hand and between school sports and local sports activities on the other hand;
- organising extra-curricular sports and physical activities for elementary and secondary-education pupils during and after school.

5.12. Organisation of school time

In secondary education, the school board is largely autonomous when it comes to organising the school day, school week and school year (see also Circular letter SO 74 of 12 June 2001 concerning the organisation of the school year).

5.12.1. Organisation of the school year

Just like in basisonderwijs, the school year for secondary education starts on 1 September and ends in theory on 31 August.

- However, due to the summer holidays (1 July up to and including 31 August) the school year ends in fact on 30 June.
- After 31 August, educational activities (including work-experience placements for pupils) which refer to the past school year are no longer taken into consideration, with the exception of late decisions from the deliberation class council (no later than 1 September) or appeals against controversial decisions made by the aforementioned class council (by 20 September at the latest).

- As 31 August is theoretically the final day of the school year, regular pupils are obliged to partake in all the educational activities the school organises over the summer period, e.g. work experience or holiday assignments. In that case the principle of deferment applies on 30 June in relation to the deliberation class council's final decision, since the educational programme has not been fully completed or since the class council does not yet have enough data on hand to decide whether the pupil has passed or not.
- Taking the school holidays into account, schools are open 182 days a year.

5.12.2. Weekly and daily timetable

School week

In full-time mainstream secondary education and in special secondary education classes are spread over 9 half days from Monday to Friday: pupils' work experience is not taken into consideration here. The **half day off** (morning or afternoon) can be picked freely and in practice this usually falls on Wednesday afternoons.

In **part-time vocational secondary education** classes are spread over a maximum of 4 half days from Monday to Friday. The word 'maximum' refers to the fact that, for some pupils, part-time vocational secondary education amounts to 15 hours and for others, who follow the general subjects in a recognised training institution, only to 8 hours. This staggering of classes does not in any way detract from the option to organise classes at a different 'rhythm', subject to the approval from the Department for Education.

In "**full-time secondary education**" a school week consists of a minimum of 28 teaching periods (36 weekly teaching periods in the case of 'nursing'). The maximum number of weekly teaching periods which qualify for government funding or subsidies (excluding any teaching periods for learning support) has been specified by Royal Decision no. 2 of 21 August 1978. It amounts to a maximum of 32 teaching periods, except in

- The 2nd grade of the 1st stage with a minimum of 4 weekly teaching periods dedicated to practical subjects: max. 34
- The prevocational year: max. 34
- TSO, KSO, BSO: max. 36
- The 3rd stage ASO with no less than 2 weekly teaching periods 'physical education' and at least 1 weekly teaching period 'artistic education' or 'aesthetics': max. 33
- Hoger beroepsonderwijs: max. 36

School day

Classes start at the earliest at 8 a.m. and finish between 3 and 5 p.m. A lunch break of at least 50 minutes must be provided at a midday-meal opportune time. If the teacher is absent and no replacement or alternative activity can be provided, pupils may be given permission to leave the school. Here, common sense and the interest of pupils should prevail; elements such as parental approval, insurance cover, degree of force majeure, period in time, age of the pupils etc. should be taken into consideration.

Length of the school day in secondary education

	Monday	Tuesday	Wednesday	Thursday	Friday
Classes start at 8 a.m. at the earliest, normally at 8.30 a.m.					
Lunch break of no less than 50 min.			Afternoon		

Classes end at 3 p.m. at the earliest, at 5 p.m. at the latest			off		
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5.13. Curriculum, subjects, number of hours

The government supervises the quality of education by setting [eindtermen](#) and [ontwikkelingsdoelen](#), vocational qualifications and a minimum timetable, defined as the core curriculum.

5.13.1. Final objectives, developmental objectives and vocational qualifications

Final and developmental objectives

The [eindtermen](#) and [ontwikkelingsdoelen](#) are used by the authorities as a means of exercising quality control. These must be incorporated into the curricula.

For the core curriculum (with the exception of the course 'philosophy-of-life education') **subject-related final objectives** have been formulated. These are minimum objectives which the authorities consider necessary and attainable for a specific pupil population. Minimum objectives are: on the one hand, a minimum level of knowledge, understanding and skills every pupil in a particular pupil group must acquire in the course of the learning process and, on the other hand, a minimum of attitudes schools pursue in all their pupils. For mainstream secondary education they are laid down per stage and per [onderwijsvorm](#). **Attitudinal subject-related final objectives** do not have to be attained but should be aimed for. Subject-related final objectives in relation to knowledge, insight and skills entail an **obligation of result** for the schools. Whether or not these are attained will be assessed when the school is inspected and will be considered in light of the school context and the characteristics of the pupil population.

Aside from the subject-related final objectives there are also **cross-curricular final objectives (VOET)**. These are minimum objectives which do not appertain to a particular subject of study, but which are pursued by a.o. several subjects or educational projects. The cross-curricular final objectives entail an **obligation of effort** for the schools. Therefore, they do not need to be incorporated into the curricula. In 2010, the results of the OBPWO study entitled '10-year cross-curricular final objectives: an evaluation' was published. The results of this study also led to the development of new cross-curricular final objectives.

Only for the core curriculum of first grade B and the prevocational year of the first stage **developmental objectives** have been developed instead of final objectives. These are minimum objectives in respect of knowledge, understanding, skills and attitudes the educational authorities deem desirable for a particular pupil population and which the school must strive to achieve in all its pupils. Developmental objectives may be **subject-related** or **cross-curricular**.

Specific final objectives are objectives in relation to skills, specific knowledge, insights and attitudes a pupil must have acquired to go onto further, higher, education. These competences are obtained via the specific component of a progression-oriented structural component. They are defined for the 2nd grade of the 3rd stages ASO, TSO and KSO and have been developed on the basis of the characteristic components of a specific branch of knowledge. In terms of TSO and KSO, this means that (contrary to ASO) specific final objectives will be defined for a number of structural components only, i.e. for those structural components which are purely progression-oriented in nature. In practice, specific final objectives have currently been defined for all the structural components of ASO and for the structural component 'top sports' in TSO. For the

other structural components, specific final objectives are as yet to be defined. The objectives in the specific component of TSO, KSO and BSO, which are not of a progression-oriented nature, will be derived from the vocational-qualification profiles of the relevant labour-market sectors.

The government does not formulate any final or developmental objectives for:

- the optional component in the 1st stage,
- the basic optional curriculum subjects in 2nd grade A of the 1st stage
- the occupational fields in the 1st stage of secondary education
- the complementary component of the second and third stages.

Mainstream secondary education	1 st stage	2 nd stage				3 rd stage			
	A stream	ASO	TSO	KSO	(D)BSO	ASO	TSO	KSO	(D)BSO
Subject-related final objectives for the core curriculum	X	X	X	X	X	X	X	X	X
Cross-curricular final objectives	X	X	X	X	X	X	X	X	X
Cut-off point for the specific final objectives		X							
Specific final objectives						X			
	B stream								
Subject-related developmental objectives	X								
Cross-curricular developmental objectives	X								

The final objectives, specific final objectives and the developmental objectives are defined by the Flemish Parliament and in fact ratify a decision the Flemish Government has taken on the advice from VLOR. They were developed by the Curriculum Entity (ex-DVO, Educational Development Division, henceforth embedded into AKOV, the Agency for Quality Assurance in Education and Training, cf. 9.1.). The final and specific final objectives will henceforth be developed on the basis of descriptor elements laid down by the Decree of 30 April 2009 concerning the qualification structure (cf. 2.3.5.).

As is the case for nursery education and for [lager onderwijs](#), secondary schools may also deviate from the set final and developmental objectives on foot of their pedagogical project and on condition that they go through a weighty procedure (Decree of 15 July 1997). Only the Steiner schools have proposed and been granted (limited) derogations.

Subject-related final and developmental objectives for the **1st stage of secondary education** were introduced in September 1997. Cross-curricular final objectives were also formulated regarding: 'learning to learn', 'social skills', 'civic education', 'health education', 'environmental education' and ICT. The latter are of a general nature and do not focus on any specific software programmes.

Subject-related final objectives for the **2nd and 3rd stages of secondary education** were introduced from school year 2002-2003 and then on a phased basis only. Final objectives were formulated for all the core-curriculum subjects of the various courses of study. In addition, cross-curricular final objectives were formulated. These cross-curricular final objectives are classified into themes, which are, barring their

numbers, the same for all branches of education (ASO, TSO, KSO and BSO). In the 2nd and 3rd stages an extra 2 themes are added to those operated in the 1st stage: 'artistic and creative education' and (only in ASO) 'technical-technological education'. Subject-related final objectives are defined per stage and per branch of education, except for the 3rd stage of BSO, for which separate final objectives have been defined for the first two grades on the one hand and for the third grade on the other hand in the case of the subjects 'physical education' and 'project general education'.

As of the 2008-2009 school year, the provisions of the Decree (of 18 January 2002) concerning final objectives, curricula and the derogation procedure (except for the subject 'physical education') will also apply to 'general education' in part-time vocational secondary education (cf. 5.20.1.1.), and 'general education' in the [leertijd](#) (cf. 5.20.1.3.) respectively. The cross-curricular final objectives will be governed by these provisions from school year 2010-2011 onwards.

However, [hoger beroepsonderwijs](#) (cf. 5.20.3.) is not governed by the provisions of this decree.

In 2009, **developmental objectives Dutch for newcomers in the reception class for foreign mother tongue newcomers (OKAN)** in secondary education were defined (cf. 10.7.1.).

Review of final objectives and developmental objectives

During 2009, a number of final and developmental objectives were amended.

For the **1st stage of mainstream SO** (the changes came into effect on 1 September 2010):

- the subject-related final objectives
 - natural sciences or physics and/or biology and/or scientific work
 - modern foreign languages: French - English
 - Dutch
 - technological education (which became the subject 'technique' on 1/09/2010)
- the subject-related [ontwikkelingsdoelen](#)
 - Dutch
 - natural sciences or physics and/or biology and/or scientific work
 - technological education (which became the subject 'technique' on 1/09/2010)
 - French
- The (former) cross-curricular final and developmental objectives are abolished and replaced by new ones.

For the **2nd and 3rd stages of SO** (the changes will come into effect in the 2nd stage as of 1 September 2012, and in the 3rd stage as of 1 September 2014):

- the subject-related final objectives for modern foreign languages: French - English (for ASO, TSO, KSO)
- the (former) cross-curricular final and developmental objectives are abolished and replaced by new ones.

As of 1 September 2010, the new mainstream secondary education (including BSO) **cross-curricular final and developmental objectives** will apply across the board (and will no longer be enforced on a stage-by-stage basis). Their common denominator is essential skills which are generically formulated (devoid of any context) and relate to: communication skills, creativity, perseverance, empathy, aesthetic skills, exploring, flexibility, initiative, critical thinking, media smartness, an open and constructive attitude, respect, collaboration, responsibility, self-image, independence, meticulousness, thoughtfulness. These are crystallised in a number of contexts: physical health and safety, mental health, socio-relational development, the environment and sustainable development, the politico-judicial society, the socio-economic society, the socio-cultural society. These are pursued right throughout the six grades of secondary education and refer to

the 'ultimate compartment' that is considered desirable in pupils who have completed secondary education and to learning as a continuous process.

In addition, there are new

- **cross-curricular final objectives 'learning to learn'** for the 1st stage, the 2nd stage and the 3rd stage (with final objectives regarding views on learning, information acquisition, information processing, problem solving, adjusting the learning process, ability to make educated study and career choices);
- cross-curricular final/developmental objectives for 'information and communication technology '(ICT) for the 1st stage of SO;
- **cross-curricular final objectives for 'technical and technological education'** for the 2nd and 3rd stages of ASO.

For further information on all the final objectives, cf.: <http://www.ond.vlaanderen.be/dvo/secundair/index.htm>

Vocational qualifications

Recognised vocational qualifications are complete and ranked units of competences pupils need before they can practise a vocation as a professional. These are (vocational) competence profiles, defined by SERV, which the Flemish Government recognises as vocational qualifications. These competences are acquired via the specific component of a vocationally-oriented structural component. As long as no recognised vocational qualifications have been defined, a set of competences, which the Flemish Government formulated on the basis of descriptor elements from the qualification structure of a recognised reference framework, are used to define the specific component of a vocationally-oriented structural component (cf. 2.3.5.).

Educational qualifications

The combination of final objectives and specific final objectives, the combination of final objectives and one or more recognised vocational qualifications or of one or more recognised vocational qualifications (at levels 4 or 5 of the Flemish qualification structure only) on their own, constitute educational qualifications which are recognised and ranked by the Flemish Government.

5.13.2. Curricula

The [ontwikkelingsdoelen](#) and [eindtermen](#) specify *which* minimum knowledge and skills pupils should acquire, but do not specify *how* this should be achieved. Schools enjoy complete freedom in this regard. Curricula contain essential data on the concrete practice of teaching and are tailored to a well-defined group of pupils. Moreover, they give tips on teaching strategy and its realisation. In principle, they may be developed by the individual school boards or the [inrichtende macht](#) but, in practice, they are usually developed by the educational umbrella organisations. Normally, the schools affiliated to these umbrella organisations adopt the approved curricula.

However, the curricula must, insofar as they have been specified, always unambiguously feature:

- the subject-related final objectives and [ontwikkelingsdoelen](#),
- the specific final objectives,
- the recognised vocational qualifications or, instead, the preset competences.

These curricula may (though this is not mandatory) include the objectives the organising body has explicitly formulated for its pupils on the basis of its own pedagogical project in general or on the basis of its own vision on the subject in particular. Said objectives may also form the object of a different internal document.

In every structural component, all schools operate one or more curricula which have been approved by the government to ensure that the core curriculum and the specific component are realised. The inspectorate assesses the curriculum on the basis of the set criteria and the [eindtermen](#) and [ontwikkelingsdoelen](#) and advises the Minister for Education as to their approval.

As regards the realisation of the optional or complementary component, no curricula have to be submitted to the government for approval. In the course of the full inspection of the school, the inspectorate is able to ascertain whether the optional or complementary component is realized but does not make this a prerequisite for accreditation or funding/subventions.

For information on the curricula, please refer to:

- Catholic education, <http://www.vvksso.be> > secondary education > publications > curricula
- Community education, <http://pbd.gemeenschapsonderwijs.net/so/index.htm>
- Provincial education, <http://www.pov.be> > documents > curricula
- Urban and municipal education, <http://www.ovsg.be> > publications and documents > curricula

5.13.3. Timetables

In the first grade of the first stage the timetable is divided between subjects that make up the core curriculum and the optional component (optional subjects), where applicable. In all the other grades, the timetable is divided between the core curriculum, the specific component (subjects that are inherent to the basic optional curriculum subject, the occupational field or the course of study respectively) and a complementary component (complementary offer which the school or even the pupils may select). The government only imposes a minimum timetable, defined as core-curriculum subjects, which depend on the stage/[onderwijsvorm](#) pupils are in and which they must all follow. In other words, the organising bodies themselves decide how the weekly timetable is divided.

5.13.3.1. Core curriculum

As regards the core curriculum (the common core curriculum), minimum teaching periods are linked to the various limitative lists of compulsory subjects for the first stage only - and even then, only an overall figure is given rather than a number of teaching periods per individual subject. Moreover, the Flemish Government may, on condition that the same core-curriculum level of study is guaranteed, grant educational institutions individual deviations from the aforementioned minimum teaching periods. In the second and third stages, the allocation and distribution of teaching periods for the core curriculum may be organised at the discretion of the school.

The respective compulsory subjects of the core curriculum

1st stage				2nd stage (1 st and 2 nd grades)		
1st grade A	1st grade B	2nd grade	prevocational year	ASO	TSO and KSO	BSO
phil. of life*	phil. of life*	phil. of life*	phil. of life*	phil. of life*	phil. of life*	phil. of life*
Dutch	Dutch	Dutch	Dutch	Dutch	Dutch	Dutch
French	poss. French (3)	French	Poss. French (3)	French	French or	(5)

possibly English		English		English	English (4)	
mathematics	mathematics	mathematics	mathematics	mathematics	mathematics	mathematics and/or applied [nat. sciences and/or physics and/or biology and/or chemistry] integrated or not
nat. sciences or [physics and/or biology] (1)	nat. sciences or [physics and/or biology] (1)	nat. sciences or [physics and/or biology] or science. Work (1)	nat. sciences or [physics and/or biology] or science. Work (1)	(applied) nat. sc. or [physics and/or biology and/or chemistry] integrated or not	(applied) nat. sc. or physics and/or biology and/or chemistry integrated or not	mathematics and/or applied [nat. sciences and/or physics and/or biology and/or chemistry] integrated or not
history	social studies or history and geography	history	social studies or history and geography	history	history	social studies or history and/or geography
geography		geography		geography	geography	
artistic or visual arts and/or musical educ.	artistic or visual arts and/or musical educ.	artistic or visual arts and/or musical educ.	artistic or visual arts and/or musical educ.			
PE	PE	PE	PE	PE	PE	PE
technol. educ. (2)	technol. educ. (2)	technol. educ. (2)				
min. 27h/w	min. 27h/w	min. 24 h/w	min. 16 h/w			

(1) natural sciences, as of school year 2010-2011

(2) technique, as of school year 2010-2011

(3) French, as of school year 2010-2011

(4) French and English, as of school year 2012-2013 in the 1st grade, as of 2013-2014 in the 2nd grade

(5) French or English, as of school year 2010-2011 in the 1st grade, as of 2011-2012 in the 2nd grade

3rd stage (1 st and 2 nd grades)		
ASO	TSO and KSO	BSO
phil. of life*	phil. of life*	phil. of life*
Dutch	Dutch	Dutch
French	French or English (6)	(7)
English or German		
mathematics	mathematics	
nat. sc. or [physics and/or biology and/or chemistry]		
history	history	social studies or history and/or geography
geography	geography	
PE	PE	PE

(6) French and English, as of school year 2014-2015 in the 1st grade, as of school year 2015-2016 in the 2nd grade

(7) French or English, as of school year 2012-2013 in the 1st grade, as of 2013-2014 in the 2nd grade

Further clarifications

- * Philosophy of life = the choice between religion and [niet-confessionele zedenleer](#) in official education; religion or non-confessional ethics, or cultural concepts or indigenous culture and religion (exclusively in private education).
- In **1st grades A and B** the core curriculum, which consists of at least 27h/w, must be organised on the basis of at least one common minimum curriculum which must be followed by all the pupils of a particular educational institution.
- In the **2nd grade of the 1st stage** the core curriculum consists of at least 24h/w, of which at least 14h/w must be organised on the basis of at least one common minimum curriculum which must be followed by all the pupils of a particular educational institution.
- In **1st grade B, the prevocational year of the 1st stage and in the 1st and 2nd grades of the 2nd stage BSO and in the 3rd stage BSO** two or more subjects can be integrated under the 'project general subjects'.
- For the **3rd grade of the 2nd stage BSO**, which is organised in the form of a supplementary year, no core curriculum is imposed, as the specialisation training is extremely option-linked and consequently focuses specifically on technical and very practical subjects.
- For the **3rd grade of the 3rd stage BSO**, whether it is organised in the form of a specialisation year or not, a somewhat unusual rule applies:
 - the core curriculum
 - must be composed of general subjects of which two or more can be integrated into the 'project general subjects';
 - must contain subjects of the first and second grade of the third stage [BSO](#), as of school year 2014-2015: French or English
 - must total a minimum of 12 hours/week;
 - when this year is organised in the form of a specialisation year, at least another 14 hours/week must be allocated to technical subjects and/or practical subjects.
- For the 3rd grade of the 3rd stage [ASO](#), resp. [KSO](#), organised in the form of a preparatory year for higher education, and for Se-n-Se TSO and [KSO](#), no core curriculum is imposed, as pupils' secondary education is deemed to have been completed and as the year in question is either purely for specialisation purposes or to gain a more in-depth knowledge of the course followed with a view to pursuing higher education.
- For the **grades of the 4th stage BSO** no core curriculum is imposed either, due to the level of specificity. Moreover, in official education the subjects 'religion' or '[niet-confessionele zedenleer](#)' are not compulsory (Decree of 31 July 1990 concerning Education-II).
- In advanced TSO and KSO and in [hoger beroepsonderwijs](#) the courses 'religion' or '[niet-confessionele zedenleer](#)' are not compulsory in official education.

The government does not draw up any weekly timetables itself; it only imposes a core curriculum as a minimum timetable.

5.13.3.2. Optional subjects (core courses and the complementary component)

As the actual timetables come under the remit of the [inrichtende macht](#), they cannot be discussed within this limited scope. Here we shall only give an overview of the options available in GO! (community education).

Consecutively we shall more closely examine:

- The first stage
- General Secondary Education ([ASO](#))

- Technical Secondary Education (TSO)
- Artistic Secondary Education (KSO)
- Vocational Secondary Education (BSO)

5.13.3.2.1. First stage

In first grade A all pupils follow a similar core curriculum. In addition, pupils in community education must follow 4 weekly teaching periods in subjects of their own choice (a maximum total of 32 teaching periods a week). They may choose to take on new subjects and/or supplement the subjects from the core curriculum with extra classes on some of those subjects. There is a choice between the general subjects 'Latin', 'physical education', 'musical education', 'visual-arts education', 'scientific work' and 'Dutch'; in the technical subjects pupils may choose between 'technological education' and 'nautical techniques'. Always on condition of course that the school actually offers these choices and that the total number of optional teaching periods does not exceed 4.

For 1st grade B a more or less identical arrangement applies but the list of optional subjects also includes the general subjects 'French' and 'mathematics'. The options 'Latin', 'scientific work' and 'nautical techniques' are not available.

In the second grade, all pupils from the A stream follow a core curriculum of a maximum of 26 teaching periods a week. Depending on the basic optional curriculum subject chosen, the pupils also have 6 to 8 teaching periods on option-specific subjects. Pupils may choose between the following basic optional curriculum subjects: 'agri- and biotechnology', 'artistic education', 'ballet', 'construction- and woodwork techniques', 'Greek-Latin', 'graphic techniques', 'commerce', 'hotel-catering', 'industrial sciences', 'Latin', 'maritime education', 'mechanics-electricity', 'modern sciences' and 'social and technical education'. All in all, their school week consists of a maximum of 32 to 34 hours.

In second grade B, the so-called prevocational year (BVL) a core curriculum of maximum 16 teaching periods per week applies, supplemented by a package of no more than 18 teaching periods of which the content varies in function of the chosen occupational field, which brings the total number of teaching periods to a maximum of 34. Pupils either opt for one occupational field with a minimum of 14 h/w, or for a combination of two occupational fields of 7 hours a week each. They have a choice between 48 occupational fields which are composed of combinations of 'construction', 'decoration', 'electricity', 'hair care', 'woodwork', 'administration and sales', 'metalwork', 'fashion', 'Rhine and inland navigation' and 'care-nutrition'. The only exceptions to this "combination rule" are the occupational fields 'Agriculture and horticulture', and 'Industry' (Community Education, 2004).

5.13.3.2.2. General Secondary Education (ASO)

In comparison to the other branches of education, ASO takes a more theoretical approach to the subjects with the clear purpose of facilitating pupils' transition to higher education.

ASO	Maximum number of teaching periods per week (community education)
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	courses of study 1st and 2nd grades 3rd stage	special scientific education	sports-sciences
Core curriculum	18 - 20	2	18
Specific component	8 - 14	24	13
Complementary component	4 - 0	6	1
Total	32	32	32

5.13.3.2.3. Technical Secondary Education (TSO)

TSO puts the emphasis on translating theoretical knowledge into practical skills. The objective of TSO is two-fold: on the one hand it prepares pupils for a professional career and, on the other hand, it prepares them for higher (technical) education.

For the areas of study within TSO cf. 5.11.

TSO	Maximum number of teaching periods per week (community education)	
	2nd and 3rd stages	3rd grade 3rd stage (7th grade)
Core curriculum	13 - 20	4
Specific component	14 - 23	32
Complementary component	0 - 4	
Total	36	36

In light of the reevaluation of TSO, and of BSO work experience for both pupils and teachers plays an important role as it forms a lever in the indispensable link between education and the labour market (cf. on-the-job learning 5.18.2.).

Effectiviteit van TSO- en BSO-scholen in Vlaanderen

Historiek van het technisch- en beroepsonderwijs 1830-1990

5.13.3.2.4. Artistic Secondary Education (KSO)

This small onderwijsvorm (about 2% of the pupils in secondary education) provides more 'artistic' courses and therefore has the task of offering pupils a basis to progress towards artistic higher education, without however excluding further education in non-artistic higher education or a professional career after graduation. Because of these broad objectives of KSO, the educational process is fundamentally based on the integration of general education and artistic components. Therefore KSO provides youngsters with a very

comprehensive education: craftsmanship training, artistic education and theoretical education. Besides that, they also receive a philosophy-of-life education (VLOR, 2001).

The Decree of 14 July 1998 stipulates that **KSO** is subdivided into three studiegebieden (areas of study) i.e. 'ballet', 'performing arts' and 'visual arts'. Each one of these three areas of study comprises one or several studierichtingen (courses of study). Typical for the area of study 'visual arts' is the so-called triple polarity: 'training', 'arts' and 'education'. The individual poles differ from each other in their objectives, ratio between general and artistic subjects and career prospects.

Regardless of the course of study, **KSO** pupils are obliged, pursuant to the decree concerning Education-II of 31 July 1990, to follow a number of general subjects. This core curriculum is identical to that of **TSO**. Aside from the general subjects, pupils must follow an important package of artistic subjects. This package will vary in function of the course of study chosen. In this specific component there are no technical and/or practical subjects.

KSO	Maximum number of teaching periods per week (community education)						
	Visual arts			Performing arts			
	2nd stage	3rd stage	preparatory ☒ 3rd grade special visual-arts training	2nd stage	3rd stage		preparatory ☒ 3rd grade special musical training
Core curriculum	17 - 21	13 - 16	4	19 - 20	15	16	4
Specific component	15 - 19	18 - 23	28	13 - 17	21	20	25
Complementary component	0 - 2	0 - 2		0 - 3			3
total	36	36	32	36	36	36	32

Het Kunstsecundair onderwijs

Studieloopbanen in het kunstgericht onderwijs: in-, door- en uitstroom in het secundair en hoger onderwijs

5.13.3.2.5. Vocational Secondary Education (BSO)

Vocational secondary education is a practice-based branch of education in which youngsters not only receive a general education but are also trained for a specific vocation. However, full-time vocational secondary education is not only attended by youngsters with practical talents who want to train in a specific vocation but also by pupils whose previous school career – often as far back as **lager onderwijs** - has been marked by a number of failures or learning difficulties.

As previously mentioned (cf. 5.11.), the courses of the second, third and fourth stages of **BSO** are grouped around 18 studiegebieden (areas of study) which in the main correspond to those offered in **TSO**.

BSO	Maximum number of teaching periods per week (community education)	
	2nd and 3rd stages	3rd grade 3rd stage
Core curriculum	8 - 13	4 - 12
Specific component	21 - 26	20 - 32
Complementary component	1 - 4	0 - 4
Total	36	36

5.14. Teaching methods and materials

The choice of teaching methods and teaching aids comes under the freedom of the organising bodies. Therefore, there are no official guidelines in this respect. Overall it can be said that instruction is provided in a subject-related manner. Because of the cross-curricular [eindtermen](#) one is also forced to work in a cross-curricular fashion.

A number of **alternative schools** are, in terms of their pedagogical projects, inspired by Steiner, Freinet, Montessori, Jenaplan, Dalton while others choose to provide experience-based education, organise a life school or teach children through play (cf. 2.3.4.).

There is no statutory regulation on the duration and amount of **homework**. The Flemish Community leaves this up to the schools.

In modular vocational secondary education (cf. 5.11.4.) the emphasis is put on teaching methods such as 'integrated work', 'team teaching', 'continuous assessment' and 'step-by-step learning'.

5.15. Pupil assessment

Pupils are assessed by means of **tests** and **exams**, organised by the individual teacher under the final responsibility of the school's [inrichtende macht](#) (Decision of the Flemish Government of 19 July 2002). Continuous assessment is of course also an option.

In secondary education, the **class council** acts as the central assessment body (see also 2.7.1.1.2.). The guidance and deliberation class councils consist of the [directeur](#) or his representative and all the members of the teaching staff who teach a particular pupil in a particular grade (all these persons are entitled to vote). They may be assisted by the deputy principal, the technical advisor (coordinator), support staff and/or the members of staff providing the pupils of the school in question with psycho-social or pedagogical counselling (these people have an advisory voice). In contrast to the guidance and deliberation class councils, the admissions class council does not have to be composed of all the teachers teaching the structural component pupils choose. The class council is responsible for the tuition of a specific group of pupils, the assessment of their progress in school, it decides whether an individual pupil is entitled to go to the next grade and it issues attestaten (certificates). (Circular letter SO 64).

In an Se-n-Se course, the deliberation class council reaches its decisions at the end of the first semester provided the course has been completed by then. For courses which run over three semesters and therefore

into the next school year, the deliberation council does not take any decisions until such time as the course has been completed.

The **maximum number of days** that may be spent on the **assessment** of pupils has been capped at 30 (= 60 half days); schools who have introduced the system of continuous assessments and [opleidingsvormen](#) 1, 2 and 3 of special secondary education cannot spend more than 9 (= 18 half days) on the assessment of pupils. The **integrated test** and the **skills test, imposed by the authorities other than the school, for certain technical and vocational courses of study** (e.g. the ADR exam for lorry drivers) are *not* included in the maximum number of assessment days.

5.16. Progression of pupils

Every class council (cf. 5.15.) has the delicate task of carrying out an intellectual and social assessment of each pupil at regular intervals and of drawing its pedagogical conclusions from these assessments. In this respect, help may be suggested and if necessary a (re)orientation. Furthermore, the class council has the task of agreeing on a common approach for each pupil and of taking the necessary decisions at the end of the school year on whether or not the pupil progresses to the next grade, and of issuing an **oriënteringsattest (orientation certificate)**.

The class council may base its decisions on the following factors, amongst others:

- the previous school career of every pupil;
- the interim results of his daily work, tests and examinations;
- the information from the Pupil Guidance Centre;
- discussions with parents and pupils, if necessary.

3 types of orientation certificates may be issued:

- an A-attest (A certificate) if the pupil has completed the grade successfully;
- a B-attest (B certificate) if the pupil is admitted to the next grade but certain [onderwijsvormen](#) and/or courses of study are excluded;
- a C-attest (C certificate) which means that the pupil must stay back.

The decision may also be deferred and may be made conditional to the pupil passing a re-examination.

The final decision is made by the parties involved (e.g. in the case of a B certificate the pupil/parents may decide that the grade will be repeated).

Pupils can only be deliberated on the basis of their results and the deliberation process may not be used for disciplinary purposes. Pupils or parents who want to challenge a B or C certificate can do so provided they take action within three days of notification. An appeal committee will then decide whether the class council should reconvene or not.

Failures remain a significant problem. In too many cases repeating a grade is the easy alternative to an unsuccessful orientation process or the result of the wrong choice of course. Further initiatives regarding repeating and failures are on the way.

5.17. Certification

Aside from the oriënteringsattesten (orientation certificates), which must be issued at the end of every grade of secondary education (cf. 5.16.), the class council can also confer a **diploma secundair onderwijs (diploma of secondary education)** (pursuant to the conditions laid down in the Decree of 31 July 1990) at the end of:

- 3rd stage: the 2nd grade **ASO, TSO, KSO**, the 3rd grade **BSO**, organised as a specialisation year, the 3rd grade **BSO**, not organised as a specialisation year (the so-called nameless 7th grade);
- 4th stage **BSO**: the 1st or the last grade;
- at the end of the HBO course of study 'nursing'.

After 1st grades A and B a **getuigschrift basisonderwijs (certificate of elementary education)** can also be obtained by pupils who did not yet receive one; after the prevocational year, an equivalent certificate may be conferred.

Getuigschriften (certificates) may also be issued:

- After the prevocational year and the 2nd grade of the 1st stage: a getuigschrift van de 1^e graad van het SO (certificate of the 1st stage of SO)
- After the 2nd grade **ASO, TSO, KSO** of the 2nd stage: a getuigschrift van de 2^e graad van het SO (certificate of the 2nd stage of SO)

In **vocational secondary education**, pupils may, aside from orientation certificates also obtain **studiegetuigschriften** (certificates) after:

- 2nd stage: the 2nd and 3rd grades (organised as a supplementary year)
- 3rd stage: the 2nd and 3rd grades (organised as a specialisation year)
- 4th stage: the 2nd grade (Circular letter SO 64).

In a number of grades and **onderwijsvormen** pupils must pass an **integrated test (GIP)**:

- 2nd stage **BSO**: the 3rd grade organised as a supplementary year
- 3rd stage **TSO, KSO, BSO**: the 2nd grade
- 3th stage **BSO**: the 3rd grade, organised as a specialisation year
- 4th stage **BSO**: the 2nd grade (Circular letter SO 64)

The 3rd stage: the 3rd grade **ASO, KSO**, organised in the form of a preparatory year for higher education, leads to an **attest van regelmatig lesbijwoning (certificate of regular course attendance)**.

In every studierichting (course of study) of the 2nd and 3rd grades of the 3rd stage of every branch of education and in each grade of the 4th stage **BSO** pupils can obtain a **getuigschrift over basiskennis van het bedrijfsbeheer (certificate of business-administration basics)**. This certificate can also be conferred in **part-time vocational secondary education** (cf. 5.20.1.1.) provided the pupil - the 1st stage excepted - has spent at least 4 years in secondary education (or in the **leertijd**). On 1 September 2008, a new business-administration programme, based on competences, was launched in all secondary-education schools (Circular letter SO/2008/01)

In **modular secondary education** (cf. 5.11.4.) every module leads to a **deelcertificaat (modular certificate)** and all modules of one learning pathway combined lead to a **certificaat (certificate)**.

In modular education, pupils who meet the **eindtermen** and have successfully completed their vocationally-oriented training after having followed a minimum number of years of secondary education are conferred with a getuigschrift van de tweede graad (certificate of the second stage), a studiegetuigschrift (certificate) or a diploma van secundair onderwijs (diploma of secondary education).

In Se-n-Se of the 3rd stage **TSO, KSO** pupils can obtain a **certificaat van een opleiding secundair-na-sekundair (certificate of advanced-secondary education) (Se-n-Se)**. Pupils who failed to successfully

complete the course of study in question or who did not follow the course for the preset duration at the institution concerned are conferred with an **oriënteringsattest C (orientation certificate C)**.

5.18. Educational/vocational guidance, education/employment links

In this section we shall discuss various educational and vocational-guidance initiatives, initiatives to boost entrepreneurship, starting-job projects for youngsters, on-the-job learning, Regional Technological Centres (RTCs), the Vocational Education Service (DBO) as well as the collaboration with the VDAB on the use of high-tech equipment.

Pupils, parents, teachers and schools can all call on the Pupils Guidance Centres, CLBs for **educational guidance** (cf. 4.15.2.).

See also 7.15., for information on the Competence Agenda and the sector covenants (cf. 7.15.7.1.).

5.18.1. Educational and vocational guidance

Input from the CLBs

In the wake of their new remit, the CLBs will play a primary role in the area of study and professional-career information and choice guidance (cf. 4.15.2.). To that end, the CLB sector has convened a number of experts on school-career guidance who work in a cross-network fashion. Together with the VDAB, they form a task force so that their skills and efforts in terms of providing youngsters with a sound study-career choice can be combined. Their educational and vocational-guidance information and tools will be compiled in a well-organised manual, containing a number of tips to be used in class, and will be distributed among teachers. This will allow teachers to furnish their pupils with more comprehensive advice on follow-up programmes and career opportunities.

SID-ins

Every year, the CLBs and the Flemish Ministry of Education and Training organise cross-network provincial study information days (SID-ins) to give pupils in their last year of secondary education a better insight into the study opportunities that are open to them once they have completed secondary education; these Sid-ins try to give an as comprehensive as possible overview of higher-education courses and the vocational sectors. <http://www.ond.vlaanderen.be/sidin/>

The Ghent House of Technical Professions (Het beroepenhuis Gent)

The **house of technical professions** wants to introduce youngsters between the ages of 11 and 14 to mostly technical and practice-oriented professions. It doesn't only have its own website but also organises a 'do exhibition' in Ghent, cf. <http://www.beroepenhuis.be/>

Choice-of-course project "de wereld aan je voeten (the world is your oyster)"

The project "The world is your oyster!" wants to boost the influx of youngsters into scientific or technological programmes and stimulate (international) entrepreneurship among this population group. It is coordinated by the Royal Flemish Society of Engineers and is supported by the Flemish Minister for Education and Training and the Flemish Minister for Economy. It is specifically geared towards pupils following the 3rd stage

ASO/TSO and their teachers and consists of four sub-projects. The schools themselves can decide which of the sub-projects they will take part in but if they carry out all four projects in one school year they receive a financial contribution of 1,000 euro towards the costs they have incurred. The four sub-projects are:

- a seminar on globalisation and the need for more graduates equipped with scientific and technological knowledge;
- contacts with the world of business focussed on information about choice of course, career and job contents;
- a web quest in which scientific and technological processes and international entrepreneurship are simulated in groups;
- choice-of-course guidance

<http://www.dewereldaanjevoeten.be/>

The choice-of-course tool from the Flemish Social and Economic Council (SERV)

The Flemish Social and Economic Council (SERV) developed a tool to assist youngsters between the ages of 11 and 13 with their choice of course. In 'Wie wordt wat? Werk voor durvers' ('Who becomes what? Work for those with nerve') the various vocational sectors explain to which vocations the various educational paths can lead and elaborate on the type of competences they expect these professionals to have. The tool in question is available on CD-ROM and via the website <http://www.durvers.be>.

Portfolio: 'My Educational and Professional Career'

A portfolio is a folder in which pupils and students, people with jobs or job-seekers file their certificates or self-assessments of their competences and/or experiences. By means of a talent-development portfolio, youngsters can list, assess and develop their talents as it gives them a better overview of their talents and of the extent to which these tie in with the competences required for further education and/or the labour market. 'My digital me' is an online portfolio to help pupils through their learning and choice-of-course process <http://www.my-digital-me.be> which was developed within the project 'Mijn loopbaan (My Career)', thanks to a collaboration between the DBO (cf. 5.18.5.2.) and VDAB. In this portfolio an attempt was made to chart both the educational and the professional career in a parallel lay-out. Information on the professional-career guidance section is available on <http://www.vdab.be/loopbaanbegeleiding/>.

Education and training databases

An overview of the educational provision, provided by the Department for Education and Training, is available on

<http://www.ond.vlaanderen.be/onderwijsaanbod/>

An overview of education and training providers, subsidised by the Flemish Government, and of the centres and organisations can be found on <http://www.wordwatjewil.be/>

In addition, there are also a number of regional information centres, such as the regional training database IVO for Oost-Vlaanderen <http://www.ivo.be/>

An overview of the non-commercial pathway-to-work providers can be obtained from the Flemish Local Network Support Centre (SLN), the umbrella organisation for Flanders' "third parties". <http://www.sln.be/>

(For further information on educational and training facilities for adults: cf. 7.15.).

5.18.2. On-the-job learning & work experience

Methodology

On-the-job learning can be described as an active and constructive learning process which is based on experience and takes place in a genuine work environment with true-to-life problems from the (future) labour market as an object of study. In a 2007 advice, VLOR stressed amongst other things that two learning pathways should be distinguished and followed:

- competences acquired through theoretical or practical training should be applied and further explored in a work situation (e.g. work-experience placements)
- competences acquired in a work situation should be explored, processed in a theoretical or practical manner and expanded through formal training (e.g. the alternance-training system)

On-the-job learning forms an essential component alongside learning in the new alternance-training system and meets the full-time commitment of part-time compulsory education (cf. 5.20.1.).

It is also a **methodology**, with various work methods, which can be systematically deployed throughout secondary and higher education and [volwassenenonderwijs](#), for pupils and teachers alike, and not only in technical and vocational education but also in general education. As a result, work-experience for pupils and in-company training for teachers is encouraged.

At the moment, there are various on-the-job-learning statuses, allowances and premiums. To make matters more transparent, these statuses will soon be simplified.

Practical examples of on-the-job learning can be found on:

<http://www.ond.vlaanderen.be/werkplekieren/praktijkvoorbeelden/>

The brochure 'Leidraad kwaliteitsvol werkplekieren (High-quality on-the-job learning manual)' can be downloaded from:

<http://www.ond.vlaanderen.be/publicaties/?get=NIEUW&nr=318&i=175>

More work-experience placements for pupils

Since September 2009, all BSO and TSO pupils have been encouraged to acquire work experience during the sixth grade, while, in BSO, as many pupils as possible are encouraged to gain work experience from the fifth grade onwards. Work-experience placements run for at least one week on a school-year basis, which corresponds to one timetable teaching period. Although pupils are encouraged to do work experience, it is by no means mandatory.

In Se-n-Se and the course of study 'nursing' in HBO, paid employment can qualify as work experience.

The arrangements regarding on-the-job learning are crystallised in sector covenants (cf. 7.15.7.1.) and their quantitative objectives are defined annually.

Circular letter SO/2002/09 Work-experience placements for pupils following full-time SO

(In-company) training for teachers

As of 1 September 2008, not only 'general education' teachers but every member of staff working within secondary education, save for principals, vice-principals and the statutory supervisory, service and maintenance staff working within GO! can avail of in-company training. The main stumbling block seems to be finding suitable replacements for members of staff following in-company training. For that reason, it is now possible to:

- follow in-company training during pupils' holidays so that there is no need to find a replacement;
- appoint replacements for an extended period of time with a maximum of one school year, so that it becomes easier to find relief staff as the people in question are then guaranteed a longer assignment.

Examples of good practices of in-company training for teachers can be found on:

<http://www.ond.vlaanderen.be/werkplekieren/praktijkvoorbeelden/bedrijfsstages/>

Within the framework of the cut-backs the budget for relief teachers has been capped and only a 20% increase will be permitted on the number of relief units sanctioned during the 2008-2009 school year. At that, premiums for teachers who follow in-company training during the holiday periods have been abolished as of 1 September 2010.

Via the teacher work-experience forum, teachers can register for in-company training while companies and intermediaries can use this forum to offer teachers work-experience places:

<http://www.ond.vlaanderen.be/leerkrachtenstageforum/>

Teachers and lecturers teaching in secondary, [volwassenenonderwijs](#) and the teacher-training programmes have been able to avail of short "browsing in-company training stints" of between 1 and 3 days or of "hands-on in-company training" of 1 week via the PROLERON project (a European project on Teachers' professional development on Entrepreneurship) since February 2009; this project will run until January 2011. Thanks to these work-experience placements teachers and lecturers get a better insight into what it entails to be self-employed and of the day-to-day reality in the world of enterprise. Secondary schools can bank on a relief teacher to cover teachers on in-company training. Aside from this in-company training initiative, PROLERON will also organise regular in-service training and workshops on entrepreneurship for teachers, lecturers and students following teacher training. Cf. <http://www.ondernemendonderwijs.be>

VON, the Flemish Entrepreneurship Stimulating Network, is an initiative from the Flemish Government's 'Enterprise Flanders'. <http://www.von-online.be/>

5.18.3. Starting-job projects for young school leavers and the unemployed

The starting-job project was rolled out at federal level in 1999 and has gradually been expanded. Starting jobs are funded by the Federal Public Service (FPS) Employment, Labour and Social Dialogue. These projects are specifically aimed at the poorly educated (people who have not obtained a diploma secundair onderwijs (diploma of secondary education)), youngsters from an ethnic minority or disadvantaged background.

The **Jo-Jo starting-job project** 'Youngsters for schools, schools for Youngsters' comprises 3 sub-projects.

- **Prevention staff**

Poorly educated youngsters who are no longer of school age and have not yet turned 26 can be assigned to secondary GOK and BuSO schools, located in the cities with regional facilities, which offer type 1, education form (OV) 3 (catering for a minimum of 100 pupils) and to Centres for Part-time Training to work on a positive school environment and improved contact between teachers and youngsters from ethnic minority or disadvantaged families. During their assignment, youngsters are given the opportunity to obtain additional qualifications so that they can improve their chances of employment on the labour market.

- **DBSO maintenance staff**

Youngsters following part-time secondary education in the courses of study 'maintenance', 'decoration', 'agriculture and horticulture' can be assigned to a schools community of elementary and secondary education where they can work for one year.

- **Poorly educated maintenance staff**

Poorly educated youngsters, who are no longer of school age and have not yet turned 26 and who are registered as job-seekers can be assigned to a schools community of elementary and secondary education as handymen.

<http://www.ond.vlaanderen.be/jojo/>

In the **VeVe starting- job project 'road safety'**, poorly educated youngsters, under the age of 26, who are registered as job-seekers are employed in cities, municipalities, provincial authorities or road traffic organisations in order to create a traffic-safe school environment and to make school and residential traffic safer. Since 2007, also 20 'school spotters' have been employed under the VeVe project to reduce the feelings of social insecurity amongst travellers using public transport. Antwerp and Ghent, as metropolises, are entitled to 5 spotters, the cities with regional services are entitled to a maximum of 2 and other cities and municipalities only qualify for one school spotter. <http://www.ond.vlaanderen.be/veve/>

5.18.4. Stimulating entrepreneurship

- The Flemish Minister for Education and Training is drafting a strategic plan 'Ondernemend Onderwijs en Opleiding (Entrepreneurial Education and Training)' in conjunction with the Flemish Minister for Economy and his colleague for Work in which SYNTRA Flanders is assigned an important role, i.e. that of stimulating entrepreneurial sense within education and training.
- Since 2007, an **enterprise week** for all levels of education has been an annual event on the school calendar. (In 2008, 1,020 schools, 38,383 pupils and 4,750 teachers took part in enterprise week - SYNTRA Cahier (Copybook) 6). And every year a **business-plan competition** 'Beloftevol ondernemer (Budding entrepreneur)' is organised for pupils in the 3rd stage SO and for [volwassenenonderwijs](#) course participants. An 'entrepreneurship' **info market** on projects, methodologies and teaching resources will be hosted on a biannual basis.
- In 2000, the future-exploration commission within the King Baudouin Foundation began to chart a new perspective on technical and technology-oriented vocations and training courses, entitled '**Accent on talent**'. This led to several projects, test beds and publications on experiences. On the occasion of the elections, the commission published an overview of and perspectives on a 2009-2014 talent policy. <http://www.kbs-frb.be/>
- To counter the lack of a clarity and the fragmentation of entrepreneurial training courses **Competento**, a new virtual **knowledge centre on entrepreneurial competences**, was set up; <http://www.competento.be/Competentonew/Default.aspx> (cf. 7.4.3.)
- UNIZO (the Union of self-employed entrepreneurs) organises a whole range of projects to stimulate the sense of entrepreneurship and entrepreneurship itself within education. An overview of these projects can be found on the UNIZO 'Stichting Onderwijs & Ondernemen (Foundation Education & Enterprise)' website <http://www.ondernemendeschool.be/>
- See also 7.15.7. for information on the Competence Agenda and the sector covenants.

[Accent op talent 2009-2014: van onderwijsbeleid naar talentenbeleid](#)

[Koning Boudewijnstichting](#)

5.18.5. Collaborations between education – labour market

See also the role of the ERSVs, Recognised Regional Collaborations in adult education and training (7.15.1.); the Regional Consultation Platforms for the alternance-training system (5.20.1.); the sectoral committees & committees within VLOR (2.7.2.1.) and the sector covenants (7.15.7.1.).

5.18.5.1. Regional Technological Centres (RTCs)

RTCs, Regional Technological Centres, are cross-network collaborations between education and the world of enterprise, which were founded in 2000 and which organise actions at provincial level in the areas of infrastructure, work experience for pupils and in-company training/in-service training for teachers. Now, they also operate within [volwassenenonderwijs](#) and, in the future, they will have to extend their support services to higher education. (The former non-profit association DIVA – cf. the previous edition of this report under 7.15.8. - was transformed into the RTC network).

RTCs take concrete initiatives regarding:

- the inter-attunement between educational institutions and companies regarding the supply of and demand for high-technology infrastructure, apparatus and equipment for technical and vocational education which can play a pedagogical and didactical role;
- the inter-attunement between educational institutions and companies in terms of the on-the-job-learning offer; to that end, extra '**bridge builders**' were appointed at the RTCs (2.5 full-time equivalent staff in every RTC), who will have to forge the necessary contacts with the SERV sector consultants; (for the time being up to 2010) an annual 900,000 euro has been set aside for these bridge builders;
- facilitating or coordinating further training in the field of new technologies;
- creating a platform to exchange knowledge and experience.

The Flemish Government enters into three-year management agreements (2008-2010), which includes a strategic plan and an annual action plan, with the individual RTCs. This, in turn, entitles the RTCs to an annual operational lump sum. RTCs can also be co-funded under RTC projects with the world of enterprise and the jointly-managed training funds of the vocational sectors.

The annual action plans are presented to an evaluation panel which seats one member of each of the pedagogical counselling services, 2 members of the inspectorate and 2 officials from the Flemish Ministry of Education and Training. Cf.: <http://www.ond.vlaanderen.be/rtc/>

Since the 2008-2009 school year, the RTCs have been in charge of organising online exams for anyone wishing to obtain an attest Basisopleiding Veiligheid, gezondheid en milieu Checklist Aannemers (B-VCA-attest) (Initial Health, Safety and Environment Contractors' Checklist Programme certificate (B-VCA certificate)). In special secondary education, it is the class council which decides in what grade pupils must sit the VCA exam: in the 4th or the 5th grade or during pupils' alternance vocational training (ABO) year (cf. 10.6.10.).

VDAB training infrastructure

Since 1 September 2008, VDAB (cf. 7.5.2.) has been offering its training infrastructure to all pupils in the second and third grades of the third stage TSO and BSO (various studiegebieden (areas of study)) and to pupils in the fifth grade of BuSO vocational training, free of charge. Schools can use the equipment in the VDAB competence centres for a period of up to 72 hours per pupil, at the times the equipment is not being used by the centres themselves. VDAB covers the cost for the use of the equipment, the materials to be used and the presence of an instructor. The Regional Technological Centres (RTCs) keep the schools posted on the availability.

Decree of 14 December 2007 laying down the organisation and operations of the regional technological centres.

5.18.5.2. DBO, Vocational Education Service

The DBO is a division of the Department for Education and Training and forms part of the entity Institutions and Pupils Secondary Education and Adult Education. The DBO, Vocational Education Service, sees to:

- the coordination between the various administrations regarding cross-network issues on education and the labour market
- contacts with other vocational-training providers: SYNTRA Flanders – VDAB – NGOs...
- contacts with employers', employees' and sector organisations
- the follow-up of advices from SERV - VLOR...
- the follow-up of covenants between education and the world of labour
- the follow-up of Flemish and European employment directives
- the follow-up of discussions regarding filling in the 2nd part of part-time compulsory education and pathway-to-work guidance within [DBSO](#)
- the follow-up of European structural funds with a view to realizing projects.
- the coordination of ESF projects on education.

Cf.: <http://www.ond.vlaanderen.be/dbo/>

The DBO also hosts an alternance-training portal site: <http://www.lerenwerken-dbo.be>

5.19. Private education

Cf. 4.16..

5.20. Organisational variations and alternative structures

In this section we shall discuss the [stelsel van leren en werken](#), which was revamped in 2008 (cf. 5.20.1.) and the restructuring of the post-secondary education programmes, leading to qualification level 4 (**SE-n-SE, secundair-na-secundair onderwijs** – cf. 5.20.2.) and qualification level 5 (**HBO5, hoger beroepsonderwijs** – cf. 5.20.3.).

To also provide **chronically-ill children** with an education, various services have been developed which are discussed elsewhere: hospital schools (cf. 4.17.1.), temporary home schooling (cf. 4.17.3.), permanent home schooling (cf. 10.6.4.) and the youth-psychiatric services (subsidised as Educational-Needs Services) (cf. 4.17.2.).

Artistic education, which youngsters can obtain through **part-time artistic education**, is discussed under 7.10.5..

5.20.1. The alternance-training system

This system is open to youngsters who have completed their full-time compulsory education and are under the age of 25. Since 1983, youngsters can avail of part-time compulsory education from the age of 15 provided they followed the first two grades of full-time secondary education, in all other cases from the age of 16 (cf. compulsory education 2.5.2.).

The Decree of 10 July 2008 thoroughly reformed the systems and they now comprise part-time vocational secondary education (5.20.1.1.), part-time training with personal-development pathways (5.20.1.2.) and [leertijd](#) (5.20.1.3.) which have been brought more into line with one another. These systems all centre on the full-time commitment from youngsters, who are screened in terms of the various pathway-to-work possibilities, and subsequently also receive continuous pathway-to-work guidance.

Apprenticeships managed to muster full-time commitment much sooner. Youngsters who have completed an apprenticeship score highly in terms of employment. The (2009) school-leavers study, conducted by VDAB, shows that 90% of apprentices have found employment within 1 year of graduating. Of the remaining 10% who were still unemployed after 1 year, only 0.6 % had not gained any work experience during this period.

Full-time commitment

Youngsters who opt for a [stelsel van leren en werken](#) must henceforth commit themselves **full-time** to a system which comprises two intrinsically linked components: learning and on-the-job learning. This full-time commitment has now also been inscribed in the Compulsory Education Law. It comprises a week of no less than **28 periods** of 50 minutes each and it certainly is no coincidence that this timetable happens to be the same as the one operated in full-time secondary education.

From now on, youngsters can fulfil this full-time commitment (comprising a **learning** component and an **on-the-job-learning** component) as follows:

- by combining part-time learning at a CDO, Centre for **Part-time Vocational Secondary Education** with a component on-the-job learning consisting of labour-market participation or a **personal-development pathway, a preparatory pathway or a bridging project**. The type of labour-market participation is determined by the CDO, following consultation with the youngster (or his parents if the youngster in question is still a minor) and has been broadly though clearly described in the decree (art. 6) (5.20.1.1.);
- by combining theoretical training (at a SYNTRA campus) and practical training (under an apprenticeship contract with an employer) during his **apprenticeship** (in SMEs). Only in cases where an apprenticeship contract is suspended or terminated, can on-the-job learning during an apprenticeship be fulfilled by means of a preparatory pathway (5.20.1.3.).

(On-the-job learning is not specific to the alternance-training system alone).

At times, it may be difficult to organise on-the-job learning from school day one. For that reason, no more than 60 half days a year per youngster and per school year can remain unallocated for the entire period between the conclusion and the coming into force of the contract + the period in which the youngster is actively looking for a job to fulfil his on-the-job-learning commitment. In addition, this 'idle time' may be tolerated during the period between registration and the pupil's screening (which cannot exceed 14 days). This full-time commitment will also apply to the 18+-year-olds who register for these programmes.

The policy area Education and Training will be in charge of **monitoring the full-time commitment** across all systems, with the introduction of a uniform registration system and pathway follow-up. At the same time, any lack of motivation in youngsters will be tackled preventatively in conjunction with the training providers, pathway counsellors and the pupil guidance centres, CLBs. Moreover, the school allowances, which were introduced for part-time learners in 2008-2009, have been linked to regular attendance.

Voltijds engagement bij afwisselend leren en werken			
Fase	Lesdagen (Eén of twee dagen)	Niet-lesdagen (Samen met lesdagen minimaal 28 uren)	
1	Algemene vorming en beroepsopleiding	Arbeidsdeelname	Verloning volgens contract of overeenkomst
2		Brugproject	Opleidingsvergoeding
3		Voortraject	Onkostenvergoeding
4	Indien mogelijk algemene vorming, indien nodig alternatief traject	Niet mogelijk: alternatief traject nodig	Geen vergoeding

Registration fees

No direct or indirect fees may be sought in (part-time) compulsory education (cf. 5.8.).

School allowances

Pupils attending **centres for part-time education, centres for part-time training** and those in **apprenticeships** can also qualify for a school allowance up and until the school year in which they turn 22 years of age (cf. 5.9.). Allowances here are also linked to a strictly monitored attendance.

Preparatory pathways and bridging projects

Youngsters who are not yet ready to commit to labour-oriented work can be prepped by getting them to follow a temporary preparatory pathway or bridging project. If even this step proves to be too daunting, youngsters are offered a tailor-made personal-development pathway at a CDV, Centre for Part-time Training (cf. 5.20.1.2.). For that reason, youngsters are thoroughly screened beforehand and are given pathway guidance.

Preparatory pathways

Preparatory pathways (which were set up in 1997) are aimed at youngsters who do not yet have any clear career perspectives and are still undecided about the training programme they might like to follow, or for youngsters who do not have the required level of work attitudes and skills. These pathways (a specific training and guidance module) put the emphasis on intake, diagnosis and orientation. To that effect, centres may establish a **reception group**. These projects are supported by the ESF Agency.

Preparatory pathways run for a maximum of 312 hours, either or not uninterruptedly and may, but must not necessarily so, run over more than one school year.

Youngsters, who have registered with a CDO/CDV or a SYNTRA campus before they have turned 18, can follow a preparatory pathway until the end of the school year in which they become **19** years of age.

http://www.ond.vlaanderen.be/dbo/projecten/projecten_alternerend%20leren_voortrajecten.htm

Bridging projects

Bridging projects are a form of labour-market participation which was introduced in 1990 for youngsters who are prepared to work but who need to further develop their labour-oriented attitudes and skills. In these bridging projects they can acquire 40 weeks' work experience with a public administration or a non-profit association (third-party organisations with legal personality). They are paid a minimum monthly apprentice allowance of about 230 euro (non-index-linked amount).

Bridging projects are followed for a maximum of 800 hours, either or not uninterruptedly and may, but must not necessarily so, run over more than one school year.

Observatory work experience

Youngsters can, on a one-off basis and for a period of no more than 2 days, follow observatory work experience in a bridging project or through work, with a view to possible employment at a later stage. This is aimed at youngsters who have not yet reached the on-the-job-learning level from a structural point of view but are keen to get a brief "insight". As far as these observatory work experiences are concerned, it is up to the CDO pathway counsellor to direct the youngster.

http://www.ond.vlaanderen.be/dbo/projecten/projecten_alternerend%20leren_brug.htm

Certification

The organisers in charge of preparatory pathways or bridging projects issue youngsters who have completed a preparatory pathway or a bridging project with an **attest van verworven competenties (certificate of acquired competences)**. This, in combination with the certificate conferred by part-time education, DO, constitutes a portfolio for the youngster.

Screening and pathway-to-work guidance

Pathway-to-work guidance is geared towards actively supporting youngsters on their course towards the labour market. It was first introduced in DBSO in 2003. This guidance, provided by pathway counsellors, consists of the following stages:

- 1) **Intake & screening** at a CDO or with a SYNTRA **leertijd** counsellor, within 14 days of the youngster's registration. These will also register the youngster as a job-seeker with VDAB. However, youngsters who first report to a CDV and subsequently register with a CDO are screened by the CDV in question unless a CDO pathway counsellor and a representative from the CLB are jointly responsible for the screening of the youngsters in question. Youngsters are screened in terms of work readiness, interests, motivation and acquired competences. Even though the result of the screening process relates to the on-the-job-learning component, the component 'learning' is also taken into consideration. In view of quality assurance, VDAB must validate the screening tools and methodologies operated in the on-the-job-learning component. The pathway counsellor subsequently enters the screening results into the VDAB pathway follow-up system. The results are binding and a deciding factor in whether youngsters are channelled towards labour-market participation, a bridging project, a preparatory pathway or a personal-development pathway. In respect of the component 'learning', the screening may also lead to the youngster being advised to follow a different type of education (outside of DO) such as an apprenticeship or special education.
- 2) On the basis of that screening, a **pathway-to-work guidance schedule** is drawn up within the month, in consultation with the guidance class council or the apprenticeship guidance team and the CLB, which is discussed with the youngster and formalised in an agreement. Within the personal-development pathway, a pathway-to-work guidance schedule will be jointly drawn up by the CDV and the CDO pathway counsellor, in consultation with the actors involved in filling in the components 'learning' and 'on-the-job learning'.
- 3) All pathway advice is discussed, and if necessary fine-tuned, at a bimonthly case meeting between the pathway counsellor, the CLB, VDAB and, where applicable, also the CDV. The youngster's consecutive pathway stages are entered into the VDAB pathway-follow-up system. Moreover, during the course of this process there is always the opportunity to avail of VDAB pathway-to-work guidance.
- 4) **Acquired competences** are filed in a **portfolio** and updated as the youngster's pathway progresses and is ultimately passed on to VDAB.

In this regard, a cooperation protocol is being concluded between the Department for Education and Training, VDAB, the educational umbrella organisations and SYNTRA Flanders.

An overview of the non-commercial pathway-to-work providers can be obtained from the Flemish Local Network Support Centre (SLN), the umbrella organisation for Flanders' "third parties". <http://www.sln.be/>

Further training for pathway counsellors

Only one non-profit association is subsidised to provide further training for pathway counsellors and SYNTRA Flanders pathway counsellors. This further-training centre must also extend its services to all the centres operating within the [stelsel van leren en werken](#).

Regional consultation platforms

As of 1 January 2009, CDOs, CDVs and SYNTRA campuses will have to take part in the activities of the action-oriented regional consultation platform, set up within every RESOC (Regional Socio-Economic Consultation Committee) area (Flanders numbers 15 RESOC areas, see also 7.15.1.). Every schools community will be compelled to maintain contacts with at least one regional consultation platform.

Regional consultation platforms are composed of at least one representative from each CDO and each CDV, from a centre which offers training for the self-employed and SMEs, the local VDAB client centre (represented by an alternance-training account), located within the RESOC working area, and one SYNTRA Flanders pathway counsellor, one representative from the official and private CLBs respectively, RESOC, the Department for Education and Training and the Department for Work and the Social Economy.

Responsibilities

- Discussing the regional educational and training provision.
- Utilizing and exchanging expertise and know-how.
- Discussing how youngsters are directed, oriented and referred to and within the [stelsel van leren en werken](#). In this regard, every secondary-education schools community has a consultative obligation.
- Taking initiatives, especially amongst the socio-economic actors and social partners, which will directly or indirectly contribute to the realisation of the principle of full-time commitment of every youngster who opts for the [stelsel van leren en werken](#).
- Inter-attunement of supply and demand from a qualitative and quantitative point of view in matters of personal-development pathways, preparatory pathways, bridging projects and labour-market participation between the CDO, the CDV, the training centres for the self-employed and small and medium-sized enterprises and the organisers of preparatory pathways, bridging projects and labour-market participation. In terms of the responsibility for labour-market participation, the function of the regional consultation platform must be seen as a second-line one.
- Discussing general measures to combat problematic absenteeism, both within the component 'learning' and the component 'on-the-job learning'.

Circular letter SO/2008/08, 'The alternance-training system'

5.20.1.1. Part-time education (DO) in centres for part-time vocational secondary education (CDOs)

DO, part-time education, forms part of the network-related education constellation and can only be organised in an autonomous CDO or a non-autonomous CDO (= connected to an educational institution providing mainstream full-time TSO or BSO).

Admission requirements

DO is available to all youngsters who qualify for part-time compulsory education and may be followed until the end of the school year in which they turn 25 years of age.

Youngsters cannot be admitted to a DO course if they have already obtained a certificate of that same course through secondary education, [volwassenenonderwijs](#) or the [leertijd](#). Youngsters can no longer register for a module of a DO learning pathway if they already successfully completed that very model in secondary education or adult education.

Medical suitability may be a prerequisite for certain programmes in light of consumer protection (contact with food) or because of the inherent characteristics of certain professions (e.g. roofers).

Youngsters can register up to and including 31 January and, subject to the consent from the CDO, sometimes even later. The CDO also registers the youngster as a part-time learner with VDAB.

CDOs are entitled to refuse a registration: 1) if the pre-set maximum capacity of the centre is exceeded, 2) because the youngster requires special care in terms of education, therapy and care and the centre does not have the resources to provide it, or 3) because the youngster was expelled on a previous occasion. All refusals must be notified to the chairperson of the local consultation platform, LOP (cf. 10.5.3.1.6.).

Contents

General education

For youngsters following pathways which do not lead to a *getuigschrift van de tweede graad van het secundair onderwijs* (certificate of the second stage of secondary education), a *studiegetuigschrift van het tweede leerjaar van de derde graad van het secundair onderwijs* (certificate of the second grade of the third stage of secondary education) or a *diploma van secundair onderwijs* (diploma of secondary education), only the fact that general education and vocationally-oriented training are offered in a partly integrated fashion should be taken into account so that the substantive conditions, which are based on the reference frameworks for the vocational training in question, also implicitly cover youngsters' general education.

However the 'general education' component for youngsters who, as a result of their aptitude and capacities, embark on pathways which do lead to the aforementioned proofs of study must also meet the same [eindtermen](#) and curricular conditions so as to guarantee that they are given the same standard of education as youngsters following full-time secondary education. The subject-related final objectives operated are the final objectives of the core curriculum subjects used within BSO, with the exception of the subject 'physical education'. In terms of the cross-curricular final objectives, the final objectives of BSO apply (cf. 5.13.1. on the BSO final objectives).

Vocationally-oriented training - modular learning pathways

Vocationally-oriented training provided within the framework of a modular learning pathway must comprise at least one recognised vocational qualification. As long as no recognised vocational qualifications have been defined, the Flemish Government defines the reference framework, from which the competences for a vocationally-oriented modular learning pathway have been derived. For courses which can be followed both through DO and via an apprenticeship, the same recognised vocational qualification(s) apply or, failing those, the same reference framework prevails.

Vocationally-oriented training - linear courses (transition period)

The linear courses use approved training cards which are binding for all training providers. These cards contain a description of the course's minimum learning objectives and contents of learning. The training cards are drawn up by VLOR who then submits them to the government for approval. While awaiting the government's approval the training providers use their own cards which chart the course's objective and the course's basic package.

OKAN, Reception education for foreign mother tongue newcomers in mainstream education

Part-time education can also organise reception education for foreign mother tongue newcomers. These classes focus on Dutch-language skills, integration and independence. (The criteria that define foreign mother tongue newcomers are listed under 10.7.1.).

Organisation

DO does not operate a system of stages, grades or areas of study but one of learning pathways. By 2015, DO will have become fully modular. Every learning pathway will then consist of one or more modules. One module can feature in various learning pathways. Youngsters will be able to embark on a learning pathway at any time during the school year and may also spread the learning pathway over one or several school years. Modules can also start at any time during the school year and may be spread over a number of days or weeks, and even run into the next school year. Modules will not be time restricted so that pathways can be tailored to suit all youngsters individually. Modular courses featuring a sequential relationship between modules must be followed in a specific order, as specified by the course structure.

Until such time as the switch-over is complete, CDOs will continue to operate the linear system in which training programmes begin at the start of the school year and run over one or several school years.

Part-time secondary education is provided during 40 weeks a year and comprises 15 weekly teaching periods of 50 minutes each, dedicated to general and vocationally-oriented training. CDOs can make their own general-education and vocationally-oriented training-roster arrangements (in practice, often 1 day of 7 teaching periods is dedicated to general education and 1 day of 8 teaching periods to vocational training). In function of the local situation, certain derogations may apply. Part-time off-shore fishery education, for instance, operates for a minimum of 7 to a maximum of 10 weeks per school year, and for a minimum of 240 teaching periods (of 50 minutes each).

General and vocationally-oriented training in modular education is organised in the form of alternance-training hours. Non-modular education in the transition stage is organised into general, technical and practical subjects (with identical subject names as those used in full-time secondary education) and sometimes also organises seminars.

CDOs may also cooperate with one or several institutions which open up their own facilities and supply equipment and teaching staff to the centres concerned:

- CDOs may simply organise vocationally-oriented training and get a CDV to see to the general-education component. One advantage of this is that the DO programme then dovetails with the pedagogical-didactical approach and culture of the CDV and its trainers;
- in terms of the organisation of their vocationally-oriented training, CDOs may collaborate with a TSO or BSO institution, another CDO, a centre for adult education (CVO) or with a training centre for the self-employed and SMEs. The bonus in this case is that they can avail of the vocationally-oriented expertise and specific equipment of their partner institution.

Assessment

In DO, it is the class council who decides how youngsters are individually assessed; during this assessment the class council checks whether youngsters have adequately met either the module or learning-pathway objectives so as to entitle him to a recognised Flemish Community proof of study. The assessment decisions are taken with due regard for the concrete data featuring in the youngster's file and more specifically with due regard for the results of the youngster's assessments throughout the school year. In the event of disputes, youngsters can file an appeal with an appeal committee, set up by the board of the centre.

Proofs of study

DO can confer any of the following certificates:

- An **attest van verworven competenties (certificate of acquired competences)**: if the youngster either failed to successfully complete a module of a modular course or if he failed to complete a non-modular training course successfully.
- A **deelcertificaat (modular certificate)**: if the youngster successfully completed a module of a modular course.
- A **certificaat (certificate)**: if the youngster successfully completed a modular or non-modular course. An exemption certificate for one or more modules of a modular course is deemed to be the equivalent of a modular certificate for the modules the youngster has been exempted from even though the youngster is not physically presented with these modular certificates.
- A **getuigschrift van de tweede graad van het secundair onderwijs (certificate of the second stage of secondary education)**: on condition that youngsters have obtained at least one certificate and have adequately attained all the objectives of the curriculum and thus successfully completed their entire training and provided they have spent at least 2 school years in secondary education or in an [leertijd](#), the first stage not included.
- A **studiegetuigschrift van het tweede leerjaar van de derde graad van het secundair onderwijs (certificate of the second grade of the third stage of secondary education)**: on condition that youngsters have obtained at least one certificate and have adequately attained all the objectives of the curriculum and have thus successfully completed their entire training and provided they have spent at least 4 school years in secondary education or in an apprenticeship, the first stage not included.
- A **diploma van secundair onderwijs (diploma of secondary education)**: on condition that youngsters have obtained at least one certificate and have adequately attained all the objectives of the curriculum and have thus successfully completed their entire training and provided they have spent at least 5 school years in secondary education or in an apprenticeship, the first stage not included.
- A **getuigschrift over de basiskennis van het bedrijfsbeheer (certificate of business-administration basics)**: if the youngster
 - has followed a minimum of 4 school years of secondary education, the first grade not included, or has spent 4 years in an apprenticeship programme, and
 - has met the requirements of business-administration basics.

Contracts on labour-market participation

Youngsters can start work:

- under a **part-time employment contract** which entitles them to a minimum wage
- under an **industrial apprenticeship contract** under which the employer undertakes to train the youngster on the shop floor. It is organised by the joint apprenticeship committees who draw up apprenticeship rules, propose a standard apprenticeship contract and organise the final examinations for these youngsters. The company's training manager draws up an apprenticeship programme. The youngster is entitled to an apprentice allowance.
- under a **starting-job agreement** (if they start work before 1 January of the year in which they turn 19 years of age);
- as a **family-business assistant** (on condition that they are related to the manager);
- under a training contract with VDAB for **IBO, individual vocational in-company training**, in which VDAB contracts its training assignment out to a company where the job-seeker will be taught his chosen vocation on the shop floor;
- under a **temping contract** with a temping agency
- under a **BIO, vocational-immersion agreement**, with Flemish, provincial or local authorities.

Educational and training provision within part-time vocational secondary education (DO)

DO, part-time education, offers a range of training programmes. At macro level, the list is drawn up by the Flemish Government. On the basis of the government's list, the CDO course provision is then programmed at micro level (i.e., by the boards of the centres). The local provision of any CDO is steered at the intermediate, or meso level (schools community, regional consultation platform).

Macro level

Until such time as part-time education will be fully modular, the list remains subdivided into categories. Once DO will have become fully modular in 2015, it will be subdivided into studiegebieden (areas of study) which will in turn be composed of modules. By that time, the entire educational and training provision must have been updated. Incidentally, a modular-education experiment has been running in DO since September 2000, just like in full-time vocational secondary education.

The programmes are screened by a committee composed of representatives from the government, the organising bodies and the world of business and enterprise, chaired by the Vocational Education Service. Once VLOR has issued its advice on the conclusions from the committee, the Flemish Government takes a decision. The committee also deals with initiatives or proposals regarding new programmes.

Meso level

When programming their training provision, centres must take the responsibilities assigned to the secondary-education schools communities and to the regional consultation platforms, operating within the [stelsel van leren en werken](#) into account so as to ensure that a rational offer is developed.

Micro level

Up to and including the 2009-2010 school year, the boards of the centres had full autonomy in terms of the CDO offer, on condition that they did not encroach on the responsibilities assigned to the schools communities and regional consultation platforms. As a conservatory measure pending the reform of secondary education and as an austerity measure, the legislator has decided however to introduce a programming stop as of school year 2010-2011. This means that no additional programmes other than those that were already offered during the 2009-2010 school year may be introduced. This programming stop is far from absolute. In exceptional circumstances, the Flemish Government may grant some centres a derogation provided they submit a well-founded application. However, before reaching a final decision, the Flemish Government will seek the advice from VLOR, on the one hand, and that of AgODi, the Agency for Educational services, on the other hand.

The reception group

DO also organises a special course, i.e. the “**reception group**”, which is aimed at youngsters who, for one reason or another, are unable to fully embrace one of the other training programmes on offer. In this programme, labour-market participation is excluded. Combinations with a bridging programme are also rather rare. The time youngsters spend in the reception group must be restricted and must either have been laid down structurally within the CDO organisation or regulated by the class council for each youngster individually. ('Reception groups' must not be confused with personal-development pathways, organised by a centre for part-time training, CDV).

CDOs, Centres for Part-time Vocational Secondary Education

The number of CDOs has been capped as follows: Community education: 16, subsidised official education: 8, subsidised private education: 24. A separate arrangement applies for off-shore fishery education: CDOs

providing off-shore fishery education (maximum 1 in each of the aforementioned educational networks) are always connected to a school providing full-time secondary education which also offers the studiegebied (area of study) maritime training courses.

CDOs must meet a number of specific **accreditation criteria**:

- they must meet the decretal and regulatory provisions regarding **eindtermen** and curricula if they intend to confer proofs of study which are identical to those conferred in full-time mainstream secondary education: if a CDO wishes to confer a certain youngster with a *getuigschrift van de tweede graad van het secundair onderwijs* (certificate of the second stage of secondary education), a *studiegetuigschrift van het tweede leerjaar van de derde graad van het secundair onderwijs* (certificate of the second grade of the third stage of secondary education) or a *diploma secundair onderwijs* (diploma of secondary education), it must operate the same quality standards as those prevailing within full-time secondary education;
- cooperate with at least one CDV with a view to organising personal-development pathways.

CDOs must also meet a number of specific **financing and subvention conditions**:

- they must do their utmost to achieve the full-time commitment in every youngster: even though this does not constitute an undertaking of result, CDOs are expected to do their utmost to achieve this full-time commitment, in conjunction with the other partners involved;
- they must be affiliated to and cooperate within one or several **regional consultation platforms** (cf. 5.20.1.).

Every CDO has its own **centre board**.

- This board seats a minimum of 6 members and is composed of representatives from education, appointed by the board of the centre, and representatives from socio-economic organisations. One representative from each CDV with which the CDO cooperates and one representative of the CLB also have an advisory seat on the centre board.
- The centre board issues prior advice on the regulations, the organisational and material development, the pedagogical approach to the curriculum, the appropriation of available resources and the link to the labour market, and more specifically, in terms of dovetailing the component 'learning' with the component 'on-the-job learning'.

Every CDO must, holiday periods excluded, be **open for at least 9 half teaching days a week**. During the periods that youngsters are effectively involved in on-the-job learning, one CDO representative must be contactable at all times (however, this does not necessarily have to be an actual member of staff).

Financing

The basic operational resources are financed in accordance with the compulsory-education financing model (cf. 2.8.3.). The legal-status arrangement prevailing within education does not apply to these members of staff. Since pathway-to-work guidance is in fact a form of teaching-periods allocation, this guidance is provided through the office of teacher (or religion teacher), in other words, the office of pathway counsellor is not a separate office. Contract lecturers may also be called upon.

<http://www.ond.vlaanderen.be/onderwijsaanbod/dbso/>

5.20.1.2. Part-time training provided by CDVs, centres for part-time training

Although only CDVs are authorized to organise personal-development pathways for youngsters with personal or social problems following part-time vocational education, the youngsters in question must first of all register with a CDO. For that reason collaboration between both is essential.

POTs, Personal-development pathways

Personal-development pathways focus on guiding youngsters, who are not yet able to work in a labour-oriented fashion, towards a pathway with a qualification at the end. These are by and large socially vulnerable youngsters whose behavioural, emotional and social problems are further accentuated by the circumstances they live in. By means of these personal-development pathways, counsellors try to give them an insight into their own situation and to make their problematic circumstances more bearable.

Personal-development pathways are flexible pathways, and may comprise the following combinations

- a personal-development pathway totalling 28 (50-minute) periods, consisting of the components 'learning' and 'on-the-job learning' (no labour-market participation, bridging project or preparatory pathway);
- a personal-development pathway totalling 15 (50-minute) periods, comprising the component 'learning' in combination with a bridging project or a preparatory pathway;
- a personal-development pathway totalling 13 (50-minute) periods, comprising the component 'on-the-job learning' (no labour-market participation, bridging project or preparatory pathway) in combination with part-time education at a CDO.

Admission requirements

Youngsters cannot qualify for a personal-development pathway unless they have registered for a particular course with a CDO. The pathway must come to an end at the end of the school year in which the youngster finishes compulsory education. Youngsters who come in direct contact with food or nutritive substances will need to present a medical certificate attesting to their suitability.

Organisation of personal-development pathways

A well-founded report must be drawn up about before any youngster can embark on a personal-development pathway. This is done by a member of the CLB, linked to the CDO, and is basically a compilation of the results from the intake and screening, the CLB data and may, as the case may be, also contain details furnished by the class council. As a minimum, this report will feature the type of personal-development pathway the pupil in question should follow as well as the starting date.

Case meetings are held at least every 2 months. The objective of these meetings is to evaluate the youngster's progress to see whether continuation is warranted, whether certain adjustments ought to be made or whether the youngster should discontinue his personal-development pathway. The case meetings are attended by one member of staff from the CLB, one from the CDV and by the CDO pathway counsellor. When youngsters are following a personal-development pathway in combination with a preparatory pathway or a bridging project, the organisers of the latter programmes would also attend the case meetings. Changes to the personal-development pathway can only be made following a case meeting with all the parties involved. All decisions regarding the youngster's pathway must be taken jointly. If the parties fail to reach a consensus, the CLB representative will have the final say.

Personal-development pathways cannot be concluded until all the parties present at the youngster's case meeting unanimously agree it to be appropriate. If the parties fail to reach a consensus, the CLB representative will have the final say.

Proofs of study

Youngsters who have followed a personal-development pathway are conferred with **an attest van verworven competenties binnen een persoonlijk ontwikkelingstraject (certificate of acquired competences within a personal-development pathway)** by the CDV. This certificate gives a detailed description of the various steps of the personal-development pathway that were completed successfully.

CDVs, Centres for Part-time Training

Historical overview

Part-time training programmes used to be organised by various non-profit organisations involved in educational and youth work. Up until 1 September 2003, these centres for part-time training, CDVs, came under the authority of the Minister for Culture. Since then, they have become the responsibility of the Minister for Education and Training. This form of training used to comprise personal and social training as well as labour-oriented training.

Accreditation and subvention conditions

Organisers of personal-development pathways are not classified as "organisers of education" and do not form part of the network-related education constellation. Only non-profit organisations involved in youth work or educational work can administer these centres. As opposed to the CDOs, the number of CDVs has not been capped. One specific feature is that their accreditation (which equals subvention) is a gradual process: first of all they need to obtain the necessary government recognition following the advice from the accreditation commission and then they need to consistently meet a number of accreditation criteria.

CDVs must meet a number of specific accreditation/subvention criteria:

- as of 1 September 2009 they must cooperate with at least one Centre for Part-time Education, CDO, with a view to organising personal-development pathways for certain youngsters, registered with the CDO in question
- they must make an utmost effort to achieve the full-time commitment in every youngster
- from 1 January 2009, they must participate in and cooperate within one or several regional consultation platforms. These regional consultation platforms are a construction at meso level which have not only been entrusted with the task of implementing the new [stelsel van leren en werken](#) in general but must also see to the attunement of the supply of and demand for personal-development pathways without encroaching on the responsibilities assigned to the boards of the centres.

Training provision

Recognised CDVs can only offer:

- personal-development pathways;
- general education within part-time education, DO;
- support for pupil-related activities in CDOs (e.g. activities such as looking after unqualified youngsters or arranging time-in for youngsters who are at risk of dropping out).

By analogue with the regional educational provision, the regional training provision is discussed within the regional consultation platform. Organising personal-development pathways is inherent to every CDV, though the boards of the centres are free to decide which other services they offer.

Financing

As opposed to the CDOs, CDVs do not receive separate subsidies for their staff and their activities. In other words, the budget allocated must cover both their labour costs and their operational expenses. In respect of the subventions for personal-development pathways and the calculation of the subsidisable course-participant hours, an interim arrangement has been put in place for school years 2008-2009, 2009-2010 and 2010-2011.

All the CDV staff appointments are **contractual** appointments and the staff are governed by joint committee 329. The legal-status arrangement prevailing within education does not apply to them. This explains why the staff-cost allowance is included in the overall operational-expenses lump sum.

5.20.1.3. Apprenticeship, organised by SYNTRA Flanders

The 'leertijd' is open to youngsters and adults under the age of 25 who have complied with the full-time compulsory-education requirements. They can continue their apprenticeships until the end of the school year in which they turn 25 years of age. Essentially, apprenticeship training takes 3 years, with a minimum of 1 year. Depending on age and prior education a shorter training period may be possible.

Apprenticeships comprise:

- **Practical training** (4 days a week) in a company, provided by the employer or an apprentice mentor, appointed by the employer.
- **Theoretical training** of no less than 30 weeks per school year which includes **general education** (minimum 4 hours a week) and **vocationally-oriented training** (minimum 4 hours a week). This may be supplemented by other courses, such as language courses or remedial courses for pupils who have fallen behind in their education. The training is provided by trainers at a SYNTRA campus and takes 1 day a week (1.5 days for 15-year olds).

Practical training and apprenticeship contracts

Practical training involves the conclusion of an apprenticeship contract between the pupil and the head of the company, through the intermediary of the learning-pathway counsellor. These contracts are concluded for a definite period of time. The entrepreneur-trainer undertakes to train the pupil in a particular vocation and the pupil commits himself to learning the vocation in question, under the guidance of the entrepreneur-trainer, and also undertakes to follow the necessary theoretical training. Over 200 vocations can be learned through apprenticeship contracts.

If an entrepreneur-trainer wishes to offer an apprenticeship contract to a pupil over whom he has parental authority or custody an apprenticeship undertaking, concluded for a definite period of time, between the entrepreneur and the learning-pathways counsellor will suffice.

Duration

Apprenticeship contracts are full-time contracts. The time the pupil spends on theoretical training and sitting the relevant exams and doing the practical tests are considered to form part of his working hours. For the purpose of calculating pupils' working hours every teaching or exam period is counted as 1 regular 60-minute hour.

The SYNTRA Commission of Practical Training sets the duration of practical in-company training per course or per group of courses in a particular vocation. On the basis of the SYNTRA directives, the boards set the duration of the theoretical training per course or per group of courses in a particular vocation. The duration of the apprenticeship contract must correspond to the length of time it would take to train for the vocation governed by the contract. However it must run over at least one full course year and may not exceed three years.

Probationary period

Apprenticeship contracts provide for a probationary period in which the pupil can familiarize himself with the training programme and his place of training. It may run for 1, 2 or 3 months depending on whether the apprenticeship contract has been concluded for a period of 1 year, a period ranging between 1 and 2 years, or for more than 2 years.

Educational and training provision

As is the case in part-time education, the list of (well over 200) apprenticeship training programmes is, at macro level, drawn up by the Flemish Government. In this case also, all existing training programmes are screened by a commission seating representatives from the Department for Education and Training, the inspectorate, the Agency for Educational Services and experts from the vocational world, on the basis of the change-over calendar. The commission also examines proposals regarding new training programmes.

To further develop the contents of its training programme, the SYNTRA training network works in close collaboration with professional and inter-professional organisations and the sector funds.

Financial support for course participants

Apprentices are entitled to an **apprentice allowance**, paid for by the company they follow training in. This allowance is linked to their age and their professional experience. Pupils in possession of a recognised apprenticeship contract are placed on the same footing as school-going pupils. This means that they continue to qualify for child benefit up and until the age of 25. However, from 1 September of the year in which the pupil turns 18 years of age, the apprentice allowance may not exceed the child-benefit limit.

As of 1 January 2010, the minimum apprentice allowance amounts to:

Apprenticeships	-18 years	+ 18 years
1 st year	€ 290.60	€ 387.47
2 nd year	€ 387.47	€ 435.90
3 rd year	€ 480.47	€ 480.47

The company must also contribute to the pupil's home-work travel expenses. This contribution usually fluctuates around 75% of the actual fare price. Pupils can also receive some compensation for the travel expenses they incur for attending vocationally-oriented training courses. The company must also provide the necessary work and protective clothing.

As of school year 2008-2009, also pupils in the [leertijd](#), can qualify for a school allowance up and until the time they turn 22 (cf. 5.9.).

Pupils who have entered into an apprenticeship contract before the end of part-time compulsory education may be granted a starting bonus (on condition that they successfully completed their training year) and the entrepreneur-trainer who trained them may qualify for an apprenticeship bonus (on condition that the apprenticeship contract was concluded for a minimum of 3 months).

Theoretical training

Theoretical training is provided in a **training centre for the self-employed and SMEs**, located on one of the SYNTRA campuses (cf. 7.5.3.).

- The general-education component is based on the curricula which have been approved by the Flemish Government.
- Vocationally-oriented training covers technical learning contents and supplements and is intrinsically linked to practical in-company training.

- The additional language courses are aimed at providing non-Dutch speakers with a basic knowledge of Dutch or at giving apprentices a basic knowledge of another language which would stand to them when they need to deal with clients.
- Remedial courses are aimed at pupils who have fallen behind.

Training method

- In **vocationally-oriented training** the "practice of demonstration" is operated: i.e. practical demonstrations are combined with a thought and learning process which students go through aloud, together with the trainer, in combination with a demonstration. In vocational-technical training, the trainers provide theoretical support in relation to the vocation the youngster is training for on the shop floor.
- The course **general education** focuses on the personal development of apprentices through thematic project work and separate training periods allocated to linguistic and arithmetic skills. Specific attention goes to: sound self-development, solid family and professional life, citizenship and global citizenship.

One very important feature is the **assignment diary** which contains the tasks, assignments and classes the pupil is given in the company or at the campus.

All pupils in one and the same training grade follow their theoretical training in one and the same group. Pupils who are training for one and the same vocation or who follow a group of related vocational-training programmes receive their vocationally-oriented training within one and the same group.

Guidance

Learning-pathway counsellors define and guide the training pathways and the general-education pathways of pupils who have signed an apprenticeship contract, on the basis of the intake and screening process (cf. 5.20.1.). They also provide guidance for employers. Pathway-to-work counsellors enter into an agreement with the SYNTRA Flanders **Commission of Practical Training** and are in turn recognised and monitored by this Commission.

The SYNTRA Flanders pedagogical counsellors coordinate pupils' pedagogical and didactical guidance. The learning-pathway counsellor, the trainers providing general and vocationally-oriented training, the **directeur** of the centre or his representative, the **CLB** staff and the SYNTRA Flanders pedagogical counsellor all together make up a guidance team. This team follows up pupils throughout their apprenticeship.

Guidance by the pupil-guidance cells is provided on a monthly basis. Problem cases are discussed by guidance teams. Any appeal or complaint procedures end up with the apprenticeship counsellor and/or the Commission of Practical Training though, increasingly, the sectors themselves also fulfil a supervisory role where in-company training in their individual sectors is concerned. Since 2007, SYNTRA Flanders has been working on a sectoral guidance system.

Assessment

Youngsters' general level of education is assessed by means of a written end-of-year exam (70%) and via interim assessments (30%), which monitor pupils' progress in terms of general education throughout the school year, on the basis of attitudes, assignments and tests.

The practical and vocationally-oriented component is assessed at the end of every year, by means of:

- a practical end-of-year test on the practical aspect of their training, which focuses on the vocational competences they need to acquire (60%);
- a written theoretical end-of-year exam on their vocationally-oriented training (30%);

- interim assessments, based on pupils' attitude, assignments and tests, which monitor pupils' progress during vocationally-oriented classes throughout the course year (10%).

Youngsters who do not pass the final exam 'general education' are given the opportunity to re-sit the exam during the same year. However, SYNTRA Flanders decides whether or not a pupil who didn't pass his vocationally-oriented training exam may repeat it during the same year. Repeating the practical test can only be done during the next course year.

Proofs of study

As a result of the new Decree of 10 July 2008 regarding the alternance-training system, new arrangements have come into effect since 2009-2010.

- An **attest (certificate)**: if pupils have successfully completed one or more apprenticeship-training years.
- A **certificaat (certificate)**: if the youngster completed his training successfully.
- A **getuigschrift leertijd (apprenticeship certificate)**: if pupils have successfully completed their entire apprenticeship training programme.
- A **getuigschrift van de tweede graad van het secundair onderwijs (certificate of the second stage of secondary education)**: on condition that pupils have obtained at least one certificate, have spent at least 2 school years in secondary education or in an apprenticeship after the 1st stage of secondary education and have adequately attained all the objectives of the curriculum and, consequently, have successfully completed their entire training.
- A **studiegetuigschrift van het tweede leerjaar van de derde graad van het secundair onderwijs (certificate of the second grade of the third stage of secondary education)**: on condition that pupils have obtained at least one certificate, have spent at least 4 school years in secondary education or in an apprenticeship after the 1st stage of secondary education and have adequately attained all the objectives of the curriculum and, consequently, have successfully completed their entire training.
- A **diploma van secundair onderwijs (diploma of secondary education)**: on condition that pupils have obtained a certificate of the second stage of secondary education, have obtained at least one certificate, have spent at least 5 school years in secondary education or in an apprenticeship after the 1st stage of secondary education and have adequately attained all the objectives of the curriculum and, consequently, have successfully completed their entire training.

SYNTRA

The new 2008-2010 management agreement, concluded between the Flemish Government and SYNTRA Flanders, contains a number of concrete apprenticeship objectives. For instance,

- up-to-date curricula and assignment sheets, developed by the SYNTRA Flanders sectoral advisors, must be used;
- funds will have to be invested in the training of entrepreneurs-trainers, trainers, pathway-to-work counsellors, apprenticeship supervisors;
- actions must be launched to counter truancy and the drop-out of pupils (interruption, early end to education);
- the charting of pupil and entrepreneur-trainer profiles must be improved;
- work must be done on the alternance-training file and the inter-attunement between apprenticeships, part-time education and educational work.

Further training for trainers & employers

SYNTRA Flanders organises 120 hours of initial advanced training for its trainers which mainly focuses on pedagogical and didactical matters. Moreover, advanced training is organised periodically and focuses on

technical elements or on specific aspects of the pedagogical-educational approach. Employers (who provide 4 day/week apprenticeship training) are given sequential training. These training programmes mainly focus on issuing instructions to apprentices, their coaching and conflict management.

<http://www.leertijd.be/>, the brochure 'Wegwijs in de leertijd (Find your Way through Apprenticeships)', can also be downloaded from this website.

Decision of the Flemish Government of 13 February 2009 concerning apprenticeships, referred to in the Decree of 7 May 2004 to establish the public-law external autonomous Flemish Agency for Entrepreneurial Training - SYNTRA Flanders.

5.20.2. Advanced Secondary Education (SE-n-SE)

On 1 September 2009, all the specialisation years of the third stage TSO and KSO were transformed into Se-n-Se though their course duration was maintained (one year = two consecutive semesters).

General objectives

Advanced secondary education, Se-n-Se, courses are very much vocationally-oriented and lead to a recognised educational qualification of qualification level 4 which consists of at least one recognised vocational qualification of qualification level 4. They contain a relevant component on-the-job learning, educational activities aimed at general and/or vocationally-oriented competences where course participants learn their skills in a work environment. These courses are seen as full-time courses and may run over 1, 2 or 3 semesters, depending on the course in question. Se-n-Se courses lead to a certificaat (certificate).

Se-n-Se and HBO5 also offer the working population and job-seekers a range of qualification opportunities. Dual pathways will give the employed an opportunity to acquire certain competences within their own work environment.

Registration fees and school allowance

These are the exact same as in secondary education (cf. 5.9.).

Course offer

In time, Se-n-Se courses will come on stream which will run over one or three consecutive semesters. One important feature is that Se-n-Se courses may start either on 1 September or on 1 February, depending on the organising body's decision. So, it will therefore be possible to organise or follow Se-n-Se for one semester but also to start a new Se-n-Se course within one and the same school year with a different group of pupils. This means that youngsters who drop out of another course, who are unable to find work or who intentionally opted for work experience first can still sign up for an Se-n-Se course.

Collaborations

Collaboration arrangements are of crucial importance. Institutions offering full-time secondary education, who wish to organise Se-n-Se courses, are free to collaborate with:

- one or several institutions offering secondary education, centres for adult education or university colleges;
- one or more public vocational-training providers for adults;
- one or more vocational sectors at which the Se-n-Se programmes are aimed;
- companies or organisations;

- a police or fire-service training college (this cooperation is only possible for the course 'Integral Safety' offered by technical secondary education).

These types of collaborations should allow schools to call on outside experts or to avail of up-to-date equipment and infrastructures, but also to run part of the training course at the partner institution. However, the provision of "comprehensive" training programmes will remain the sole prerogative of the institution offering full-time secondary education, which will assume the role of coordinating institution. Solely the coordinating institution is authorized to and in charge of taking registrations (for all of Se-n-Se) from pupils, in charge of the programming, assessments, certification and quality assurance, while, from a funding and subvention point of view, only the decretal and regulatory provisions of the coordinating institution prevail.

Decree of 30 April 2009 concerning [secundair-na-secundair onderwijs](#) and [hoger beroepsonderwijs](#)

5.20.3. Higher vocational education, qualification level 5 (HBO5)

On 1 September 2009 [hoger beroepsonderwijs](#) (HBO5) was introduced. HBO5 covers all the programmes offered by higher social-advancement education (HOSP) and the course of study 'nursing' offered in the 4th stage of vocational secondary education. (Decree of 30 April 2009 concerning [secundair-na-secundair onderwijs](#) and higher vocational education & the Decree of 31 July 1990 concerning Education-II - as amended).

Due to the fact that the professional profiles, vocational qualifications and teaching qualifications are still awaiting ranking, no new HBO5 programmes could be launched during 2009-2010.

General objectives

HBO5 specifically caters for students (referred to as 'course participants' in these programmes) who, after their secondary education, wish to obtain a level-5 qualification (pursuant to the Flemish and the European Framework) but wish to do so via shorter programmes. These programmes lead to a *graduaatsdiploma* (degree of graduate) of qualification level 5. The course duration is 6 semesters.

HBO5 also offers **the working population and job-seekers a range of qualification opportunities**. For that reason, it offers short and flexible pathways. Dual pathways will give the employed an opportunity to acquire certain competences within their own work environment.

HBO5 also wishes to become a **stepping stone towards the professional Bachelor's programmes**, so, as a result, HBO5 programmes will have to guarantee course participants a follow-up pathway to the relevant Bachelor's programmes.

Types of programmes and institutions

The programmes are of a higher-education level and are organised by the centres for adult education and university colleges, with the exception of the course 'nursing' (previously 4th stage BSO), which may only be organised by institutions offering full-time secondary education.

The course 'nursing' shall retain its 6-semester course duration and will continue to be organised in modular form up to and including school year 2011-2012 (cf. 5.11.4.). Educational institutions may work with other bodies to organise the course 'nursing' (the relevant prevailing provisions can be found under 5.20.2.).

The [hoger beroepsonderwijs](#) programmes offered through [volwassenenonderwijs](#) (specified by the Decree of 15 June 2007) and the higher vocational-education programmes, with which they have been harmonized, are offered by the centres for adult education (cf. 7.10.1.3.).

The Flemish Government will compile a register of all higher-vocational education programmes.

New HBO5 programmes will first have to pass a **macro-effectiveness test** (from the Vocational-Education Quality-Assurance Commission) and a **new HBO5 programme test** (from the accreditation body) before they will be approved.

The **evaluation framework** comprises the following criteria:

- the educational contents, which shall at the least comprise the programme's qualification level, the competences that are acquired through the programme (which shall at the least include all the competences of the educational qualification the programme leads to), proper coherence in the training programme, the study load of the programme and its components, expressed in credits, a clear relationship between the objectives and the contents of the training programme and a relevant component on-the-job learning;
- the educational process, which shall in any case comprise:
 - the recommended pathways to facilitate entry into the programme,
 - the possible shortened or adjusted pathways in the HBO5 programme,
 - the possible shortened or adjusted pathways in programmes which tie in with higher education,
 - adequate study guidance and a transparent evaluation and testing of the education provided,
 - the flexible organisation of the programme; as a minimum, the contents and the organisation of the programme should properly cater for the target group aimed at;
- the end result of the education provided, this in any case comprises the due social relevance of the qualifications graduates of the programme obtain and the cost-effectiveness of the programme;
- the facilities, the quality of the staff, the organisation and internal quality assurance.

Admission requirements

The course of study 'nursing' and higher vocational education organised by the CVOs is open to anyone (provided they have complied with part-time compulsory education) in possession of a studiegetuigschrift 2e leerjaar van de 3e graad van het SO (certificate of the 2nd grade of the 3rd stage of SO), a diploma SO (diploma of SO), a certificaat (certificate) of a programme organised by secondary adult education comprising no less than 900 teaching periods, a diploma HOSP (diploma of HOSP), a diploma van het hoger beroepsonderwijs (diploma of higher vocational education), a diploma van hoger onderwijs van het korte type met volledig leerplan (diploma of short-type higher education with full curriculum), a diploma van bachelor of master (degree of Bachelor or Master), or on the basis of an admission test, organised by the centre.

Registration fees and study allowances

These depend on the level of the organising institutions (secondary, adult education, higher education, cf. 5.8., 5.9., 6.7., 6.8., 7.8.1., 7.9.1.). There are no age restrictions for course participants following the course 'nursing'.

Quality assurance

Just like in higher education, quality insurance consists of internal and external quality control; external quality control involves an external review and accreditation.

Institutions offering higher-vocational education programmes must also implement a system of **internal quality assurance** for the programmes they offer.

External reviews are conducted by an external assessment panel, composed by the Flemish Council of University Colleges, VLHORA, (in the future by the Flemish Council of Universities and University Colleges, VLUHR) and the steering group [volwassenenonderwijs](#) (cf. 9.3.3.2.) and take place at least once every 8 years. The external reviews are conducted per higher-vocational education programme or per cluster of programmes throughout all the institutions organising the programme or cluster of programmes in question. VLHORA and the steering group adult education decide how programmes are clustered, in consultation with the inspectorate. Courses within one and the same studiegebied (area of study) are clustered automatically. External reviews result in a public external-review report. The external reviews themselves are coordinated by VLHORA and the steering group adult education. They are conducted on the basis of a quality-assurance protocol, which is drawn up and published by the inspectorate, VLHORA, the steering group and the accreditation body, in line with the criteria of the evaluation framework for higher-vocational education programmes the Flemish Government has defined.

On the basis of the external-review report, **accreditation** may be granted by the **Dutch-Flemish Accreditation Organisation** NVAO.

Collaborations

Collaboration arrangements are of crucial importance. In terms of the organisation of higher-vocational education programmes, schools offering full-time secondary education, the centres for adult education or university colleges are free to collaborate with:

- one or more educational institutions;
- one or more public vocational-training providers for adults;
- one or more sectors of the vocation at which the programmes are aimed;
- companies or organisations.

Within the context of this collaboration, one educational institution shall always act as the coordinating institution. Solely the coordinating institution will be competent and responsible for the setting of programmes, assessments, certification and quality assurance. Educational institutions or public vocational-training providers for adults within one of these collaborations will only be allowed to organise parts of a higher-vocational education programme outside of the coordinating institution.

The centres for adult education act as the coordinating institutions for the programmes of [hoger beroepsonderwijs](#) within [volwassenenonderwijs](#) (cf. 7.10.1.3.).

The HBO5 course 'nursing' is coordinated by an institution offering full-time secondary education.

The Vocational-Education Quality-Assurance Commission

This commission issues advice on proposals regarding **educational qualifications** within the qualification structure (cf. 2.3.5.) and more specifically on the following aspects:

- the desirability, the frequency and the regional spread of an offer of new higher-vocational education programmes which lead to a specific educational qualification;
- the study load of the higher-vocational education programmes leading to a particular educational qualification, expressed in credits;
- the translation of credits into teaching periods for the HBO5 programmes 'nursing' or the HBO5 programmes offered by the centres for adult education;
- the names of the higher-vocational education programmes and the area of study under which they are classified.

The commission also advises on the **macro effectiveness** of a new programme and rules in favour or against the composition of the **external assessment panels**.

The commission seats experts on:

- vocationally-oriented training in secondary education,
- higher vocational education within [volwassenenonderwijs](#),
- professional Bachelor's programmes,
- the training programmes offered by the public vocational-training providers for adults,
- labour-market direction.

The commission also seats a number of alternate members who represent the vocational sector or sectors these higher vocational-education programmes lead to.

Evaluation of the education system

The evaluation of higher vocational education is due to commence in 2013 at the latest.

5.21. Statistics

Number of pupils in mainstream secondary education	436,146
Number of pupils in special secondary education	18,548
Management and teaching staff in mainstream secondary education (number of full-time budgetary equivalents)	62,891
Management and teaching staff in special secondary education (number of full-time budgetary equivalents)	6,242
Cost price per mainstream secondary-education pupil	7,383
Cost price per special secondary-education pupil	16,421
Education budget mainstream secondary education (2009)	3,283,365,000
Education budget special secondary education (2009)	304,256,000

Source: Statistical yearbook of Flemish education 2008-2009

5.21.1. Secondary education

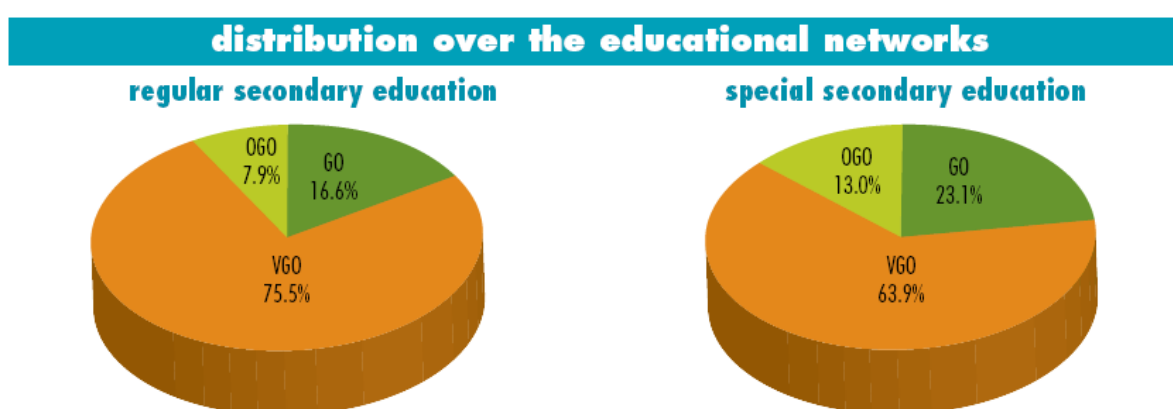
Number of pupils in mainstream secondary education

Secondary education	General	Technical	Artistic	Vocational	Total
4 th stage				331	331
4 th stage, modular educ.				4,693	4,693
2 ^o , 3 rd stage, modular educ.				2,315	2,315

3 rd stage	54,440	48,688	3,231	41,688	148,047
2 nd stage	62,772	44,455	2,960	31,803	141,990
1 st stage	2 nd grade 56,244		Pre-vocational year 12,731		136,931
	1 st grade A 59,015		1 st grade B 8,941		
Reception class for foreign mother tongue newcomers					1,839
Total mainstream secondary education					436,146

Source: Statistical yearbook of Flemish education 2008-2009

The number of students following the course 'nursing' (4th stage BSO) totalled 79 in the linear system and 4,693 in the modular system.



Source: Flemish education in images 2008-2009

Number of secondary-education schools and centres for part-time education

Type of institution	Mainstream education	Special education	Total
Secondary education	953	112	1,065
Schools with type 5	-	4	4
Boys-only schools	3	2	5
Centres for Part-Time Education	48	1	49

Source: Statistical yearbook of Flemish education 2008-2009

Number of CDVs, centres for part-time training: 6 (21 locations)

Number of personal-development pathways

13-hour pathways	15-hour pathways	28-hour pathways	Total number of POTs
282	104	780	1,166

Evolution of the number of pupils in secondary education

Secondary education	Mainstream		Special		Total	
	In comparison to 1995-1996					
School year	Absolute	Percentage	Absolute	Percentage	Absolute	Percentage
1995 - 1996	435,436	100.00	15,357	100.00	450,793	100.00
1996 - 1997	432,227	99.26	15,548	101.24	447,775	99.33
1997 - 1998	426,220	97.88	15,647	101.89	441,867	98.02
1998 - 1999	420,366	96.54	15,659	101.97	436,025	96.72
1999 - 2000	415,253	95.36	15,774	102.72	431,027	95.62
2000 - 2001	413,343	94.93	15,763	102.64	429,106	95.19
2001 - 2002	414,079	95.10	16,084	104.73	430,163	95.42
2002 - 2003	419,379	96.31	16,402	106.80	435,781	96.67
2003 - 2004	427,922	98.27	16,792	109.34	444,714	98.65
2004 - 2005	435,048	99.91	17,393	113.26	452,441	100.37
2005 - 2006	439,550	100.94	17,801	115.91	457,351	101.45
2006 - 2007	439,338	100.90	18,189	118.44	457,527	101.49
2007 - 2008	438,315	100.66	18,263	118.92	456,578	101.28
2008 - 2009	436,146	100.16	18,548	120.78	454,694	100.87

School year	OKAN (*)	1st stage	ASO	TSO	KSO	BSO (**)	Total
1995 - 1996	364	141,347	117,276	91,696	5,239	79,514	435,436
1996 - 1997	414	137,489	117,154	91,833	5,223	80,114	432,227
1997 - 1998	429	133,870	115,593	91,506	5,117	79,705	426,220
1998 - 1999	606	133,332	112,626	90,301	5,093	78,408	420,366
1999 - 2000	947	134,725	109,821	88,826	4,816	76,118	415,253
2000 - 2001	1,597	136,051	108,307	88,131	4,663	74,594	413,343
2001 - 2002	1,810	138,101	107,243	87,890	4,782	74,253	414,079
2002 - 2003	1,897	141,606	107,519	88,343	5,018	74,996	419,379
2003 - 2004	1,879	144,970	109,896	89,127	5,446	76,604	427,922
2004 - 2005	1,695	146,257	112,951	90,452	5,555	78,138	435,048
2005 - 2006	1,684	145,192	116,265	91,554	5,694	79,161	439,550
2006 - 2007	1,535	141,244	118,226	92,885	5,753	79,695	439,338
2007 - 2008	1,673	137,942	118,586	93,941	6,023	80,150	438,315
2008 - 2009	1,839	136,931	117,212	93,143	6,191	80,830	436,146

(*) OKAN Reception class foreign mother tongue newcomers in mainstream education (**) BSO incl. 4th stage and modular education. Source: Statistical yearbook of Flemish education 2008-2009

Number of pupils in **Part-time Vocational Secondary Education**: 6,935

Slow learning/lead in mainstream secondary education per stage and per branch of education

(foreign mother tongue newcomers, modular education, the third grade of the third stage and the fourth stage have not been included in the figures)

Pupils of Belgian nationality							
number of years	lead		at the age of	lag			Total
	>1	1	0	1	2	>2	
1st stage							
1st grade							
1st grade A	17	854	47,710	7,286	694	31	56,592
1st grade B	-	-	3,905	3,734	242	12	7,893
Total 1st grade	17	854	51,615	11,020	936	43	64,485
2nd grade							
2nd grade (A stream)	13	770	45,009	7,127	940	72	53,931
Prevocational year	1	4	5,080	5,298	901	39	11,323
Total 2nd grade	14	774	50,089	12,425	1,841	111	65,254
Total 1st stage	31	1,628	101,704	23,445	2,777	154	129,739
2nd stage							
ASO	7	1,194	53,344	5,534	634	87	60,800
TSO	2	71	28,317	11,647	2,327	415	42,779
KSO	-	14	1,598	908	272	58	2,850
BSO	-	11	11,927	12,494	3,628	680	28,740
Total 2nd stage	9	1,290	95,186	30,583	6,861	1,240	135,169
3rd stage							
ASO	17	958	44,836	6,260	824	126	53,021
TSO	-	85	27,135	13,666	3,723	895	45,504
KSO	-	17	1,600	936	339	104	2,996
BSO	-	17	12,132	12,121	3,507	913	28,690
Total 3rd stage	17	1,077	85,703	32,983	8,393	2,038	130,211
Overall total	57	3,995	282,593	87,011	18,031	3,432	395,119

Source: Statistical yearbook 2008-2009

Pupils of foreign nationality							
number of years	lead		at the age of	lag			Total
	>1	1	0	1	2	>2	
1st stage							
1st grade							
1st grade A	1	26	1,116	913	329	38	2,423
1st grade B	-	1	371	527	124	25	1,048
Total 1st grade	1	27	1,487	1,440	453	63	3,471
2nd grade							
2nd grade (A stream)	2	12	960	887	376	76	2,313
Prevocational year	-	-	335	729	309	35	1,408

Total 2nd grade	2	12	1,295	1,616	685	111	3,721
Total 1st stage	3	39	2,782	3,056	1,138	174	7,192
2nd stage							
ASO	-	23	882	677	322	68	1,972
TSO	-	2	448	623	437	166	1,676
KSO	-	-	25	45	29	11	110
BSO	1	2	522	1,237	883	418	3,063
Total 2nd stage	1	27	1,877	2,582	1,671	663	6,821
3rd stage							
ASO	-	13	556	515	223	65	1,372
TSO	-	4	335	496	362	205	1,402
KSO	-	2	24	42	28	17	113
BSO	2	1	335	831	654	440	2,263
Total 3rd stage	2	20	1,250	1,884	1,267	727	5,150
Overall total	6	86	5,909	7,522	4,076	1,564	19,163

Source: Statistical yearbook 2008-2009

5.21.2. Apprenticeships

Apprenticeships – number of courses, teaching periods and course participants

Course year	Community studies			Professional knowledge		
	Courses	Teaching periods	Course participants	Courses	Teaching periods	Course participants
2004-2005	438	46,103	5,170	1,085	67,202	5,322
2005-2006	404	43,657	5,406	1,308	98,076	5,796
2006-2007	336	37,152	4,799	1,206	96,467	5,142
2007-2008	287	34,232	4,799	1,235	95,311	5,085
2008-2009		45,791	4,262		102,510	4,520

Source: SYNTRA Flanders; Statistical yearbook of Flemish education 2008-2009

Apprenticeship contracts and undertakings

under supervision on 31 December 2004	4,543
under supervision on 31 December 2005	4,296
under supervision on 31 December 2006	4,202
under supervision on 31 December 2007	4,037
under supervision on 31 December 2008	3,640

Source: SYNTRA Flanders; Statistical yearbook of Flemish education 2008-2009

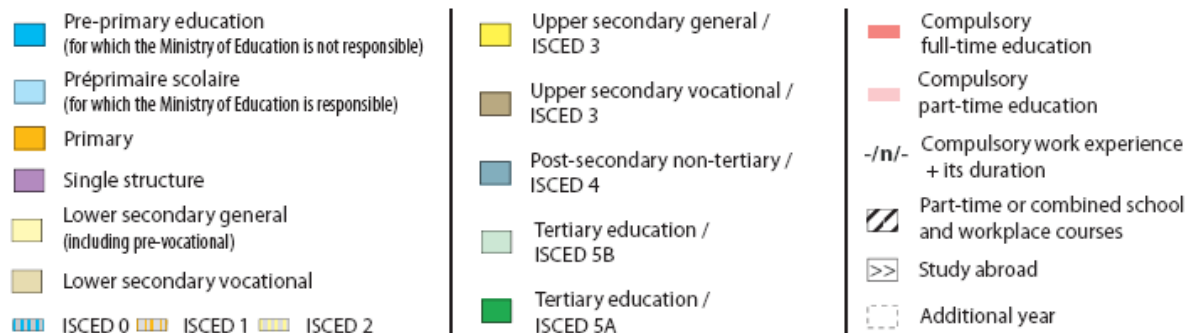
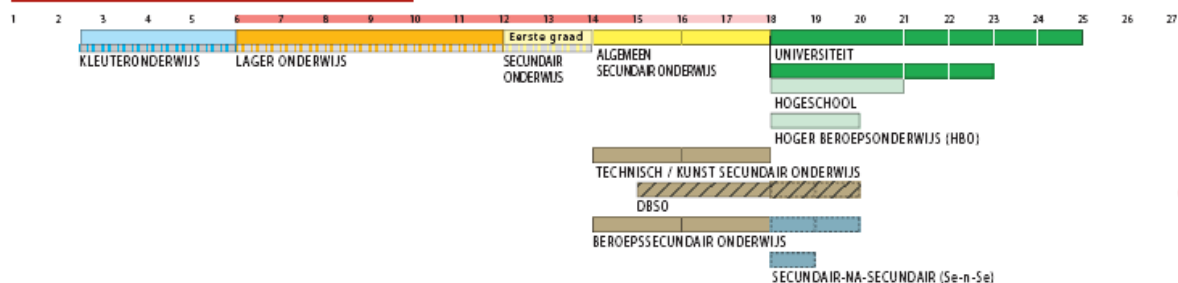
5.21.3. Boarding schools

Boarding schools on 1/2/2009		Community-education boarding schools - homes for pupils from migratory parents
Number of boarding schools	134	4
Number of boarders	11,129	449
- mainstream nursery education	135	41
- special nursery education	17	0
- mainstream primary education	1,211	247
- special primary education	176	23
- mainstream secondary education	9,402	124
- special secondary education	138	8
- part-time secondary education	50	6

Source: Statistical yearbook of Flemish education 2008-2009

6. Tertiary education

Belgium – Flemish Community



Following the historical overview (cf. 6.1.), ongoing debates and future developments (cf. 6.2.) and the specific legislative framework (cf. 6.3.), we shall discuss:

6.4. General objectives

- 6.5. Types of institution
- 6.6. Admission requirements
- 6.7. Registration and/or tuition fees
- 6.8. Financial support for students
- 6.9. Organisation of the academic year
- 6.10. Areas of study
- 6.11. Curriculum
- 6.12. Teaching methods
- 6.13. Student assessment
- 6.14. Progression of students
- 6.15. Proofs of study
- 6.16. Educational/vocational guidance, education/employment links
- 6.17. Private education
- 6.18. Organisational variations and alternative structures
- 6.19. Statistics

Other chapters also contain topics which are relevant to higher education:

- management and administration of the university colleges (cf. 2.6.4.3.), the universities (cf. 2.6.4.4.) and the associations (cf. 2.6.4.5.)
- VLIR, the Flemish Interuniversity Council, VLHORA, the Flemish Council of University Colleges and VLUHR (cf. 2.7.2.2.)
- the financing system (cf. 2.8.6.)
- internal quality control (cf. 9.4.1.2.), external reviews (cf. 9.4.2.3.) and accreditation (cf. 9.4.2.4.)
- renewed teacher training (cf. 8.1.)
- the group of HOBOS [hoger beroepsonderwijs](#) programmes between secondary and higher education (cf. 5.20.3.)
- support for students suffering from functional disabilities (cf. 10.5.).

Higher education comprises:

- programmes which lead to the degree of Bachelor, the degree of Master and the degree of Doctor
- programmes which may be rounded off with a postgraduate certificate
- programmes organised by higher vocational education that lead to a diploma van gegradueerde (degree of graduate)
- integrated and specific teacher-training programmes which lead to the diploma van leraar (diploma of teacher)

In the wake of the Bologna Process, higher education in Flanders has been reformed into an integrated higher-education system with the following key characteristics:

- the "Bachelor-Master-Doctor structure" (regarding objectives, cf. 6.4.)

Types of programmes and organising institutions (*)

Bachelor's programmes

professional programmes	university colleges		
academic programmes		university colleges within an association with a university	universities
advanced Bachelor's programmes	university colleges		

Master's programmes		
Master's programmes	university colleges within an association with a university	universities
advanced Master's programmes	university colleges within an association with a university	universities
promotion to the degree of Doctor		universities
(*) for information on the private institutions whose Bachelor's and Master's programmes have been accredited and registered, please refer to 6.17.;		

- flexibilisation of the learning pathways (cf. 6.14.);
- reinforcement of the quality-control system through **accreditation**, so that both students and employers are guaranteed that graduates have met an internationally-recognised level of competences (cf. 9.4.2.4.);
- cooperation between university colleges and university in the form of an **association** (cf. 2.6.4.5. and 6.5.);
- **Dutch** as the administrative and teaching language, though with the option of offering certain programme components in a different language, especially in the Master's programmes. Post-initial Master's programmes and joint programmes can be taught in a language of choice.

The Flemish quality-assurance system consists of three different stages:

- an internal part, i.e. **self-evaluation**, resulting in a self-evaluation report (cf. 9.4.1.2.);
- an external part, i.e. the **external reviews**, based on the self-evaluation report, conducted by an external-assessment panel, and organised by the umbrella organisations of the universities (VLIR) and the university colleges (VLHORA) (cf. 9.4.2.3.);
- **accreditation**, the final quality approval by the joint Dutch-Flemish Accreditation Organisation (NVAO), based on the external-assessment report and the evaluation of the programme by the external-assessment panel (cf. 9.4.2.4.); <http://nvaio.net> and <http://www.hogeronderwijsregister.be>; English version: www.highereducation.be

6.1. Historical overview

Until 2003, university-college education and university education developed in different fashions.

6.1.1. History of university-college education

University-college education largely originated from higher levels of secondary education, mainly from vocationally-oriented programmes linked to technical schools.

After the 2nd World War, they were upgraded to institutions for higher education at NUHO, i.e. non-university higher-education level. The expansion of higher education due to its democratisation during the '60s led to a thorough reorganisation and upgrade.

The law of 7 July 1970 reformed the NUHO, to 'HOBUE', Non-University Higher Education, consisting of:

- two types of education:

- HOKT, Short-type Higher Education, with a course duration of 2 or 3 years
- HOLT, Long-type Higher Education, with a course duration of 4 or 5 years;
- seven branches of education: technical, economic, agricultural, paramedical, social, artistic, pedagogical and (from 1985) also maritime higher education

The Flemish Decree of 23 October 1991 upgraded HOLT by qualifying it as 'academic-level education' and by subjecting it to the same rules as those governing university-level education. HOLT was also granted a much wider autonomy, given fixed funding and was no longer governed by the Schools Pact Law (cf. 2.1.). At the same time, transition between the various levels of education was made more flexible.

The Flemish Decree of 31 July 1994 integrated all university-college programmes into one system with one institutional framework, HOBV, Non-University Higher Education. University colleges also acquired more autonomy regarding budget allocation within the operational lump-sum payment system. They merged from 164 university colleges originally to the current 22.

Following the signing of the Bologna Declaration in 1999, the university colleges were once again thoroughly restructured and reorganised in **2003**, and associations with universities were set up within an integrated higher-education system (cf. 6.1.3.).

6.1.2. History of university education

Following Belgium's independence in 1830 the Rijksuniversiteit Gent (State University of Ghent) (**1817**) continued to exist and the Katholieke Universiteit Leuven (Catholic University Leuven), which had been founded in 1425, once again reopened its doors (**1834**). The Vrije Universiteit Brussel (Free University of Brussels) was set up in (**1834**) as a free-thinking counterpart. The Belgian Higher-Education Law of 1835 formally recognised two state universities (Rijksuniversiteit Gent and the Université de Liège (University of Liège), (**1817**), one Catholic university (Katholieke Universiteit Leuven) and one liberal university (Vrije Universiteit Brussel). In those days, university education was offered in French only, as it was catering for the then target group, i.e. the upper bourgeoisie and nobility. It was not until 1930 that the Rijksuniversiteit Gent became a unilingual Dutch-speaking university.

Following the democratisation of university education **during the sixties**, Flanders' student population grew dramatically, with the result that new universities were founded in Flanders, a number of university colleges were upgraded to universities, the unitary free universities were split up into autonomous Dutch and French-speaking universities and students also got a say. This became a statutory requirement thanks to the University Decree of 12 June 1991, and the University College Decree of 13 July 1994. Following the 2003 reorganisation of higher education, participation is now regulated by the Decree on participation of 19 March 2004 (cf. 2.7.1.2.).

On 1/1/2008, a new financing system for higher education came into effect (cf. 2.8.6.).

6.1.3. The higher-education system in the wake of the Bologna Declaration

In 1999, the Ministers for Education of 29 European countries signed the Bologna Declaration, the successor to the Sorbonne Declaration (1998) with a view to creating an **EHEA, European Higher Education Area**;

under the terms of this declaration a number of European universities agreed to work more closely together (<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>).

The implementation of the Bologna Declaration in Flanders was shaped by the 'Higher-Education Reform Act' of 4 April 2003, the 'Decree on participation' of 19 March 2004 (cf. 2.7.1.2.), the 'Decree on flexibilisation' of 30 April 2004 (cf. 6.7. and 6.14.) and the new qualification structure (cf. 2.3.5.).

Self-certification within the framework of the Bologna Process was completed on 2 February 2009, with a conclusion from independent international experts who confirmed that the Flanders' higher-education qualification framework is compatible with the overall framework of the European Higher Education Area. This official confirmation has been published on the NVAO website <http://www.nvao.net/nqf-fl> and on the websites of the ENIC and NARIC Networks: <http://www.enic-naric.net/index.aspx?s=n&r=ena&d=qf>.

In 2009, the ministers for education of 46 European countries ratified the **Leuven Declaration** which contains new joint objectives regarding the development of higher education over the next 10 years.

- Each participating country will set measurable targets for widening overall participation and increasing participation of underrepresented groups in higher education, to be reached by the end of the next decade.
- Higher education should equip students with the advanced knowledge, skills and competences they need throughout their professional lives. More work placements embedded in study programmes as well as on-the-job learning.
- Student-centred learning & improved teaching quality of the study programmes at all levels.
- Innovation & International openness
- Increased mobility of students, teachers, researchers & staff. In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad.
- Improved and enhanced data collection will help monitor progress made in the attainment of the objectives set out in the social dimension, employability and mobility agendas,
- Development of transparency mechanisms for providing more detailed information about higher education institutions across the EHEA.

To monitor the progress of these processes and to increase transparency between the education systems, the collection and processing of data will also be improved. The ministers also confirmed that public funding is instrumental in the further development and in terms of guaranteeing equal access.

The Bologna Process 2020 - The European Higher Education Area in the new decade

6.2. Ongoing debates and future developments

In implementation of the latest thorough higher-education reforms, work is continuing on the **rationalisation of the programme offer**, on boosting the research capacity of academic Bachelor's and Master's programmes offered by the university colleges and on the academisation of higher artistic education (see also 6.17.). So far, all existing programmes have been reformed and by the end of academic year 2012-2013, all programmes will have to have been effectively accredited by the NVAO.

The **admission tests for dentistry and medicine** will be evaluated and fine-tuned where necessary.

Pursuant to European Directive 2005/36/EC, consultation has begun with the French-speaking Community on a **six-year course medicine**.

The main debate within higher education centres on **the structural organisation after the academisation process** in 2013. Will the academic programmes currently offered by the university colleges continue to exist or will they move and only be hosted by universities? Will the university colleges offering professional Bachelor's programmes also be integrated into universities? The minister for his part is in favour of a dichotomy where academic university-college programmes will be integrated into the universities once they have been accredited (in and about 2013).

The current decrees on higher education (with the exception of the special decrees and the decrees containing institution-specific regulations) will be coordinated during 2010, whereupon they will be integrated into **a new basic decree on higher education**.

In accordance with the Leuven Declaration (cf. 6.1.3.) the participation of **youngsters from the target groups** in higher education will be boosted. To that end, not only the study-financing system will be expanded but also the social provisions will be modernised and a funding premium for students suffering from functional disabilities will be set.

By the end of the 2015-2016 academic year, 15% of all graduates will need to have gained a minimum of 3 months' **educational experience abroad**. As many of the two-year Master's programme curricula as possible will have to include a study or work-experience period abroad of no less than 3 months.

The new **financing system** for higher education (cf. 2.8.6.) will be evaluated and fine-tuned where necessary.

The procedure regarding the recognition of foreign higher-education diplomas will be revised in line with the principles of the Lisbon Recognition Convention (LRC) of 11 April 1997, so that recognition can only be rightfully withheld if there are substantive differences between diplomas issued in the various Member States, in which case the onus will be on the receiving Member State to point out these differences. Following Belgium's ratification of the LRC, the latter came into effect in Belgium on 1 September 2009. Steps are being taken at this moment in time so that the higher-education degrees obtained in either Belgium or the Netherlands can be automatically recognised in either country. Likewise, the automatic recognition of all diplomas conferred within the Bologna countries is being pursued.

The university colleges, universities and the associations operating within the Flemish Community will set up a non-profit organisation which will be known under the name of **Flemish Council of Universities and University Colleges (VLUHR)**. VLUHR will be in charge of external quality evaluation in the various institutions. To that end, VLUHR will be able to set up an autonomous body.

In 2009, the Flemish qualification structure (cf. 2.3.5.) was laid down in a decree (Decree of 30 April 2009). This in accordance with the EQF, European Qualifications Framework (cf. 7.14.7.).

For information on the developments within HBO5, [hoger beroepsonderwijs](#) (cf. 5.20.3.).

6.3. Specific legislative framework

Core legislation concerning higher education in Flanders

- Decree of 12 June 1991 concerning universities in the Flemish Community.
- Decree of 13 July 1994 concerning university colleges in the Flemish Community.
- Decree of 4 April 2003 laying down the restructuring of higher education in Flanders (Higher-Education Reform Act).
- Decree of 19 March 2004 concerning the legal status of students, participation in higher education, the integration of certain departments of higher education for social advancement into university

colleges and the support for the restructuring of higher education in Flanders (Decree on participation).

- Special Decree of 19 March 2004 concerning participation in higher education, the integration of certain departments of higher education for social advancement into university colleges, the coordination of the higher-education regulations and the modernisation of regulations on Flemish autonomous university colleges. This special Decree implements the principles of the Decree on participation in the community institutions for higher education.
- Decree of 30 April 2004 concerning the flexibilisation of higher education and laying down urgent higher-education matters (Decree on flexibilisation), amended by the Decree of 20 May 2005. The Decree on flexibilisation has been applicable to all programmes since academic year 2005-2006. For programmes which are being phased out a deviation is possible.
- Decree of 27 January 2006 to ratify the regulations of the Dutch-Flemish Accreditation Organisation regarding the laying down of management principles applicable to accreditation decisions and the testing of new programmes against higher-education programmes in the Flemish Community.
- Decree of 8 June 2007 concerning study financing in the Flemish Community.
- Decree of 14 March 2008 concerning the financing of the activities of the university colleges and universities in Flanders.

A comprehensive overview can be found on <http://onderwijs.vlaanderen.be/hogeronderwijs/regelgeving/>

De universitaire regelgeving. Coördinatie en annotatie

6.4. General objectives

Professional Bachelor's programmes focus on bringing students to a level of general and specific knowledge and competences required to practise a particular profession or group of professions independently. A professional Bachelor's programme can therefore lead directly to a place on the labour market.

The main objective of the **academic Bachelor's programmes** is that students go on to a Master's programme. Thus, they are geared towards bringing the students to a certain level of knowledge and competences, required for scientific or artistic work in general, and towards a specific field of sciences or arts in particular.

Master's programmes focus on bringing students to an advanced level of scientific or artistic knowledge and competences in general and to a specific domain of sciences and arts in particular, which is required for autonomous scientific or artistic work or to apply this scientific or artistic knowledge independently in one or a group of professions. Master's programmes are academic programmes but (since September 2009) they may also be professionally oriented.

'Advanced' Bachelor's programmes tie in with other (professional) Bachelor's programmes. This follow-up programme is geared towards the broadening of or specialising in competences acquired during the initial Bachelor's programme.

'Advanced' Master's programmes are open to holders of another Master's degree. These follow-up programmes are geared towards perfecting the knowledge and/or competences acquired in a particular area of study.

6.5. Types of institution

In Flanders, the institutions for higher education are made up of officially registered institutions and private registered institutions for higher education.

The **officially registered institutions** are institutions for higher education which were recognised by the authorities prior to 2004 and which can bank on government funding for their education and research. These institutions are listed in the Higher Education Register. <http://www.hogeronderwijsregister.be>

They are:

- institutions for higher education (the university colleges and universities);
- the other officially registered institutions: Vlerick Leuven Gent Management School, the University of Antwerp Management School, the Institute of Tropical Medicine, the Faculty of Protestant Theology Brussels and the Faculty of Evangelical Theology Heverlee.

Quite a remarkable institution is the Transnational University Limburg (tUL). This university was founded under a treaty between the Netherlands and Flanders and is therefore a bi-national institution. In Flanders, it is an officially registered institution which forms part of the group of Flemish universities through the Hasselt University.

The private **registered institutions** for higher education are all the private institutions which have successfully completed a registration process and have been officially registered by the Flemish Government. To that end, the programme(s) offered by these institutions must first pass **the NVAO accreditation process** before the institutions themselves are subjected to an **external review** (cf. 9.4.2.4.). Candidate institutions must also demonstrate that they are **financially solvent** and enter into a **cooperation agreement** with a university college or university, a.o. to guarantee that students can complete their studies at the university college or university in question should this particular institution cease to operate. Following a successful outcome, the accredited Bachelor's and Master's programmes of the registered institutions are included in the Higher Education register.

The officially registered institutions are: the Continental Theological Seminary, the College of Europe Bruges, the Faculty for Comparative Studies of Religion, Flanders Business School and Vesalius College.

An **association** is an official cooperation between one university and one or more university colleges. Affiliated institutions may assign certain powers of decision to the association.

There are 5 associations in Flanders. The Catholic University of Brussels is not affiliated to any association but does however work in close collaboration with the K.U.Leuven Association. The Transnational University Limburg (tUL) is a collaboration between the Maastricht University and the Hasselt University.

Association	Univ.	Number of university colleges	Number of students registered under a degree contract in an initial programme (2008-2009)		
			Professional programmes	Academic programmes	Total
K.U.Leuven Association	KUL	12	39 254	37 197	76 451
Association of University and University Colleges Antwerp	UA	4	13 989	14 231	28 220

Ghent University Association	UG	3	21 797	31 115	52 912
Association University and University Colleges Limburg	UH	2	5 078	2 922	8 000
Brussels University Association	VUB	1	2 858	8 873	11 731
	KUB	0	0	23	23
	tUL(*)	0	0	661	661
Overall total		22	83 180	97 865	181 045

(*) Transnational University Limburg

Source: Statistical Yearbook Education 2008-2009

<http://associatie.kuleuven.be/>

<http://www.augent.be/>

<http://www.associatie-antwerpen.be/>

<http://www.auhl.be/>

<http://www.vub.ac.be/infoover/associatie/index.html>

Commissioners of the Flemish Government, appointed by the Flemish Minister for Education and Training for a term of 5 years, supervise the legality of the associations' decisions and their financial soundness. As they have only limited jurisdiction, the associations' freedom of policy is guaranteed. A commissioner may attend all the board meetings of an association in an advisory capacity (Decision of the Flemish Government of 5 September 2003).

For further information on the administration of university colleges, universities and associations, please refer to 2.6.4.3., 2.6.4.4. and 2.6.4.5..

There are also a number of private institutions which offer higher artistic education (cf. 6.17.).

All these links can be found on <http://onderwijs.vlaanderen.be/hogeronderwijs/nuttigeAdressen/>

6.6. Admission requirements

Bachelor's programmes

The following diplomas give *direct* access to a **Bachelor's programme**:

- The Flemish diploma van secundair onderwijs (diploma of secondary education),
- A foreign diploma which is recognised as being equivalent under a Flemish decree, Belgian law, European directive or an international agreement.

If a student does not hold the required diploma to directly enter into the programme he wants to register for, he may be made to follow a **preparatory programme**.

Flanders does not operate a 'numerus clausus' system though organises **admission tests** which **every** student wishing to register for the programmes Dentistry and Medicine has to pass.

<http://www.ond.vlaanderen.be/toelatingsexamen/>

Students wishing to follow higher artistic education have to pass a **skills test (artistic admission tests)**. This is a prerequisite for anyone registering for the programmes and programme components in the studiegebieden (areas of study) 'Audiovisual and Visual Arts' and 'Music and Performing Arts'.

An examination to assess students' knowledge of the teaching language may also be imposed.

The boards of the institutions may facilitate admission to a Bachelor's programme on the basis of *deviatory* admission requirements (defined in the regulations) which may only make allowances on:

- humanitarian grounds;
- medical, psychological or social grounds;
- the overall level of the candidate, which is assessed as specified by the board of the institution.

The regulations on the deviatory admission requirements may be obtained from the institution and also feature in the education and examination regulations.

Students who have already obtained a Bachelor's degree can enter **another Bachelor's programme** and receive a reduction in course duration or a reduction in the set study load.

Institutions for higher education may only admit people to **advanced Bachelor's programmes** if they already hold a Bachelor's degree. Institutions may restrict *direct access* to these programmes to graduates of Bachelor's programmes with specific programme characteristics, and may impose a **preparatory programme** on graduates of other Bachelor's programmes as a prerequisite for admission. The contents and study load of these preparatory programmes are determined by the institution and may vary according to the degree of content relatedness between the student's previous education and the advanced Bachelor's programme in question.

Master's programmes

A Bachelor's degree, obtained through an academic Bachelor's programme, gives *direct access* to a **Master's programme**. Students who have obtained a professional Bachelor's degree are usually asked to follow a **bridging programme** first. A bridging programme consists of a minimum of 45 and a maximum of 90 credits, which can be brought back to 30 credits based on the results of a skills evaluation. If this skills evaluation also relates to previously acquired qualifications (EVK), the institution may further reduce the bridging programme or even grant a full exemption.

Holders of a Master's degree can enter another Master's programme and receive a reduction in course duration or a reduction in the preset study load provided they follow a minimum of 30 credits' worth of programme components in the other Master's programme.

The institutions for higher education can only offer **advanced Master's programmes** to holders of a Master's degree. Direct access may be restricted to graduates of Master's programmes with specific programme characteristics. Institutions may request holders of other Master's degrees to follow a **preparatory programme** as an admission requirement. The contents and study load of the preparatory programmes are determined by the institution and may vary according to the content relatedness between students' prior education and the advanced Master's programme in question (cf. 6.14.) The brochure 'Bewijs je bekwaamheid (Prove your competence)', which can be consulted electronically on www.ond.vlaanderen.be/hogeronderwijs, explains that diplomas can also be obtained through previous education and EVK + EVC exemptions.

Doctorates

A Master's degree is a *general* admission requirement for all **doctoral programmes**. The university may however request that the applicant sits an additional skills evaluation to assess whether he is a "suitable candidate to carry out scientific research in the field in question and whether he will be able to translate the results of this research into a thesis". However, also students who did not obtain a Master's degree may be admitted to doctoral programmes. In that case, the university may request that the student either sits a skills evaluation to assess whether he would be a suitable candidate for a doctoral thesis or takes an exam on components of academic education, which are determined by the university.

6.7. Registration and/or tuition fees

Students who register for a number of credits enter into a study contract with a certain institution. The Decree on flexibilisation specifies three types of **study contracts** (cf. 6.14.).

Tuition fees are regulated by the Decree of 30 April 2004 concerning the flexibilisation of higher education. This depends on whether

- the student qualifies for an education grant or not,
- the student is an EEA citizen or not,
- the learning pathway,
- the programme (Bachelor's, Master's, bridging programme...),
- the number of credits.

For information, a few figures (non-index-linked): registration fees for programmes of at least 54 and no more than 66 credits: minimum € 445 and maximum € 505, (students who do not qualify for an education grant), registration fees for an exam contract: a fixed amount of € 50 and a variable amount of € 3 per credit.

Detailed information can be found on:

<http://www.ond.vlaanderen.be/hogeronderwijs/werken/studentadmin/mededeling-gegevensbeheer/md20090325studiegeld0910.htm>

Henceforth, students in the last year of secondary education can also register under a credit contract. Under a credit contract of up to 10 credits they pay only half of the tuition fees grant-rate students are charged.

6.8. Financial support for students

Legislation

- Following the Decree of 08 June 2007, study financing for all levels of education, is now regulated in an integrated fashion. Since academic year 2007-2008, it also prevails within higher education.
- Henceforth, the term 'study allowance' is used for higher education.

There are three groups of conditions:

Nationality conditions (with specific conditions for non-nationals)

Pedagogical conditions

- students must be registered at a registered institute for higher education;

- the programme must be accredited, recognised as a new programme or must be temporarily recognised (or must be a programme from the former structure); aside from this also the following programmes qualify:
 - preparatory programmes;
 - bridging programmes;
 - specific teacher-training programmes as a follow-up programme;
- the programme must be followed under a degree contract;
- all students who register can qualify for study-allowance credit, i.e.:
 - two Bachelor's credits;
 - one Master's credit;
 - one wild card;
 - one credit for a preparatory programme;
 - one credit for a bridging programme;
 - one credit for a specific teacher-training programme in the form of a follow-up programme;
- when the amount of the study allowance is calculated, the number of credits the student has registered for is also taken into consideration;
 - students can receive a study allowance for a maximum of 60 credits per academic year and must register for a minimum of 30 credits;
 - the study load for full-time study itineraries (of a programme, expressed in credits) or an academic year (not expressed in credits) has been set at 60 credits;
 - the study load for part-time study itineraries has been fixed at 30 credits;
 - a wild card comprises 60 credits and is valid for the entire duration of the studies;
 - this wild card may be used to follow certain programme components of programmes the student did already follow though for which he failed the exams or, to follow a different programme;
 - it can also be used to follow a refresher's programme if the lifetime of the credits the student did acquire previously has expired;
 - moreover, it can also be used for components of a particular Bachelor's or Master's programme, if it transpires during a certain academic year or semester in which the student would be in a position to obtain a degree, that the relevant credit for the programme in question has been used up;
- in cases where studies were followed in the French or German-speaking Communities or abroad, study financing may be portable subject to certain conditions.

Financial conditions: here the following is taken into consideration:

- The student's 'family unit', where various categories are distinguished:
 - principal place of residence with either or both parents;
 - principal place of residence with another natural person entrusted with the student's care or with a natural person who receives tax credits for the student;
 - married students;
 - independent students;
 - students living by themselves;
- the reference income of the 'family unit' the pupil/student belongs to;
- the rateable value of the 'family unit' the pupil/student belongs to;
- the composition of the 'family unit' (number of dependent persons, number of students, number of disabled persons).

Amounts in € (2009-2010)

Students entitled to study financing for 60 credits	Full study-allowance amount	Singular study-allowance payment	Minimum study allowance (income corresponding to the maximum limit)
Students living in digs	3,496.54	4,707.62	225.94
Students not living in digs	2,098.60	3,045.37	

Students who qualify for study financing for less than 60 credits receive a % of these amounts. In this case, the minimum allowance is also € 225.94.

During the 2008-2009 academic year, 41,561 study allowances were paid out to students in higher education, for an average amount of € 1,569.26 (according to the figures available on 16/10/2009; Statistical Yearbook 2008-2009).

More information

The Department of Education and Training has dedicated a specific website to school and study allowances <http://www.ond.vlaanderen.be/studietoelagen/>

Other provisions

Education grants are also provided by several authorities such as the Provincial Commissions for Foundations of Study Allowances, or within the framework of European exchange programmes and also by various private organisations and foundations. Grants are also available for studies abroad and scientific research, cf.:

http://www.ond.vlaanderen.be/studietoelagen/faq/ander_studiebeurzen_NL.htm

Students who spend time (with a minimum of 3 months and a maximum of one academic year) abroad under the Erasmus Programme may qualify for a **mobility grant** from the Flemish Community.

Students suffering from functional disabilities can avail of financing for special learning tools.

Doctoral students may be funded by the university as university assistants or in the form of doctoral fellowships or by the Fund for Scientific Research and related funds. Doctorate students may also finance their own doctoral studies, however this is rather rare.

Study loans are granted by all kinds of private financial organisations and foundations.

The higher-education institutions also provide numerous **social facilities** (a.o. student restaurants and accommodation). University colleges now receive the same level of subsidies for such services as the universities.

6.9. Organisation of the academic year

The organisation of the academic year – including the holiday arrangements for students – is included in the education regulations, drawn up by the board of the institution.

Legally, an **academic year** is described as a period of one year which commences at the earliest on 1 September and at the latest on 1 October and ends on the day before the start of the next academic year. However, departure from this fixed one-year period may exceptionally be granted if the board of the institution decides to either bring forward or put back the start of the academic year.

Most university colleges and universities operate a **semester system**, i.e. the academic year is divided into two separate teaching periods or semesters. After the 2nd semester there is a summer recess, followed by the second examination session, which consists of several weeks of exams.

6.10. Areas of study

The Higher-Education Reform Act imposes strict conditions on new programmes. The autonomous Accreditation Commission examines for example whether the programme represents added value within the existing education landscape. The Dutch-Flemish Accreditation Organisation (NVAO) checks very carefully whether there are enough reasons to assume that the programme will meet the preset quality standards.

University colleges are chiefly active in higher professional education and may also offer academic programmes within the framework of an association. Universities provide academic education.

Initial programmes include professional Bachelor's programmes (only organised by university colleges), the academic Bachelor's programmes and the Master's programmes. Their study load is expressed in credits, on the basis of the ECTS credit system:

- professional and academic **Bachelor's programmes** comprise a minimum of 180 credits (which more or less corresponds to 3 academic years of 60 credits each);
- **Master's programmes** tie in with academic Bachelor's programmes and comprise at least 60 credits.

Advanced programmes tie into the initial programmes and comprise at least 60 credits:

- an advanced Bachelor's;
- an advanced Master's.

The **teacher-training programmes** (cf. 8.1.) were reformed by the Decree of 15 December 2006, which came into effect in September 2007. Henceforth, aspiring teachers have two options:

- The **integrated teacher-training programmes** for nursery-school, primary and group-1 secondary-school teachers, offered by university colleges and which lead to a degree of Bachelor in education, [kleuteronderwijs](#), [lager onderwijs](#) and secondary education respectively. The university colleges confer the relevant degree to the graduates and present them with the diploma of teacher. These training programmes take 3 years and comprise 180 credits, including 45 credits for teaching practice.
- Students who have already obtained a diploma of higher education or [volwassenenonderwijs](#) or who have relevant professional experience and only need to get additional pedagogical/teaching training can follow a **specific teacher-training programme**. This training programme involves a 60-credit study load of which 30 credits are specifically allocated to teaching practice. These programmes are organised by universities, university colleges and CVOs, Centres for Adult Education (where they now replace the former GPB-opleidingen (proof of pedagogical competence courses) which led to a *getuigschrift van pedagogische bekwaamheid*

(proof of pedagogical competence)).

They may be organised:

- contiguous to a subject-specific programme;
- as a built-in training programme, a specialisation in a subject-specific programme (30 credits within a 120-credit Master's programme);
- as a separate training programme for people who wish to make the move towards a teaching career on the basis of their professional experience.

To boost cooperation between the various institutions organising teacher-training programmes, the government is funding the development of **ENWs, expertise networks** within an association and **regional platforms** which work in a cross-associative fashion. (Cf. 8.1.4.4.).

Universities and university colleges may also organise **short itinerary programmes** with a minimum study load of 20 credits within the framework of further professional training, at the end of which a postgraduate certificate can be obtained.

Doctoral programmes are geared towards the preparation of a thesis.

For information on the programmes offered through [hoger beroepsonderwijs](#): cf. 5.20.3. and 7.10.1.3..

Programmes offered by the university colleges		
Area of study	Professional Bachelor's programmes	Academic Bachelor's and Master's programmes offered within the framework of an association.
Architecture	x	x
Audiovisual and Visual Arts	x	x
Biotechnology	x	x
Health care	x	x
Commercial and Management Sciences	x	x
Industrial Sciences, Technology and Nautical Sciences	x	x
Music and Performing Arts	x	x
Education	x	
Social Work	x	
Product development		x
Applied Linguistics		x

Universities can offer academic programmes (Bachelor's and Master's programmes) in the following areas of study:

Archaeology and Arts	Psychological and Pedagogical Sciences
Biomedical Sciences	Law, Notaryship and Criminology
Veterinary	Social-Health Sciences
Economics and Applied Economic Sciences	Linguistics and Literature
Pharmaceutical Sciences	Dentistry

Medicine	Applied Biological Sciences
History	Applied Sciences
Theology, Religious Studies and Canon Law	Transport Studies
Physical Education, Rehabilitation Sciences and Physiotherapy	Sciences
Political and Social Sciences	Philosophy and Ethics

An integrated overview of all the programmes can now be found on the Higher Education Register (HOR) <http://www.hogeronderwijsregister.be/>, the English version is available on <http://www.highereducation.be>

6.11. Curriculum

University colleges and universities are free to draw up their own curricula. The board of the institution sets out a programme for each learning pathway which consists of a coherent unit of programme components.

When drafting the learning-pathway programmes, the board takes the prevailing national and international admission requirements that were laid down by law (a.o. under European Directives) for certain functions or professions into account.

6.12. Teaching methods

The choice of teaching methods and teaching aids appertains to the freedom of the institutions. As a rule, professional Bachelor programmes usually consist of theory, practical classes and work experience, which does not usually feature in academic programmes where the emphasis is put on the theoretical aspects and research. On the whole, students use syllabuses and text books which they must purchase themselves. The use of electronic learning platforms is becoming more and more widespread.

6.13. Student assessment

Students are normally given one or two weeks to prepare for the **examinations** which take place over two exam sessions, i.e. in June and September. Under the semester system, exams are also organised in January (at the end of the first semester); these are counted as being part of the first exam session. At the end of every Master's programme, students must submit (and sometimes defend) a **dissertation** (a Master's dissertation).

The Decree on participation of 19 March 2004 a.o. regulates students' legal protection in relation to study-progress decisions (such as exam decisions, disciplinary exam-related decisions, the conferring of certificates of competence, the granting of exemptions, decisions compelling students to follow a bridging or preparatory programme and any measures in terms of study-progress monitoring. Under this Decree, a

Council for disputes about decisions on study progress was also set up as an administrative court of law at Flemish level. Any disputes are in first instance dealt with by the internal appeal body of the institution for higher education in question. These internal appeal proceedings must be instituted before the Council for Disputes can get involved. If the institution in question fails to take a decision within 15 calendar days of the internal proceedings, the student can lodge an appeal with the Council without the institution's decision. The Council shall make the final decision forthwith (normally within 15 calendar days) so that the student can find out early if and under which terms and conditions he can continue with his studies. If students are not happy with the outcome, they also have the option of appealing the Council's decision to the Council of State by means of an administrative appeal.

6.14. Progression of students

The **Decree on flexibilisation** of 30 April 2004 allows for **more flexible study itineraries**, with increased opportunities for changing between programmes and institutions, enhanced differentiation a.o. in respect of the types of programmes on offer, and more opportunities for lifelong learning. In this respect it uses the following principles, in which the universities and university colleges can fill in the credit system at their own discretion.

- The year system is replaced by a **credit system**.
- The **programme** is and remains the basic and structural unit but is no longer seen as the sum total of study years but as one ordered unit of programme components.
- A programme is subdivided into **programme components**. A programme component is a well defined unit of teaching, learning and assessment activities aimed at acquiring well-defined (sub)competences regarding knowledge, insight, skills and attitudes. It may be filled in flexibly by the institutions and can as such consist of one subject (in the traditional sense of the word) but can also consist of a cluster of subjects and learning activities.
- The overall study load is expressed in **credits**, in conformity with ECTS, in which one credit represents a study load of 25-30 hours.
- The volume of a programme component is expressed in full credits. **A programme component comprises at least 3 credits**, with a maximum of 12 components per 60 credits.
- Students have completed a programme component when the assessment demonstrates that they have satisfactorily acquired the relevant (sub)competences. Students are usually assessed on a scale from 0 to 20 (whole numbers), with **10 being the lowest pass limit**.
- Students are entitled to **register at least twice** for each programme component, and are entitled to **two chances to pass** per registration.
- Completion of a programme component (i.e. passing the programme component) results in official recognition in the form of a **proof of credit**, which is issued for that particular component, irrespective of how students perform in the other programme components that may feature in their programme.
- There is basically **no expiry date** on acquired proofs of credit; they are valid for a minimum of **5 calendar years** after they have been obtained. However, knowledge evolves rapidly and a quality programme should continuously be updated. Therefore the institutions should be allowed to impose some form of 'refresher's programme' after a period of 5 years, if students wish to continue or complete their studies.
- Institutions may grant students exemptions in **recognition of acquired qualifications (EVK) and/or acquired competences (EVC)**. Further details on this issue can be found in the teaching and examination regulations of each institute for higher education and extensive information on the

general principles and procedures for flexible study itineraries can be found in the brochure 'Prove your competence' which is also available in electronic format on www.ond.vlaanderen.be/hogeronderwijs.

- To **monitor study progress** in an orderly manner and to take peremptory action when things go wrong, the Decree provides for several **measures**. For example, binding conditions may be imposed on students at the time of registration (such as an interim assessment or a minimum of study performance) and at risk students may be refused if they have been given several opportunities already.

ECTS helpline: information on the introduction of the European Credit Transfer System, the diploma supplement and the Bologna Process: <http://webhost.ua.ac.be/ectshelp/nl/index.html>

At the time of registration, the board of the institution will offer students a choice between a credit contract, a degree contract and an exam contract. The institutions may however stipulate in their education regulations that certain programme components cannot be followed under an exam contract, on account of their specificity. In that case, the reasons for this decision must be enunciated.

In other words, students can choose between:

- a **credit contract**: a contract between the board of the institution and students who register with a view to obtaining (a) proof(s) of credit for one or several programme components;
- a **degree contract**: a contract between the board of the institution and students who register with a view to obtaining a degree in or a diploma of a programme or who register for a bridging or preparatory programme;
- an **exam contract**: a contract between the board of the institution and students who register, under certain conditions imposed by the board of the institution, to sit the exams with a view to obtaining:
 - a degree in or a diploma of a programme, or
 - a proof of credit for one or more programme components.

6.15. Proofs of study

The board of the institution confers a **proof of credit** to students who pass a particular programme component.

The board of the institution confers **the degree of Bachelor or Master** to students who successfully completed a Bachelor's programme or Master's programme. **The degree of 'Doctor' or 'Doctor of Philosophy'** is conferred by a university jury once the candidate has successfully defended his doctoral thesis, which shows that new scientific knowledge can be generated on the basis of independent scientific research, in public. Doctoral theses should also pave the way for contributions to scientific publications. Only people who, pursuant to the Flemish Higher-Education Reform Act of 4 April 2003, have been conferred the degree of Bachelor, Master or Doctor, may carry the corresponding title of Bachelor, Master or Doctor, and use the abbreviations protected by law 'Dr' and 'PhD'. Further details are available in the education and examination regulations of each institute for higher education.

People may also obtain the degree of Bachelor and Master if the institution deems, based on their EVC and EVK, that the persons in question have acquired the necessary competences. **'EVC'** stands for recognition of acquired competences, i.e. all the knowledge, insight, skills and attitudes that have been acquired through learning processes which did not lead to an official proof of study (such as non-formal and informal education). **'EVK'** stands for recognition of acquired qualifications, i.e. any Belgian or foreign proof of study

that attests to the fact that its holder has successfully completed a formal learning pathway, be it through formal education or not. Comprehensive information on the general principles and procedures for flexible study progress and EVC and EVK is published in the brochure 'Prove your competence', which can be downloaded from: <http://www.ond.vlaanderen.be/hogeronderwijs>.

NARIC Flanders is Flanders' National Academic (& Professional) Recognition and Information Centre within the framework of the European Commission and is also the European National Information Centre of Flanders within the framework of the Council of Europe and Unesco. It is in charge of the academic **recognition** of foreign higher-education degrees and of the professional recognition of the regulated profession of teacher, on the basis of the applicable European Directive (Directive 2005/36/EC). More information can be found on its website:

<http://www.ond.vlaanderen.be/naric/>

The format of the higher-education diplomas was laid down in the BVR of 11 June 2004 but has been updated on several occasions since then. Flanders was the first in Europe to introduce a statutory **diploma supplement**, initially for universities in 1991 and subsequently also for university colleges in 1994. This diploma supplement contains details on the nature, level, context, content and status of the studies followed and a description of the higher-education system. The current diploma supplements are based on the model developed by the European Commission, the Council of Europe and UNESCO/CEPES who used the Flemish example as a model. This diploma supplement provides independent data with a view to improving international transparency and fair recognition of diplomas for academic and professional purposes. Every student receives this automatically with his diploma as the diploma and the accompanying diploma supplement are intrinsically interlinked as one single whole. Officially registered institutions for higher education will also, on a one-off basis, issue diplomas and diploma supplements in English, free of charge and at students' request.

Diplomas and diploma supplements for programmes taught entirely in another language than Dutch are issued both in the teaching language and in Dutch. (See also Europass 11.6.).

6.16. Educational/vocational guidance, education/employment links

Professional Bachelor's programmes first and foremost focus on practising a profession and are aimed at bringing students to a level of general and specific knowledge and competences required to practise a particular profession or group of professions independently, thereby offering students the opportunity to directly embark on a professional career.

Practical training in real-life working conditions (companies, schools, hospitals...) forms an essential part of each programme.

Guidance to facilitate students' entry into the labour market comes in many forms. The majority of university colleges have placement services, even though their workings tend to vary. There are no official guidelines in this area. Some university colleges merely collect vacancies or compile employment statistics while others keep elaborate employment files on the individual graduates, provide job application training and/or organise preparatory seminars on employment.... Often a successful work-experience placement may lead to employment once the student has graduated. Interaction between the labour market and the education programmes does not always work as optimally as it might, but this depends on the area of study or the programme.

Universities, just like the university colleges, have set up a specific infrastructure for this broader care and guidance within the social sector. This can come in the form of placement services for instance.

Depending on the institution, certain initiatives are taken for graduates and former students such as the setting up of a vacancy database, organising information sessions on employment in various sectors, etc.

6.17. Private education

Only institutions recognised by the Flemish Government may offer Bachelor's and Master's programmes in Flanders. These may be officially registered institutions (such as universities and university colleges) or private registered institutions. These private institutions can also offer recognised higher-education programmes and issue official diplomas if their programmes have been accredited by the accreditation body, the Dutch-Flemish Accreditation Organisation and if they have gone through the registration process successfully (cf. 6.5.).

Institutions which are unregistered institutions for higher education are part of the purely private education sector which is not legally regulated in Flanders on account of the Constitutional freedom of education.

Higher artistic education

Management agreements have been concluded with the Higher Institutes and other Academies for Fine Arts - the Orpheus Institute (Advanced studies & research in music), the Flanders Opera Studio, HISK (Higher Institute for Fine Arts), P.A.R.T.S. (Performing Arts Research and Training Studios, founded in 1995 by Rosas Dance Company and the Belgian National Opera De Munt) and PoPok (Postgraduate School of Performing Arts) for the 2007-2011 period. These management agreements contain a number of specific conditions such as the further integration of the institutes for higher education, the introduction of audits alongside the existing external-review system and a more rational distribution of resources between the institutes.

6.18. Organisational variations and alternative structures

Within the current offer of programmes, a number of variants or alternatives on the regular organisation of higher education may be distinguished.

- Some institutions offer an alternative timetable (**evening classes**) for students who are working already.
- Everyone has the opportunity to simply sit the **exams**, in other words students are **under no obligation to attend lectures**. These exams must be taken in the educational institution which offers the full-time programme (cf. 6.7. Exam contract).
- Many programmes are also offered on a (**part-time basis**) via [volwassenenonderwijs](#). These do not lead to a Bachelor's or Master's degree, but to a diploma of HBO5, [hoger beroepsonderwijs](#) (cf. 5.20.3.).
- The Dutch Open University offers academic **distance learning** in Flanders, supported by the Open Higher Education study centres from the Flemish universities. However, course participants' final diplomas are not automatically recognised as being equivalent to Flemish or even Dutch diplomas. Many Flemish university colleges also have a distance-learning programme offer.
 - <http://www.ou-vlaanderen.be>

- <http://www.ou.nl/>
- In many institutions, e-learning is in full expansion.

6.19. Statistics

Evolution of the number of students in university colleges per type of programme and per sex: academic years 2004-2005 up to and including 2008-2009

BAMA and initial programmes and initial teacher-training programmes					
Academic year	Men		Women		Total Absolute
	Absolute	In terms of percentage	Absolute	In terms of percentage	
2004 - 2005 (1)	46 233	45.69	54 952	54.31	101 185
2005 - 2006 (2)	46 904	45.82	55 463	54.18	102 367
2006 - 2007	46 802	45.67	55 675	54.33	102 477
2007 - 2008	47 768	45.85	56 406	54.15	104 174
2008 - 2009 (3)	49 216	45.85	58 116	54.15	107 332
Advanced Bachelor's programmes					
2004 - 2005	368	34.62	695	65.38	1 063
2005 - 2006	411	29.32	991	70.68	1 402
2006 - 2007	442	20.11	1 756	79.89	2 198
2007 - 2008	469	19.23	1 970	80.77	2 439
2008 - 2009 (3)	486	19.39	2 020	80.61	2 506
Advanced Master's programmes					
2004 - 2005	23	50.00	23	50.00	46
2005 - 2006	65	39.88	98	60.12	163
2006 - 2007	51	45.54	61	54.46	112
2007 - 2008	60	57.14	45	42.86	105
2008 - 2009 (3)	41	68.33	19	31.67	60
Advanced programmes					
2004 - 2005	388	52.15	356	47.85	744
2005 - 2006	161	52.27	147	47.73	308
2006 - 2007	172	52.12	158	47.88	330
2007 - 2008	23	58.97	16	41.03	39
2008 - 2009 (3)	19	76.00	6	24.00	25

(1) From 2004-2005 the professional and academic Bachelor's programmes, the Master's programmes, and the initial programmes being phased out, including HOKT SP, are included in this table.

(2) As of 2005-2006: first registrations of students with a degree contract at an institute for HO in the current academic year. In addition, students can also

register for another programme. These then constitute the 2nd or subsequent registrations. All teaching languages have been included.

(3) As of 2008-2009: the 'first registration' concept has been abandoned. Students may have registered for several programmes. Students who have registered for several programmes under a diploma contract are counted several times.

Academic initial teacher-training programmes					
Academic year	Men		Women		Total Absolute
	Absolute	In terms of percentage	Absolute	In terms of percentage	
1999 - 2000	167	40.83	242	59.17	409
2000 - 2001	145	34.04	281	65.96	426
2001 - 2002	166	36.48	289	63.52	455
2002 - 2003	183	38.36	294	61.64	477
2003 - 2004	244	37.31	410	62.69	654
2004 - 2005	230	36.68	397	63.32	627
2005 - 2006	184	39.48	282	60.52	466
2006 - 2007	167	34.79	313	65.21	480
2007 - 2008	105	36.97	179	63.03	284
2008 – 2009 (3)	69	40.35	102	59.65	171
Post-Master's specific teacher-training programmes					
2007 - 2008	48	49.48	49	50.52	97
2008 – 2009 (3)	107	33.86	209	66.14	316
Advanced teacher-training programmes					
1999 - 2000	146	15.77	780	84.23	926
2000 - 2001	147	14.36	877	85.64	1 024
2001 - 2002	133	13.42	858	86.58	991
2002 - 2003	141	12.75	965	87.25	1 106
2003 - 2004	183	14.41	1 087	85.59	1 270
2004 - 2005	188	14.14	1 142	85.86	1 330
2005 - 2006	124	13.64	785	86.36	909
2006 - 2007	29	12.72	199	87.28	228
2007 - 2008	9	18.37	40	81.63	49
2008 – 2009 (3)	1	16.67	5	83.33	6

Source: Statistical Yearbook of Flemish education 2008-2009

Evolution of the number of students at universities per sex: academic years 1999-2000 up to and including 2008-2009

Academic year	Men		Women		Total	
	Absolute	In terms of percentage	Absolute	In terms of percentage	Absolute	In terms of percentage
1999 - 2000 (1)	29 982	47.23	33 500	52.77	63 482	100
2000 - 2001	29 156	46.22	33 925	53.78	63 081	100
2001 - 2002	29 360	45.67	34 933	54.33	64 293	100
2002 - 2003	29 760	45.33	35 888	54.67	65 648	100
2003 - 2004	29 989	45.17	36 402	54.83	66 391	100
2004 - 2005 (2)	29 877	45.04	36 464	54.96	66 341	100
2005 - 2006 (3)	30 535	44.92	37 436	55.08	67 971	100
2006 - 2007	31 117	44.92	38 151	55.08	69 268	100
2007 - 2008	31 520	44.92	39 225	55.08	70 745	100
2008 - 2009 (4)	34 146	44.48	46 620	55.52	76 766	100

(1) Since the academic year 1999-2000, student data are being compiled by the Flemish Ministry of Education and Training via the Tertiary-Education Database (DTO). To determine the university-student population, DTO has included the main registrations in the following programmes: initial academic programmes, follow-up programmes, specialisation programmes and the academic initial teacher-training programmes.

(2) From 2004-2005, the academic Bachelor's and Advanced Master's programmes are included.

(3) From 2005-2006 it refers to first registrations of students with a degree contract, at an institution for higher education in the current academic year. In addition, students can also register for another programme. These are then the second or subsequent registrations. All teaching languages have been included. Until 2004-2005 it relates to the number of main registrations.

(4) As of 2008-2009: the 'first registration' concept has been abandoned. Students may have registered for several programmes. Students who have registered for several programmes under a diploma contract are counted several times.

Source: Statistical Yearbook of Flemish education 2008-2009

Number of higher-education students registered under a degree contract per professional and academic level

Academic year	Professional Bachelor's and initial programmes	Academic programmes and initial programmes			Total
	University colleges	University colleges	Universities	Total	
2005 - 2006 (1)	78 764	25 816	62 867	88 683	167 447
2006 - 2007	78 526	23 951	60 866	84 817	163 343
2007 - 2008	80 010	24 164	64 372	88 536	168 546
2008 - 2009 (2)	83 025	25 547	71 478	97 025	180 050

(1) First registrations of students with a degree contract, at an institution for higher education in the current academic year. In addition, students can also register for another programme. These then constitute the second or subsequent registrations.

(2) As of 2008-2009 the 'first registration' concept has been abandoned. Students may have registered for several programmes. Students who have registered for several programmes under a diploma contract are counted several times. Source: Statistical Yearbook of Flemish education 2008-2009

7. CONTINUING EDUCATION AND PROGRAMMES FOR YOUNG SCHOOL LEAVERS AND ADULTS

In this chapter we shall discuss several different systems

- 1 [volwassenenonderwijs](#) & [basiseducatie](#)
- 2 Vocational training VDAB ☒
- 3 Entrepreneurial training SYNTRA Flanders
- 4 Training in agriculture
- 5 [DKO](#), Part-time artistic education
- 6 Socio-cultural adult work

Each system is described in the same fashion. The points of particular interest are comparable to those used to describe the various levels of education (chapters 3 to 6 inclusive). These particular points of interest are:

- 1 Historical overview
- 2 Ongoing debates and future developments
- 3 Specific legislative framework
- 4 General objectives
- 5 Types of institutions
- 6 Geographical accessibility
- 7 Admission requirements
- 8 Registration and/or tuition fees
- 9 Financial support for learners
- 10 Main areas of specialisation
- 11 Teaching methods
- 12 Trainers
- 13 Evaluation and progression
- 14 Certification
- 15 Education/employment links
- 16 Private education
- 17 Statistics

Continuing education - adult education

In Flanders, several training programmes come under the common denominator 'continuing education'. These programmes address a wide range of target groups made up of all kinds of ages (in the case of [DKO](#) from the young to the old) and offer courses at very different levels. Continuing education comprises both formal and non-formal education and training and can either be vocationally-oriented or not. It is in any case far broader than [volwassenenonderwijs](#), which caters for adults only. Training for adults, adult education and "lifelong and lifewide learning" are some of the other commonly used terms.

Adult education		Competent minister	Cf.
Adult education (formal) http://www.ond.vlaanderen.be/volwassenenonderwijs/	Adult basic education http://www.basiseducatie.be/	Education	7.*.1
	Secondary adult education	Education	7.*.1
	Higher vocational education within adult education	Education	7.*.2

	Specific teacher-training programmes	Education	8.1.4.2.
Vocational training	Vocational training for job-seekers and employees (VDAB) http://vdab.be/vdab/	Work	7.*.2
	Entrepreneurial training (SYNTRA Flanders) 'Apprenticeships' for youngsters are discussed under the alternance-training system in section 5.20.1.3. http://www.syntravlaanderen.be	Work	7.*.3
	Training in agriculture http://lv.vlaanderen.be	Agriculture	7.*.4
Adults and youngsters formal and non-formal	Part-time artistic education (DKO) http://onderwijs.vlaanderen.be/dko/	Education	7.*.5
Adult work (non-formal)	Socio-cultural adult work http://www.sociaalcultureel.be/	Culture	7.*.6

For information on [hoger beroepsonderwijs](#) (which is broader than higher vocational education within adult education), please refer to 5.20.3..

For information on specific **teacher-training programmes**, please refer to 8.1.4.2.

For information on **pedagogical counselling** within adult education, please refer to 9.3.3.2.

For information on the external **evaluation** of continuing education, please refer to 9.4.2.5.

For information on the **financing** of the various continuing-education systems, please refer to 2.8.5.

7.1. Historical overview

7.1.1. Adult education - historical overview

Adult education has its roots in two types of 19th century institutions: adult schools and industrial schools. The latter were set up in the large cities and offered a technical programme for the 'elite' of the 'working classes'. Classes were taught by primary school teachers on Sundays and weekday evenings. In the beginning, the adult-education initiators offered a whole host of training courses in function of the requests and the level of experience and knowledge of those eager to attend. In **1920**, the then Minister for Justice, Emiel Vandervelde, took the initiative to set up **social schools**, this within the framework of the country's material reconstruction and the recovery of the population's spirit in the aftermath of the 1st World War. In **1933** considerable efforts were made to standardise adult education within the framework of **technical education** and the social schools were classified as part of secondary technical education (though remained by and large under the responsibility of the Ministry of Justice). In **1957** the programmes and qualifications (of NUHO, non-university higher education) were put on a legal par and classified into 4 categories which were reclassified in 1967 into a 2-cycle secondary-education system (lower and higher) and a higher-education system which also consisted of 2 cycles (1st stage and 2nd stage). The Law of 7 July **1970** introduced the term OSP, Social Advancement Education and reorganised higher education (HOBV, Higher Non-

University Education) into 7 categories with short type (1st stage) and long type (2nd stage) programmes. However, social higher education and the paramedical and pedagogical programmes retained their short-type structure. That same law also transferred competence for adult education from the Minister for Justice to the Minister for National Education and in 1979 High Councils for Policy Advice were set up. The Decree of 2 March **1999** gave secondary social-advancement education the same organisational structure as SO and situated it in the 2nd and 3rd stages, and to a certain extent, also in the 4th stage. Language education got its own orientation-stage classification. Tweedekansonderwijs (second-chance education) (secondary-education level diploma itineraries in preparation for ASO, TSO, BSO) were integrated into the course of study 'general education' of secondary social-advancement education. The Decree of 15 June **2007** concerning **adult education** thoroughly reorganised adult education and replaced the term 'social-advancement education' by secondary adult education and [hoger beroepsonderwijs](#) within adult education. With the exception of language courses and the courses 'Dutch-as-second-language', which retain their orientation-stage classification, secondary adult education comprises courses of study, organised at full-time secondary-education level, with the exception of the first stage. However, the division into branches of education and stages is abandoned.

At the start of the eighties, numerous initiatives were set up within the socio-cultural section in Flanders to offer **education to poorly-educated adults**. In 1985, the Flemish Government launched a 3-year '[basiseducatie](#)' **pilot project**. This led to a decree in **1990** and to the establishment of 29 local centres, and one support and coordination centre, i.e. the VOCB, Flemish Adult Basic Education Support Centre. On foot of this decree, competence for adult basic education was also transferred to the Minister for Education. Subsequently, adult basic education became gradually more and more integrated into education: in **1994** as a result of the fine-tuning of course participants' level of education, the financing mechanism and the job descriptions for the staff working at the centres; in **1996** thanks to the accession of adult basic education to the Council for Adult Education within VLOR (Flemish Education Council); in **1999** due to the transfer of administrative control and quality assurance by the VOCB to the Department for Education and Training and by extending the powers of the adult education inspectorate to adult basic education; in **2003** with the introduction of [ontwikkelingsdoelen](#) and a modular structure for the programmes so as to further attune these programmes with adult education; in **2007** with the new decree on adult education, which explicitly defined adult basic education as an educational matter and incorporated it into adult education. The final level of the adult basic education programmes, which have an equivalent in compulsory education, is now comparable to that of [lager onderwijs](#) or the first stage of secondary education. Due to this reform, which did not affect adult basic education until 1 September 2008, the 29 centres for adult basic education had to merge into 13 (one subsidised centre per regional working area).

Correspondence education or 'distance learning' saw the light of day in Belgium in **1959**, was officially recognised in **1965** and was partly incorporated into adult education as self-motivated learning in **1999**. In **2000** it officially became 'Supervised Individual Study'. Following the **2007** reform of adult education, Supervised Individual Study was no longer organised by the Ministry of Education and Training but embedded into the offer of the various adult education and vocational-training providers.

The Decree of **2007** thoroughly reformed adult education by a.o. resolutely going down the modular road, by fully integrating adult basic education into education, by scaling up adult basic education, by providing a new support structure for adult education, with the introduction of [hoger beroepsonderwijs](#) and the establishment of 13 regional consultation platforms or **adult-education consortia**. As of 1 January 2008, the Flemish Adult Basic Education Support Centre (VOCB) has been transformed into the Flemish Support Centre for all of Adult Education (VOCVO) while the pedagogical counselling services were assigned specific tasks (and received additional resources) to provide support to the Centres for Adult Education.

In 2009, a new decree on HBO5, [hoger beroepsonderwijs](#) came into effect (cf. 5.20.3.).

7.1.2. VDAB – historical overview

Post **1945** the government requested that, in light of the development of the social-security system, an extensive network of centres would be set up to provide the unemployed with vocational-education training programmes aimed at the secondary and tertiary sector.

The Law of 14 February **1961** on economic expansion did not merely introduce a new denomination, i.e. the National Employment Service (**RVA**), but above all brought about a change in the objectives, contents and target groups.

Within the framework of communitarisation the VDAB (Flemish Public Employment and Vocational Training Service) was established by decree in 1984. However, its implementation and transfer of responsibilities did not take place until after the 1988 constitutional revision. Monitoring unemployment and unemployment benefits remained federal RVA responsibilities. Since **1989** job-placement services have been transferred to the Regions while vocational training became a matter for the Communities: **VDAB** (Flanders), FOREM (the Walloon Region) and BGDA (Brussels-Capital Region), which was subsequently given the new name of Actiris (www.actiris.be). ADG (Arbeitsamt der Deutschsprachigen Gemeinschaft) operates in and on behalf of the German-speaking Community (www.adg.be). In 1989, on the occasion of the 20th anniversary of the VDAB, a review was published. (See also <http://vdab.be/> > about VDAB > history).

In 2003 all the VDAB vocational-training centres were transformed into competence centres.

In light of the reorganisation of the Flemish Administration, the Decree of 7 May **2004** transformed the VDAB into an external autonomous **agency**, EVA. Its administration is ensured by the representative Flemish employers' and employees' organisations. VDAB comes under the remit of the Flemish minister in charge of employment (cf. 2.6.2.2.).

Since 1 May **2006**, VDAB has been working under a new structure in which all training and competence-development matters were assigned to a new general '**Competence centres**' directorate. The regional workings of the competence centres are translated provincially.

7.1.3. Entrepreneurial training SYNTRA Flanders - Historical overview

The oldest form of extra-curricular vocational training is the system of apprenticeship contracts within the sector of enterprise. As far back as the early Middle Ages cooperative organisations and guilds in cities such as Bruges, Ghent, Brussels and Antwerp developed a system which provided on-the-job-learning with a hierarchy of apprentices, mates and masters in conjunction with a council for crafts or guilds which supervised the admission requirements for a particular vocation. However, it was not until **1906** that a Ministerial Decision officially enacted 'apprenticeship contracts' and paid an allowance to employers who took on young apprentices in their business.

In **1947** an official framework was established for the training and further training of craftsmen and the self-employed. Guidance by pedagogical counsellors was organised in **1959**.

The Royal Decision of 4 October **1976** concerning continuing training for the self-employed created **Institutions of Continuing Training in the Small and Medium Enterprise (SME) Sector (IVVM)**, a National Coordination and Consultation Committee and laid down the training structure.

After the **1980** State reform, SME training was handed over to the Communities and the list of vocations which could qualify for [leertijd](#) and/or entrepreneurial training was approved by the Minister for Education.

In Flanders, responsibility for training was transferred to a Flemish Public Institution (VOI) by the Decree of 23/1/1991, i.e. the **Flemish Institute for Independent Entrepreneurship (VIZO)**. It had three working areas: entrepreneurial advice, training and formation. In **2002** the 16 existing training centres (which numbered 22 teaching places at the time) reorganised themselves into 5 large SYNTRA umbrella organisations.

Within the framework of the reorganisation of the Flemish Administration – which came into effect on 1/1/2006, new agencies were created. Henceforth, training is provided by the **Flemish Agency for Entrepreneurial Training – SYNTRA Flanders**. Since then, SYNTRA Flanders comes under the remit of the Flemish minister in charge of employment (cf. 2.6.2.2.).

7.1.4. Training in agriculture - Historical overview

Vocational training aimed at agriculture used to be the responsibility of the Federal Minister for Agriculture. However, the Special Law of 8 August **1980** transferred it to the Communities.

7.1.5. Part-time artistic education DKO - historical overview

In mainstream full-time education, artistic education is offered at secondary, higher and university level.

In addition there is also part-time artistic education, which stems from the art schools, many of which were founded during the 17th, 18th and 19th centuries. During the '70s of the 20th century increased leisure time, democratisation and social participation contributed to a strong rise in adults attending this form of education. It is a branch of education which traditionally developed as municipal education.

Artistic education for socio-cultural advancement was given a clear **structure** for the very first time under the Royal Decisions of 5 and 12 August **1971**. The first Royal Decision defined its entire structure (in 4 cycles) and its organisation. The second RD reaffirmed this structure but then in a more relaxed teaching-period regimen (the normal system) which is essentially geared towards general artistic personal development. The Decree of 31 July **1990** thoroughly reorganised the structure of **DKO**. For instance, **DKO** received its own structure with stages and optional studierichtingen (courses of study). It was defined as complementary to compulsory education.

In **2001** the attunement of the educational needs of the ever more heterogenous groups of participants was improved in light of lifelong learning by introducing **more flexible learning pathways** and a more varied and up-to-date course offer. At the same time boards, teachers and the organising bodies were granted more autonomy.

Since September 2000 the inspectorate has been applying the new CIPO based **full-inspection instrument**.

7.1.6. Socio-cultural adult work - historical overview

Socio-cultural adult work (formerly: popular education, popular elevation, popular development, training and development work) has its roots in the Age of Enlightenment. The (liberal) Willemsfonds (**1851**) and the (Catholic) Davidsfonds (**1875**) were the first popular-development initiatives, on which other social-emancipation movements also zeroed in. Popular-development work saw a huge (but philosophically and ideologically based) expansion in the second half of the 20th century. For that reason improved funding regulations for national and regional popular-development organisations were put in place in **1967** and, in the period from 1975 to 1985, existing and new types of work were recognised and funded by a whole range of new and separate decrees.

In **1995** this field was fully reorganised by classifying the various types of work into three new decrees, namely for associations, training institutions and services.

At the end of **1999**, the removal of traditional religious and socio-political barriers in this field of action resulted in the decision to axe the subsidies for the umbrella organisations from 1 January 2001. In 2000, the umbrella organisations jointly set up the **FOV**, Federation of Organisations active in Popular (non-formal) Adult Education which has taken over the advocating task of the umbrella organisations. Nearly all recognised organisations are affiliated to this body. The FOV receives subsidies from the Flemish Government based on the number of members affiliated to it. A number of staff members of the umbrella organisations were transferred to the various support centres a.o. to the VCVO which was renamed **SoCiuS** in the spring of **2001**.

- Support Centre SoCiuS: <http://www.socius.be>
- FOV: <http://www.fov.be/>

In **2003** an integrated legislation came into being, i.e. one decree with 3 sections: one for socio-cultural associations, one for movements and one for training institutions (regional folk high schools and national training institutions). This Decree of 4 April 2003 also regulates the recognition and funding of one Support Centre for Socio-Cultural Adult Work (SoCiuS).

Since 1 April **2006** the **Department Culture, Youth, Sport and Media** within the Flemish Ministry for Culture, Youth, Sport and Media is responsible for the preparation, follow-up and evaluation of the policy and the **Agency Socio-Cultural Work for Youth and Adults** is in charge of the implementation of the policy in the area of socio-cultural adult work, youth work, amateur arts and local cultural policy (cf. 2.6.2.4.).

7.2. Ongoing debates and future developments

Here we shall consecutively discuss:

- 7.2.1. Adult education & adult basic education
- 7.2.2. Vocational training VDAB
- 7.2.3. Entrepreneurial training SYNTRA Flanders
- 7.2.4. Training in agriculture
- 7.2.5. DKO, Part-time artistic education
- 7.2.6. Socio-cultural adult work

Thereafter, we shall discuss the important policy developments which transgress the various systems.

- 7.2.7. The development of an integrated education and training policy
- 7.2.8. The Strategic Literacy Plan
- 7.2.9. Strategic Plan 'Assistance and Services for Detainees'

Policy developments in the area of guidance and the link to the labour market are discussed under 7.15..

Here we just want to state that the various financial incentives available to course participants in the different systems (such as the SME portfolio, training vouchers, study financing...) will be streamlined.

7.2.1. Adult education - ongoing debates and future developments

Evaluation

The new Level Decree will be subjected to an interim evaluation in 2009-2010 before being thoroughly evaluated during 2012.

The legal-status arrangement

The Adult Education Decree provides that the legal-status arrangement for the staff of the Centres for Adult Education should be brought more into line with the modular training structure prevailing in adult education. The staff's legal status is currently based on the linear model with a subject structure. The changeover from the subject structure to the modular training system makes for a very complex staff status and has given rise to many an error in staff appointments and payments. To redress this situation, a number of significant amendments to staff regulations are scheduled to be introduced as of 1 September 2010, which a.o. will focus on the new skills-certificate system, on a tailored remuneration arrangement and on the introduction of a number of new offices.

Promoting second-chance education and combined education

Second-chance education will be plugged even further and the expansion of combined education (cf. 7.11.1.) will be facilitated.

Higher vocational education

The development of HBO5 will require intensive cooperation between university colleges and the CVOs and with SYNTRA and VDAB, who should all be given the opportunity to offer and validate HBO5 programme components (cf. 5.20.3.).

Study financing

HBO5 course participants and course participants following general education organised by second-chance education will also be able to avail of study financing.

7.2.2. Vocational training VDAB - ongoing debates and future developments

In response to the recession, various measures were introduced such as giving employees who were made temporarily redundant access to free training programmes (including e-learning courses).

See also the **Employment and Investment Plan** (WIP): which can be downloaded via http://www.serv.be/dispatcher.aspx?page_ID=02-00-00-00-000. The implementation of this WIP is currently being discussed by the Flemish Economic and Social Consultative Committee, VESOC, partners.

During 2010, a new type of **sector covenants** will be negotiated (the 5th generation) (cf. 7.15.7.1.). Talks will also get under way on a **new Management Agreement** between VDAB and the Flemish Government.

7.2.3. Entrepreneurial training SYNTRA Flanders - ongoing debates and future developments

In 2008, VDAB and SYNTRA Flanders concluded a framework agreement on the collective use of their respective buildings and training equipment. Within this framework agreement the VDAB competence centres and the SYNTRA campuses can work out their own cooperation arrangements.

This means in concrete terms that VDAB and SYNTRA can use each other's training workshops or special (technical) equipment facilities, fully-equipped classrooms (chairs, tables, whiteboard, data projector) and PC rooms. VDAB mainly needs its classrooms during the day while SYNTRA training programmes usually take place in the evening.

VDAB and SYNTRA Flanders also cooperate on a structural level in several other fields (guiding job-seekers towards entrepreneurial pathways, e-learning, the recognition of acquired competences (EVC)...).

7.2.4. Training in agriculture - ongoing debates and future developments

There are no new developments to report as regards training in agriculture.

7.2.5. DKO - ongoing debates and future developments

A number of "temporary projects" have been running within [DKO](#).

- The temporary **artistic training** projects, in which elementary schools work together with academies and [BaO](#) teachers learn from their DKO colleagues, have been extended by two school years during 2008. The aim is to develop a structure for this collaboration between DKO and [basisonderwijs](#).
- All the temporary projects on **art initiation for disadvantaged native and non-native youngsters** running from 2005 to 2008 that were favourably assessed by the inspectorate have been extended by two school years (cf. 10.5.3.1.4.).
- A working group was set up in 2009 which had to examine how these two projects could be incorporated into a structural network by 1/5/2010. A second working group will need to inventory the adjustments that will have to be made to the learning environment so that art courses will be able to accommodate pupils with special educational needs.
- As of school year 2007-2008 new temporary projects (of a maximum of 4 school years) will be launched within the following **policy priorities**:
 - enhanced transition of amateur art groups to part-time artistic education and vice versa;
 - placing DKO within the perspective of the "broad school" (cf. 2.2.-2.4.);
 - integration of the course contents of various subjects;
 - developing a vision on the use of ICT within DKO.
- The prerequisites for the temporary projects are:
 - that they either represent **educational innovation** and offer new contents of learning which responds to pupils' needs for a **new programme**
 - or that they are **target-group specific** and allow pupils with special needs to attend DKO education.
- All projects which were positively evaluated were extended by two school years during 2008.
- Temporary projects with a positive track record were added to the DKO course offer in 2009 so that they can now also be organised by other academies.

- In 2009, a new temporary project 'regional cooperation' was launched in Southern Limburg; this project is scheduled to run for 4 school years.
- It is currently being examined how regional collaboration can be embedded in a structural manner. To that effect, the organisers of the intermunicipal cooperation projects will draw up a self-evaluation report by 1/4/2010.
- As a result of the cutbacks no more new temporary projects can be applied for from 2010 onwards.

One other austerity measure the government has taken is to freeze the programming of institutions, studierichtingen (courses of study), stages and branches for school years 2010-2011 and 2011-2012. However, the existing DKO entities can continue to set up new art academies.

A **new DKO Level Decree** has been scheduled to be introduced by 2013. This decree will contain fundamental substantive and organisational reforms which tie in with the report "Verdieping/Verbreiding: perspectieven voor inhoudelijke vernieuwing van het DKO (Deepening/Widening: prospects for a substantive reform of DKO)". The plan is to introduce more differentiated learning pathways tailored to the needs of the various target groups, to abandon the outdated subdivision into 'visual arts', 'music', 'drama' and 'dance', to define **eindtermen** where necessary, to attune labour-market-oriented programmes to the Flemish Qualification Structure and to compel academies to pursue an active equal educational opportunities policy. DKO will also have to get its own place within the 'broad school' network and the academies, together with other organisations operating within the art and cultural sector, will have to support schools in their quest to offer high-quality artistic and cultural education. To achieve these objectives, the school boards will be given greater autonomy via regional collaborations.

7.2.6. Socio-cultural adult work - ongoing debates and future developments

Both internationally and nationally, the EVC (recognition of acquired competences) and **the qualification structure** (cf. 2.3.5.) debate continues to rage.

Qualifications will become the building stones of lifelong-learning careers. Even within the socio-cultural sector, it will become possible to use the FQS to visualise and valorise learning results and experiences, whether they were obtained through voluntary work or through training. During 2010, the socio-cultural sector will begin to develop its own view on the qualification structure and EVC.

In the area of EVC, there have been a number of developments. During 2009, the socio-cultural sector developed a new tool: **Oscar**. Oscar helps participants of socio-cultural youth and adult work gain an overview of the competences they acquire through training or by taking up honorary positions or doing voluntary work. In this way, Oscar supports the recognition and accreditation of acquired competences (**EVC**) within socio-cultural youth and adult work (more information can be found on www.oscaronline.be).

During 2009, a special website was developed at Flemish level aimed at all the organisations who are professionally involved in EVC (www.vlaanderen.be/evc). This website gives further details about policy developments, tools, study days...

Mid-2009, Joke Schauvliege was appointed as the new Minister for Culture. Her **2009-2014 white paper** features the main policy priorities she will focus on. Turning the 7 strategic objectives into reality will no doubt also have an impact on the policy developments within the socio-cultural sector over the next few years. The white paper in question can be found on: <http://www.cjism.vlaanderen.be/cultuurbeleid/kader/documenten/>

7.2.7. The further development of an integrated education and training policy

Within the framework of the Decree on the Flemish qualification structure, (cf. 2.3.5.) recognised qualifications will be recorded in a qualification database which will be freely consultable. In terms of vocational qualifications, it is currently being examined how they could be attuned to COMPETENT, the database of vocational-qualification profiles, which was developed by SERV and VDAB. In conformity with the EQF recommendation, all Flemish qualification certificates and the levels of the Flemish qualification structure will be linked to the various levels of the European Qualifications Framework (EQF). To this end, procedures will be drawn up based on the criteria set by the European Commission. In view of the importance of the Flemish qualification structure, an overall information campaign is being launched which is geared towards all the partners involved in education and training, work, culture, youth and sport.

At that, an integrated framework will be developed for all programmes that lead to recognised vocational qualifications. In this respect, particular attention will be paid to quality control on on-the-job-learning and distance learning. At the same time, it will be examined how the recommendation regarding the European Quality Assurance Reference Framework for vocational education and training (EQAVET) can be translated into the Flemish situation.

7.2.8. Strategic Literacy Plan

At the end of June 2005, the Flemish Government approved a 'Strategic Literacy Plan'. It led to an operational action plan which included quite a number of partners: the training providers (VDAB, SYNTRA, CBEs, Centres for Adult Basic Education and CVOs, Centres for Adult Education and compulsory education), employers and employees as well as welfare organisations. The plan will come to the end of its lifetime in 2011 and will then be evaluated and serve as a basis for a new one. At present, it is being examined how the plan's objectives and actions can best be developed in Brussels.

Budget 2009: 925,283 euro

<http://www.ond.vlaanderen.be/geletterdheid/plan/default.htm>

In 2009, an interim evaluation of the plan was conducted.

2005-2009

- VDAB and the Centres for Adult Basic Education, CBEs developed a quick-scan instrument to **screen literacy problems** in a phased and systematic fashion, while the Higher Institute for Labour Studies, HIVA, conducted a 'Study on the practicability of using a literacy-screening instrument effectively' (http://hiva.kuleuven.be/en/publicaties/publicatie_detail.php?id=3061)
- Several branches of industry introduced **diversity plans and sector covenants** to provide a framework for literacy-enhancing initiatives (for information on covenants, please refer to 7.15.7.1.).
- The brochure '**Geletterdheid op de werkvloer (Literacy on the shop floor)**' for companies and sectoral organisations gives an overview of sound practices and concrete instruments that can be used on the shop floor to improve literacy levels amongst employees.
<http://www.ond.vlaanderen.be/geletterdheid/publicaties/>
- HIVA conducted an OBPWO study on **the barriers that prevent adults from following literacy training**. This particular study coincided with another OBPWO study which hoped to get an insight into the (social) profile and school and professional careers of course participants following second-chance education and the central examination board; it also focused on what motivated course participants to take part in the first place (cf. 9.6.).

- In its report '**De G-factor in bedrijf en organisatie (The L-factor in corporate life)**', the Centre for Language and Education, CTO, (cf. GOK support 10.5.3.1.5.) developed a step-by-step programme which shows businesses and organisations how they can improve literacy levels amongst staff (<http://www.ond.vlaanderen.be/publicaties/eDocs/pdf/294.pdf>).
- Within the **Flemish Administration**, the Career Development Centre organised specific training sessions to better prepare public servants with low levels of literacy for the generic permanent-appointment tests (<http://www2.vlaanderen.be/loopbaanontwikkeling/>).
- SoCiuS & the former VOCB developed a pathway for **structural cooperation between the CBEs and socio-cultural adult work** and the enhanced progression of course participants.
- The report 'Bevordering van **proza- (en multimediale) geletterdheid** binnen het beleidsveld Cultuur – een overzicht (2007) (Boosting prose (and multimedia) literacy within the policy area Culture - an overview (2007)) gave an overview of the various collaborations that were set up within the (socio-)cultural sector aimed at boosting literacy levels.
- In 2009 the VOCB launched an **information literacy** project in Flemish libraries. More specifically, a methodology is being developed to teach people with literacy problems to look for and find information on civic skills.
- In **basiseducatie**, all courses have adopted the modular structure. At the same time, the CBEs were given the status of educational institutions which means that they can confer course participants with official proofs of study while course participants themselves find it easier to progress to follow-up programmes.
- Since September 2007, the VOCB and the Flemish Combat Poverty Network have been running mobilising actions in conjunction with the combat poverty agencies in the hope of reaching more **disadvantaged people with low levels of literacy**.
- The objectives and actions of the "Literacy Plan" were also integrated into the "2005-2009 Flemish Combat Poverty Action Plan". (<http://www.wvc.vlaanderen.be/armoede/vap.htm>).
- The brochure "Iedereen geletterd – lokaal samenwerken voor geletterde mensen (Literacy for all - concerted action at local level to boost literacy levels" describes successful collaborations between municipalities, the Public Centres for Social Welfare (OCMWs), the CBEs and welfare organisations. <http://www.ond.vlaanderen.be/publicaties/eDocs/pdf/286.pdf>
- Since 2006, funding for adult basic education has been systematically increased with the result that, in 2009, adult basic education could bank on 3,292,560 euro. Since then, it has also been able to avail of open-end funding which may be increased, based on the number of teaching periods adult basic education realizes. The CBEs were also allocated extra resources to integrate ICT in the learning processes.

2009-2011 projects

- The new, decretally introduced **qualification structure** (cf. 2.3.5.) is significant in terms of the attunement of programmes, study and vocational choices and career planning.
- A recent study has shown that there are high concentrations of pupils with low levels of literacy in BSO and that their literacy levels do not improve significantly between the 3rd and 6th grades of BSO. To try and redress that situation, coaching pathways will be set up in 10 schools to boost literacy levels within the project 'general subjects and general education' and in vocational training.
- Participation in the PIAAC research programme run by the OECD should generate up-to-date literacy-skills figures (cf. 9.5.3.).
- **The development of a broad screening instrument.** CTO (Leuven) and CITO (Arnhem) are currently developing a more refined screening procedure which involves two steps: an indicator test which will be embedded into the intake procedure and sub-screening on subfields (language, arithmetic, ICT). The indicator test should bring to light who is actually illiterate, who has low levels of literacy (and needs to be sub-screened) and who is perfectly literate.

- The CTO (cf. GOK support 10.5.3.1.5.) and the CBE-Leuven-Hageland have developed **the G coach**, i.e. a model to organise integrated literacy training within vocational training and a methodology (<http://www.ond.vlaanderen.be/geletterdheid/G-coach/>).
- Short-term dual and/or integrated literacy pathways for job-seekers, provided by third parties, are being developed with the support of the ESF.
- VDAB, in collaboration with the CBEs, developed a methodology to provide literacy coaching on the shop floor (with the support from the ESF).
- The Association of Flemish Cities and Municipalities, VVSG, is developing integrated training programmes for staff working in the local administrations.
- The support centre for local cultural policy LOCUS is developing a strategy for information literacy in libraries (searching, finding, processing and applying information). This strategy is being developed in collaboration with BIBNET, the VOCVO and experts in the field of information literacy and people working in the field.

<http://www.ond.vlaanderen.be/geletterdheid/>

See also the brochure 'Strategic Literacy Plan 2005-2011'. (Flemish Government, 2009).

7.2.9. Strategic Plan 'Assistance and Services for Detainees'

On 8/12/2000, the Flemish Government ratified a **strategic plan on assistance and services for detainees** to broaden and improve the assistance and service provision for detainees and give detainees access to proper assistance, non-formal education, vocational training, education, sports and recreational activities. The operational plans cater for instance for individual pathway-to-work guidance.

3 pilot projects were launched during 2002, which were coordinated by the CBEs. These projects were axed in 2007 and were replaced by a new arrangement for all Flemish and Brussels prisons. Henceforth, the education provision for detainees will be coordinated by the **adult-education consortia** (cf. 7.5.1.). To that end, they have used the budget they were allocated to appoint education coordinators. These education coordinators will be supported by the association between the pedagogical counselling services and the VOCVO, Flemish Support Centre for all of Adult Education (cf. 9.3.3.2.). An 'education for detainees steering group' has also been set up.

In spite of the fact that the Ministry of Education and Training no longer organises distance learning, detainees will still be able to avail of **correspondence education** (cf. 7.2.9.).

Notwithstanding the fact that the Department for Education has transferred the organisation of distance learning, detainees will still be able to avail of **distance learning** (cf. 7.11.7.).

De Rode Antraciet (cf. 7.5.6.) is in charge of the cultural, socio-cultural training and sports provision for detainees.

WEVO, the Working Group Education and Training, which seats representatives from the policy cell Society and Criminality, the Support Centre for General Welfare Work, the VOCVO, the Rode Antraciet and VDAB, is in charge of the supra-sectoral training for assistance and service providers involved in the implementation of the strategic plan.

<http://wvg.vlaanderen.be/welzijnjustitie/gedetineerden/stratplan.htm>

<http://www.derodeantraciet.be/>

An overview of the education initiatives for detainees can be found on: <http://www.vocvo.be>

7.3. Specific legislative framework

Here we shall consecutively discuss:

- 7.3.1. Adult education & adult basic education
- 7.3.2. Vocational training VDAB
- 7.3.3. Entrepreneurial training SYNTRA Flanders
- 7.3.4. Training in agriculture
- 7.3.5. [DKO](#), Part-time artistic education
- 7.3.6. Socio-cultural adult work

7.3.1. Adult education - specific legislative framework

- Decree of 15 June 2007 concerning adult education.
- The circular letters concerning the centres for adult basic education (VWO/2007/02 (cbe)), the centres for adult education (VWO/2007/01 (cvo)) and the adult-education consortia (VWO/2009/02) are especially useful.
- In implementation of the 2007 decree, quite a few decisions from the Flemish Government were drawn up and the circular letters were amended accordingly. A comprehensive overview of the adult-education specific legislative framework can be found on: www.ond.vlaanderen.be/edulex/ > rubrieken wetgeving > volwassenenonderwijs; the section 'omzendbrieven' (circular letters) lists all the relevant circular letters.
- In 2008 and 2009, the Flemish Government published a number of Decisions on the modular structure of various studiegebieden (areas of study) offered within secondary adult education.
- The Decision of the Flemish Government of 11 April 2008 relates to the organisation and activities of the adult-education consortia ombudsman.

7.3.2. Vocational training VDAB - specific legislative framework

A management agreement was concluded with VDAB for the period 2005-2009 (extended to 2010).

- Decision of the Flemish Government of 21 December 1988 concerning the organisation of job-placement services and vocational training.
- Decision of the Flemish Government of 18 July 2003 concerning training and guidance vouchers for employees.
- VDAB Decree of 7 May 2004.

7.3.3. Entrepreneurial training SYNTRA Flanders - specific legislative framework

The Flemish Agency for Entrepreneurial training – SYNTRA Flanders (an EVA, external autonomous agency) was set up by the Decree of 7 May 2004, in implementation of the Public Management Framework Decree of

18 July 2003 which was crystallised by the Organisation Decision of 3 June 2005. It was brought under the remit of the Flemish Minister in charge of employment.

At the end of 2007, the Flemish Government ratified the 2008-2010 management agreement with SYNTRA Flanders. This management agreement and a detailed summary of the relevant legislation can be found on the SYNTRA Flanders website.

<http://www.syntravlaanderen.be/Syntravlaanderen/Index.aspx>

The following decisions relate to training:

Entrepreneurial training - basic decision	Decision of the Flemish Government of 23 February 1999
Advanced training - basic decision	Decision of the Flemish Government of 4 April 2003

[Leertijd](#) is discussed under 5.3.).

7.3.4. Training in agriculture - specific legislative framework

- Decree of 3 March 2004 regarding subventions for more sustainable agricultural-production methods and the recognition of centres for more sustainable agriculture.
- Decision of the Flemish Government of 4 June 2004 regarding the allocation of subsidies for post-school training initiatives in the agricultural sector.
- Decision of the Flemish Government of 14 March 2008 amending the Decision of the Flemish Government of 4 June 2004 concerning the allocation of subsidies for post-school training initiatives in the agricultural sector.
- Ministerial Decision of 26 November 2007 concerning the allocation of subsidies for post-school training initiatives in the agricultural sector.

7.3.5. Part-time artistic education DKO – specific legislative framework

- Decree of 31 July 1990 (Education Decree II).
- Decision of the Flemish Government of 31 July 1990 laying down the organisation of part-time artistic education, course of study “Visual Arts”.
- Idem for “Music, Drama and Dance”.
- Decision of the Flemish Government of 21 September 2007 amending the levels of administrative staff within part-time artistic education and amending the Decision of the Flemish Government of 29 April 1992 concerning the distribution of positions, the placing of redundant teachers on a reserve list, reassignments and re-employment and the allocation of redundancy pay or a redundancy allowance.
- Decision of the Flemish Government of 23 March 2007 concerning the organisation of temporary projects within Part-time Artistic Education.
- Decree of 10 July 2007 laying down urgent measures in relation to part-time artistic education.
- Decision of the Flemish Government of 4 December 2009 concerning the establishment and organisation of art academies within part-time artistic education.

7.3.6. Socio-cultural adult work - specific legislative framework

- Decree of 6 July 2001 laying down support for the federation of recognised organisations active in popular (non-formal) adult education (FOV Decree).
- Decree of 4 April 2003 concerning socio-cultural adult work. This decree was fine-tuned following a first evaluation in 2006 and a second evaluation in 2008.
- Decision of the Flemish Government of 13 June 2003 laying down the implementation of the Decree of 4 April 2003 concerning socio-cultural adult work (fine-tuned following a first evaluation in 2006).

The decree is limited to socio-cultural adult work. It lays down the organisation of the sector, which areas of work will be recognised and subsidised and what conditions the sector should meet.

7.4. General objectives

Here we shall consecutively discuss:

- 7.4.1. Adult education & adult basic education
- 7.4.2. Vocational training VDAB
- 7.4.3. Entrepreneurial training SYNTRA Flanders
- 7.4.4. Training in agriculture
- 7.4.5. [DKO](#), Part-time artistic education
- 7.4.6. Socio-cultural adult work

7.4.1. Adult education - general objectives

The objectives of adult education are:

- providing course participants with the necessary knowledge, skills and attitudes for personal development, social integration, participation in further education, practising a profession, proficiency in a language;
- enabling course participants to obtain recognised proofs of study.

Important tasks in this regard are:

- the organisation of learning pathways and pathway-to-work guidance;
- detection of needs in target groups;
- activation and career-choice guidance activities geared towards the continued participation of course participants in the course provision;
- inter-attunement of the course offer;
- cooperation and attunement with the other public adult-education training providers;
- assessment and certification of acquired competences.

The [basiseducatie](#) programmes are aimed at increasing general literacy levels.

Adult-education consortia

The objectives of the adult-education consortia are described under 7.5.1..

The adult-education consortia are also in charge of coordinating the education initiatives for detainees (cf. 7.2.9.).

7.4.2. Vocational training VDAB - general objectives

VDAB provides job-placement services, pathway-to-work guidance, competence development and career guidance.

Three important objectives are central to the development of competences with a view to a sustainable place in the labour market:

- stimulating, organising and promoting the development and recognition of competences in job-seekers, in particular through the establishment of competence centres, the recognition of acquired competences and the organisation of training programmes aimed at giving people the necessary competences so that they can find their own place on the labour market;
- providing, organising and promoting vocational training and the accompanying guidance for job-seekers and employees by, a.o., providing job-application training, vocation-specific training, personal-development training either in training centres and/or on the shop floor;
- granting training allowances to incentivise people to find a place on the labour market, more particularly by giving them training vouchers.

The VDAB management agreement and the long-term business plan for the period 2005-2009/2010 includes a.o. the following developments in respect of vocational education.

After an experimental start in 2002 and the transformation of the VDAB-centres for vocational training into **competence centres** during 2003, these centres were consolidated as prominent cornerstones of the VDAB service provision. The development of the competence centres dovetailed with the Flemish and European objectives of Lifelong Learning to guide all those active on the labour market and to provide them with opportunities to acquire competences. As such, the familiar vocational-specific training programme (competence development) provided by these competence centres has been supplemented by information on the labour market, career guidance, specialised screening and the certification of competences. Via its competence policy, VDAB wants to update the competences of job-seekers and the employed alike; it does this first of all by recognising the competences people already have, by offering them training and guidance which guarantees them a job via the shortest possible route and by simultaneously offering them a perspective on how to stay in control of their career and obtain further qualifications so that, after a while, they are in a position to measure their own competences against those employers deem to be a prerequisite for a particular job. The sectoral embedding of these centres must guarantee a closer link between the competence and training policy in the sectoral developments.

Further development of the VDAB competence centres will take place along the following lines of force:

- a closer and structured cooperation with the sectors and a coordinated implementation of the arrangements ensuing from the sector covenants (cf. 7.15.7.1.);
- involvement in the implementation of the 'certificates of vocational competence' (proofs of experience) decree and in the broader EVC procedures (cf. 7.14.7.);
- integration of the ICT basic-skills programme; basic command of Dutch, key skills and self-direction skills;
- attunement with the other public training actors and educational institutions;
- development of virtual services through e-learning and blended learning and teaching methods to render the learning pathways (which experienced a genuine boom during 2009) more flexible.
- work-experience placements and on-the-job learning will play a significant role here.

As a result of the existing management agreement, VDAB must, through its offer, reach an over-representation of the following **target groups**: ethnic minorities, employment-impaired persons, older citizens, and the poorly-educated. This implies that the competence centres will adapt their methodological processes to these new clients and will focus on a suitable channel mix. Some of the innovations aimed at include staff team work, remedial programmes for adults with learning difficulties, expertise building regarding culturally-neutral testing and teaching materials.

The general objectives, curricula and methods are closely interlinked and depend on the specific objective of a certain training programme or initiative. The training offer comprises:

- training programmes for industrial and technical vocations;
- training programmes aimed at the service sector, commerce and sales (HAVO);
- social-profit training programmes.

Since 1988, VDAB has, aside from providing training for individual employees, also been training employees at their employer's request; since 2002, these training programmes are no longer free of charge.

7.4.3. Entrepreneurial training SYNTRA Flanders - general objectives

The "Flemish Agency for Entrepreneurial training – SYNTRA Flanders" has the mission to be the hub for an integrated policy on "Entrepreneurial training", in order to contribute to increased and enhanced entrepreneurship as an essential factor in the socio-economic development of Flanders. From a strategic point of view "Entrepreneurial training" should achieve three objectives: the organisation of a hub, increased entrepreneurship and enhanced entrepreneurship.

In its capacity of **hub** SYNTRA Flanders is responsible for a wide knowledge compilation on entrepreneurial education and training. A structured overview of information should lead to quality enhancement and should facilitate the detection and tackling of voids, both in respect of policy and the relevant field players." ("Samen voor meer banen": Een Vlaams Meerbanenplan, (Working together for more Jobs: a Flemish More-Jobs Policy, January 2006, p 14). The rather important virtual **knowledge centre for entrepreneurial competences 'Competento'** (<http://www.competento.be>) sees to the quality of the knowledge of all intrinsic activities regarding "Entrepreneurial training" in Flanders. It provides information on:

- Policy documents and Research reports
- Contacts and exchanges between education and the world of business
- Models, methodologies and teaching tools
- Networking on Learning Entrepreneurship
- Entrepreneurial-competence screening instruments
Training for trainers and teachers
- Training pathways

To detect and attract certain (potential) market segments, shortage occupations or specific target groups, joint ventures and partnerships will be set up between institutions and organisations which are well acquainted with the specificity of this market or which have experience in dealing with specific target groups.

To boost **entrepreneurship**, the Flemish Agency for Entrepreneurial training – SYNTRA Flanders will be the hub for various initiatives regarding general promotion and awareness of "Entrepreneurial training" and the stimulation of entrepreneurial sense, entrepreneurial competences and attitudes, and this in consideration of target groups who in the past participated less in available training programmes and entrepreneurship in

Flanders. The keynote, with a clear strategy, is education. Nowadays numerous initiatives are taken within education to enhance entrepreneurial competences in youngsters. Therefore, SYNTRA Flanders acts as a support base – both on a policy and operational level – within the *Entrepreneurial Education Action Plan*.

Aside from that, it will be equally important that the agency sees to the formulation, implementation and coordination, of a **target group policy** on entrepreneurial training. This policy will focus both on more and on better entrepreneurship. Both these elements are in fact intrinsically linked.

This specific focus on target groups is underpinned by the fact that certain target groups do not sufficiently progress to entrepreneurship and/or do not sufficiently avail of training and non-formal training and by the fact that, if they partake, they seem to be less likely to complete a training pathway successfully.

Practice has shown that too few people from specific groups, and definitely from the target groups, end up as entrepreneurs. Specially adapted pathways-to-work in function of previous education and acquired competences often form the very bridge between the desire to become an entrepreneur and effectively starting one's own business. Special attention is paid to the poorly-educated, people from ethnic minorities, people over the age of 50 and employment-impaired persons.

The target group policy, which SYNTRA Flanders put into operation in the autumn of 2006, ties in perfectly with the Flemish Government's Competence Agenda and its desire to give all citizens an opportunity to develop their own talents. (For an overview of the results of the first 2 years of the target group policy, please refer to Cahier (Exercise Book) '6 'Ondernemersvorming heeft oog voor elk talent', 2009 (Entrepreneurial training has an eye for talent 2009)

With a view to **enhanced entrepreneurship** the first action scheduled is **the attunement and reform of business administration itineraries**. The agency plays a supporting role based on the expertise it has acquired. To achieve a culture of entrepreneurship and innovation in employers and employees alike, the corporate needs for knowledge must be filled in at all stages of corporate growth. These business reinforcement actions are mainly **demand-oriented**.

The SYNTRA network course offer is based on three fundamental principles:

- offering continuing education with successive levels and opportunities;
- the system of alternating learning, in which study is alternated with work;
- the modular organisation of the course offer, in which one can compose one's own programme according to one's personal level and training needs.

7.4.4. Training in agriculture - general objectives

The training activities are geared towards various target groups.

All training programmes (except specialisation training):

- self-employed business managers (full-time or part-time) of agricultural and horticultural enterprises, their collaborating family members, free-lance assistants and agricultural employees;
- employees of agricultural and horticultural business-management organisations;
- agricultural contractors, florists, garden contractors and their collaborating family members and employees;
- employees of public-park departments;
- recognised sellers and users of phytocides and recognised users of biocides for agricultural use;
- beekeepers.

Training for beginners:

- all the aforementioned participants;

- people preparing for a full-time or part-time career in the agricultural sector, or who are preparing for business re-engineering, a change or diversification within agriculture;
- people who are deemed to be suitable candidates to become sellers and users of phytocides and recognised users of biocides for agricultural purposes.

Short-term training activities for hobby farmers:

- people who exercise agricultural activities as a hobby

Completion days:

- Trainers involved in post-school agricultural training.

7.4.5. Part-time artistic education – general objectives

Part-time artistic education meets pupils' general artistic interests, enables them to feed their artistic ambitions or can provide vocational training, with opportunities for a professional career. Its objectives are three-fold: learning how to practise art independently, learning to discover and understand art and preparing youngsters for higher artistic education.

Part-time artistic education of the future (according to the keynotes in the report Deepening/Widening) will have a dual social function: on the one hand, organising artistic training programmes aimed at amateurs but also to prepare pupils for higher (artistic) education and, on the other hand, to further artistic and cultural education in nursery schools and within compulsory education.

7.4.6. Socio-cultural adult work- general objectives

Socio-cultural adult work has three common general objectives:

- contributing to the balanced development of each individual as an active participant in society;
- stimulating people to develop their competences through non-formal education (e.g. in the areas of social integration, active citizenship...);
- working on giving people meaning and encouraging their emancipation and thus contributing to cultural development, social integration and to the attainment and reinforcement of a democratic society.

7.5. Types of institutions

Here we shall consecutively discuss:

- 7.5.1. Adult education & adult basic education
- 7.5.2. Vocational training VDAB
- 7.5.3. Entrepreneurial training SYNTRA Flanders
- 7.5.4. Training in agriculture
- 7.5.5. DKO, Part-time artistic education
- 7.5.6. Socio-cultural adult work

Types and number of institutions

CVOs, Centres for Adult Education	113
CBEs, Centres for Adult Basic Education	13
SYNTRA Flanders campuses (5 regional umbrella organisations)	24
VDAB training centres	68
Academies for part-time artistic education, of which:	167
- visual arts	66
- music, drama and dance	101
Centres for training in agriculture	42
Socio-cultural associations	57
Socio-cultural movements	31
Folk high schools	13
Recognised national training institutions	26

7.5.1. Adult education - types of institutions

The educational provision is organised by CBEs, centres for adult basic education and CVOs, centres for adult education, within 13 regional working areas; in each working area a consortium sees to an optimum course offer and the cooperation between the various centres.

CBEs, centres for adult basic education & CVOs, centres for adult education

Basiseducatie is organised by the **CBEs, centres for adult basic education**.

- These centres must be pluralistic in nature and are set up in the form of non-profit organisations.
- One quarter of their general assembly must be made up of representatives from municipalities, provinces, intermunicipal cooperations, Public Centres for Social Welfare (OCMWs) or districts (the Brussels-Capital CBE shall also seat at least one representative from the Flemish Community Commission).
- As of 1 September 2008, only one centre for adult basic education is subsidised per working area. However, these individual centres all have their own director and the power to appoint staff and experience experts on poverty and exclusion.

Secondary adult education, **hoger beroepsonderwijs** and the specific teacher-training programmes are organised by **CVOs, centres for adult education**. These can be set up as private or as official centres.

Both CBEs and CVOs can organise programmes which come within their area of study/learning. They can also organise individual pathway-to-work guidance for course participants, activation and career-choice guidance activities and open-learning centres and can confer official proofs of study.

Moreover, the CVOs are also authorized to assess the competences, acquired through formal and non-formal learning, of people who wish to practise a particular profession and would like to obtain the relevant proof of experience. However, in this area specific accreditation is required.

Some centres organise **Open-learning Centres**. These are fully-equipped classrooms where course participants can go to study independently, either or not under supervision, and where they have access to teaching aids and an ICT infrastructure. These open-learning centres have a.o. been set up to lower the threshold for course participants by providing a limited course offer and by giving course participants an

opportunity to study independently, with guidance and support where required, or to help them find a suitable training programme. These are also a perfect method to organise education for detainees.

The CBEs and CVOs are supported by the **VOCVO, Flemish Support Centre for all of Adult Education** or the **PBDs, pedagogical counselling services** (cf. 9.3.3.2.). To that end, cooperation agreements were concluded between the Flemish Government, the PBDs and VOCVO on 23/5/2008. (<http://www.vocvo.be> & <http://www.ond.vlaanderen.be/sites/pbd.htm>)

The CBE interests are promoted by their umbrella organisation, the **Federation of Centres for Adult Basic Education**, while the interests of the CVOs operating within Flemish-Community Education are promoted by the GO! Board; the interests of the CVOs operating within the other networks, on the other hand, are defended by the representative associations of the organising bodies. A number of centres are not affiliated to a representative association of organising bodies. (<http://www.basiseducatie.be/federatie-centra-voor-basiseducatie-vzw>)

Adult-education consortia

In 2008, also 13 **adult-education consortia** were established. The government concluded a **cooperation agreement** with each one of these consortia individually to crystallize the provisions of the decree.

- The adult-education consortia are obliged to translate their cooperation agreements locally into a five-year **training programme**; a.o. by conducting an analysis of their working environment so as to improve the service provision for course participants, by ensuring that the CBE - CVO offer is inter-attuned, that there are sufficient 'NT2' (Dutch-as-a-second-language) and 'general education' courses and that an adequate education provision for detainees is in place and by drawing up an arrangement framework with other public providers.
- The adult-education consortia also advise on applications for new programmes or additional CVO locations.
- As of 1 September 2008, they are obliged to set up a regional **ombudsman** for (candidate) course participants which deals with complaints and mediates when conflicts arise between the board of the centres and course participants within their working area (Decision of the Flemish Government of 11 April 2008 concerning the organisation and activities of the adult-education consortia ombudsman).
- Within 6 months of the cooperation agreement having been signed, they must enter into a cooperation protocol with the **Dutch Language Houses** (cf. 7.15.8.).
- They also coordinate and support the so-called "**dual pathways**" (e.g. a non-Dutch-speaking person who wishes to combine vocational training with a Dutch-language course).
- They coordinate and support the CBEs and CVOs with their development of an education and training policy for **detainees**, the organisation and pin-pointing of detainees' educational and training needs and their learning-pathway guidance.
- They must optimize and attune the **course provision** of the centres and promote mutual cooperation.
- They also work with other public adult-education providers (such as VDAB and SYNTRA) and act as a **go-between**, even with the socio-cultural and socio-economic actors.
- Moreover, they support centres with their efforts to introduce high-quality **distance learning** (cf. 7.11.7.).

7.5.2. Vocational training VDAB - types of institutions

Most VDAB courses are taught at the VDAB centres. VDAB has 68 **competence centres**, spread across Flanders, employs some 700 trainers, has its own Dutch-as-a-second-language (NT2) trainers, job-interview coaches and client consultants. Across the entire country there are some 400 departments which cover a whole host of vocations in the construction industry, metal industry, transport industry, graphic industry, timber industry, textile industry...

Furthermore, VDAB also provides in-company training at the request of companies.

Course participants, who sign up for **e-learning**, study at home or in the work place and have 24-hour online access to their course material. An **online coach** gives feedback, Monday to Friday, from 4 p.m. to 10 p.m. E-learning experienced a tremendous boom in 2009.

In 2008, VDAB and SYNTRA Flanders concluded a framework agreement on the collective use of their respective buildings and training equipment. Within this framework agreement the VDAB competence centres and the SYNTRA campuses can work out their own concrete cooperation arrangements. This means in actual fact that VDAB and SYNTRA can use each other's training workshops or special (technical) equipment, fully-equipped classrooms (chairs, tables, whiteboard, data projector) and PC rooms. VDAB mainly needs its classrooms during the day while SYNTRA training programmes usually take place in the evening. (<http://vdab.be/>)

7.5.3. Entrepreneurial training SYNTRA Flanders - types of institutions

The SYNTRA network consists of 5 recognised **training centres for the self-employed and SMEs** and boasts 24 campuses across Flanders and Brussels. It is subsidised by SYNTRA Flanders. However, as the SYNTRA activities are not fully subsidised, they must supplement their operational resources by means of registration fees. (<http://www.syntravlaanderen.be/>)

7.5.4. Training in agriculture - types of institutions

The training programmes offered are organised by recognized **centres** which are subsidised by the Flemish Region (cf. 2.6.2.3.). The subsidy is partially covered by the European Union within the framework of the Flemish Programme for Rural Development.

The Flemish authorities (Department for Agriculture and Fisheries, Division Sustainable Agricultural Development) are responsible for the recognition of the organisers (the recognised centres), the registration of trainers, the funding of training activities, the on-site inspections, the signing of certificates and the payment of the participants' social-advancement allowances.

Flanders counts 48 recognised training centres:

- 4 general training centres for agriculture,
- 33 regional centres,
- 11 training centres for hobby agriculture.

In light of the new regulations on training in agriculture, the Division Sustainable Agricultural Development can, each year, ask the recognised training centres to submit innovative agricultural-training projects. So far, new teaching methods which make use of the Internet (e-learning) or pilot projects such as godparenthood within agriculture have qualified for subsidies.

<http://lv.vlaanderen.be/nlapps/docs/default.asp?fid=36>

7.5.5. Part-time artistic education – types of institutions

Up and until 1 September 2009, DKO offered 4 studierichtingen (courses of study) in 2 types of schools:

- academies for Visual Arts,
- academies for Music, Drama and Dance.

Since the 1994-1995 school year, the school population in part-time artistic education has risen sharply (cf. 7.17.5.1.).

As of the 2009-2010 school year, also **art academies** can be established, which may be either new institutions or the result of the merger of existing institutions or the transferring or merger of branches. Art academies are institutions which organise the courses of study 'visual arts' and 'music' and one or several other courses of study.

The associations of principals of part-time artistic education (DKO) VerDi vzw (Association of principals of music, drama and dance academies) and Codibel vzw (Committee of principals of visual arts academies) have developed a website for part-time artistic education which provides a continuously updated overview of all activities: <http://www.deeltijdskunstonderwijs.be>

7.5.6. Socio-cultural adult work - types of institutions

The new Decree socio-cultural adult work (4 April 2003) resulted in a thorough redrafting of the landscape, including socio-cultural associations, folk high schools (or Training-plus centres), national training institutions and movements.

Associations

According to the decree, an association is a network of departments or groups aimed at giving their members and participants a sense of meaning and emancipation, with a view to personal and social development. Associations fill a communal role, a cultural role, an educational role and a social-activation role. An association must number a minimum of 50 active (local) departments or (thematic/supra-local) groups, spread across at least 3 provinces; an association with starting subsidies must count at least 25 departments. Associations for migrants only need to meet the standards of the decree by the end of the current policy term (2010) (i.e. at least 50 departments or groups, spread across 3 provinces) and must from then on work on the basis of a policy plan. The 57 socio-cultural associations total almost 13,000 local departments and have a membership of 2 million people (figures furnished by FOV).

Movements

Movements are organisations with a national character which specialise in a theme or a cluster of closely-related themes. They organise activities in the area of awareness, education and social action with a view to bringing about social change and therefore address a wide audience. Since 1 January 2006, 32 organisations are being subsidised as socio-cultural movements. However, one movement has meanwhile ceased to exist.

Training-plus centres or folk high schools

Since the start of 2004, 13 folk high schools (i.e. Training-plus centres) are operating in as many regions. They must cover the need for non-formal education within their region by organising their own programmes and coordinating the programmes offered by other cultural providers. This range of courses must be wide and open. Open means that the courses are advertised well in advance and that anyone should be entitled to participate. A folk high school may deviate therefrom for educationally-disadvantaged target groups who cannot, or only to a limited extent, avail of an open range within their autonomous environment. Some 30 recognised training organisations and sub-organisations of recognised joint ventures were involved in the setting up of the folk high schools.

National training institutions

These must develop activities in at least 4 provinces or must address people living in a minimum of 4 provinces. There are 3 types of institutions and all in all there are 26 recognised training institutions.

- **Training institutions specialised in a specific theme:** these must develop and organise non-formal educational programmes around a theme or cluster of themes in which they are specialised. In principle, their training provision must also be open. A specialised training institution may exceptionally operate a closed system for senior staff and multipliers from the cultural sector and to a certain extent for educationally-disadvantaged target groups. 19 (theme) specific training institutions have been recognised and will be subsidised until the end of the current policy period (2006-2010).
- **Trade union training institutes:** these gear themselves, within a trade union providing an open course offer, to the working population and the unemployed alike. Since the new decree only 3 (joint ventures of) trade union training institutions are being recognised as only one trade union training institution per recognised trade union is subsidised.
- **Training institutions for people with a disability**
 - Training institutions which focus on people with disabilities have, pursuant to governmental directives, grouped themselves into 3 federations. Through their non-formal educational programmes they must develop socio-cultural activities for people suffering from a disability and for their environment. One quarter of their programmes may be directed at counsellors of their target group from the non-profit sector.
 - On foot of this decree, the government also subsidises one Federation of training services for people with a disability. This federation groups 5 former services for socio-cultural work. Alongside educational programmes, they also provide additional activities in the area of awareness, guidance and social activation.
 - In addition, a number of associations and movements which aim themselves at certain target groups and organise non-formal education or create informal learning contexts for these target groups also receive subsidies.

And on the basis of that same decree, one training institution, which focuses on the target group **detainees**, was also subsidised until the end of 2007: De Rode Antraciet (for information on the Strategic Plan 'Assistance and Services for Detainees', please refer to 7.2.9.). From 2008, this organisation was given its own place in the Participation Decree but it continues to provide training, recreational and sporting activities for detainees. The decree laying down complementary measures to promote participation in culture, youth work and sport of 18 January 2008 is a new instrument, which wants to promote high-quality programmes that are accessible to a maximum number of people, on the one hand, and wishes to encourage people and groups to participate in the shaping of a rich and diverse youth work, sporting and cultural life, on the other hand. This decree also provides for financial support for certain educational initiatives for adults.

By means of a Delphi study, conducted at the behest of the Agency Socio-cultural work for Youth and Adults, **the recent evolutions and characteristics of non-formal education** were charted, with a focus on the educational component of socio-cultural adult work. This particular action study centred on the regional folk high schools and should provide a better insight into their common positioning, inter-attunement and the policy regional folk high schools pursue.

Prior to that, an advisory report which charts the characteristics and position of non-formal education within socio-cultural adult work was published in 2007.

http://www.sociaalcultureel.be/volwassenen/onderzoek_posnietformeduc.aspx

On 20 February 2006, the competent minister published a 'Flemish Action Plan: Interculturaliseren van en voor Cultuur, Jeugdwerk en Sport (Interculturalisation of and for Culture, Youth and Sports)'. This plan outlines a.o. that the boards and staff of the support centre SoCiuS and the folk high schools must be composed in an **ethnically and culturally diverse manner**. The term 'interculturality' is also used as an evaluation criterion in all areas of work. This means in concrete terms that, as of 2008, the organisations must clarify their position on this criterion in their policy and year plans and that the Agency Socio-Cultural Work for Youth and Adults will use this to evaluate the operations of the organisations. The Flemish Action plan has been published on <http://www.interculturaliseren.be/>.

During the past year, the implementation of the Decree on socio-cultural adult work centred on the **external reviews of socio-cultural organisations**. Articles 42 and 43 of the Decree of 4 April 2003 provide that all the subsidised organisations must be evaluated by the authorities at some stage. The amendment to the decree of 14 March 2008 updated this evaluation provision by specifying that every subsidised organisation should be subjected to an on-site inspection (external review) in the course of a policy period. During the period September 2008 up to the end of June 2009, the administration conducted 108 external reviews. In September and October another 7 external reviews were conducted at three trade union training institutions, at the three training institutions for people with a disability and at the Federation of Training Services for People with a Disability (Vijftact).

The updating of the evaluation method and the on-site visits tie in with the **innovative set of policy tools** (policy periods, subvention lump sums, policy planning, intrinsic and quality evaluation, attention for quality assurance...) the legislator has provided.

The organisations in question were notified of the outcome of the evaluations at the end of 2009; this also means that the authorities now have a basis on which to fix the subvention lump sum for every subsidised organisation for the coming policy period 2011-2015 in line with the provisions of the Decree of 4 April 2003.

7.6. Geographical accessibility

Here we shall consecutively discuss:

- 7.6.1. Adult education & adult basic education
- 7.6.2. Vocational training VDAB
- 7.6.3. Entrepreneurial training SYNTRA Flanders
- 7.6.4. Training in agriculture
- 7.6.5. DKO, Part-time artistic education
- 7.6.6. Socio-cultural adult work

7.6.1. Adult education - geographical accessibility

The centres usually have several facilities and training centres and can be found throughout Flanders. However, certain specific training programmes are not available everywhere. It is part of the task of the adult-

education consortia to optimise the course offer in every region, in function of the training needs of course participants and the labour-market needs.

7.6.2. Vocational training VDAB - geographical accessibility

VDAB boasts a ramified local and regional network of competence centres. Moreover, VDAB uses the latest IT applications. E-learning has been developed extremely well.

7.6.3. Entrepreneurial training SYNTRA Flanders - geographical accessibility

The SYNTRA network consists of 5 recognised training centres for the self-employed and SMEs (SYNTRA West, SYNTRA Central Flanders, SYNTRA Limburg, SYNTRA Brussels and SYNTRA provinces of Antwerp and Flemish-Brabant), with a total of 24 campuses across Flanders and Brussels.

7.6.4. Training in agriculture - geographical accessibility

The 4 general centres are active throughout Flanders. In addition there are also regional centres, which mainly work on a provincial level or which are specialised in a particular sector.

Of late, e-learning and godparenthood are also being promoted.

7.6.5. Part-time artistic education – geographical accessibility

DKO is strongly represented throughout Flanders. Most large and medium-sized cities boast an academy for visual arts and an academy for music, drama and/or dance. These academies often have branches in smaller neighbouring municipalities where quite a few students can follow the lower stage closer to home. For all that, due to the comprehensive programme regulations there are still some municipalities without an official course offer. A number of temporary projects are trying to erase these blind spots by experimenting with an alternative programme, i.e. the temporary projects intermunicipal and regional cooperation (cf. 7.2.5.). As a result of the cutbacks, no more new temporary projects can be applied for from 2010 onwards. One other austerity measure the government has taken is to freeze the programming of institutions, courses of study, stages and branches for school years 2010-2011 and 2011-2012. However, the existing DKO entities can continue to set up new art academies.

7.6.6. Socio-cultural adult work - geographical accessibility

The socio-cultural associations are usually strongly embedded at a local level. Together they number about 13,000 local departments, i.e. on average some 40 departments per Flemish and Brussels' municipality. The 13 folk high schools operate in as many regions. Together they form a network which covers all of Flanders

and Brussels. Each individual folk high school must also cater for the furthest corners of its region. The national training institutions and movements must develop activities in at least 4 provinces or reach participants from at least 4 provinces.

7.7. Admission requirements

Here we shall consecutively discuss:

7.7.1. Adult education & adult basic education

7.7.2. Vocational training VDAB

7.7.3. Entrepreneurial training SYNTRA Flanders

7.7.4. Training in agriculture

7.7.5. [DKO](#), Part-time artistic education

7.7.6. Socio-cultural adult work

7.7.1. Adult education - admission requirements

7.7.1.1. Adult basic education

People who wish to embark on a [basiseducatie](#) course must be in compliance with part-time compulsory education (i.e. must have turned 18 years of age).

For the courses 'literacy education Dutch as a 2nd language', 'Dutch as a 2nd language' or languages, course participants must be in compliance with full-time compulsory education, i.e. be 15 or 16 years of age at the time of registration and must have followed the first two grades of full-time secondary education.

7.7.1.2. Secondary adult education

People who wish to register for a course offered by secondary adult education must be in compliance with full-time compulsory education (courses 'Hebrew' excepted).

For general-education programmes, course participants must have complied with part-time compulsory education, i.e., they must have turned 18 years of age at the time of registration.

As of school year 2009-2010, a medical suitability certificate will have to be submitted by anyone wishing to follow a training course within the studiegebied (area of study) 'food' in which they would directly or indirectly come into contact with food products or nutrients they may spoil or contaminate.

Dutch-as-a-second-language courses

Only the Dutch Language Houses (cf. 7.15.8.) are entitled to organise and coordinate the intake, testing and referring of NT2 course participants who do not hold an NT2 proof of study within the area of learning or the studiegebied (area of study) 'Dutch as a second language' offered by the CBEs and CVOs.

However, pupils between the ages of 12 and 16 who are following full-time secondary education can also register for the courses 'Dutch as a second language', on condition that they;

- follow the course voluntarily;

- follow the course outside of normal secondary-school hours;
- receive an attest (certificate) from their secondary school which describes the pupils' linguistic disadvantage and features the contact details of the person the secondary school has appointed to follow up the modules the pupils have been registered for at the Centre for Adult Education organising the course; and on condition that the CVO keeps the contact person in question informed of pupils' progress.

Sequential modules

Modules can either stand on their own or can be linked sequentially. In the latter case, they must be followed in a specific order. In principle, there are no admission requirements for modules for beginners or non-sequentially organised modules.

People who wish to embark on a sequentially organised module should also meet the additional admission requirements specified in the annexe to the Decision of the Flemish Government of 4 September 2009.

In compliance with the bilateral cooperation agreement between the federal Ministry of Defence and the Flemish Ministry of Education and Training, military personnel who have been conferred with certain certificates by the Ministry of Defence can automatically be exempted from certain adult-education programme components.

7.7.1.3. Higher vocational education

People who wish to register for a [hoger beroepsonderwijs](#) programme must have complied with part-time compulsory education and have been conferred with one of the following proofs of study:

- a studiegetuigschrift van het tweede leerjaar van de derde graad van het secundair onderwijs (certificate of the second grade of the third stage of secondary education);
- a diploma secundair onderwijs (diploma of secondary education) (the board of the centre can grant some derogations subject to a number of conditions having been fulfilled);
- a certificaat van een opleiding van het secundair onderwijs voor sociale promotie (a certificate of a secondary social-advancement education programme) of no less than 900 teaching periods;
- a certificaat van een opleiding van het secundair volwassenenonderwijs (certificate of a secondary adult-education programme) of no less than 900 teaching periods;
- a diploma van het hoger onderwijs voor sociale promotie (diploma of higher social-advancement education);
- a certificaat van het hoger beroepsonderwijs (a certificate of higher vocational education);
- a diploma van het hoger beroepsonderwijs (diploma of higher vocational education);
- a diploma van het hoger onderwijs van het korte type met volledig leerplan (a diploma of short-type higher education with full curriculum);
- a diploma van bachelor of master (degree of Bachelor or Master);
- a proof of study which is recognised as being equivalent to one of the above diplomas/degrees under a statutory norm, a European directive or an international agreement.

However, course participants who cannot furnish these proofs of study may also be accepted provided they sit an admission test organised by the centre in question.

Specific teacher-training programmes

Cf. 8.1.4.2.

7.7.2. Vocational training VDAB - admission requirements

VDAB programmes are open to all adults regardless of nationality. By means of incentives and guidance, especially the disadvantaged groups are encouraged to follow training. One important feature of this form of training is that the training programme ties in with the candidate's talents and career objectives.

Since the 2007-2008 school year, schools and their pupils have also been able to avail of the competence-centre facilities at the rate of 72 hours per pupil and within a pre-arranged schedule.

7.7.3. Entrepreneurial training SYNTRA Flanders - admission requirements

These training programmes focus first and foremost on the self-employed and (future) SME employees.

Entrepreneurial training is open to anyone who has complied with compulsory education. In addition, candidates must either have completed sufficient prior education (e.g. through the [leertijd](#)) or have acquired sufficient experience in the vocation which forms the subject of their entrepreneurial training. If these conditions have not been met they can gain practical experience through supplementary practical training or on-the-job training via an apprenticeship. However, certain programmes do set higher admission requirements in terms of prior education.

7.7.4. Training in agriculture - admission requirements

Course participants must have completed compulsory education before they enter the training programmes.

7.7.5. Part-time artistic education DKO - admission requirements

Part-time artistic education is structured along various hierarchical levels, i.e. one cannot follow a specialisation course without having followed sufficient prior education at a lower level first; that having been said, academies can in principle admit pupils who have no prior DKO history to a particular level provided they prove their competence in the course of an admission period. On condition that the minimum-age requirement for a specific studierichting (course of study) has been met, pupils normally start their chosen option in the first grade. Pupils can only move onto the next grade if they have passed the tests of the grade they have just followed. However, there are two exceptions to this general rule.

- In the following cases, pupils enter DKO according to age: in the lower and middle stages Visual Arts, in the lower stage Drama, in the first three grades of the lower stage Dance.
- Once a pupil has successfully completed an admission period the pupil may/can follow a grade he/she would not qualify for under the 'normal' admission requirements. Admission periods allow teachers to thoroughly observe pupils over a short or longer period of time (max. until 31 January). As in this way the pupils' level and learning difficulties can be more accurately assessed than through an admission test, the amended Decision of the Flemish Government of 9 July 2001 now only provides for an admission period.

In addition to these exception clauses, the customary admission requirements of 'minimum age' and/or 'successful completion of the previous grade' may also be deviated from in certain cases. For information on the minimum ages, please refer to 7.10.5.

As of 2009-2010, more stringent conditions in terms of the financing of pupils apply. To qualify for funding, they are now only allowed to repeat one grade in the same option of the same course of study and must have attended at least two thirds of all classes by 1 February.

7.7.6. Socio-cultural adult work - admission requirements

There are no specific admission requirements for people who wish to partake in the learning activities of socio-cultural adult organisations with the exception of certain activities of associations which cater specifically for their own members and for (senior staff) training initiatives aimed at voluntary and free-lance staff of the organisations.

7.8. Registration and/or tuition fees

Here we shall consecutively discuss:

- 7.8.1. Adult education & adult basic education
- 7.8.2. Vocational training VDAB
- 7.8.3. Entrepreneurial training SYNTRA Flanders
- 7.8.4. Training in agriculture
- 7.8.5. [DKO](#), Part-time artistic education
- 7.8.6. Socio-cultural adult work

7.8.1. Adult education - registration (fees)

People who wish to follow [basiseducatie](#) are not charged any registration fees. The **CBEs**, centres for adult basic education can only charge course participants for the cost of course materials.

As of school year 2008-2009, course participants who register at a **CVO** are charged 1 euro per teaching period.

- The total amount course participants have to pay has been capped at 400 euro per course and per school year or at 1,200 euro for the entire course within a period of four school years.
- The standard rate for an NT2 course is fifty cent.
- Course participants registering for the studieggebied (area of study) 'general education' (tweedekansonderwijs (second-chance education)) or for the course 'experience expert on poverty and social exclusion' are fully exempted from registration fees.
- The following target groups are also exempt from registration fees:
 - persons who are entitled to a subsistence income;
 - certain categories of asylum seekers and non-nationals;
 - people integrating who have signed an integration contract or who have obtained an attest van inburgering (integration certificate);
 - detainees residing in Belgian penitentiaries;
 - job-seekers in receipt of a job-seeker's allowance or unemployment benefits who register for a pathway-to-work programme recognised by VDAB;

- unemployed, compulsorily registered job-seekers who are not yet entitled to a job-seeker's allowance;
- people in full-time compulsory education;
- pupils who have already registered for part-time vocational education.
- Reduced registration fees of 0.25 euro apply to:
 - certain categories of disabled persons;
 - job-seekers in receipt of a job-seeker's allowance or unemployment benefits who register for a pathway-to-work programme other than one recognised by VDAB;
 - course participants who first followed a course of at least 120 teaching periods at a CBE for a period of 2 years.

The CVOs can furthermore only charge course participants for course materials at cost price.

CVOs can not charge more than 15 euro per assessment period to assess course participants, who did not follow any classes at the centre, on their general education or to assess course participants who have followed a distance-learning course.

Employees are entitled to pay for half of their registration fees in training vouchers.

7.8.2. Vocational training VDAB - registration (fees)

For unemployed job-seekers all VDAB training programmes are free. This also applies to e-learning courses. Moreover, other categories of unemployed people may also qualify for a fee exemption for e-learning courses (cf. 7.9.2.).

Any employee who follows a programme at his own initiative only pays a fee for the course's teaching materials. Depending on the category of the training programme, this fee ranges between 25, 40 and 50 euro/day with a maximum of 250 euro per course. The overall cost of e-courses varies from programme to programme.

The employers' fees for training programmes depend on the type of course, the duration, the location (in-house or at a VDAB centre), the number of participants etc. This price is negotiated and contractually agreed with the head of training of the VDAB centre in question. Employee training programmes which are provided at the request of employers cost between € 80 and € 160 per participant and per training day.

7.8.3. Entrepreneurial training SYNTRA Flanders - registration (fees)

The prices for entrepreneurial training by SYNTRA depend on the duration and on the type of programme offered. Proportionally speaking, course participants pay a higher fee for short-term courses as these are not subsidised to the same extent.

7.8.4. Training in agriculture - registration (fees)

Course participants register via the recognised centres and the centres set their own registration fees.

7.8.5. Part-time artistic education DKO – registration (fees)

Programmes provided by part-time artistic education do not come under compulsory education, so registration fees apply. During 2009-2010, youngsters were charged a fee of 56 euro (reduced rate: 36 euro) while adults were paying 183 euro (reduced rate: 106 euro). This amount is passed on to the Department for Education and Training (Circular letter OND/13EA/SBT 01/3) & Circular letter dko/2008/02).

7.8.6. Socio-cultural adult work – registration (fees)

Usually small contributions are sought for the educational programmes organised by socio-cultural adult organisations and the level of those contributions is set by the organisations themselves.

7.9. Financial support for learners

Within the range of courses for young school leavers and adults, course participants in Flanders can avail of a number of financial allowances. The government introduced these measures to encourage "lifelong and lifewide learning" in adults. The main ones are the system of "paid educational leave" and the "entrepreneurial portfolio for employers" and the "training and guidance vouchers for employees" systems (see also 7.9.4. VDAB and 7.9.5. SYNTRA).

The system of Paid Educational Leave (BEV) is regulated by the Recovery Law of 22 January 1985 laying down the social provisions and by the Royal Decisions of 23 July 1985 and 27 August 1993. Paid Educational Leave is aimed at the social advancement of employees working in the private sector. Under this system they are granted extra time off for the courses they follow during their leisure time or they are given leave to attend courses, if the courses in question coincide with their working hours. In first instance, this leave is paid by the employer in conjunction with and at the time the normal salary is paid. However, the employer may seek a refund from the fund established for this purpose. The number of refundable hours of leave is equal to the number of hours the employee attends the course and is capped in function of the type of course and whether or not the course coincides with the working hours. The refundable salary has also been capped. The courses may be followed for professional purposes but there does not need to be any a link with the employee's current profession, and they can be of a general educational nature. Moreover, there are also specific arrangements in place for employees preparing for exams organised by the Examination Board of the Flemish Community, for employees of SMEs and for certain categories of part-time employees. By Royal Decision of 20 July 2006, the number of credit hours an employee can qualify for has been strongly reduced.

<http://www.meta.fgov.be>, with a downloadable brochure "Wegwijs in het BEV (Find your Way through Paid Educational Leave)" by the General Directorate Employment and Labour Market (November 2005).

Employees or temping staff who are living in Flanders or in the Brussels Region (where also Actiris operates), can purchase **training vouchers** to the value of maximum € 250 per calendar year. They can use these to pay for training programmes organised by recognised training providers. The beneficiaries themselves only need to pay half of the registration fees in training vouchers. The training-voucher system will moreover be evaluated and fine-tuned where necessary within the framework of the VESOC consultation process on the

WIP (employment and investment plan), which can be downloaded via http://www.serv.be/dispatcher.aspx?page_ID=02-00-00-00-000).

People who never obtained a diploma of general, vocational or technical secondary education can even get a full refund for the training vouchers they purchased. This applies to:

- all courses of study which cater specifically for adults 18 years of age and older who as yet wish to obtain a **diploma or certificate of general, vocational or technical secondary education**,
- all courses of study offered by the centres for adult basic education and the centres for adult education,
- initial IT programmes:
- **initial programmes Dutch for non-native Dutch speakers.**

People who do not hold a diploma of higher education and wish to pursue a higher-education programme that runs over more than one year (Bachelor's, teacher training or [hoger beroepsonderwijs](#)), costing more than 250 euro can claim an additional 250 euro in training vouchers.

Some categories of people who followed career guidance are also entitled to additional financial support.

<http://www.vdab.be/opleidingscheques/werknemers.shtml>

Since 2009, the former package for training, advice, mentoring and knowledge has been replaced by **"SME portfolio support"**. Henceforth, companies cover 50% of the service provision themselves, with a maximum of € 5,000. Mentoring and knowledge purchase do no longer feature in this portfolio support.

7.9.1. Adult education - financial support for course participants

People attending adult education do not qualify for a school or study allowance. They may however qualify for Paid Educational Leave, but only for that part of the programme which is taught in the form of face-to-face instruction (cf. 7.9.).

Within the framework of training vouchers, the centres (CBEs and CVOs) have been recognised by VDAB (cf. 7.9.).

Course participants following a diploma-oriented programme can, once their training programme has been completed, apply for a premium allowing them to claw back the tuition fees, either in part or in full.

7.9.2. Vocational training VDAB - financial support for course participants

Employees can avail of **training vouchers**, while **companies operating in the tertiary sector** (including SMEs and the self-employed) can call on **SME portfolio support** for training courses hosted by a recognised training centre such as VDAB (cf. 7.9.).

VDAB does provide a number of allowances for **job-seeking course participants**. This is a selection of the main ones: (<http://vdab.be/opleidingen/opleidingspremies.shtml>)

- Incentives premium: these were introduced to encourage job-seekers living in one-income families to follow training. To qualify for an incentive premium, course participants need to meet a number of conditions:

- The job-seeker qualifies for a subsistence income (supported by a Public Centre for Social Welfare, OCMW, certificate) or is entitled to unemployment benefits, is recognised as 'an employee with dependents' (supported by a National Employment Service, RVA, certificate) and has been registered as an unemployed job-seeker for more than one year.
- The job-seeker follows a training programme of no less than 24 hours/week.
- The job-seeker has followed at least 150 hours' training or work experience.
- A travel allowance:
 - a 'de Lijn' (scheduled-service) bus pass for a period of 1 year or
 - a fixed travel allowance to travel from and to the training centre or company where he/she is doing work experience.
- An accommodation allowance:

VDAB may grant an accommodation allowance if overnight accommodation is required within the framework of the course followed.
- A childcare allowance for course participants with children of childcare age:

course participants can have the childcare costs they incur while attending a course or doing work experience refunded.

And in addition there are also a number of allowances for people involved in **on-the-job-learning**: for individual vocational in-company training (IBO), IBO temporary-staff induction training and GIBO (IBO for employment-impaired persons) (cf. 7.10.2.).

- During the training period the company does not pay any salary or social-security contributions, only a productivity allowance. Moreover, the company receives an extra reduction for guidance if the candidate is poorly educated (no Higher-Secondary Education (HSO) diploma).
- The job-seeking candidate receives an extra allowance on top of his benefits (the difference between his normal salary and the benefits).

Furthermore, there are numerous training allowances available from the Flemish, Federal and European authorities (esp. via the European Social Fund). In addition, a whole range of vocational-sector specific measures have been introduced. An overview of these measures can be found on the VDAB website. Moreover, VDAB provides advice and guidance in relation to the allocation of subsidies.

7.9.3. Entrepreneurial training SYNTRA Flanders – financial support for course participants

Employees can avail of **training vouchers** and SMEs and the self-employed can call on **SME portfolio support** for courses taught at a training centre for the self-employed and SMEs (cf. 7.9.).

Course participants 18 years of age and older, who signed up for an apprenticeship under the terms of which they combine entrepreneurial training at a SYNTRA campus with practical training in a company of their own choice, can qualify for a **work-experience allowance**. The amount of this allowance depends on their level of prior education.

Work-experience allowances (minimum amounts on 1 May 2009)		
	No prior education	Sufficient prior education
1 st year	€ 480.47 + child benefit	€ 684.54
2 nd year	€ 684.54	€ 808.99

3 rd year	€ 808,99	€ 808.99
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(*) the work-experience allowance paid to course participants who have no prior education during the 1st year may not exceed the child-benefit limit (the right to child benefits up to the age of 25 years remains in effect on condition that the apprenticeship is a prerequisite in terms of obtaining the diploma of entrepreneurial training and provided the training load, including work experience, takes up at least 17 hours a week).

Initiatives which specifically focus on target groups very much factor in the fact that a low threshold is essential. This implies that these initiatives receive subsidies tailored to their course-participant population so that the level of registration fees can be minimised.

7.9.4. Training in agriculture - financial support for course participants

Course participants are paid an **allowance** (of 6 euro per teaching period) in the form of a **social-advancement allowance** on condition that they can produce (course and work-experience placement) certificates demonstrating that they have signed up for at least 75 teaching periods. An 8-hour work-experience day is counted as 4 teaching periods.

Who can qualify for this premium?

- self-employed business managers (full-time or part-time) of agricultural and horticultural enterprises, their collaborating family members, free-lance assistants and agricultural employees;
- employees of agricultural and horticultural business-management organisations;
- agricultural contractors, florists, garden contractors and their collaborating family members and employees;
- employees of public-park departments;
- recognised sellers and users of phytocides and recognised users of biocides for agricultural use;
- beekeepers.

7.9.5. Part-time artistic education – financial support for pupils

As previously stated in 7.8.5., part-time artistic education operates a 'social reduction' or 'reduced rate' system. To qualify for reduced registration fees, pupils (Decree of 31 July 1990) must be able to present a certificate which states that they:

- are unemployed and qualify for unemployment benefits or are dependent on an unemployed person entitled to benefits;
- are statutorily registered job-seekers, receive a subsistence allowance, or are dependent on one of these two categories of people;
- are suffering from a disability which is categorised as a 66% work disability, are entitled to a disability allowance, or are dependent on one of these two categories of people;
- are residing in a foster-home or a medical pedagogical institution;
- have been granted the status of political refugee or are dependent on a political refugee;
- receive an allowance from the child allowance fund, if they are over the age of 18.

Pupils who have not attained the age of 18 by 31 December of the school year in question, will pay reduced registration fees if another member of the family to which they belong has already paid registration fees in the same or a different institution; and/or for every additional registration in a different studierichting (area of study) in the same or a different institution.

Academies for part-time artistic education are recognised training providers. Therefore, students are entitled to use employees' training vouchers, (cf. 7.9.).

<http://www.vdab.be/opleidingscheques/werknemers.shtml>

7.9.6. Socio-cultural adult work - financial support for course participants

Associations usually operate reduced rates for their own members; training institutions often take the (family) income and/or the family circumstances or work conditions of the participants into account when setting the registration fees.

7.10. Main areas of specialisation

Here we shall consecutively discuss:

- 7.10.1. Adult education & adult basic education
- 7.10.2. Vocational training VDAB
- 7.10.3. Entrepreneurial training SYNTRA Flanders
- 7.10.4. Training in agriculture
- 7.10.5. [DKO](#), Part-time artistic education
- 7.10.6. Socio-cultural adult work

Overview of the course provision in Flanders

- The most comprehensive overview of courses and programmes for adults in Flanders can be found in the <http://www.wordwatjewil.be> database.
- The range of adult-education courses offered by the CBEs and the CVOs has been published on the following website <http://www.ond.vlaanderen.be/volwassenenonderwijs>
- For information on work-experience placements, please refer to 5.18.2.
- The programmes offered by the centres for [basededucatie](#) can be found on: <http://www.basededucatie.be/>
- Every year the Department for Education and Training also organises study information days, i.e. the so-called SID-ins in every province, <http://www.ond.vlaanderen.be/sidin/>
- There are also a number of regional information centres
 - VDAB workshops which can be found all across Flanders
 - De Stap (The Step) in Ghent provides comprehensive information on education and training within the region
 - Tracé in Brussels
 - Educatieve Wegwijzer (Educational Signpost) in Hasselt
 - Ivo covers the Ghent-Eeklo region.

7.10.1. Adult education - courses on offer

The course offer depends on whether the courses are hosted by [basiseducatie](#), secondary adult education, [hoger beroepsonderwijs](#) or by the organisers of specific teacher-training programmes.

Specific teacher-training programmes have their own place within the field of education and are not linked to any particular level of education (cf. 8.1.4.2.).

7.10.1.1. Adult basic education - courses on offer

In [basiseducatie](#), the courses in the area of learning 'Dutch', 'mathematics', 'social orientation' and 'information and communication technology' are offered at [lager onderwijs](#) level and at the level of the first stage of full-time secondary education.

The areas of learning 'literacy education Dutch as a second language' and 'Dutch as a second language' offered within adult basic education comprise courses which are organised at the level of orientation stage 1 of the Common European Framework of Reference for Languages. The level of the area of learning 'languages' is on the one hand that of orientation stage 1, level 1 of the Common European Framework of Reference for Languages, and on the other hand, has been put on a par with the level of primary education and that of the first stage of full-time secondary education.

Distribution of course-participant teaching periods in basic adult education across the various areas of learning (1/04/2008 – 31/3/2009)

DISTRIBUTION OF PARTICIPANTS' HOURS / COURSE-PARTICIPANT PERIODS OVER THE VARIOUS LEARNING FIELDS (1)

	Participants' hours (in percentages)					Course-participants periods	
	2003-2004	2004-2005	2005-2006	2006-2007	1/1/2008-31/8/2008	1/4/2008-31/3/2009	
Dutch	7.6	7.0	6.1	6.3	5.6	185,740	
Dutch as a second language	55.5	53.9	50.0	48.0	45.3	1,520,160	
Literacy education	14.6	17.3	23.4	23.2	24.7	866,880	
Arithmetic	2.6	2.6	2.4	2.2	2.0	59,346	
Community studies	7.4	6.8	6.4	6.7	6.5	213,294	
Combined courses	2.1	1.2	0.5	0.5	0.4	-	
Information and communication technology (ICT)	7.7	8.1	7.6	8.9	10.6	447,111	
Other	2.5	3.1	3.6	4.3	4.9	-	
Languages	-	-	-	-	-	79,560	
Individual guide ('Maatwerk')	-	-	-	-	-	32,543	
Total	100	100	100	100	100	3,404,634	

NUMBER OF CENTRES FOR ADULT BASIC EDUCATION: 29 (1)

(1) The Decree on Adult Education (15 June 2007) is implemented for adult basic education since 1 September 2008. From 1 September, the 13 consortiums of adult education have been operating and a new financing system for adult basic education has come into operation.



Source: Flemish education in figures, 2008-2009

In 2000 **the modularisation** project was launched. The first modular courses were offered in 2003. Since February 2005 all courses have been modular. The modular courses provided by the CBEs tie in with the courses offered by the CVOs so that a smooth transition is guaranteed. Modules can either stand on their own or can be linked sequentially. In the latter case, they must be followed in a specific order.

At the request of third parties (OCMW, welfare organisations...), CBEs can also organise **tailor-made courses**. Although this form of education is subsidised, it is not recognised and does not lead to official proofs of study.

The programmes offered by the centres for adult basic education can be found on: <http://www.basiseducatie.be/>

Final objectives and basic competences

In adult basic education, not only the same [eindtermen](#) as those operated in the areas of learning in [lager onderwijs](#) apply but also the final objectives and [ontwikkelingsdoelen](#) operated in the first stage of full-time secondary education prevail for the courses in the areas of learning 'Dutch', 'mathematics', 'social orientation', 'information and communication technology' and 'languages'.

For courses in the areas of learning 'literacy education Dutch as a second language', 'Dutch as a second language' and 'mathematics' offered within adult basic education **basic competences** are defined. These will also be specified for courses in the area of learning 'languages' for which no final objectives were defined.

Each centre has the social task to attain the final objectives or basic competences regarding knowledge, understanding and skills in all course participants. The extent to which these final objectives or basic competences are attained will be assessed in light of the centre's context and the characteristics of the course-participant population.

Final objectives or basic competences regarding course participants' **attitudes** must be pursued by every centre.

Curricula

The boards of the centres can freely draw up curricula and choose their own agogic methods provided they take the course profiles approved by the Flemish Government into due consideration.

These curricula shall include the objectives for the course participants the boards of the centres have explicitly specified on the basis of their own agogic project in general or on the basis of their own vision on the course in particular. All curricula must unambiguously feature the [eindtermen](#) or basic competences. The curricula should leave enough leeway so that centres, trainers, training teams or course participants can have their own input. The curricula must also be approved by the inspectorate.

7.10.1.2. Secondary adult education

Secondary adult education offers courses at the level of the 2nd and 3rd stages of full-time secondary education, except in the case of the studiegebieden (areas of study) Dutch as a second language, languages at orientation stages 1 and 2 and languages at orientation stages 3 and 4, ranked in accordance with the Common European Framework of Reference for Languages.

The courses are grouped according to areas of study

General education	Agriculture and horticulture
Car engineering	Leather working
Special educational needs	Personal hygiene
Bookbinding	Maritime training courses
Construction	Mechanics - electricity
Chemistry	Fashion
Decoration	Musical-instrument construction
Diamond cutting	Dutch as a second language

Graphics (which also includes the former course 'photography')	Caring
Commerce (which also includes the former course 'business administration')	Forging
Woodwork (which also includes the former courses 'furniture restoration' and 'wood carving')	Languages orientation stages 1 and 2
Home economics	Languages orientation stages 3 and 4
Information and communication technology	Textile
Jewellery	Tourism
Lacework	Nutrition
Cooling and heating	

The area of study 'general education' now also offers all the courses which used to be taught by the former second-chance education. These cater specifically for adults 18 years of age and older who as yet wish to obtain a diploma secundair onderwijs (diploma of secondary education). The exams are organised by the centres for adult education which also confer the diploma of secondary education.

Aside from their modular courses, the CVOs still offer **linear courses** which are spread over one or several grades and over 32 to 40 weeks of classes and run from the start of September to the end of June. The existing linear courses and the temporary modular courses will be phased out by 2012 as by that time all courses must have adopted the modular structure.

Modules can either stand on their own or can be linked sequentially. In the latter case, they must be followed in a specific order.

Final objectives, specific final objectives and basic competences

The courses offered within the studiegebied (area of study) 'general education' are governed by the same **eindtermen or specific final objectives** as those which prevail in the corresponding studierichtingen (branches of study) in full-time secondary education. The final objectives are specified per course of study.

For the courses offered within the other areas of study, the same **specific final objectives and recognised vocational qualifications** apply as those governing the corresponding branches of study offered through full-time secondary education, with which they have been harmonized.

For courses within the areas of study offered by secondary adult education in respect of which there are no corresponding courses of study or specific final objectives within secondary education, course-specific **basic competences** have been defined. The basic competences defined for courses leading to a particular vocation unambiguously feature the recognised vocational qualifications.

Each centre has the social task to attain the final objectives, specific final objectives, recognised vocational qualifications or basic competences regarding knowledge, understanding and skills in all course participants. The extent to which these final objectives, specific final objectives, recognised vocational qualifications or basic competences are attained will be assessed in light of the centre's context and the characteristics of the course-participant population.

Final objectives or basic competences regarding course participants' **attitudes** must be pursued by every centre.

Course profiles

All courses must be based on a specific course profile, approved by the Flemish Government. A course profile must at the least comprise:

- the course's minimum number of teaching periods;
- the number of modules;
- the number of teaching periods per module which are taken into account when the level of funding is being calculated;
- the way in which the final objectives, specific final objectives, recognised vocational qualifications or basic competences are divided across the modules of a particular learning pathway.

Each approved course profile will be assessed 3 years after its implementation at the latest.

Key skills

Key skills are cognitive, psycho-motor or affective skills which appertain to the core of any vocation while transcending them at the same time and which contribute to the overall personal development of a course participant.

The approved secondary adult-education course profiles include certain key skills. These must be aspired to. The boards of the centres will have to implement the distribution per module and will have to include this in their curricula.

Curricula

The boards of the centres can freely draw up curricula and choose their own agogic methods provided they take the course profiles approved by the Flemish Government into due consideration.

These curricula include the objectives for the course participants the boards of the centres explicitly specify on the basis of their own agogic project in general or on the basis of their own vision on the course in particular. The final objectives, specific final objectives or basic competences must feature clearly in the curricula. The curricula must also be approved by the inspectorate (cf. 2.3.5.).

The curricula should leave enough leeway so that centres, trainers, training teams or course participants can have their own input.

7.10.1.3. Higher vocational education within adult education

[Hoger beroepsonderwijs](#) offers vocationally-oriented programmes at level 5 of the Flemish qualification structure (cf. 5.20.3.).

The former categories offered by higher vocational education within adult education have been replaced by 5 areas of study: 'biotechnology', 'health care', 'commercial and management sciences', 'industrial sciences and technology' and 'social work'.

These programmes are organised both in linear and in modular form. However, the linear programmes will have to be phased out by 1 September 2012, at the latest.

Course profiles

Henceforth, the individual centres are in charge of the development, quality assurance and accreditation of the higher vocational-education programmes they offer. The course profiles of higher vocational education are no longer approved by the Flemish Government and do not apply throughout Flanders but can vary from centre to centre. However, course profiles of programmes offered by higher vocational education should at least comprise the following elements:

- the programme's minimum number of teaching periods;
- the number of modules;
- the number of teaching periods per module;

- the way in which the recognised vocational qualifications and basic competences are divided across the modules of a particular learning pathway.

For information on the specific teacher-training programmes organised by the CVOs, please refer to 8.1.4.2.

7.10.2. Vocational training VDAB - courses on offer

VDAB does not only organise hundreds of vocationally-oriented training programmes covering most of the occupational fields but also courses 'Dutch as a 2nd language' and ICT courses. These courses are held during working hours, in the evenings or on Saturdays and can be organised in a host of different ways. They may be held in VDAB training centres or elsewhere, they can consist of work-experience placements, training programmes at a recognised centre, individual vocational training in a company or educational institution and e-learning.

On-the-job-learning is available through the following programmes:

- **Work-experience placements** as a permanent feature of any regular training programme offered by a competence centre. The distinction between perfecting-work-experience periods and alternance training has been abandoned.
- **Individual vocational in-company training (IBO)**. Here, the course participants are trained and guided by the company they work for. In light of the Flemish Government's more-jobs policy the IBO process receives more intensive guidance and not only from the employer. To provide this form of guidance, VDAB calls on other market players and, to this end, puts out tenders which may be subscribed by both commercial and non-commercial organisations (IBO Guidance Tendering).
- **Induction training**. This form of training is company-oriented and puts the finishing touch to vocational training or a vocational course (for school leavers). This course takes 2 months and must be followed within four months of completing the vocational training (organised or recognised by the VDAB) or study (for school leavers with a diploma or proof of study from the first stage **ASO**, second stage **TSO**, **BSO**, **KSO**, entrepreneurial training, **DBSO**, alternance vocational training).

Once the training has been completed, the host company must offer the course participant an indefinite employment contract.

Within the framework of the WIP (employment and investment plan, cf.7.2.2.) an amendment to the indefinite post-IBO contracts has been scheduled.

7.10.3. Entrepreneurial training SYNTRA Flanders - courses on offer

Apprenticeships

'Apprenticeships' are open to youngsters and adults under the age of 25 who have complied with the full-time compulsory-education requirements. The **leertijd** system combines courses at a SYNTRA campus with working under the guidance of an entrepreneur or training supervisor. Apprenticeships form part of the **stelsel van leren en werken** (cf. 5.20.1.3.). <http://www.leertijd.be>

Entrepreneurial training (18+ year olds)

- This form of training prepares participants for general, technical, commercial, financial and administrative management in self-employment or within a small or medium-sized company.

- Entrepreneurial training can take anything from 1 to 3 years.
- It consists of two parts: courses in business administration (including a personal feasibility study) and courses on professional knowledge (which are almost always offered in modular form). It may be combined with an apprenticeship in which the course participant receives his/her practical training in a company on a full-time or part-time basis, with the support from a learning-pathway counsellor. Apprenticeships run for a minimum of 6 months or up until the end of the entrepreneurial-training programme.

Business administration

- The course '**business administration**' takes 1 year and leads to a getuigschrift 'basiskennis van bedrijfsbeheer' (certificate of business-administration basics), which is required for a business-licence certificate. Since 2008, course participants can also obtain this certificate through e-learning.
- The course '**business management for SMEs**' is geared towards company managers or executive functions and requires higher previous education.
- In addition, there are also a number of specific 'business administration' pathways which focus on job-seekers and ethnic minorities, for instance. The content of these courses is basically the same but also include a number of induction or alternative pathways for the poorly-educated and for people with language problems so as to optimise their chances of success.

Certified advance training

- These comprise some 80 programmes which lead to a specific diploma or certificate, issued by the Flemish Government. Course participants need to pass an exam in most of these programmes.
- The advanced-training programmes in question mainly cater for people practising fast-changing professions such as health and safety advisors, energy experts... or to allow certain professionals such as colour consultants, beauticians.... specialise further. The programmes are developed and continuously monitored in consultation with the relevant professional federations.
- Certified advanced-training programmes result in an official Flemish Community certificate.

Uncertified advanced-training programmes

- Well over 350 different advanced-training programmes aimed at self-employed entrepreneurs, SMEs and close members of staff.
- They a.o. comprise:
 - general programmes on current SME topics;
 - business administration and SME management themes;
 - seminars on new SME regulations;
 - specific SME language courses which focus on and practise business-economic conversations;
 - refresher courses for well-established entrepreneurs who wish to keep up to date with certain developments within their field or with enterprise in general;

Tailor-made programmes

- These may be organised both in-house or at one of the SYNTRA educational centres or elsewhere.
- The training consultants of the SYNTRA umbrella organisations work out an overall training programme which will lead to the competence enhancement of the staff and consequently also of the company.

These programmes lead to a SYNTRA attest (certificate). Certified advanced-training programmes result in an official Flemish Community getuigschrift (certificate).

Modular provision

These are courses which consist of modules which all together represent a particular competence.

<http://www.syntra.be/>

7.10.4. Training in agriculture - courses on offer

The post-school training activities which are subsidised by the Division Sustainable Agricultural Development are subdivided into 5 forms of training.

- Courses for beginners:
 - **Type A:** general courses for beginners
 - These courses provide general training on operational management and on the legislation governing the agricultural sector.
 - **Type B:** specific courses for beginners
 - These provide operational-management training and training on legislation and on a number of important technical aspects in relation to one or two agricultural sub-sectors.
 - **Type C**
 - These provide specific technical knowledge required to set up an agricultural or horticultural enterprise or to become a recognised seller or user of phytocides and biocides for agricultural purposes.
- **Training courses:** training programmes comprising a minimum of 20 hours geared towards agriculturalists and horticulturalists. These programmes are extremely varied and may involve computer courses, artificial-insemination courses for cattle, hoof-care for cattle, equipment maintenance... These courses may either be theoretical or practical.
- **Work experience:** practical on-farm training with a view to observing the operational policy in situ or acquiring specific knowledge.
- **Short training activities:** meetings at which a specific agricultural topic is thrashed out under the guidance of a trainer (study meeting, demonstration, guided tour, panel discussion, contact meeting or talk).
 - **Short training activities organised by an general or regional centre:** training activities of no more than 3 hours directed at people involved in agriculture. These may deal with social, legal, technical, economic, environmental or ethical themes. Often, these themes cover really topical issues.
 - **Short training activities organised by a training centre for hobby agriculture:** these deal with subjects on agricultural activities carried out as a hobby.
- **Completion days:** activities of no less than 3 hours geared towards advanced training of trainers in agriculture.

7.10.5. Part-time artistic education DKO – courses on offer

		Visual arts		Music		Drama		Dance	
		Y	A	Y	A	Y	A	Y	A
Lower Stage	Starting age	6		8 - 14	15	8		6	15
	Number of grades	6		4	3	4		6	2

	Minimum number of teaching periods	2		3.5		1		(*)	2
	Options	2		1 from the 2 nd grade	1 immediately	1		1	1
Intermediate Stage	Starting age	12	18	12		12	15	12	
	Number of grades	6		3		3	3	3	
	Minimum number of teaching periods	4		2 or 3		2	2	2	
	Options	5		8		5	5	3	
Higher Stage	Starting age	18		15		15		15	
	Number of grades	4 or 5		3		3		3	
	Minimum number of teaching periods	10 (4 y) or 8 (5 y)		2		2		2	
	Options	29		12		4		4	
Specialisation stage	Starting age	After the higher stage							
	Number of grades	2							
	Minimum number of teaching periods	8							
	Options	29							

Y= youngsters; A = adults; (*) minimum 1 teaching period/week first 2 grades, minimum 2 the next 4 grades

Classes in the studierichting (course of study) 'visual arts' last 50 minutes while classes in all other courses of study run over periods of 60 minutes. The aforementioned starting age applies to the courses of study 'visual arts' and 'drama' for the first two grades of the stage; all the subsequent grades are grouped into blocks of two grades and cater for different and older age groups.

The DKO minimum curricula must be approved by the minister for education.

Academies can also set up temporary projects to trial any new programmes they hope to schedule (cf. 7.2.5.). To that end, they must file an application which will be assessed by a selection commission before it issues its advice to the Flemish Minister for Education and Training. It is the Flemish Government who ultimately approves the programme or not. In the wake of the recent cutbacks, no more new temporary projects will be considered. Temporary projects with a positive track record were added to the DKO course offer in 2009 so that they can now also be organised by other academies.

A number of these pilot programmes are currently running.

<http://www.ond.vlaanderen.be/onderwijsaanbod/dko/default.htm>.

The learning pathways run over a full school year of maximum 40 weeks, from 1 September until 30 June. Some schools combine the weekly teaching periods of certain subjects into fortnightly or monthly classes.

Temporary projects with a positive track record were added to the DKO course offer in 2009 so that they can now also be organised by other academies.

Pending the thorough reform of the DKO landscape, institutions have since 1 September 2009 been permitted to offer all courses of study and transcend the outdated division between 'visual arts' and 'performing arts' via the '**art academies**'. At the same time, a number of blank spots in the DKO landscape have been filled in by programmes from new academies which home in on areas with a promising population of pupils. However, on account of the cutbacks, this last provision has been shelved for the 2010-2011 en 2011-2012 school years due to the programming stop within DKO.

7.10.6. Socio-cultural adult work - courses on offer

Learning activities offered by socio-cultural adult organisations are very diverse. The theme classification of over 8,055 activities which were entered into the 'Prettig Geleerd (Nicely Learned)' database (a database for socio-cultural activities) gives a concrete overview of this diversity.

Personal development	15.1 %	Social and communication skills	3.0 %
Health, care and sports	15.05 %	Intercultural training	1.6 %
Artistic education	9.1 %	Consumer education	3.1 %
Interpretation and philosophy	8.6 %	Nature and the environment	5.4 %
Society and politics	7.0 %	Parenting and education	2.2 %
Creativity and expression	13.3 %	Relationship training	2.7 %
Computer, media and information	2.7 %	Tourism	2.2 %
Work and career	0.4 %	Science and technology	1.5 %
Popular culture and hobby	5.7 %	Others	0 %
Languages	1.3 %		

As an annotation we can add that this overview mainly covers (part of) the supra-local programmes offered by associations, movements and training institutions. So, the local activities organised by the departments of associations were not entered into this database.

<http://www.prettiggeleerd.be> - Socio-Cultural Activities Calendar

7.11. Teaching methods

Here we shall consecutively discuss:

- 7.11.1. Adult education & adult basic education
- 7.11.2. Vocational training VDAB
- 7.11.3. Entrepreneurial training SYNTRA Flanders

- 7.11.4. Training in agriculture
- 7.11.5. [DKO](#), Part-time artistic education
- 7.11.6. Socio-cultural adult work

7.11.1. Adult education - teaching methods

Adult education may be offered in the form of **face-to-face instruction** or (as of 1999) in the form of combined education. Course participants who opt for face-to-face instruction are taught at the centre.

Combined education involves training in a classroom (face-to-face instruction) and independent study, either at home or in an open-learning centre, by means of distance learning. In distance learning, as much use as possible is made of all the opportunities multimedia applications have to offer, such as an electronic learning platform. The new decree hopes to boost combined education in various ways. Combined education must meet the following criteria:

- it must relate to one or several modules of an approved course profile;
- as far as distance learning is concerned, it must make use of course materials and teaching aids that are suited to multimedia use;
- it must include at least one assessment period organised by face-to-face instruction;
- it must give a clear description of how distance education will be evaluated;
- it must systematically follow up distance-learning course participants.

As of 1 September 2009, the CBEs and CVOs are allowed to organise complete distance-learning courses.

Centres may also seek to have the combined-education programmes they organise funded to the tune of 120%. Before the inspectorate will look favourably upon their application the combined-education programmes should at least comprise 25% of distance learning. In that light, the inspectorate will first of all use a number of indicators to check the quality of the project.

To boost and support the development of combined education a number of centres can, on an annual basis, qualify for supplementary funding or subsidies for a number of larger projects. One prerequisite for this supplementary funding is that distance education accounts for a minimum of 50% of the overall number of teaching periods and comprises no less than 200 teaching periods.

In addition, VOCVO and the pedagogical counselling services, PBDs, have been instructed to assist the centres with the contents development of their distance-learning programmes.

[Basiseducatie](#) and the VDAB cooperate on training programmes aimed at providing course participants with basic on-the-job skills or offering them remedial arithmetic during their vocational training. Adult basic education also collaborates with the centres for adult education, the OCMWs, the municipal councils and other services.

Since 1 January 2008, funds have been set aside every year for **special learning tools (SOL)** for adult education, more particularly for the deployment of Flemish interpreters for the deaf who sign in Flemish and for speech-to-text reporters on the one hand (Braille and tailored large-letter print conversions), cf. Circular letter VWO/2008/01.

The VOCVO has set up a freely accessible **online database** with a description of the [basiseducatie](#) learning tools. <http://www.vocvo.be>

Teaching methods and curricula come under the pedagogical freedom of the organising bodies (cf. 2.3.1.1.).

5% of the (CBEs') operational allowance or of the (CVOs') operational resources must be allocated to quality assurance and to the development of learning tools.

7.11.2. Vocational training VDAB - teaching methods

A wide range of teaching methods are used depending on the training programme.

- **Group training** under guidance of an instructor, at set times and with a common learning pathway for all participants.
- **Open learning** means that the course participant personally goes through the entire learning package either at a VDAB centre or within the company. Besides being able to avail of the support of an instructor, course participants also have access to a whole range of learning tools (CD-ROM, video, self-instruction packages). So, this is in fact self-instruction with instant support, by appointment, whenever it suits the course participant.
- In e-learning, learning takes place at home or in the work place and the course material is available online 24/24. An on-line coach provides feedback from Monday to Friday between 4 p.m. and 10 p.m. With more than 15,000 course participants following a VDAB e-learning course in 2009 it is safe to say that e-learning has experienced a real boom last year. E-learning is on the rise: 52,000 registrations. 185 e-learning courses (<http://www.vdab.be/webleren>).
- In the case of **on-the-job-learning** course participants can avail of a coach within the company. To that effect, VDAB has also compiled an on-the-job learning vade mecum which is available on-line.
- **Blended learning**: a mixture of various teaching methods. For example: e-learning in combination with group learning.

7.11.3. Entrepreneurial training SYNTRA Flanders - teaching methods

The [leertijd](#) system is discussed under 5.20.1.2..

Entrepreneurial training comprises theoretical training (also here both vocational technical training and business administration) and practical experience, on-the-job-training or additional practical training. In the component business administration, a feasibility study is used as leitmotiv throughout the training programme.

Advanced training and specialisation programmes for self-employed entrepreneurs, SMEs and close collaborators consist of general and specific/thematic programmes, seminars, specific language courses, refresher courses, etc...

In **tailor-made programmes** the training consultants work out an overall step-by-step training programme which is most suited to the personal needs and ambitions of (the head of) the company.

With the support from the ESF, an e-course "business-administration basics" has been developed. This course combines distance learning with online support from lecturers and on-campus guidance. As this course does not substantively differ in any way from the normal programme, course participants can obtain the same *getuigschrift* (certificate).

SYNTRA Flanders prides itself on its competence-oriented training where course participants' personal and individual development takes centre stage. Since 2009, the focus has also been shifting towards integrating course participants' self-reflection and the attunement of assessments.

7.11.4. Training in agriculture - teaching methods

A theoretical class is a theoretical explanation given by a trainer which may be followed by a discussion or a practical demonstration for the participant. Practical classes are classes in which all participants practise the practical aspect of the subject under the guidance of a trainer, possible after a brief theoretical introduction.

A work-experience day consists of eight hours of work experience.

In practice, panel discussions, guided tours, discussion groups etc... are also accepted, provided these are chaired by a moderator who assumes the task of 'trainer'.

Since 2005, new e-learning projects and godparenthood projects have been coming on stream every year.

7.11.5. Part-time artistic education DKO - teaching methods

Decisions in relation to teaching methods appertain to the freedom of the organising bodies. Therefore, there are no official guidelines in place and education in small groups or private coaching are common practice.

7.11.6. Socio-cultural adult work - teaching methods

Pursuant to the Decree of 4 April 2003, each recognised socio-cultural adult organisation must use a socio-cultural methodology. "A socio-cultural methodology is a method of thought and action based on reflection, experience expertise and scientific insights. This methodology is used by various organisations and their voluntary and professional staff to address and activate groups in one or more dimensions of existence and in their various living conditions. These dimensions of existence characterise human beings as searchers of meaning and values, as processors of knowledge, as skilful actors or creative explorers, as creators of culture and social beings. The chief objectives are developing one's own identity, the promotion of social integration and social participation and the construction of a democratic, sustainable and all-inclusive society. To this end, open opportunities are created in a conscious and well-considered manner which are conducive to encounters and informal learning. Processes of critical realisation, reflexive responsibility and personal education are stimulated. The development of social, cultural and communicative skills is encouraged as well as the establishment of social networks and cultural symbols. In the creation and using of these opportunities the people and groups involved are active 'participants' with whom the staff enter into dialogue about the concrete objectives and approach."

In Socio-cultural adult work the methods are determined by the intervention strategy employed. The chief intervention strategies of socio-cultural adult work are:

- Creating a framework in which the participants can learn informally through interaction with others and/or through self-reflection; participants also receive non-formal guidance (i.e. types of learning-process guidance which are not linked to preset programmes drawn up by third parties or [eindtermen](#)).
- Socially activating people on various collective issues and themes with a view to integration and/or participation in society.
- Stimulating community building and encounters between people.

- Creating a framework which facilitates and encourages cultural perception, the creation of meaning and symbols.

Socio-cultural adult work offers non-formal education with an emphasis on informal and non-formal learning. Programmes focus on the stimulation of incidental and intentional learning. In socio-cultural adult work interventions and guidance are not interpreted as transference of information from trainer to individual. On the contrary, the participant is an active partner who co-determines both the contents and the approach of the programmes, projects and activities in one way or another.

Within the framework of the decree concerning socio-cultural adult work, the government wants to chart the evolutions in and the characteristics of non-formal education. The VUB (Free University of Brussels) Agogical Sciences Department published an advisory report 'Eigenschappen en positie van niet-formele educatie in het sociaal-cultureel volwassenenwerk (Characteristics and position of non-formal education within socio-cultural adult work)'. This report will form the basis for an investigation which should provide more clarity about the collective position, inter-attunement and the policies pursued by the regional folk high schools.

The report can be downloaded from the website of the agency for socio-cultural adult work: http://www.sociaalcultureel.be/volwassenen/onderzoek_evolnietformeduc.aspx

7.11.7. Distance learning

Restricting BIS to detainees and examinees

In 2007, the Minister for Education and Training decided to run down the organisation of correspondence education (supervised individual study - BIS) by the Department for Education. Notwithstanding the high standard of the BIS courses, there were not enough takers. The poor level of interest and the high development costs of the course materials turned the BIS initiative into a not very cost-effective one. For the time being, the BIS course materials are only available to course participants preparing for the **exams** organised by the Examination Board of the Flemish Community and **detainees**.

<http://www.ond.vlaanderen.be/bis/examencommissie/index.html>

Valorisation of the existing tools

In September 2008, the BIS study-material database was opened up via the educational **KlasCement** (Class Cement) portal.

<http://www.klascement.net/>

VDAB published the BIS learning tools, especially a number of language courses, online via "**e-learning**". The course material is available online, around the clock. An **online coach** gives feedback, Monday to Friday, from 4 p.m. to 10 p.m. Digital learning tools are also used in the language courses hosted by the VDAB competence centres to support people following combined education.

<http://www.vdab.be/webleren/cursussen.shtml>

The centres for Adult Education, CVOs, and the Centres for Adult Basic Education, CBEs, will also be able to avail of BIS online in terms of their **adult education** programmes. Within adult education, combined education (face-to-face instruction in combination with distance learning) will undergo a considerable expansion (cf. 7.11.1.).

Further developments

Distance learning will be developed further, even within [hoger beroepsonderwijs](#) where the university colleges will be asked to contribute.

To increase the exchangeability of digital learning tools, arrangements must be made regarding **learning standards and meta data**. The Department for Education and Training set up a support project based on the so-called PUBELO project (Publishing in an Electronic Learning Environment) (<http://www.pubelo.be/>). Through this project, expertise will be accumulated and exchanged and arrangements made regarding the standardization and exchange of digital learning tools. The target group will be composed of ICT coordinators, managers of electronic learning environments, but also of publishers of educational material, policy staff and trainers. Within this support project, contacts were established with the people in charge of digital learning tools at VDAB and SYNTRA Flanders to sound out their willingness to enter into joint agreements on digital learning tools within adult education at large.

Developing the technical skills of coaches and trainers will also be necessary and has been included in **Toll-net** (lifelong learning with the aid of technology) which is a network of trainers, ICT coordinators, boards and pedagogical counsellors working within in adult education. Within this network, members exchange their experiences and knowledge about e-learning and combined learning. <http://www.toll-net.be/>

7.12. Trainers

Here we shall consecutively discuss:

- 7.12.1. Adult education & adult basic education
- 7.12.2. Vocational training VDAB
- 7.12.3. Entrepreneurial training SYNTRA Flanders
- 7.12.4. Training in agriculture
- 7.12.5. [DKO](#), Part-time artistic education
- 7.12.6. Socio-cultural adult work

7.12.1. Adult education - trainers

CBE staff

As of 1 September 2008 (the start of the reform of adult education for CBEs) the members of staff of the CBEs no longer come under the remit of the joint committee for socio-cultural educational work but under Education and are employed as contract workers. They now have a CODO status (cf. 8.2.6.1.) (= contractually paid by the Department for Education). Their new conditions of service and specific regulations were laid down in a very first collective labour agreement (cao) for [basiseducatie](#) on 30 June 2008 (cf. 2.7.2.6.).

Each centre can also avail of one or more administrative staff. The sector adult basic education numbers about 900 members of staff divided across 13 CBEs.

As of 1 September 2008 the following **positions** apply:

- [Directeur](#) (each centre has its own full-time director)
- Management staff member
- Teacher adult basic education (teachers in possession of a proof of pedagogical competence were given a significant pay increase)
- Experience expert on poverty and social exclusion
- Administrative policy-support staff member

- Executive secretary

Since 1 September 2010, directors have been given the tools to enhance their staff-management policy in the form of job descriptions, performance interviews and evaluations.

CVO staff

The teaching staff are governed by the Legal Status Decrees (27 March 1991). The legal status and qualifications of CVO staff are similar to those prevailing within full-time secondary education.

CVOs cannot allocate more than 5% of their teacher-hours budget to the recruitment of lecturers.

As of 1 September 2010, a number of new regulations have come into effect which specifically govern members of staff working within adult education. Reason for this was that staff regulations are no longer linked to subjects. Henceforth programmes and sometimes even modules will be used as a steppingstone. This has far-reaching consequences in terms of the skills-certificate system, the remuneration arrangement, the salary scales, useful experience, permanent appointments and reassignments. However, the basic staff-regulation principles as provided for under the Legal Status Decrees will remain unchanged. The rights of staff are guaranteed through individual or official concordance.

7.12.2. Vocational training VDAB - trainers

VDAB usually recruits its trainers ('teaching staff') amongst the professionals from the world of business and enterprise but also employs trainers who have followed teacher training. Other than trainers, VDAB also offers its course participants guidance by client consultants, job-interview coaches and 'Dutch-as-a-second-language' trainers.

7.12.3. Entrepreneurial training SYNTRA Flanders - trainers

Pupils who signed up for the [leertijd](#) are given general and vocationally-oriented training by trainers and receive their practical training from their employers. Especially as far as professional knowledge is concerned, these trainers are people who work in the field and either run their own business or are part of the management team of an SME. All general-education trainers have obtained a certificate of teaching competence.

SYNTRA Flanders organises 120 hours of initial advanced training for its trainers which mainly focuses on pedagogical and didactical matters. Moreover, advanced training is organised periodically and focuses on technical elements or on specific aspects of the pedagogical-educational approach. Employers (who provide 4 day/week apprenticeship training) are given sequential training. These training programmes focus on issuing instructions to apprentices, their coaching and conflict management.

One new position within the SYNTRA network is the 'language and learning coach'; the competence profile for these language and learning coaches was developed in collaboration with VDAB. This particular member of staff will have the task of tackling language or learning difficulties in an effective manner and will provide support during and after class. The lecturer will also be able to deploy the coach to teach him how to handle heterogeneous classes.

7.12.4. Training in agriculture - trainers

The Flemish Region also subsidises the training of trainers in the form of completion days.

The centres can organise completion days for trainers which are subsidised by the Flemish Region. They are geared towards fine-tuning the technical and teaching know-how of trainers and to familiarise them with any new legislation that has come on stream.

The centres also call on trainers who have a diploma of teacher. More often than not they call on specialists in the subjects taught. These are trainers from daytime education, staff from agricultural organisations, information officials...

The Division Sustainable Rural Development (cf. 2.6.2.3.) carries out the on-site inspections.

7.12.5. Part-time artistic education DKO - teachers

DKO teachers are governed by the same legal-status arrangement as the one in place for staff working within compulsory education and adult education. Teachers employed within DKO need to be holders of a specific, required qualification. For most of the subjects taught within DKO, these required qualifications have been defined. They are in fact specific basic artistic-education qualifications, supplemented by teacher training. The academies decide for themselves whether the holder of an acceptable qualification has the required competences to teach a particular subject. In exceptional cases experience may qualify as a suitable skills certificate and may lead to a fully fledged appointment (cf. 8.2.5.1.). During 2007 and again in 2008, the skills-certificate regulations were amended in line with the reforms in higher and adult education.

7.12.6. Socio-cultural adult work - trainers

The educational staff of socio-cultural organisations do not need to have a specific diploma. Suitable qualifications are those obtained through the basic 'Social Work' programme organised by the social university colleges and the courses of study social (ped)agogy and social work at university-level.

SoCiuS, the Support Centre for Socio-Cultural Adult Work, offers advanced training and organises consultation meetings, meetings for colleagues and workshops. Themes such as 'interculturalisation', 'community building' and 'social activation' receive special attention. SoCiuS also supports quality assurance within the sector. A full overview of the courses is available on: <http://www.bijleren.be>

Usually, the organisations themselves see to the training of their voluntary and freelance trainers. Both associations and training institutions also call on specialised experts.

7.13. Evaluation and progression

Here we shall consecutively discuss:

7.13.1. Adult education & adult basic education

7.13.2. Vocational training VDAB

- 7.13.3. Entrepreneurial training SYNTRA Flanders
- 7.13.4. Training in agriculture
- 7.13.5. [DKO](#), Part-time artistic education
- 7.13.6. Socio-cultural adult work

7.13.1. Adult education - assessment and progression

The centres assess course participants on a module-by-module basis. Assessments may be performed on a continuous basis or at the end of a module. During the transition period, CVOs who have adopted the linear system must organise at least one examination on every subject at the end of the school year.

In [hoger beroepsonderwijs](#) a second assessment period may be organised.

7.13.2. Vocational training VDAB - assessment and progression

Course participants are continuously assessed and evaluated throughout their (modular) training, on the basis of their technical-pedagogical file (TPD). The training-programme guide, published on <http://www.vdab.be>, lists the training pathways per individual VDAB training course and every module features three sections: what do you learn?, the teaching method and a brief description of the modules.

The new Agency for Quality Assurance in Education and Training (cf. 9.3.2.) will also be in charge of the quality assurance of pathways that lead to certificates of recognised qualifications, including the vocational training provided by VDAB.

7.13.3. Entrepreneurial training SYNTRA Flanders - assessment and progression

As regards [leertijd](#) (cf. 5.20.1.2.).

The new Agency for Quality Assurance in Education and Training (cf. 9.3.2.) will also be in charge of the quality assurance of pathways that lead to certificates of recognised qualifications, including the training courses offered by SYNTRA.

7.13.4. Training in agriculture - assessment and progression

Once course participants have followed the courses for beginners, types A and B, and have completed a 20-days work-experience placement they can take the test for the certificate for establishing a business in front of jury composed of jury members from the administration and the provincial services; the centres are free to attend in an observatory capacity. With the 'certificate for establishing a business' in hands, holders can receive financial support when setting up an agricultural business.

Course participants following the courses for beginners type C (sellers or users of phytocides and biocides) must pass a final test under the supervision of the FPS Public Health.

In the course of their work-experience placement, the trainees, the work-experience supervisor and the (farm) manager are obliged to complete an assessment report.

7.13.5. Part-time artistic education DKO - assessment and progression

Twice a year a written assessment is made of each pupil which is then presented to the pupil and/or parents. The school board is free to decide how this assessment will be performed.

Visual Arts Academies organise transition exams or final exams at the end of the lower stage, at the end of the fifth and sixth grade of the intermediate stage and at the end of each grade of the other stages; these take place between 1 June and 30 June. Final exams are organised during the last grade of the intermediate stage, the higher stage and the specialisation year.

Music, Drama and Dance Academies hold transition and final exams between 15 May and 30 June. These academies organise final exams in the last grade of every stage while transition exams are held in all the other grades. Sporadic or partial tests may be organised if the inspectorate has been advised accordingly. For certain subjects no exams are organised or no compulsory transition exams must be taken. Pupils, who were unable to sit the exams at the end of the school year for legitimate reasons, can sit their deferred exams between 15 August and 15 September. The [inrichtende macht](#) may also decide to organise re-examinations during that period. Pupils are obliged to sit the exams held at the end of the grade for which they have been registered. Pupils who failed to attend more than 1/3 of the classes for no legitimate reasons may not sit the exams and have automatically failed.

7.13.6. Socio-cultural adult work - assessment and progression

One distinctive feature is that there is no formal assessment of the participants. However, the organisations organise self-evaluations both for the benefit of the participants and that of their own operations.

7.14. Certification

Here we shall consecutively discuss:

- 7.14.1. Adult education & adult basic education
- 7.14.2. Vocational training VDAB
- 7.14.3. Entrepreneurial training SYNTRA Flanders
- 7.14.4. Training in agriculture
- 7.14.5. [DKO](#), Part-time artistic education
- 7.14.6. Socio-cultural adult work
- 7.14.7. EVC - Flemish qualification structure

7.14.1. Adult education - proofs of study

In [basiseducatie](#), CBEs confer a **modular certificate** to confirm that a particular module has been completed successfully and a **certificate** when an entire learning pathway has been completed successfully.

In **secondary adult education** and in [hoger beroepsonderwijs](#), CVOs can confer different types of proofs of study:

- an **attest (certificate)** confirms that a particular unit of a temporary modular programme has been completed successfully; these will be conferred until 1 September 2012 at the latest;
- a **deelcertificaat (modular certificate)** confirms that a particular module of a learning pathway (and until 1 September 2012 at the latest also a sub-module of a temporary modular programme) has been completed successfully;
- a **certificaat (certificate)** confirms that a modular programme or a programme offered by higher vocational education of less than 900 teaching periods has been completed successfully;
- a **getuigschrift (certificate)** confirms that the course 'business administration' in the area of study 'commerce' (and also linear programmes until 1 September 2012 at the latest) has been completed successfully;
- a **diploma (diploma)** ratifies:
 - the courses of study 'economics-modern languages', 'economics-mathematics', 'human sciences ASO3', 'modern languages-sciences', 'modern languages-mathematics' and 'sciences-mathematics' within the studiegebied (area of study) 'general education';
 - the course of study 'additional general education', in combination with a certificate of a course of study of another area of study followed through secondary adult education, as specified by the Flemish Government; (transition measure which will remain in effect until the end of the 2010-2011 school year): the courses of study 'general education BSO3 or 'general education TSO3', in combination with a certificate of a course of study of another area of study followed through secondary adult education, as specified by the Flemish Government;
 - the course of study 'additional general education', in combination with one or more modular certificates to attest to the fact that the course participant in question has successfully completed a particular section, specific to the chosen subdivision, of an exam programme that will lead to a diploma of secondary education in TSO or BSO before the Examination Board of the Flemish Community for full-time secondary education on condition that the subdivision corresponds to a diploma-oriented programme in adult education;
 - a certain course of study, specified by the Flemish Government, from an area of study other than 'general education' in secondary adult education, if the course participant is the holder of a diploma of secondary education at the time of registration;
- a **diploma van leraar (diploma of teacher)** ratifies the specific teacher-training programmes offered by higher vocational education; the centres are free to complete the diploma with the scope of the programme and the results obtained, expressed in credits;
- a **diploma van gegradueerde (diploma of graduate)** ratifies a programme offered by higher vocational education which comprises a minimum of 900 teaching periods, excluding specific teacher-training programmes. The diploma of graduate always comes with a **diplomasupplement (diploma supplement)** (cf. 6.15.).

The diploma secundair onderwijs (diploma of secondary education) will always feature the total number of teaching periods.

7.14.2. Vocational training VDAB - proofs of study

Participants can obtain an attest (certificate) for certain courses they have followed. In the case of e-learning courses the course participant receives a certificate when he/she has received a positive assessment from the coach. These types of certificates do not have any formal or legal value and they are not recognised as being equivalent to the recognised proofs of study issued by the actual educational sector. However, they do enjoy de facto recognition from the world of enterprise.

There are various types of certification for job-seekers or employees within VDAB:

- **VDAB-certificaten (VDAB certificates)** – generally called "getuigschriften (certificates)":
 - These certificates state the contents of the programme components the course participant completed successfully;
- **VDAB certificates with a sector certificate:**
 - the certificate indicates that the sector promotes and co-funds the programme;
 - moreover, the sector certificate backs the VDAB certificate as a proof of acquired competences;
 - examples: the European Welding Federation (EWF) diploma, training programmes in the car industry supported by EDUCAM (Training programme coordination centre for the car industry and related sectors), training programmes in the electricity sector supported by VORMELEK (Joint training fund for electricians), training programmes in the construction industry supported by the Fund for Vocational Training in the Construction Industry;
- **VDAB-certificaten with a company certificate:**
 - the certificate indicates that the company promotes and co-funds the training programme;
 - moreover, the certificate backs the VDAB certificate as a proof of acquired competences;
 - examples: ECDL, VCA, Cysco;
- **VDAB-certificaten with a supplementary legal certificate:**
 - VDAB thoroughly prepares course participants for the statutory examinations which must be passed to obtain certificates for certain professions and which are not organised by the VDAB;
 - examples: CE and ADR (heavy road transport) driving licences, CEDICOL (central heating), social-profit diplomas;
- **An ervaringsbewijs (proof of experience)** (cf. 7.14.7.)
 - this is an official certificate issued by the Minister for Education, Training and Work;
 - target groups which can qualify: course participants at the end of their training who probably meet the competences listed in the Flemish Social and Economic Council (SERV) standards, job-seekers upon personal request, and employees, if they so wish.
- **A vrijstellingsattest (exemption certificate)**

As of 2007, agreements were concluded with the local CVOs under the terms of which course participants can receive an exemption for certain modules in programmes leading to a Professional Bachelor's degree (business administration and ICT). Comparable learning ladders have been introduced to facilitate the various cooperations with Higher Vocational Education.

7.14.3. Entrepreneurial training SYNTRA Flanders - proofs of study

As regards [leertijd](#) (cf. 5.20.1.2.).

People following entrepreneurial training who pass both a professional knowledge and a business-administration course are conferred with a **diploma (diploma)** which meets the statutory business-licensing conditions in terms of professional knowledge and the basics of business administration. Course participants who only pass the course 'professional knowledge' are issued with a *getuigschrift beroepskennis en praktijk* (certificate of vocational knowledge and practice) which meets the professional-knowledge requirements. Course participants who only pass the course 'business administration' are issued with a *getuigschrift van basiskennis van bedrijfsbeheer* (certificate of business-administration basics) which meets the business-administration requirements.

Certified advanced training which dovetails with entrepreneurial training results in an official Flemish Community **getuigschrift (certificate)**.

Uncertified advance training (current topics, language courses, business administration and management themes, new regulations...) leads to an **attest (certificate)** from the organiser SYNTRA.

7.14.4. Training in agriculture - proofs of study

All courses are always rounded off with a course test. Participants who have attended a minimum of 75% of the classes and have passed the course test receive a **getuigschrift (certificate)** initialled on behalf of the minister by the Division Sustainable Rural Development.

A course for beginners in agriculture and horticulture which has been successfully completed leads to an **installatieattest (certificate for establishing a business)**. It is required for:

- people who want to establish themselves as agriculturists or horticulturists
- and are keen to receive financial support from the Flemish Agricultural Investment Fund (VLIF)
- and who **cannot** present a diploma of a full cycle in agricultural or horticultural-oriented education of at least the higher level of secondary education.

The certificate for establishing a business qualifies as a sufficient proof of basic knowledge of business administration to allow the holder to register with the Crossroads Bank for Enterprises (KBO).

There are four stages to obtaining the certificate for establishing a business:

- 1 course for beginners type A comprising a minimum of 75 hours;
- 2 course for beginners type B comprising a minimum of 40 teaching periods geared towards the agricultural sector in which the candidate-farmer wishes to establish himself;
- 3 work experience comprising 20 eight-hour work experience days on a farm or in a horticultural enterprise;
- 4 tests for the certificate for establishing a business: both a written test about the contents of the course for beginners A and an oral test (a socio-economic presentation of the farm).

Twice a year, the Division Sustainable Rural Development organises tests in each province, in collaboration with the provincial agricultural services, for people who wish to obtain the certificate for establishing a business. This jury seats members of the Policy Area Agriculture and Fisheries (2), the Agency for Agriculture and Fisheries (1) and the province (1). The general centres are entitled to send an observer.

7.14.5. Part-time artistic education DKO – proofs of study

Pupils receive an attest (certificate) or getuigschrift (certificate) each time they have completed a stage successfully. These certificates do not have any 'civic effect' but demonstrate that they are able for a particular level. This course of study does however provide youngsters who wish to follow a programme within higher artistic education with a solid base (e.g. music conservatory, drama and cabaret, dance). Depending on the stage, a visual-arts certificate can be seen as complementary to elementary or secondary artistic education.

7.14.6. Socio-cultural adult work - competence documents

During 2005, SoCiuS set up the working group “**EVC in socio-cultural work**’. Aside from representatives from the field of action, this working group also includes people from the administration, the cabinet, the Ghent University, adult basic education and the Service Centre for Youth Policy. The activities of this working group culminated in the vision statement ‘EVC within socio-cultural work’ (2006).

This vision statement was used as a basis to contemplate how this vision could be turned into reality. It ensued in a concrete project, i.e. **a portfolio in which people store and compile all the non-formal and informal learning experiences they have acquired through recognised and/or subsidised socio-cultural adult work and youth work**, which SoCiuS and the Service Centre for Youth Policy began developing in March 2008. This project ran until the end of February 2010.

The portfolio is **a folder** about learning experiences people have acquired through non-formal and informal learning and can be used from the age of 12 years upwards. The portfolio is the property of the individual. He can decide himself when and where he will use the portfolio. This also means that portfolio users can decide at any one time what they will include or not. This may for instance be very interesting if one wishes to use a selection of competence documents from the portfolio for a specific purpose (job application, volunteer work, reduction in course duration...).

Two types of documents are stored in this portfolio. On the one hand it contains documents which inventory and document people's competences and, on the other hand, certificates that were conferred after they passed tests based on autonomous or public standards. For the time being we shall refer to them as **competence documents**. How both types of documents will be interpreted will be based on the concepts of the proof of learning, the proof of competence and the function proof.

This portfolio was presented and launched in 2009 under the name **Oscar**. Oscar helps participants of socio-cultural youth and adult work gain an overview of the competences they acquire through training or by taking up honorary positions or doing voluntary work. In that way, Oscar supports the recognition and accreditation of acquired competences (EVC) within socio-cultural youth and adult work. (more info can be found on www.oscaronline.be)

During 2009, a special website was developed at Flemish level aimed at all the organisations who are professionally involved in EVC (www.vlaanderen.be/evc). This website gives further details about policy developments, tools, study days...

7.14.7. EVC & certificates of vocational competence or proofs of experience

The 'certificates of vocational competence', now also referred to as proofs of experience, were created in 2004.

- These are certificates which are issued by a competent body after it has been ascertained via a recognition, assessment and accreditation procedure that the person in question has acquired the preset competences to practise a particular vocation or sub-vocation.
- It also counts as proof that its holder has obtained a recognised vocational qualification.
- Each recognised proof of study which comprises the preset competences for a particular vocation or sub-vocation is accepted as a proof of experience.
- Diplomas which are issued by virtue of the fact that its holder has acquired the necessary vocational competences which were defined in a recognised vocational qualification, are at all times deemed to at least comprise the preset competences required for a specific vocation or sub-vocation.

- Under the terms specified by the Flemish Government, these proofs of experience are also taken into consideration when people register for a course of study or training programme or as a job-seeker with VDAB.

In this case, the procedure to obtain a certificate of vocational experience will be launched at a person's own initiative.

The Flemish Government specifies the vocations for which a certificate of vocational competence is issued, with due regard for the advice from SERV. On the basis of vocational-competence profiles and competence profiles, SERV then develops standards which comprise a selection of competences which are deemed to be a prerequisite for a certain vocation.

The Flemish Subsidy Agency for Work and Social Economy acts as the accreditation body.

<http://www.ervaringsbewijs.be>

Relevant legislation

- Decree of 30 April 2004 concerning the obtention of a certificate of vocational competence (B.S. 26/11/2004).
- Decision of the Flemish Government of 23 September 2005 implementing the Decree of 30 April 2004 concerning the obtention of a certificate of vocational competence (B.S. 30/11/2005).
- Decision of the Flemish Government of 5 October 2007 amending the Decision of the Flemish Government of 27 August 2004 concerning the recognition of and subventions for career-service providers and amending the Decision of the Flemish Government of 23 September 2005 implementing the Decree of 30 April 2004 concerning the obtention of a certificate of vocational competence.
- Decree of 30 April 2009 concerning the qualification structure
- Decree on flexibilisation of 30 April 2004 for higher education
- Decree of 15 June 2007 concerning adult education

EVC, the recognition of acquired competences, allows people to have their knowledge, skills and attitudes recognised regardless of the context in which this knowledge, these skills and attitudes were acquired. People's competences are assessed on the basis of a standard. [EVC-procedures](#) are an alternative way in which people can obtain proof of recognition, outside of the traditional educational and training circuit. People who complete the EVC procedure successfully can obtain formal recognition, including proof of their competences, irrespective of the way in which these competences were acquired. The steps "assessment" and "recognition" are essential if these acquired competences are to be recognised and this recognition is to be formalised.

AKOV, the Agency for Quality Assurance in Education and Training (cf. 9.3.2.) concentrates amongst other things on the quality and transparency of EVC pathways. Cooperation within the EVC field of action is very important here. In that light, AKOV activated an EVC Knowledge Network, led by an EVC Promoter Team. The EVC Promoter Team has been operational since June 2009. It seats 23 members, representative for the Knowledge Network. All those offering pathways towards the accreditation and/or the recognition of acquired competences are free to join the Knowledge Network. The idea is to develop and exchange expertise and sound practices regarding high-quality recognition/accreditation procedures, quality standards and reliable methodologies and tools. The Promoter Team and Knowledge Network also draft policy recommendations in this regard.

A special website was developed aimed at all the organisations who are professionally involved in EVC.

<http://www.evcvlaanderen.be>

The Flemish Government is currently running a project to check whether **proofs of experience** can also **benefit a number of positions within the various administrations**. In the course of this project it will be examined whether it would - within the current Flemish staff status - be possible to allow people who have obtained a proof of experience to sit the selection tests for certain positions at administrative level. Discussions are being held with the Minister in charge of Interior Administration to investigate whether these proofs of experience can form a gateway to positions with the local administrations. Within the Flemish Administration, Child and Family has recognised the 'out-of-school childcare assistant' proof of experience in terms of the 50% rule on qualified staff.

Developments within the socio-cultural sector

During 2010, a pathway will be launched within the socio-cultural sector with a view to arriving at a common vision on the qualification structure and EVC. In the meantime a new tool, Oscar, was developed which should give participants of socio-cultural youth and adult work an overview of the competences they are acquiring by following training courses and by taking up honorary positions and doing voluntary work. And also during 2009, a special website was developed aimed at all the organisations who are professionally involved in EVC (www.vlaanderen.be/evc). This website gives further details about policy developments, tools, study days.... (cf. 7.14.7.).

EQF, European Qualifications Framework

On 23 April 2008, the Presidents of the European Parliament and Council signed the European Recommendation for a European Qualification Framework for lifelong learning. This recommendation calls on the Member States of the European Union (the EU Member States) to link their qualifications to one of the eight EQF levels by 2010. Once linked to the individual levels, the qualifications obtained within the various Member States can be compared. Moreover, in 2012 all national certificates and diplomas/degrees will have to contain a reference to the corresponding EQF level. To provide information on the linking of the national qualification levels to the EQF levels a '**national coordination centre**' has been planned.

European Commission - Education & Training - lifelong learning policy - The European Qualifications Framework (EQF)

7.15. Education/employment links

Here we shall consecutively discuss:

- 7.15.1. Adult education
- 7.15.2. Vocational training VDAB
- 7.15.3. Entrepreneurial training SYNTRA Flanders
- 7.15.4. Training in agriculture
- 7.15.5. [DKO](#) Part-time artistic education
- 7.15.6. Socio-cultural adult work

Thereafter, we shall discuss the important policy developments which transgress the various systems.

- 7.15.7. Competence Agenda & sector covenants
- 7.15.8. Dutch Language Houses

7.15.1. Adult education - education/employment links

On 1 September 2008 a new financing system for [basiseducatie](#) came into effect. On the basis of this new system, the centres for adult basic education are allocated 10 percent additional educational staff to organise learning-pathway guidance, to organise activation and career-choice guidance and to organise open-learning centres.

Adult basic education works in conjunction with VDAB on training programmes for basic on-the-job skills or for remedial arithmetic in vocational training. They also cooperate with the centres for adult education, the Public Centres for Social Welfare (OCMWs), the local authorities and other services.

Especially for [volwassenenonderwijs](#), permanent working groups were set up within the **ERSVs, the Recognised Regional Collaborations** (the former STCs, Sub-regional Employment Committees). These working groups have a consultative function and focus on an intensive cooperation between industry, education and the employment agencies. They also have formal advisory powers with respect to the planning of new training programmes in [volwassenenonderwijs](#) (see also 2.7.2.7.). <http://www.ersv.be> ; www.ersvlaamsbrabant.be; www.ersvlimburg.be ; www.ersvprovincieantwerpen.be

The centres can bank on the pedagogical support of the VOVCO, the Flemish Support Centre for all of Adult Education and of the PBDs, pedagogical counselling services (cf. 9.3.3.2.).

7.15.2. Vocational training VDAB - education/employment links

Following the VDAB reform, a Labour Market Control Directorate was established in 2006 alongside the Competence Centre Directorate.

The principal activities of the reformed employment services include: basic services for job-seekers, employees and employers, the extensive services for job-seekers, i.e. pathways-to-work and guidance pathways and an extensive service for employers. They also have some specific tasks: ports, pathway-to-work guidance for detainees, experience experts on poverty, job coaching, inter-regional and international conciliation / cooperation (a.o. Eures), integration, action, IBO, guidance for people with low levels of literacy, social intervention advice, specialised psychological screening, etc.

Since 2009, VDAB is also offering a **basic service provision** for **employees** as an experiment within the framework of **career perspectives**. To support people who want to take charge of their own career, VDAB offers career-guidance services with VDAB career counsellors to help them make certain career choices and draw up a personal-development plan. Employees can also contact these competence centres at their own initiative.

Aside from the classical media, the extensive Internet applications are important tools, not to mention the call centre. Every year several hundred thousand vacancies are advertised via the Work Information System, WIS, terminal and the VDAB website. Job-seekers can be notified of these vacancies by e-mail, letter, SMS... (automatically or upon request).

Aside from pathway-to-work guidance, the unemployed person looking for a suitable position can, via the VDAB website, also access the **CO.BR.A. database** (COmpetence and Professions Repertory for the Labour Market) which contains filing cards on 550 professions. This database is of course also accessible to people who are working. <http://vdab.be/cobra/>. Another tool is **VDAB occupational orientation** in which a questionnaire is used to establish what type of professions would suit a particular person.

The **KISS applicants bank** is a free database which contains CVs of applicants. Employers can use this database to select and contact promising candidates themselves. Job-seekers can place their own little promotional film on the net.

The '**Work Shops**' centralise all the organisations job-seekers can consult in 1 central location.

For people who are out of work, VDAB has been offering **pathway-to-work guidance**, or 'tailor-made job guidance' since 1999. This method implies a thorough and personal guidance of the unemployed person and consists of different stages:

- pathway-to-work diagnosis and setting (qualifying intake, screening, orientation, psychological assessment and medical check-up, profile setting, information sessions, previous education),
- job-application training and guidance
- training at a centre,
- personal development, labour-market guidance,
- on-the-job training and support,
- pathway-to-work guidance and further follow-up of the job seeker's progress.

Since 1 January 2006, VDAB has been calling on non-commercial and commercial counselling organisations to provide guidance, training and/or work-experience placements for the long-term unemployed. In **pathway tendering** full pathway-to-work guidance is entrusted to external partner organisations. VDAB ensures that candidates are provided with high-quality pathway setting. Cf.: <http://partners.vdab.be/tendering.shtml>

VDAB has developed an online **client follow-up system** to follow up files (which is also accessible to its partners): <http://partners.vdab.be/cvs/>

7.15.3. Entrepreneurial training SYNTRA Flanders - education/employment links

Training programmes provided by SYNTRA Flanders are strongly practice and labour-market oriented.

Both SYNTRA Flanders and the Commission of Practical Training (in charge of [leertijd](#)), have representatives from employers' and employee organisations, small and medium-sized enterprises and agricultural organisations who are affiliated to the SERV on their boards.

Every three years, SYNTRA Flanders assesses the 5 SYNTRA umbrella organisations on reputation, market share, client satisfaction and effectiveness of their training. In addition, SYNTRA also operates a self-evaluation tool, based on the EFQM, and calls on an external assessment panel which seats both internal and external members. This panel assesses the self-evaluation, the action plans and plans for improvement developed by SYNTRA and holds probing talks with all the actors involved in the organisation of the SYNTRA training programmes.

7.15.4. Training in agriculture - education/employment links

Initiatives are left up to the centres.

7.15.5. Part-time artistic education DKO - education/employment links

Initiatives are left up to the academies. This item is also discussed under the intrinsic modernisation of part-time artistic education (cf. 7.2.5.).

7.15.6. Social-cultural adult education - education/employment links

Initiatives are left up to the centres.

7.15.7. Competence Agenda & sector covenants

Based on the motto that everyone has valuable talents, the Flemish Government and the social partners approved the 2010 Competence Agenda on 14 May 2007 which focuses on discovering, developing and deploying competences of students, the unemployed and the working population alike. The agenda calls on the shared responsibility of the individual on the one hand and of the employers, the social partners, the sectors and education in their capacity of training and career-service providers, on the other hand. Lines of action were developed for 10 priorities featuring in the Competence Agenda to which a total of 38 million euro was allocated (10 million euro in 2007 and 14 million euro in 2008 and 2009). On 21 November 2007, the Flemish Government, the representative organisations of the organising bodies, Go! Education of the Flemish Community and the inter-professional social partners signed a collaboration protocol in which the keynotes and the objectives of the Competence Agenda were underwritten. The progress is being monitored by the Flemish Socio-Economic Consultation Committee (VESOC).

The stresses laid in the Competence Agenda and talent in the broad sense of the term are also one of the spearheads of the socio-economic action plan Flanders drew up within the framework of **the 'Flanders in action' action plan (VIA)**. To crystallize this action plan and to make it well-rounded, a VIA Talent Workshop was organised on 16 May 2008. This workshop resulted in a number of recommendations such as the importance of teachers as beacons in our knowledge society, proportional participation within education and on the labour market, the school as cradle for full talent development (21st century schools), a fresh view on the core curriculum and a strategic competence policy within organisations.

Here, we shall further explore the 10 Competence Agenda priorities.

<http://www.werk.be/beleid/competentiebeleid/competentieagenda/>

1. An educated choice of course and vocation

- 1.1. Awareness campaigns aimed at pupils, parents and schools must highlight the importance of a well-thought out choice of course and must arouse interest in vocations. At the same time, action should be taken on enhanced orientation procedures and the courses on offer should be revised and updated. To that end, a blueprint for the reform of secondary education is being prepared.
- 1.2. Knowledge about the educational provision in secondary and higher education and about labour market opportunities will be increased by the CLBs, pupil guidance centres, in collaboration with VDAB (cf. 5.18.1.).
- 1.3. To achieve continuity in study and career guidance, the DBO and VDAB have developed a portfolio for pupils, employees and job-seekers, which was given the name "Mijn loopbaan (My career)" (cf. 5.18.1.). <http://www.my-digital-me.be/>

2. Acquiring competences through learning and working with more and enhanced on-the-job learning in all branches of education and in all education forms.

- 2.1. A systematic and structural expansion of high-quality on-the-job learning within secondary and higher education, adult education, VDAB and SYNTRA training programmes (cf. 5.18.2.).
 - 2.2. Further development of work-experience placements for pupils and of the database 'stageforum (work-experience forum)' to facilitate consistent work-experience records within secondary education. Full inspections by the inspectorate of schools' work-experience policies. Also the further development of the registration system to monitor pupils' full-time commitment (cf. 5.18.2.).
 - 2.3. Optimisation and stimulation of teaching practice for teachers (cf. 8.1.).
 - 2.4. Fine-tuning the demand for and supply of work-experience places through the appointment of 'bridge builders' at the Regional Technological Centres, RTCs, for one (cf. 5.18.5.2.).
 - 2.5. Modernisation of the alternance-training system (cf. 5.20.1.).
 - 2.6. Via a sectoral approach, apprenticeships for job-seekers should be structurally embedded within VDAB training. Simplifying the current diversity in VDAB work-experience systems (cf. 7.10.2.).
 - 2.7. SYNTRA is investigating whether it would be desirable and possible to reinforce the work-experience policy in entrepreneurial training.
3. **Strategic plan entrepreneurial education and training**
- The Flemish Minister for Education is drafting a strategic plan 'Ondernemend Onderwijs en Opleiding (Entrepreneurial Education and Training)' in conjunction with the Flemish Minister for Economy and his colleague for Work in which SYNTRA Flanders is assigned an important role, i.e. that of stimulating entrepreneurial sense within education and training. See also 5.18.4. (stimuleren van ondernemerschap (stimulating entrepreneurship)) and 7.4.3. (Competento, a new virtual knowledge centre for entrepreneurial competences).
4. **Reinforcing the Recognition of Acquired Competences (EVC)**
- 4.1. Proofs of experience (cf. 7.14.7.) should be used where they are needed most, more specifically for vocations/positions
 - o where it is difficult to find competent candidates;
 - o which offer opportunities to certain more vulnerable groups;
 - o in developing market niches (or in other words, competences which are "new" to the labour market);
 - o for which there is no or little intake from education (or supplementing competence gaps through the labour market);

Here, the aspiration is to achieve a balanced mixture of target groups, vocations and positions with due regard for scale size, i.e., an as large as possible range and impact of the proof of experience on the labour-market position.
 - 4.2. To accelerate the development of standards and to make this development more efficient, a **competence-management system** will be operated. This competence-management system must be seen as a modernized and ICT-supported system aimed at the development of occupational structures, vocational competence profiles and standards. This system therefore provides a map of economic activities and related competences. The operations behind the development of vocational competence profiles and standards will also be computerized and professionalized. One will be able to call on a wider input from experts (such as sectoral social partners, the direct field of action and possibly also other experts) and as much use as possible will be made of existing domestic and international information. This will avoid double work while the activities are streamlined with European and international developments. The competence-management system, which carries the name **COMPETENT**, is developed by SERV in collaboration with VDAB, which assumes the role of technical partner. The COMPETENT project is funded by the ESF (objective 3, centre of gravity 4) and leverage credit of 1,500,000 euro. The project also includes a phase in which the competence-management system will be tested. (COMPETENT should not be confused with COMPETENTO, the SYNTRA Flanders knowledge centre, cf. 7.4.3.).

- 4.3. To create a basis and to get proofs of experience accepted on the shop floor, a strong advertising campaign will have to be conducted aimed at employers, employees and job-seekers alike in which the added value and the use of the proofs of experience is highlighted.
- 4.4. The use of personal-development plans and portfolios within the labour market should also be encouraged (cf. 5.18.1.).
- 4.5. EVC practices should become more widely accepted by the education and public training providers with a view to shortened learning or training pathways.
- 4.6. A coordinated and coherent EVC policy within education, work and culture should result in optimum accreditation opportunities in terms of competences people have acquired. It is about joint support for as many as possible common frameworks, tools and processes to recognise acquired competences within the framework of facilitating the choice of courses and vocations, progression in education, training and non-formal education and during career development on the labour market.
- Developing an overall Flemish qualification structure.
 - Drawing lessons from the OECD inspection
 - Developing a **knowledge network** to support the EVC processes. (cf. the Dutch EVC centre <http://www.kenniscentrumevc.nl/>)
- 5. Widening the fight against youth unemployment**
- 6. Stimulating the competence policy**, in all its aspects, in companies and organisations (this policy also targets literacy problems).
- 6.1. "Learning networks and competence management" test beds are being launched in which a number of pilot companies and organisations will cooperate on the entire or aspects of the competence policy (cf. the 2007-2013 ESF projects list <http://www.esf-producten.be>).
- 6.2. These will receive support so that they will also be in a position to share the expertise acquired via the virtual platform, for instance. They are funded by the ESF and the leverage credits.
- 6.3. The financial incentives for training programmes instigated by the employer will be inspected by the Work and Social Economy (WSE) Centre. Based on the results and the benchmarking with other instruments in other EU countries, the SERV partners will present proposals to the Flemish Government.
- 6.4. Fine examples of sound practises of competence development in dialogue between employer and employees will be compiled and circulated.
- 7. Investments in the continuous employability of staff throughout their career.**
- 7.1. With that in mind, an **Age and Work Centre of Excellence** was set up which will stimulate sound practices and knowledge and develop policies (<http://www.leeftijdenwerk.be/>). This website also gives an overview of the diversity plans.
See also: <http://www.werk.be/wg/diversiteitsplannen/>
- 7.2. **Older employees can be deployed as tutors** to assist their fellow-workers with competence development (including in-company trainees (IBO'ers), people in part-time education and pupils on work-experience assignments) and can remain actively employed within competence-management projects.
- As experienced professionals are not necessarily excellent counsellors, tutors will have to be properly supported throughout their guidance activities and must be specially trained.
 - To valorise the competences of (older) employees who are being deployed as trainers in companies, institutions and organisations, for instance within the framework of an age-specific staff policy, the procedure regarding 'training counsellor' proofs of experience will be launched. Proofs of experience could also represent some sort of quality mark for companies in relation to the guidance they provide in on-the-job-learning schemes and the quality of the work-experience positions they offer. Cf.: <http://www.ervaringsbewijs.be/>

8. Giving **incentives to employees** to keep training, followed outside the company and/or pathway-to-work programmes, attainable and affordable. To that end, the Work and Social Economy (WSE) Centre examined the existing study financing for adults in all its shapes and forms, including study financing within adult education. The results of this study will be benchmarked against the instruments used in other EU countries. Based on the results of the inspection and the benchmark, the SERV partners will present proposals to the Flemish Government. Pending these proposals the training-voucher system will remain in place. (Heeft Vlaanderen nood aan 'meer'? (Does Flanders need 'more'?) Een evaluatie van instrumenten voor stimulering van opleidingsinspanningen (An evaluation of the instruments used to boost training efforts), L. Sels, WSE report, 2009).
9. Taking action on **employability**. Increased employability entails labour market positioning, developing one's career competences, being aware of one's rights and obligations, developing proper work attitudes, registering for lifelong learning and sustaining one's expertise by developing innovation orientation, creativity and responsibility as competences.
 - 9.1. The current **career-service system** will be repositioned so that it can also evolve towards a broad basic-service provision on career information and career management. In view of the role and the expertise of the trade unions in this area, the new service will be developed in proper tuning and partnership with them. The ultimate objective of this service is to support the employability of people or to help them manage their career (i.e. enabling them to anticipate and make choices in relation to their own career) be it preventatively or curatively. For this purpose, a virtual platform 'mijn loopbaan (my career)' and local work shops will be used.
 - 9.2. **Career guidance** itineraries should enable participants to make their own career choices and career decisions. The general framework in all of this is the labour market; the ultimate objective is increased independence on this very labour market. Central to each itinerary will be the drafting of a personal development plan.
 - 9.3. To widen the scope of these career services a communication plan will be drawn up.
10. **Reinforcing the sectoral angle**.
 - 10.1. Sectors and/or sectoral (training) funds will have to turn into centres of excellence/hubs of sectoral competence-oriented innovation policies for pupils, job-seekers and companies (employers and employees). The COMPETENT project (SERV) could be a useful tool in terms of getting an insight into the current and future sectoral competence needs. An ESF lump sum and leverage credits can assist with the development of these centres of excellence. For information on the ESF projects, please refer to <http://www.esf-producten.be>, call numbers 18 and 83)
 - 10.2. The items on the Competence Agenda, in respect of which an undertaking from the sector is expected, will be integrated into the sector covenants (see also hereafter).
 - 10.3. For other items on the Competence Agenda, please refer to: 4.1. & 4.2. & 4.3. & 4.6.
 - 10.4. Making the use of personal development plans and portfolios more acceptable on the labour market (in companies, in combination with other employment measures, e.g. work experience in the case of reorganisations and outplacements) and the distribution of sound practical examples on the use of portfolios.
 - 10.5. Ensuring that EVC-practices become also more widely accepted by the education and public training providers with a view to shortened learning or training pathways.

7.15.7.1. Sector covenants

Since the 1993 VLOR initiatives and the initiatives taken by the Flemish Social and Economic Council in 1995, collaboration between education and the business community has enjoyed enhanced structural support through employment and training **covenants** with the sectors. The various undertakings from the social partners, made within the framework of the Competence Agenda, were also laid down in 28 **sector covenants**, based on the 2007-2009 model covenant, which was approved by VESOC (Flemish Socio-

Economic Consultation Committee) on 11 May 2007. The sector covenants specify a.o. concretely how many work-experience places will be created within part-time education, how many work-experience places within full-time education, how many training programmes can be followed, how many jobs can be created, how acquired competences will be appraised ...In a number of cases this results in specific **education covenants**. In excess of 100 full-time sector consultants are being subsidised who see to the implementation of the agreements and also follow up the actions in the field. Each covenant runs for a period of two calendar years, but the starting dates vary from sector to sector. The Decree of 13 March 2009 defines the role of these sector covenants within the Flemish employment policy. For further information on the sector covenants, please refer to:

http://www.werk.be/beleid/sectoraal_beleid/sectorconvenants/

<http://www.ond.vlaanderen.be/geletterdheid/sectorconvenanten/>

During 2010, a new type of sector covenants will be negotiated (the 5th generation): further information can be found on http://www.serv.be/dispatcher.aspx?page_ID=01-14-00-00-000

7.15.8. 'The Dutch Language Houses' as pivot points for Dutch as a 2nd language

There are eight Dutch Languages Houses, one in every Flemish province and one in the cities of Antwerp, Brussels and Ghent. After an experimental stage, the operations of the Dutch Language Houses were legally embedded (Decree of 7 May 2004 concerning the Dutch Language Houses). The objective is to optimise the range of services provided to non-Dutch speaking people who have completed compulsory education and who want to learn Dutch for social, professional or educational reasons.

The Dutch Language Houses charted the entire range of '**Dutch as a second language**' (NT2) courses offered within their working area as well as the needs of non-Dutch speakers looking for a course. After a professional and uniform **intake procedure**, they guide the non-native Dutch speakers to the most suitable course Dutch available. Thanks to a specially designed course-participant registration system they advise the government on existing needs, possible waiting lists, progression and drop-out. Only the Dutch Language Houses are entitled to organise and coordinate the intake, testing and referring of course participants who are not in possession of an NT2 proof of study.

All Centres for Adult Basic Education, Centres for Adult Education offering NT2 courses, VDAB centres, Syntra, university language centres, provincial authorities, the Flemish Community Commission and the city councils of Antwerp and Ghent sit as partners on the board of the Dutch Language Houses. Dutch Language Houses enter into a cooperation protocol with the adult-education consortia operating within their area (cf. 7.5.1.).

The Dutch Language Houses are now as well represented as the reception bureaus (for newcomers) with whom they shall cooperate closely on the integration of foreign mother tongue newcomers. A Dutch Language House can only be recognised and subsidised if it has been set up as a non-profit-organisation.

A new NT2 arrangement framework between the policy areas "Work and Social Economy, "Education and Training" and 'Housing and Integration' came into effect on 1/9/2009 on:

- the organisation and inter-attunement of the course offer; the mutual recognition of proofs of study;
- the orientation, the assessment of the level and learning pathways of course participants;

- the cooperation between the NT2 course providers (the Centres for Adult Basic Education, the Centres for Adult Education, the university language centres, VDAB, SYNTRA Flanders), the reception bureaus, the Dutch Language Houses and the adult-education consortia in the area of NT2.

These are some of the new elements in this arrangement framework:

- the reception bureaus, VDAB and the Dutch Language Houses will respectively direct the integration pathways, the pathways-to-work and the willingness to speak Dutch within the framework of the Housing Code;
- the Dutch Language Houses will have wider powers in terms of referrals whereby the learning needs of course participants on the one hand and the expectations of pathways counsellors on the other hand will come more to the fore;
- arrangements will be made on a region-by-region basis on the minimum and maximum group sizes at the various course providers;
- the aim is to keep the intake procedure as centrally as possible so that objectivity can be guaranteed as much as possible.

http://www.ond.vlaanderen.be/volwassenenonderwijs/beleid/rtc_nt2.htm

Relevant legislation

- Decree of 7 May 2004 concerning Dutch Language Houses (B.S.19/11/2004).
- Decision of the Flemish Government of 22 July 2005 concerning Dutch Language Houses (B.S. 16/09/2005).

<http://www.huizenvanhetnederlands.be/>

7.16. Private education

The private-education sector has also got involved in distance learning – as a form of adult education - and has established ‘schools’ or centres in various cities and municipalities, especially in the field of languages and information technology. This private education (either or not in the form of correspondence courses) is however not legally regulated in our country and thus not funded or subsidised by the government. Diplomas issued by these institutions have no legal value and the courses offered within private education vary greatly in the type of programmes, the teaching modalities and their price, cf. The Annual Study and Information Days (SIDIN) <http://www.ond.vlaanderen.be/sidin>

7.17. Statistics

Here we shall consecutively discuss:

- 7.17.1. [volwassenenonderwijs](#) & adult basic education
- 7.17.2. Vocational training VDAB
- 7.17.3. Entrepreneurial training SYNTRA Flanders
- 7.17.4. Training in agriculture
- 7.17.5. [DKO](#), Part-time artistic education

Regarding socio-cultural adult work, please refer to 7.10.6..

7.17.1. Adult education

Number of course participants

ADULT EDUCATION	Males	Females	Total
Secondary adult education (1)			
- reference period 1/2/2007-31/8/2007	23,816	33,094	56,910
- reference period 1/9/2007-31/3/2008	107,351	163,469	270,820
Higher vocational adult education (1)			
- reference period 1/2/2007-31/8/2007	3,717	5,936	9,653
- reference period 1/9/2007-31/3/2008	9,721	13,036	22,757
Supervised Individual Study (including BIS online)	unknown	unknown	13,688

(1) Only the number of unique programme registrations are included. Unique programme registrations: anyone registering for the same programme in the same system twice or more during one and the same reference period is only counted once. If course participants register for the same programme more than once, but in a different system, (once in the linear system and the next time around in the modular system) they are counted twice. When course participants register for two different programmes - be it in the same area of study or not -, they are counted twice.

As the introduction of the new decree could actually be construed as a 'trend break' in the statistical data, the Adult Education Department has decided to split up the reference periods into 2, i.e. the period before the decree was introduced on 01.09.2007 and the period after its introduction. This means in concrete terms that the yearbook features a table with figures on the reference period 01.02.2007 up to and including 31/08/2007 and another table with figures on the reference period 01.09.2007 up to and including 31.03.2008 per individual 'topic' (the reference period for the 2007-2008 school year does not run from 01.02.2007 up to and including 31.01.2008, as was previously the case, but was exceptionally extended until 31.03.2008). The figures in both reference periods stand on their own and cannot be added. As a result of this change in registration mode, a comparison with the figures from the previous reference periods is impossible.

Number of course participants in secondary adult education

Secondary adult education Reference period	Linear education			Modular education		
	Men	Women	Total	Men	Women	Total
1/9/2007 - 31/3/2008	3,687	7,440	11,127	103,664	156,029	259,693
1/9/2008 - 31/3/2009	2,726	5,246	7,972	118,144	173,977	292,121

Source: Statistical yearbook of Flemish education 2007-2008 / 2008-2009

Number of students following higher vocational education within adult education

Reference period 1/4/2008-31/3/2009		
Area of study	Number of course-participant teaching periods	Number of unique registrations
Biotechnology	57,380	213
Health care	51,716	178
Commercial and Management Sciences	2,041,694	8,459
Industrial Sciences and Technology	484,952	1,734
Education	1,954,752	8,046
Social-agogic work	1,548,514	6,435
Total	6,139,008	25,065

Course-participant teaching periods = number of course participants who qualify for funding, multiplied by the number of teaching periods, reduced by the number of exemptions expressed in hours (linear system); in the case of combined education (partially distance education/partially face-to-face instruction) this figure is multiplied by a factor of 1.2.

Source: Statistical yearbook of Flemish education 2008-2009

Evolution of the number of course participants following basic adult education

Operating year	Total	Operating year	Total
1992 - 1993	9,994	2000 - 2001	21,213
1993 - 1994	11,825	2001 - 2002	26,387
1994 - 1995	12,842	2002 - 2003	24,662
1995 - 1996	13,288	2003 - 2004	unknown
1996 - 1997	13,590	2004 - 2005	26,188
1997 - 1998	14,779	2005 - 2006	31,838
1998 - 1999	16,902	2006 - 2007	33,463
1999 - 2000	19,472	2007 - 2008	39,223

Source: The Federation of Centres for Adult Basic Education / Statistical Yearbook 2008-2009

Number of basic-adult-education courses during 2007-2008: 6,514

Centres for adult education

Number of CBEs, centres for adult basic education	13
Number of CVOs, centres for adult education	113
Number of CVOs offering secondary adult education	106
Number of CVOs offering higher vocational education	63

Source: Statistical yearbook of Flemish education 2008-2009

EVOLUTION OF THE ADULT EDUCATION BUDGET BY EDUCATIONAL NETWORK (in thousands of euros)

	2004	2005	2006	2007	2008	2009
GO	68,472	71,797	79,450	77,189	83,360	82,990
VGO	86,802	89,682	99,172	105,022	106,683	107,201
OGO	51,704	52,924	58,676	61,988	63,656	63,983
Cross networks	26,548	31,808	33,066	38,350	49,490	53,100
Total	233,526	246,211	270,364	282,549	303,189	307,274

Source: Flemish education in figures 2008-2009 (Department for Education and Training)

Adult-education budget (= the former social-advancement education + adult basic education + BIS + Dutch-as-a-second-language + university language centres within the framework of the Flemish integration policy)

Number of certificates and diplomas issued by secondary adult education during reference period 1/2/2006 - 3/1/2007

Certificates (Getuigschriften)	Certificates (Certificaten)	Diplomas
14,149	18,178	729

Source: Statistical yearbook of Flemish education 2006-2007

Number of diplomas conferred by higher social-advancement education (1/2/2006 - 31/1/2007)

	Linear educ.	Modular educ.
Short type		
Artistic	25	
Economic	551	491
Paramedical	37	7
Social	507	394
Technical	257	43
Total short type	1,377	935

Source: Statistical yearbook of Flemish education 2006-2007

7.17.2. Vocational training VDAB**(Over)representation of target groups in pathway-to-work programmes during 2008**

Overrepresentation	
Ethnic minorities	+24.3%
Employment-impaired persons	+28.3%
The poorly-educated	+10,8%
Senior citizens	114.2

Source: VDAB Core figures 2008

Number of completed courses, divided per activity of employees – job-seekers in 2008

Module	Employees	Job-seekers	Total	Hours' training
module 2: orientation training	1	12,086	12,087	332,406
module 3: job-application training and guidance	160	9,064	9,224	284,319
module 4: vocation-specific training programme	47,485	56,247	103,732	9,991,156
module 5: personal development	113	11,569	11,682	809,417
module 6: on-the-job- guidance/training	-	163	163	2,363,984
Total	47,759	89,129	136,888	13,781,281

Number of vocationally-oriented training programmes employees followed at their employer's request: 46,057

Number of vocationally-oriented training programmes employees followed at their own request: 1,702

Number of training-voucher applications: 255,631

Number of IBOs commenced, individual vocational in-company training traineeships: 12,316;
percentage of unfavourable terminations: 19.2%

Source: VDAB Core figures 2008 / Statistical yearbook of Flemish education 2008-2009

7.17.3. Entrepreneurial training SYNTRA Flanders

Target-group policy

Doelgroep	Vooropgesteld aantal cursisten bij aanvang	Aantal cursisten 2006-2007	Aantal cursisten 2007-2008
Allochtonen	250	519	694
Werkzoekenden - bedrijfsbeheer	400	688	535
Voortraject kortgeschoolden	100	120	189
Knelpuntberoepen	100	291	319
Nieuwe marktsegmenten	100	184	108
Hooggeschoolden	50	geen cursus ingericht	147
Vrouwen	100	102	28
Kmo	150	geen cursus ingericht	96
Kansarmen	150	132 (151)	geen cursus ingericht (*)
Totaal	1 400	2 055	2 116

* Geen specifieke initiatieven voor kansarmen maar wel bijzondere aandacht bij elke andere doelgroepbenadering.

Source: SYNTRA Flanders, Cahier (Exercise Book) 6, Ondernemersvorming heeft oog voor elk talent (Entrepreneurial training has an eye for talent), 2009

Overall quantitative overview

target group	number of course participants during 2008- 2009
Ethnic minorities:	569
- business administration	479
Job-seekers - preparatory pathway	172
Shortage occupations: The poorly- educated*1	202

New market segments:	84
The highly-educated:	31
SME - micro	269
50 +	171
Poorly-educated - TLC	185
TOTAL	2,162

*1 the poorly-educated who completed the entire pathway went on to follow business administration

Entrepreneurial training – number of courses, teaching periods and course participants

Course year	Business administration			Professional knowledge		
	Courses	Teaching periods	Course participants	Courses	Teaching periods	Course participants
2004-2005	746	50,517	6,904	4,203	250,628	20,913
2005-2006	878	55,832	7,741	4,513	304,231	23,369
2006-2007	739	47,027	6,691	4,004	282,123	23,224
2007-2008	597	40,364	6,303	4,021	305,457	25,535
2008-2009		42,820	5,801		354,431	26,720

Source: SYNTRA Flanders 2010

Apprenticeships

under supervision on 31 December 2004	1,004
under supervision on 31 December 2005	918
under supervision on 31 December 2006	863
under supervision on 31 December 2007	803
under supervision on 31 December 2008	786

Source: SYNTRA Flanders 2010

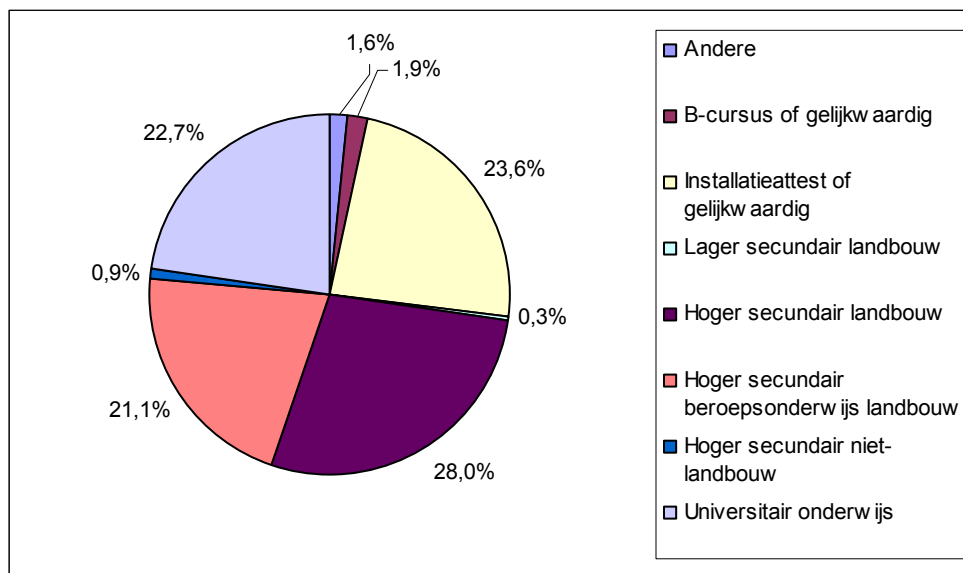
7.17.4. Training in agriculture

Training in agriculture training for beginners in agriculture, Flanders 2007

B course or equivalent	6
Certificate for establishing a business or equivalent	76
Lower-secondary agricultural education	1
Higher-secondary agricultural education	90
Higher vocational secondary agricultural education	68
Higher non-agricultural secondary education	3

University education	73
others	5
Total	322

Source: Agriculture & Fisheries - Division Monitoring & Studies, 2007



7.17.5. Part-time artistic education (DKO)

Evolution of the number of pupils as of school year 1991-1992

School year	Visual Art	Music, Drama, Dance				Total DKO
		Music	Drama	Dance	Total MDD	
1991 - 1992	39 910	67 787	18 373	5 047	91 207	131 117
1992 - 1993	40 446	67 886	18 185	4 516	90 587	131 033
1993 - 1994	41 190	66 033	16 917	4 000	86 950	128 140
1994 - 1995	43 553	66 983	17 512	3 912	88 407	131 960
1995 - 1996	44 534	68 130	17 920	3 986	90 036	134 570
1996 - 1997	45 456	67 974	18 167	3 710	89 851	135 307
1997 - 1998	46 233	67 280	18 198	3 630	89 108	135 341
1998 - 1999	48 205	67 348	19 104	3 607	90 059	138 264
1999 - 2000	49 901	66 527	19 381	3 678	89 586	139 487
2000 - 2001	50 989	66 927	19 354	3 680	89 961	140 950
2001 - 2002	52 380	68 558	19 623	5 047	93 228	145 608

2002 - 2003	54 132	70 058	19 646	5 885	95 589	149 721
2003 - 2004	54 994	72 098	20 013	6 446	98 557	153 551
2004 - 2005	55 511	74 350	20 600	7 251	102 201	157 712
2005 - 2006	56 119	77 107	20 841	8 056	106 004	162 123
2006 - 2007	57 545	77 475	21 348	8 789	107 612	165 157
2007 - 2008	58 503	78 476	21 571	9 516	109 563	168 066
2008 - 2009	58 263	78 513	21 199	9 672	109 384	167 647

Source: Statistical yearbook of Flemish education 2008-2009

Distribution of financeable pupils across areas of study and stages

	Lower stage	Intermediate stage	Higher stage	Specialisation	Total
Visual arts	29 983	10 972	15 145	2 163	58 263
Music, Drama, Dance					
Music	43 281	20 961	14 271	-	78 513
Drama	10 734	6 497	3 968	-	21 199
Dance	7 266	1 527	879	-	9 672
Music, Drama and Dance total	61 281	28 985	19 118	-	109 384
Overall total	91 264	39 957	34 263	2 163	167 647

The count is based on the number of financeable pupils. Those who registered for more than one area of study have been counted once per area of study. (Tally date 1 February 2009)

Source: Statistical yearbook of Flemish education 2008-2009

Percentage of financeable pupils according to age and gender

	Number of financeable pupils (1)	% youngsters (6) 8-17 years	% adults 18 years and +	% men	% women
Visual arts	58 263	67.5%	32.5%	32.3%	67.7%
Music, Drama, Dance					
Music	78 513	75.2%	24.8%	41.1%	58.9%
Drama	21 199	90.0%	10.0%	26.6%	73.4%
Dance	9 672	92.1%	7.9%	1.7%	98.3%
Total MDD	109 384	79.6%	20.4%	34.8%	65.2%
Overall total	167 647	75.4%	24.6%	33.9%	66.1%

(1) The count is based on the number of financeable pupils. Those who registered for more than one area of study have been counted once per area of study. (Tally date 1 February 2009)

Source: Statistical yearbook of Flemish education 2008-2009

EDUCATIONAL INSTITUTIONS IN PART-TIME ART EDUCATION

	GO	VGO	OGO	Total
Visual arts	5	4	57	66
Music, wordcraft and dance	10	-	91	101
Total part-time art education	15	4	148	167

Source: Flemish education in figures, 2008-2009

Cost per DKO pupil in 2009: 1,170 euro

DKO education budget in 2009: 196,659,000 euro

Source: Flemish education in figures, 2008-2009

8. Teachers and Education Staff

Here we shall discuss:

- 8.1. Initial training of teachers
- 8.2. Conditions of Service of Teachers
- 8.3. The appointment and conditions of service for (vice-) principals
- 8.4. The appointment and conditions of service for inspectors
- 8.5. Educational staff responsible for support and guidance and CLB staff
- 8.6. Other staff

8.1. Initial training of teachers

During 2007, teacher training was thoroughly reformed. From 1 September 2007 a distinction is made between 3 clusters of **teacher-training programmes**.

- The **integrated teacher-training programmes**, organised by university colleges, which integrate subject-specific and pedagogical-teaching components throughout the entire 3-year training programme.
- **Specific teacher training** in addition to or after a subject-specific study itinerary or professional experience, organised by university colleges, universities and centres for adult education (CVOs).
- Advanced Bachelor's programme special education and Advanced Bachelor's programme special-needs provision in mainstream schools and remedial teaching which provide further perfection or specialisation and which are accessible to all staff in education. These teaching programmes (the former advanced teacher-training programmes) are not discussed in this overview.

There is no specific training for lecturers (docenten) teaching in higher education.

8.1.1. Historical overview

Previously, programmes for nursery, primary and group-1 secondary-school teachers were organised by dedicated institutions, i.e. the **teacher-training colleges**; for group-1 secondary-school teachers through the so-called '**lower secondary-school teacher training**'. Originally, these were classified as upper secondary education but from 1970 they were integrated into the structural higher-education framework. After the 1995 merger operation, (cf. 6.1.1.), these institutions were reformed to **teacher-training departments** within the newly-merged university colleges.

In 1929 a minimalist part-time schedule was enacted for university teacher training which was complementary to the area of study chosen, the so-called '**aggregaat**' (**academic teacher training**). Many attempts were made to change this law but without success, until 1996. It resulted in the Decree concerning teacher training and in-service training of 16 April 1996.

People who were practising a different profession (the so-called uncertified teachers) could follow a programme which led to a Getuigschrift Pedagogische Bekwaamheid (het D-diploma, later de GPB-opleiding (proof of pedagogical competence (the D. diploma – later Proof of pedagogical competence course)))

In 1998 sets of basic competences and 4 professional teacher profiles were laid down.

In 2006 a new decree saw the light of day which thoroughly reformed teacher training as of 1 September 2007. The existing programmes (initial teacher education, initial academic teacher education, initial academic-level teacher education and the programmes for higher pedagogical education hosted by the Centres for Adult Education) were phased out and replaced by two types of programme: the integrated and specific; both with a practical component built into the training.

The reform of adult education in 2007 changed the category "pedagogical higher social-advancement education" in the area of study "education" of [hoger beroepsonderwijs](#).

8.1.2. Ongoing Debates and Future Developments

Evaluation of new teacher-training programme

Various forms of evaluation have been scheduled.

- The first external evaluation of the Advanced Bachelor's programmes in education and the specific teacher-training programmes must be completed by the end of 2012. From 2013, this evaluation will need to take place at least every 8 years.
- The system of trainee-teacher (LIO) positions as a form of in-service training was evaluated at the end of the 2008-2009 school year. It will be evaluated every five years. The first evaluation report is due in 2010.
- An evaluation of the decree concerning teacher training is due to be completed by the end of 2012 and will focus on the intake, progression and outflow in the various types of teacher-training programmes, the external quality reviews of specific teacher-training programmes, the impact of diversity projects, the expertise networks and the regional platforms.

Mentoring

Mentoring will also be reviewed within the framework of the teaching-career debate. As a result of the cutbacks, schools will no longer be able to avail of extra mentoring hours from 1 September 2010 onwards.

Language command

The feasibility, development and implementation of a Dutch language command starter test is being examined, as well as a framework to determine the level of Dutch as language of instruction for the graduates.

Tutoring

During 2007-2009, initiatives were set up in which higher-education students provide (predominantly disadvantaged) pupils from elementary and secondary education with structural school-career assistance. The initiatives were a.o. supported by project funds from the King Baudoin Foundation and the Department of Education and Training. These projects have once again been extended by one school year. In 2009-2010, over 1 500 pupils are set to receive study support. The KBS, the King Baudoin Foundation, was asked to carry out a follow-up investigation into the evaluation and quality standards with a view to more structured funding. Meanwhile, teacher-education colleges will be encouraged to get all their students to dedicate at least one teaching-practice period to some form of tutoring.

<http://www.ond.vlaanderen.be/nieuws/2008p/0523-tutoring.htm>

8.1.3. Specific legislative framework

Teacher training is regulated by the following decrees and decisions.

- Decree of 12 June 1991 concerning universities in the Flemish Community.
- Decree of 13 July 1994 concerning university colleges in the Flemish Community.
- Decree of 16 April 1996 concerning mentoring and in-service training in Flanders.
- Decision of the Flemish Government of 15 July 1997 concerning the reform of teacher-training programmes hosted by university colleges in Flanders.
- Decision of the Flemish Government of 22 June 1999 concerning the minimum work load of advanced teacher training at university colleges in Flanders.
- Decree of 04 April 2003 on the reorganisation of higher education in Flanders.
- Decree of 15 December 2006 concerning teacher training in Flanders.
- Decree of 22 June 2007 concerning Education-XVII.
- Decree of 15 July 2007 concerning adult education.
- Decision of the Flemish Government of 7 September 2007 concerning the allocation of resources for mentoring in education.
- Decision of the Flemish Government of 5 October 2007 concerning basic competences for teachers.
- Decision of the Flemish Government of 5 October 2007 concerning the professional profiles of teachers.
- Decree of 07 December 2007 to ratify the Decision of the Flemish Government of 5 October 2007 concerning the professional profile of teachers.

8.1.4. Institutions, level and models of training

On 1 September 2007 **two types of teacher-training programmes** were launched: Integrated teacher training and specific teacher training. Both types lead to one and the same professional title: the diploma of teacher.

8.1.4.1. Integrated teacher-training programmes

- These programmes integrate subject-specific and pedagogical-teaching components throughout the entire 3-year training programme.
- They are professional **Bachelor degree studies** offered by the university colleges which lead to a **degree of Bachelor in education**, in **kleuteronderwijs**, **lager onderwijs** or secondary education, respectively. The university colleges confer the relevant degree to the graduates and present them with **the diploma van leraar (diploma of teacher)**.
- The programme comprises 180 credits (1 credit represents a work load of 25 to 30 hours and a full academic year numbers 60 credits).
- The **practical component** covers practical educational activities and totals 45 credits (instead of an average of 34 previously). The university colleges organise the practical component as pre-service training in conjunction with the schools, centres or institutions. "Preservice training" is understood to mean: the practical component of a teacher training programme which the student completes without any statutory relationship with a centre, institution or school during the subject-specific training.
- During this pre-service training and during the first year of their career, students receive guidance from the **mentor** in the school, institution or centre and from a member of staff from the university college, called the **training counsellor**.
- For the study itinerary 'secondary education', students henceforth choose **2 teaching subjects** instead of 3. This should lead to enhanced profundity and create space within the curriculum for new points of interest such as care for special-needs pupils, dealing with different cultures, language skills, etc.

Quality assurance will henceforth be dealt with in the same way as in the other programmes in higher education, namely by self-evaluation, external reviews and accreditation (cf. 9.4.2.4.). In December 2007, the **reports from the external assessment panels** on the professional nursery, primary and secondary-education Bachelor's programmes were published (<http://www.vlhora.be>).

8.1.4.2. Specific teacher-training programmes

- These programmes are followed in addition to or after a subject-specific initial programme or a particular form of professional experience.
- They are offered by university colleges, universities and CVOs (centres for adult education).
 - Subject to approval from the Flemish Government, **university colleges** may henceforth organise specific teacher training for graduates of professional Bachelor's programmes. University colleges also offer specific teacher training for graduates of Master's programmes in the areas of study they could previously organise teacher training for (Commercial Sciences and Art).
 - **Universities** may offer specific teacher training to graduates of Master's programmes.
 - **Centres for adult education** may offer specific teacher training programmes to everyone. The former Proof of pedagogical competence courses organised by the centres for adult education - which lead to a getuigschrift van pedagogische bekwaamheid (proof of pedagogical competence) will become fully-fledged teacher-training programmes and must also comprise 60 credits. The centre for adult education decides on the training programme on the basis of the teachers' basic competences.
 - The Evangelical Theological Faculty in Heverlee and the Faculty of Protestant Theology in Brussels may also offer specific teacher-training programmes.

- Professional Bachelors (PBA) and Masters can follow specific teacher training either during or after their subject-specific training. Even holders of a diploma secundair onderwijs (diploma of secondary education) are admitted to the specific teacher-training programmes.
- The programmes comprise a work load of 60 credits of which 30 credits are specifically allocated to the practical component. An integrated training concept is opted for in which the theoretical and practice-oriented programme components alternate and interact.
- Specific teacher-training programmes can come in **3 forms**:
 - as a **built-in training programme**, i.e. a specialisation in a subject-specific programme; university colleges and universities can incorporate a 30-credit teacher training programme into a 120-credit Master's programme;
 - as a **training programme contiguous** to a subject-specific programme;
 - as a **separate training programme** for people who wish to switch towards a teaching career on the basis of their professional experience.
- The practical component can be achieved in 3 ways:
 - through **teaching practice** during the programme, the so-called **pre-service training** (in this case the trainee does not have a statutory relationship with the school, institution or centre);
 - through a job as teacher, the so-called **in-service training**, i.e. an **LIO position**, trainee-teacher position. In the course of a trainee-teacher position one becomes acquainted with the profession via a study-work itinerary, once the theoretical component has been fully or partially completed.
 - through a mixture of both.
- Quality assurance is done by means of self-evaluation and external reviews (no accreditation) (cf. 9.4.2.3.).

8.1.4.3. Mentoring

Teaching practice

Pre-service training is supported by a member of staff from the training institute, the so-called **training supervisor** and a **tutor**, a member of staff from the school, the centre or the institution in charge of mentoring. Students in pre-service training are not considered to be employees of the school they are doing their teaching practice in. Therefore, no employment contracts are concluded.

The trainee-teacher position

- Students/course participants following a specific teacher-training programme can fulfil the practical component of their teacher training as employees and can conclude an LIO-position agreement to that end. This on condition, however, that the person in question meets the 'other' qualification conditions for the actual LIO assignment. The required proofs of study or general levels of training are specified per individual level by the Decisions of the Flemish Government concerning skills certificates. If the LIO position is carried out in a centre for adult basic education, the student must at least have the required level of qualification that is laid down for the position they assume. Students in LIO-positions receive support during the transition between studying and employment from the tutor of the school, the centre or the institution where the student is employed and from the teacher-education college.
- The practical component consists of a minimum of 500 teaching hours (mainstream secondary education and part-time artistic education), teaching periods (special secondary education), teacher

hours (secondary adult education) and taught times (in [basisonderwijs](#) for a Master's in physical education).

- The trainee teacher is guided by the centre, the institution or school where he is employed and receives support from the teacher-training institution.
- LIO positions can be carried out in an institution for elementary, secondary or part-time artistic education, in a centre for adult education, and (since 1 September 2009) in a centre for adult basic education.
- The trainee teacher is appointed as a temporary member of staff and is subject to the statutory rules of this legal status.
- At the end of the LIO assignment, students/course participants are assessed on their in-service training by the school, institution or centre on the one hand and by the teacher-training college, on the other hand.
- Trainee teachers who are unable to meet the 500-hours requirement can make up for the shortfall by means of pre-service training. All the hours of the appointment are counted so that the 500-hours requirement can be met.
- The salary of a trainee teacher is on a par with the salary of teachers who did not obtain a certificate of teaching competence.

The tutor

The tutor in the centre, institution or school is responsible for the guidance and support of trainees, trainee teachers and beginning teachers. Tutors are teachers who, within the framework of task differentiation, have been granted less teaching duties so that they can dedicate themselves to their guidance task; they also receive special training in this regard. Tutors are appointed in mutual consultation between the centres, institutions or schools and the teacher-training colleges. Tutors themselves continue to work as teachers and their mentorship cannot exceed 50% of their overall education assignment (this also applies to higher education). At the start of or prior to his mentorship, the tutor must follow tutor training. In this respect, the institutions, schools or centres make arrangements amongst themselves.

Mentoring involves:

- Support of students and course participants who do their **teaching practice** as part of their teacher-training programme. This takes place in a [basisonderwijs](#) school (mainstream and special), an institution for mainstream and special secondary education, an institution for part-time artistic education or a Centre for Adult Education authorized for secondary adult education. In this case the tutor makes a professional assessment.
- The **induction guidance** during the teacher's first year working as a teacher. This is provided for:
 - Graduates of integrated teacher-training programmes, i.e., Bachelors in education: [kleuteronderwijs](#), [lager onderwijs](#) and secondary education;
 - Graduates of specific teacher-training programmes who did not enter into an LIO position agreement and who have fulfilled the practical component in the form of pre-service training. (The induction guidance for people gaining work experience via an LIO position coincides with the LIO position).
- **Support of the trainee teacher**
The assessment of the trainee teacher is done in consultation between the tutor and the teacher education college.

The resources for mentoring have, since the 2007-2008 school year, been allocated to schools, centres or institutions in elementary, secondary, secondary adult and part-time artistic education. The resources for mentoring will, as part of a cost-cutting drive, be phased out from the 2010-2011 school year.

Circular letter NO/2009/01

Decision of the Flemish Government of 30 October 2009 concerning the allocation of resources for mentoring in education

8.1.4.4. Expertise networks and regional platform

Under the reforms, institutions offering teacher-training programmes were encouraged to cooperate on educational and study activities, quality assurance and the use of infrastructure and to develop expertise networks or regional platforms with the help of extra subsidies.

- **Expertise networks** (ENW) are set up within an association. No more than 2 expertise networks can be set up within one and the same association. Expertise networks comprise one university, at least one university college and a minimum of one centre for adult education. They have broad, decretally-described tasks:
 - The development of a strategic policy plan on teacher training, in-service training and the scientific and social services for the professionalisation of teachers
 - The cooperation and profiling of the various teacher-training programmes, a.o. in relation to accessibility, target-group policy, flexible study itineraries and uncertified teachers;
 - The support and reinforcement of teacher training in the area of pedagogical, educational and subject-didactical research;
 - The synergy of the practical component and tutor training;
 - Tackling internal and external quality assurance.
- **A regional platform** works in a cross-associative fashion and must facilitate the cooperation between teacher-training programmes which form part of a pluralistic association and teacher-training programmes of the same ideological purport which form part of a different association.

Since 2007, 4 expertise networks and 1 regional platform have been developed and management agreements have been concluded, which will run until 2011, with each one of them. They will be funded for a total amount of EUR 2 877 000 from the start of the 2010 budget year.

Association K.U. Leuven	http://www.schoolofeducation.be/
Ghent University Association	http://enw.augent.be/nl-be/wie-zijn-we/default-43.aspx
Association of University and University Colleges Antwerp	http://www.associatie-antwerpen.be/main.aspx?c=.ELANT
Regional Teacher Training Platform Limburg	http://www.novelle.be/
Brussels University Association	http://www.lerarenopleidingbrussel.be/

For the academic/school years 2008-2011, the Flemish Government allocates funds to **diversity projects** which, within the expertise networks or regional platforms and on an experimental basis, improve the intake, progression and outflow in terms of teacher-training programmes of the target groups which are currently proportionally underrepresented in higher education: students from an ethnic-minority background or from families with a low socio-economic status and students suffering from function disabilities.

The management agreements with the expertise networks and the regional platform also provide for the development and implementation of a Dutch **language policy** within teacher training.

8.1.5. Admission requirements

Integrated teacher-training programmes

The admission requirements for integrated teacher-training programmes are the exactly the same as those for the other professional Bachelor's programmes hosted by the university colleges.

Specific teacher-training programmes

Specific teacher-training programmes organised by the university colleges for professional Bachelor's programmes

The following students can be admitted:

- holders of a professional Bachelor's degree (PBA);
- students of a professional Bachelor's programme who have already acquired 120 credits;
- For **'Dance'** teacher-training programmes: candidates who meet the general admission requirements for one-cycle initial programmes, who have passed an artistic entrance exam organised by the university college hosting the one-cycle initial programme 'Dance', and who can demonstrate that they have five years of useful experience as a professional dancer with a recognised company.

Specific teacher-training programmes organised by the university colleges for graduates of Master's programmes in the following areas of study: commercial and management sciences, media and visual arts or in music and performing arts

The following students can be admitted:

- (1) holders of a Master's in the areas of study 'Commercial and Management Sciences', 'Media and Visual Arts' or in the area of study 'Music and Performing Arts'.
- holders of a professional Bachelor's degree who register for a bridging programme with a view to following one of the Master's programmes in the areas of study mentioned sub (1);
- holders of an academic Bachelor's degree (ABA) in the areas of study mentioned sub (1), on condition that they have registered for the Master's programme.

This programme can be built in. University colleges may organise 30 credits of this teacher-training programme as a specialisation in the Master's training programme of 120 credits.

Holders of an academic Bachelor's degree in the above-mentioned areas of study can at the same time enrol in the specific teacher-training programme and in the Master's programme.

Specific teacher-training programmes organised by the universities

The following students can be admitted:

- holders of a Master's degree;
- holders of a professional Bachelor's degree who register for a bridging programme with a view to following a Master's programme.

Universities may organise 30 credits of this teacher-training programme as a specialisation in the Master's training programme of 120 credits.

Holders of an academic Bachelor's degree can at the same time enrol in the specific teacher-training programme and in the Master's programme.

Specific teacher-training programmes in the areas of study 'Religious Studies' and 'Theology' organised by the Evangelical Theological Faculty (Heverlee) and the Faculty of Protestant Theology (Brussels).

These institutions can offer a specific teacher-training programme under the same conditions as universities.

Specific teacher-training programmes organised by the Centres for Adult Education

The admission requirements are the same as for those for [hoger beroepsonderwijs](#) (cf. 7.7.1.3.).

Trainee-teacher position (LIO)

Only students who have followed a specific teacher-training programme can qualify for an LIO position provided the person in question meets the 'other' qualification conditions. The required proofs of study or general levels of training are specified per individual level by the decisions concerning skills certificates (cf. 8.1.7.).

Recognition of acquired competences and qualifications (EVC/EVK)

If **uncertified teachers** (from a different profession) start teacher training, their previously acquired competences (EVC) and prior qualifications (EVK) will be taken into account.

8.1.6. Curriculum, Special skills, Specialisation

To be able to function as a fully-fledged beginning teacher, each graduate must have acquired the relevant basic competences (description of knowledge, skills and attitudes). These basic competences enable the teacher to grow into the professional profile (description of knowledge, skills and attitudes of teacher when practising his profession).

The **professional profile** was updated by the Decision of the Flemish Government of 5 October 2007. It is a common profile for all teachers and is based on archetype functions described in the Decree of 1996 concerning teacher training and in-service training, namely the teacher being:

- guide in the learning and developmental processes
- educator
- content expert
- organiser
- innovator and researcher
- partner of parents/carers
- member of a school team
- partner of outsiders
- member of the educational community
- participant in culture.

The **basic competences** have also been updated by a Decision of the Flemish Government of 5 October 2007. They have been sub-divided into 3 sets, one for nursery education, one for primary education and one for secondary education. With regard to the basic competences, the same clusters of competences are used as those in the professional profile, but they are referred to as functional units instead of archetype functions.

See: <http://www.ond.vlaanderen.be/dvo/lerarenopleiding/index.htm>

For all archetype functions and functional units, the following professional attitudes apply:

- decision-making skills
- relational-mindedness
- critical attitude
- inquisitiveness
- organisational skills
- sense of cooperation
- sense of responsibility
- flexibility.

The teacher-training **programmes** are based on the basic competences.

8.1.7. Evaluation, certificates

Integrated teacher-training programmes

The integrated teacher-training programmes, offered by university colleges, are professional Bachelor degree studies and lead to the degree of Bachelor in education in **kleuteronderwijs**, **lager onderwijs** or secondary education, respectively. The university colleges confer the relevant degree to the graduates and present them with diploma van leraar (diploma of teacher). All diplomas now have the professional title of 'diploma of teacher'. The diploma is complemented by a diploma supplement (see 6.15.). The degrees conferred to Bachelors in secondary education who followed integrated teacher-training programmes state the teaching subjects the graduates chose to specialize in.

This reform does not alter the existing system of skills certificates in any way. So, therefore, people who did not obtain a certificate of teaching competence will be able to continue to work as teachers.

Specific teacher-training programmes

In the specific teacher-training programmes organised by the **university colleges** for professional **Bachelor's degrees**, the diploma of teacher cannot be conferred until the **Bachelor's degree** has been obtained.

In the specific teacher-training programmes organised by **university colleges**, the diploma of teacher cannot be conferred on graduates of a **Master's degree** in the areas of study 'Commercial and Management Sciences', 'media and Visual Arts' or in the area of study 'Music and Performing Arts' until they have obtained their **Master's degree**.

In the specific teacher-training programmes organised by **universities** the diploma of teacher cannot be conferred until the **Master's degree** has been obtained.

Students of specific teacher-training programmes in the areas of study 'Religious Studies' and 'Theology' organised by the Evangelical Theological Faculty (Heverlee) and the Faculty of Protestant Theology (Brussels) cannot obtain the diploma of teacher until the **Master's degree** has been conferred.

8.1.8. Alternative training pathways

Prior to the reorganisation of teacher training in 2007, the former higher social-advancement education offered initial teacher training (previously called the D-course). This training programme was aimed at people who already had a basic diploma and who wished to obtain a proof of pedagogical competence. This programme has now been integrated into the new teacher-training framework as a specific and separate teacher-training programme (cf. 8.1.4.).

8.2. Conditions of Service of Teachers

Following the historical overview (cf. 8.2.1.), ongoing debates and future developments (cf. 8.2.2.) and legislation (cf. 8.2.3.) we shall discuss:

- 8.2.4. Planning policy
- 8.2.5. Entry to the profession
- 8.2.6. Professional status
- 8.2.7. Replacement measures
- 8.2.8. Supporting measures (a.o. the support of starting teachers)
- 8.2.9. Job description and evaluation
- 8.2.10. In-service training and mentoring in teacher training
- 8.2.11. Salaries
- 8.2.12. Working time and holidays
- 8.2.13. Promotion, advancement.
- 8.2.14. Transfers
- 8.2.15. Dismissal
- 8.2.16. Retirement and pensions

Other relevant sections are:

- Staff formation in compulsory education (cf. 2.6.4.1.3.)
- Participation structures in conditions of service (cf. 2.7.2.6.)
- Collective labour agreements for education (cf. 2.7.2.6.)

Types of offices

Three types of offices can be distinguished for teaching staff in **special/mainstream elementary and secondary education**.

- **Recruitment office**
 - Recruitment offices management and teaching staff in mainstream **basisonderwijs**: nursery-school teacher, teacher, religion teacher, non-confessional ethics teacher, physical-education teacher
 - Recruitment offices management and teaching staff in mainstream secondary education: teacher, religion teacher, counsellor
- **Selection office** (e.g. vice-principal, technical advisor, ...),
- **Management function** (e.g. **directeur**, technical advisor-coordinator).

Teaching staff in **higher education** are sub-divided into 3 groups.

Group	Office	Type of Higher Education where this office may
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		exist
1	Praktijklector (Junior practical lecturer) Hoofdpraktijklector (Senior practical lecturer) Lector (lecturer) Hoofdlector (Senior lecturer)	Professional Bachelor degree studies
2 Support staff	Assistent (Assistant) Doctor-assistent (Doctor-assistant) Werkleider (Senior research assistant)	Academic programmes Practical assistants, appointed assistants and senior research assistants can also be assigned to the professional Bachelor degree studies
3	Docent (Lecturer) Hoofddocent (Senior lecturer) Hoogleraar (Professor) Gewoon hoogleraar (Professor ordinarius)	Academic programmes

The offices of senior practical lecturer (hoofdpraktijklector), senior lecturer (hoofdlector) and senior research assistant can only be assigned through promotion or change of office. Appointments to any of the other offices may take place through recruitment.

Since 1991, educational staff employed by the **universities** are no longer called teaching staff. The academic staff must both conduct scientific research and provide academic education. The Decree of 12 June 1991 classifies the academic staff at universities as follows:

Autonomous academic staff (ZAP)	Docent (Lecturer) Hoofddocent (Senior lecturer) Hoogleraar (Professor) Gewoon hoogleraar (Professor ordinarius) Buitengewoon hoogleraar (Professor extraordinarius)
Assistant academic staff (AAP)	Assistent (Assistant) Doctor-assistent (Doctor-assistant) Praktijkassistent of –lector (Practical assistant or junior practical lecturer)

There is no specific initial teacher training for the academic staff of universities or the teaching staff of university colleges.

8.2.1. Historical overview

Both in GO! Education of the Flemish Community, and in subsidised education the careers of staff have been regulated by a (legal) status since 1991. For GO!, this replaced two statuses dating back to the 60s. In subsidised education, this meant the materialisation of an initiative announced back in 1973. Both statuses are now regulated in a less rigid fashion and grant autonomy to the local organising bodies. Since they came into being, the decrees of 1991 have been repeatedly amended and fundamentally adjusted due to structural changes in elementary and secondary education, [volwassenenonderwijs](#), GO! (Education of the

Flemish Community) and on account of the transformation of the PMS centres (Psycho-Medical-Social Centres) into pupil guidance centres (CLBs).

The successive amendments aimed to achieve simplification and harmony between the levels of education. Nevertheless, some differences remain.

8.2.2. Ongoing debates and future developments

- **Differences between the current legal statuses** will be phased out and [scholengemeenschappen](#) will be granted more autonomy, will be deregulated and given more responsibilities.
- After the integration of the programmes into the Bachelor/Master/Doctor structure, staff policy between **university colleges and universities** will have to become more attuned and there will be an evolution towards an integrated staff status.
- The employability and qualifications of teachers must be re-assessed so that, a.o. specialist-subject teachers can be deployed in [basisonderwijs](#) and teachers from elementary education and the first stage of secondary education can retain their original jobs once they have obtained an academic degree, for example.
- In-service training, teaching practice and on-the-job-learning for teachers and further competence development for principals will be stimulated.
- Given the shortage of teachers, job security for starting teachers is a major focal point and the adjustment of compensation for education-related experience from the private sector is examined.
- New, specific staff regulations apply to [volwassenenonderwijs](#) from 1 September 2010. This is because subjects are no longer used as basis for legislation governing staff. Instead, training programmes, and sometimes even modules, are used as a basis. This has far-reaching consequences for, inter alia, the system of skills certificates, performance regulation, salary scales, useful experience and permanent appointment and reassignment. The basic principles of staff legislation, as provided for in the legal status decrees, remain intact. The rights of members of staff are guaranteed by individual or job-related concordance.

8.2.3. Specific legislative framework

We shall consecutively discuss

- Elementary, secondary, part-time artistic and adult education
- University-college education
- University education

With regard to the conditions of service, every government term sees general collective labour agreements. The ones currently prevailing are the Education CAO VIII of 5 October 2006, the Higher Education CAO II of 12 December 2006 and the Adult Basic Education CAO I of 30 June 2008 (see 2.7.2.6.).

8.2.3.1. Teachers in elementary, secondary, part-time artistic and adult education

The decrees of 27 March 1991 concerning community education (now GO! Education of the Flemish Community) and subsidised education and the subsidised pupil guidance centres form the cornerstone of the legal-status arrangement of staff working in elementary and secondary education, special education, boarding schools, [deeltijds kunstonderwijs](#), [volwassenenonderwijs](#) and the pupil guidance centres. The Decree of 25 February 1997 also features a number of legal-status provisos for [basisonderwijs](#).

<http://www.ond.vlaanderen.be/wetwijs/thema.asp?id=110>

Likewise, the 'decrees concerning education' followed by a Roman number which have been promulgated on a yearly basis legislate for the legal status.

The staff status for community education:

<http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=12528>

The staff status for subsidised education:

<http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=12657>

8.2.3.2. Teaching staff at university colleges

The Decree of 13 July 1994 shapes the legal framework of the conditions of service for teaching staff at university colleges. Title III of this decree deals more specifically with the legal-status arrangement of university-college staff. The common stipulations relate to administrative states (service activity, non-activity and reserve lists), evaluation, discipline, entry to offices, the end of an appointment and the end of a teaching career; while the stipulations specifically for teaching staff deal with the composition, the job description and assignment, recruitment, promotion, change of office, entry to the various offices, salary regulations and the regulations on combining offices.

8.2.3.3. Academic staff at universities

The Decree of 12 June 1991 shapes the legal framework of the conditions of service for academic staff at universities. The Decree dilates among others on the composition and assignments of academic staff, the appointments and permanent appointments of academic staff, the salary scales, remunerations and allowances, and finally also on evaluation.

8.2.4. Planning policy

Every year, a new **labour market report** is published in which the Flemish Ministry of Education and Training and Flemish Public Employment and Vocational Training Service jointly analyse the supply and demand on the education labour market and make their prognoses.

All the labour-market reports published since 2001 can be accessed via <http://onderwijs.vlaanderen.be/beleid/personeel/>

On the basis of information that dates back to the period before the economic crisis, the labour market report of 2009 predicts over a four-year period (2008-2011) a shortage of nursery school teachers of 452 or 516 (depending on the way in which the jobs in [kleuteronderwijs](#) are filled); for [lager onderwijs](#) the expected shortage is 415 or 544 budgetary full-time equivalents (BFTs), while in secondary education, a surplus of 2

420 teachers is anticipated, but in concrete terms, this is 2.4 teachers per secondary school. Moreover, in secondary education, some 150 different subjects are taught. So predicting a surplus would be speaking prematurely.

Young teachers continue to leave education early. The problem is even more rampant in Brussels.

Percentage of young teachers leaving education within 5 years after commencing				
	Flanders		Brussels (Dutch-speaking education)	
	Elementary	Secondary	Elementary	Secondary
Mainstream education	27%	37%	53%	65%
Special education	32%	35%	57%	8%

Source: Labour market report 2009 (numbers pertain to October 2008)

For that very reason, the new teacher-training programmes now put a lot of emphasis on guidance for beginning teachers (cf. 8.1.).

To bring demand and supply within education closer together, Flemish Public Employment and Vocational Training Service and the Department of Education and Training have jointly established a **teacher database** for elementary and secondary education. <http://www.vdab.be/leerkrachtendatabank>

The number of **uncertified teachers**, teachers who do not switch to education until they have gained work experience elsewhere, remained very limited; with approximately 81 in [basisonderwijs](#) and 724 in secondary education in 2008.

In order to reduce the shortage of education providers, the existing regulation for staff on certain career breaks re-entering education was extended, simplified and became more favourable in 2009. This scheme now also applies to every assignment and every office in every level of education, and also to [deeltijds kunstonderwijs](#) and [volwassenenonderwijs](#).

From 2009-2010, those over 65 will be able to continue teaching, and pensioners will also be able to return to active service. Their salaries will correspond to those they earned before they retired.

Staff who carry out extra duties in education can also count on better pay. Performance or income from outside education will no longer impact on the performance within education. Everyone working in education can be paid up to a maximum of 140%.

8.2.5. Entry to the profession

We shall consecutively deal with the regulations regarding:

- Elementary, secondary, part-time artistic and adult education (cf. 8.2.5.1.)
- Higher education (cf. 8.2.5.2.)
- Universities (cf. 8.2.5.3.)

8.2.5.1. Teachers in elementary, secondary, part-time artistic and adult education

General conditions of admission (Decrees of 27 March 1991):

- Citizenship of a European Union Member State or one of the countries affiliated to the European Free Trade Association (exceptions are possible as the Flemish Government can grant exemptions);
- Enjoying one's civil and political rights (also in this case the Flemish Government may grant an exemption which goes hand in hand with the aforementioned exemption);
- Compliance with the linguistic requirements. Dutch is the official teaching language;
- Being of irreproachable character, substantiated by a certificate of good conduct issued within the past 12 months;
- Compliance with the conscription laws;
- Medical suitability.

Required linguistic knowledge

Since 1 September 2009, a standard to evaluate the different levels of linguistic proficiency has been in place, based on the standard of the Common European Framework of Reference for Languages (CEFR), which prospective teachers must meet before they can be appointed. These levels differ according to the office which a member of staff carries out in education. The CEFR distinguishes six levels of language knowledge, where:

- level A is the language knowledge level of the basic user,
- level B is the level of the independent user
- level C is the level of the skilled user.

Each of these three levels has two sub-levels, which results in levels A1, A2, B1, B2, C1 and C2 and where A1 is the lowest level and C2 the highest. See: the Taalunie website: http://taalunieversum.org/onderwijs/publicaties/gemeenschappelijk_europees_referentiekader/

Level C 1 applies to:

- management and teaching staff of elementary, secondary, adult and part-time artistic education;
- the **directeur**, administrative staff and teachers in **basiseducatie** of a Centre for Adult Basic Education;
- members of the pedagogical guidance services, the inspectorate and philosophy-of-life courses inspectorate and guidance teams.

Level B2 is required for offices that do not belong to management and teaching staff and for modern language teachers. Level A2 is required for teachers of Arabic, Chinese, Greek, Japanese, Polish, Russian and Turkish in a centre for adult education.

People already appointed in the office are deemed to comply with the new regulation.

Teachers who are asked to teach compulsory **French as a second language** in **basisonderwijs** (both in Flanders and in the Brussels Capital Region, must have a command of the French language at level B1 for reading and writing and B2 for listening and speaking.

As long as the staff do not comply with the linguistic requirements, they cannot qualify for permanent appointment. For them, schools have to apply for a temporary **language derogation** for a maximum of three years.

The new rules also apply to the **French-speaking schools** within the territory of the Flemish Region. Here it specifically concerns the knowledge of French as a teaching language, the knowledge of Dutch as a management language and also the knowledge of Dutch where it has to be taught as a second language. (Circular letters pers/2010/1 and pers/2010/2).

Skills' certificates

The Flemish Government has laid down the **skills' certificates** within each level of education. This is done for each office and in secondary education for each subject, stage, **onderwijsvorm** (ASO, TSO, BSO, KSO), while in **volwassenenonderwijs**, this is done per module and/or training programme. A skills' certificate comprises a basic diploma, a certificate of teaching competence (teacher training) and/or useful experience.

There are three types of skills' certificates, i.e. "required", "acceptable" and "other".

Teachers with a "**required**" skills' certificate have followed a specific form of previous education in function of the subject they teach. The diploma requirements in relation to the level depend on the type of subject, the stage, the branch of education, the module and/or training programme.

An "**acceptable**" skills' certificate means that one has a basic diploma of the same level as the required skills' certificate but not in the specific field.

A **certificate of teaching competence** (teacher training) is a prerequisite for either a "required" or an "acceptable" skills' certificate.

The **inrichtende macht** are free to choose between candidates with a required or an acceptable skills' certificate when recruiting new staff. In principle, schools should always give priority to people with a "required" or an "acceptable" skills' certificate. However, schools may exceptionally deviate from this general rule and appoint someone with an "**other skills' certificate**". In this case, teachers shall have a basic diploma of a certain (minimum) level. Three years of "useful experience" suffices for some subjects.

<http://www.ond.vlaanderen.be/bekwaamheidsbewijzen/> gives an interactive overview of skills' certificates.

Stages in the teaching career

A teaching career is made up of three key stages:

1. The temporary appointment of definite duration
2. The temporary appointment of continuous duration
3. The permanent appointment.

We shall further elucidate these.

1) At the start of a teaching career the teacher is always given a **temporary appointment of definite duration**. This is an appointment of no more than one school year either in a vacant or non-vacant position. The member of staff must meet the financing or subvention conditions (cf. above). No further conditions are in place.

2) After a minimum of three school years a temporary member of staff can reach the second stage in their career: the temporary appointment of continuous duration (TADD). This is a uniform priority system for teachers working within community education and subsidised education alike. This type of appointment transcends school years and can be made either to a vacant or non-vacant position. The conditions are:

- Having taught for at least 720 days, spread over a minimum of three school years. 600 of these 720 days must have been actually performed;
- A last evaluation took place and its result was not "insufficient".

3) A third stage in the teaching career is the permanent appointment.

- Permanent appointment **to a recruitment office** (e.g. teacher), both within GO!, community education, and within subsidised education is conditional on:
 - A number of person-related conditions (the financing and subvention conditions) being met;

- The teacher having accumulated a minimum of 720 days of service of which at least 360 days in the office to which the member of staff is to be permanently appointed,
- Having held a position of continuous duration on the 31 December preceding the permanent appointment.
- A permanent appointment to a **selection office** (e.g. vice-principal) or a **management function** (e.g. [directeur](#)) is a promotion (cf. 8.2.13.). No additional conditions regarding years of service apply to either.

8.2.5.2. Teaching staff at university colleges

The following **general admission requirements** prevail for offices at university colleges:

- Citizenship of a European Union or European Free Trade Association Member State;
- Enjoying one's civil and political rights;
- Being holder of a required qualification;
- Being of irreproachable character pursuant to the requirements of the office aspired to;
- Compliance with the conscription laws;
- Having the physical ability to exercise the office in question (Decree of 13 July 1994).

The **formal qualification requirements** are:

- a diploma of a professional Bachelor's programme for the offices of junior practical lecturer and senior practical lecturer;
- a Master's degree for the offices of lecturer, senior lecturer (hoofdlector), assistant and senior research assistant;
- the degree of doctor for the offices of doctor-assistant, lecturer (docent), senior lecturer (hoofddocent), professor and professor ordinarius.

Candidates for the office of **professor ordinarius** must meet the following criteria:

- The recruiting institution must be involved in a joint research agreement with a university within the field of research in question;
- The candidate must have a minimum of 6 years' seniority in a group-3 or equivalent office;
- The scientific competences of the candidate must be assessed by a committee consisting of three professors ordinarii appointed to three different Flemish universities.

To be appointed to the posts of senior practical lecturer, senior lecturer, senior research assistant, senior lecturer (hoofddocent) and professor, candidates must, aside from being holders of the necessary skills certificates, also meet the pre-set seniority requirements. (Art. 130 Decree of 13 July 1994).

The university colleges themselves decide on any further specifications the candidates must meet to hold a particular office.

Members of the teaching staff assigned to the programme components **religion or niet-confessionele zedenleer** are appointed by the university college board, in consensus with the competent authority of the ideology (philosophy of life) in question.

Each recruitment for a vacant position, with the exception of an appointment of less one than academic year, can only be done following a public vacancy. This is a vacancy which has been announced through at least two public information channels (Education Decree XVIII)

8.2.5.3. Academic staff at universities

Assistants must have a Master's degree or a degree that is equivalent in accordance with the European Union directives or a bilateral agreement. (Education Decree XVIII). In exceptional circumstances the board of governors may also appoint persons who have obtained a different foreign academic diploma to the position of assistant provided advice has been sought and their motives for doing so are thoroughly substantiated.

In the interest of education or research the board of governors may also appoint non European Union citizens to an academic office.

One important condition to be appointed as member of the **autonomous academic staff (ZAP)** or to be appointed doctor-assistant is to hold a diploma of doctor or a diploma which is deemed to be equivalent (pursuant to European Union directives or a bilateral agreement). In exceptional circumstances the board of governors may, upon advice and based on an extensive motivation, appoint people who have shown extraordinary scientific merit or have specific expertise as part-time ZAP members.

8.2.6. Professional status

We shall consecutively discuss the status for:

- Elementary, secondary, part-time artistic and adult education (cf. 8.2.6.1.)
- Higher education (cf. 8.2.6.2.)
- Universities (cf. 8.2.6.3.)

More information:

<http://www.ond.vlaanderen.be/gidsvoorleraren>

Onderwijszakboekje

8.2.6.1. Teachers in elementary, secondary, part-time artistic and adult education

Teachers are a type of employees in subsidised private education and a type of public servants in official education. In its capacity of financier, the Flemish Government has laid down the terms for recruitment, appointment, evaluation, promotion, dismissal etc. The teachers' status is regulated by two decrees of 27 March 1991, (cf. 8.2.3.1.) which provide for a specific status for teachers in community and for teachers in subsidised education respectively, which differ from the normal status of staff in the public and private sector due to the specific nature and special needs of the field of education. However, the differences in the legal statuses of staff working in community education and subsidised education will gradually be erased.

Depending on the type of contract, a distinction is made between contractual, temporary and permanent appointments.

- There are different types of **contractual appointments** for which specific regulations were established, e.g.
 - contractual staff members who come under the Department of Education and Training (**CODOs**); these people have an open-ended contract and can build up permanent-

appointment rights. Depending on their position, the [onderwijsnet](#) or the [onderwijsvorm](#) in which they are employed, different categories of CODOs can be distinguished:

- subsidised contract staff (**GECOs**) appointed under conventions between the Flemish Minister for Education and the Flemish Minister for Employment;
 - GECOs appointed in schools on the basis of individual conventions between the [inrichtende macht](#) and a minister responsible for employment;
 - contract staff appointed on the basis of the school's operational resources (**COWEs**). ☒ circular letter Pers/2003/06 (2/4/2004)
- Conditions have been drawn up for GECOs, CODOs and COWEs under which they can acquire service and office seniority on the basis of their earlier performances.
- A **temporary appointment** may be for a fixed or continuous duration (cf. 8.2.13.). A fixed-duration appointment is valid for a maximum of one year. However, a temporary appointment of continuous duration (TADD) is valid throughout the school years.
 - The benefits of a **permanent appointment** versus a temporary appointment are the guarantee of a steady position and salary, a place on the reserve list in the event of redundancy, and the subsequent right to reassignment and re-employment, the access to a number of leave systems, and the right to a state pension.

Placing redundant teachers on the reserve list, reassignment and re-employment

Permanently-appointed members of staff who have lost their position or whose duties have been reduced for reasons beyond their control come under the system of 'placing redundant teachers on the reserve list, reassignment and re-employment'. This means that they are placed on a reserve list if they lose their position and get preferential treatment when vacancies arise; schools must give priority to these teachers. **Reassignment** takes place within the same office. Should this prove impossible the [inrichtende macht](#) or the reassignment committee can 're-employ' the teacher in question. **Re-employment** means appointment to a 'different office', such as principal to the office of teacher and teacher to the office of teacher but for subjects for which he/she has not obtained the required qualification (cf. 8.2.5.1.).

For schools which belong to a schools community, the reassignment and re-employment obligations fall to the schools community.

When staff members are placed on the reserve list they receive (a) redundancy pay (allowance). In certain cases staff members on the reserve list are obliged to accept their reassignment or re-employment. In some cases they may also be available to carry out pedagogical tasks.

For these reassignments and re-employments various **reassignments committees** per educational sector were established per school group (in community education) and per school community (in [basisonderwijs](#) and secondary education). The Flemish Reassignment Committee within the Ministry of Education and Training has the authority to take decisions (at all levels of education) but also acts as an appeal body which deals with notices of objection. This committee consists of a chamber for GO! and a chamber for subsidised education.

Deontology

Each educational network operates its own deontological code for its teaching staff. The pedagogical counselling services, CLBs and the inspectorate also have their own deontological codes.

Members of staff must promote the interests of education, the institution and the pupils and the consultants. They shall fulfil the tasks entrusted to them with diligence and behave in a correct manner towards the pupils, parents and the general public. They will refrain from anything which may harm the trust of the general public or which may affect the honour and dignity of their position. They are not allowed to accept

donations, gifts, remunerations or any other types of benefits. Their authority may not be used for political or commercial ends. They must observe professional secrecy (e.g. after deliberating class councils). They may not interrupt their office without the prior permission from the hierarchical authorities.

In subsidised education the duties ensuing from the specificity of the pedagogical project must be observed (incompatibilities must be notified in writing by the school board/*inrichtende macht* before they commence their employment). The Decree explicitly states that private issues which have no bearing on the relationship between the pupil and the member of staff or school life cannot lead to disciplinary measures from the school board or *inrichtende macht*.

In GO! members of staff must observe neutrality and shape the *pedagogisch project* of GO!. This declaration of neutrality can be found on <http://www.g-o.be/SiteCollectionDocuments/tekstneutraal.doc>

8.2.6.2. Teaching staff at university colleges

The teaching staff at university colleges are, from a contractual point of view, employees in subsidised private university colleges or a type of civil servant in public-law university colleges. The staff are paid by the Flemish Government. Although the legal status of teaching staff in subsidised private and public-law university colleges are not quite the same, there are only minor differences between the two.

The boards of the university colleges may temporarily or permanently appoint candidates to any vacancies that arise. Most assistants are appointed on a temporary basis. No more than 25% of the assistants, expressed in full-time units, can be appointed in a permanent capacity. Appointments take place through recruitment, promotion or job changes.

8.2.6.3. Academic staff at universities

From a contractual point of view, academic staff are employees in subsidised private higher education and a type of civil servant in public higher education. Academic staff are paid by the universities. However, the differences in status between public and subsidised private university education are minor.

The boards of governors have the authority to assign candidates to full-time or part-time vacancies. Assistant academic staff are appointed on a temporary basis, while the autonomous academic staff are appointed on a permanent basis with the exception of professors *extraordinarii* who hold a part-time university position.

Education Decree XVIII introduces a 'tenure track' for lecturers (*docenten*) (autonomous academic staff). This is a temporary appointment of up to 5 years, with the prospect of a permanent appointment to the post of senior lecturer (*hoofddocent*).

8.2.7. Replacement measures

We shall consecutively deal with the (temporary) replacement in:

- Elementary, secondary, part-time artistic and adult education (cf. 8.2.7.1.)
- Higher education (cf. 8.2.7.2.)

- Universities (cf. 8.2.7.3.)

8.2.7.1. Teachers in elementary, secondary, part-time artistic and adult education

Schools offering elementary and secondary education, [deeltijds kunstonderwijs](#) and [volwassenenonderwijs](#) are entitled to a replacement once a member of staff is absent for 10 consecutive working days.

Shorter absences have always posed a problem for schools. As of school year 2008-2009, a new system, which has been trialled since 2006, was introduced to cover short absences of staff in [basisonderwijs](#) and secondary education. This system only covers members of staff appointed to a management or teaching-staff recruitment office in elementary and secondary education.

Under this new system, every school receives a contingency of **replacement units** which is pooled and administered at cooperation-platform level and which can be deployed as local needs require or priorities demand. (So, replacement units are a different form of staffing than teaching periods, teacher-hours, taught times or funds and resources as these are allocated on a week basis for an entire school year or for the remainder of the school year. This is not the case for replacement units.)

A “**cooperation platform**” is understood to mean: schools collaborating within

- a schools community;
- a joint venture between one or several schools communities and one or several educational institutions which are not affiliated to a schools community;
- a joint venture between several schools communities.

These joint ventures cannot transcend educational levels, i.e. it must operate either within elementary education or secondary education.

Moreover, replacement units can only be allocated on condition that a covenant between the organising body or bodies and the representative trade unions sitting on the competent cooperation-platform negotiation and/or consultation committee has been concluded (see 2.7.2.6.).

Under the replacement-unit system, it will also be possible, from school year 2008-2009 onwards, to appoint a member of staff to an elementary or secondary-education school for up to one school year, provided the covenant contains arrangements in this regard.

Since 1 September 2009, staff filling in for short-term absences in overtime or as an additional job have been on better pay.

(See Circular letter PERS/2005/23)

In the context of cutbacks, the replacement units for short-term replacements in secondary education will be abolished from 1 September 2010.

8.2.7.2. Teaching staff at university colleges

The university-college board specifies the terms under which a member of their teaching staff can be temporarily replaced.

8.2.7.3. Academic staff at universities

The board of governors makes its own regulations regarding temporary replacements for their academic staff. A temporary replacement of a member of the autonomous academic staff by an external person is rare though, cannot exceed one academic year and ends in any event at the end of the academic year in question. As far as the person ensuring the replacement is concerned, his term cannot be renewed more than four times.

To provide for temporary staff needs or temporary replacements for members of staff, the board of governors may recruit new staff but only on a contractual basis. Pending a final appointment, vacancies can only be filled by relief staff for a period of two years or less (Decree of 12 June 1991).

8.2.8. Supporting measures for teachers

The new teacher-training programmes now provide far more intensive guidance and support to trainees, trainee teachers and beginning-teachers; this guidance and support is ensured by tutors (cf. 8.1.4.).

Throughout their career, teaching staff are supported by the pedagogical counselling services (cf. 9.3.3.).

8.2.9. Evaluation of teachers

We shall successively discuss:

- Elementary, secondary, part-time artistic and adult education (cf. 8.2.9.1.)
- Higher education (cf. 8.2.9.2.)
- Universities (cf. 8.2.9.3.)

8.2.9.1. Job descriptions and evaluation in elementary, secondary, part-time artistic and adult education

Introduction

The decrees of 27 March 1991 (legal status of staff) introduced an evaluation system which also provides for job descriptions. The decree concerning elementary education of 25 February 1997 also includes arrangements regarding job descriptions while the Decision of the Flemish Government of 10 June 1997 introduced a negative list of tasks which may not feature in job descriptions. Secondary education and the centres for adult education began to use job descriptions in September 2004; the pupil guidance centres did not introduce them until 1 September 2005. Job-description-based evaluations came into practice on 1 September 2007. After all, the decree of 13 July 2007 reformed the evaluation system and linked evaluations to the introduction of individualised job descriptions. As of 1 September 2007, the use of job descriptions came effectively into force in elementary education, boarding schools, homes for children of parents with no fixed abode and in part-time artistic education. Evaluations in all those facilities commenced on 1 September 2009.

Principles

The **evaluation process** must be a constructive and positive process, not a means to pursue a repressive staff policy; it cannot be a snapshot in time but should be an all-encompassing process. Reception and guidance of teachers is a very important aspect of this.

The evaluation and support process bases itself on individualised **job descriptions**. Job descriptions are mandatory for each member of staff appointed for 104 days or more, but may also be drawn up for staff appointed for a shorter period of time. Job descriptions must be drawn up by the institution employing the member of staff in question, and for every office the person holds. Consequently, members of staff can have several job descriptions.

The **inrichtende macht** or the schools community (subsidised education) and the board of principals (GO!) negotiate the general arrangements regarding job description in the **local committee** responsible for the institution.

The subject-specific aspects featuring in the job descriptions for teachers teaching **levensbeschouwelijke vorming** must also be approved by the competent philosophy-of-life body.

Evaluations are only valid for **4 school years at the most**. After that, a new evaluation must be carried out.

Each member of staff has **two evaluators** who work at the same institution (or institution appertaining to the same organising body, in the case of subsidised education) as the member of staff being evaluated. The role of the first evaluator is an essential one as he is in charge of guidance and coaching. Therefore, he should have a higher hierarchical ranking than the member of staff being evaluated. In GO!, evaluators are appointed by the **directeur**, whereas in subsidised education, they are appointed by the organising body. Training for evaluators is recommended and the government specifically provides funding for this. The subject-specific aspects of **levensbeschouwelijke vorming** are evaluated by the competent body of the ideology in question. All other aspects are assessed by the normal evaluator.

Contents of the job descriptions

Job descriptions consist of three parts:

- the tasks and institution-related assignments and the manner in which the member of staff must carry them out;
- the school-specific objectives;
- the rights and obligations regarding continuing education and further training.

Personal and developmental objectives can be added after a performance interview or on the basis of agreements made at the end of an evaluation period.

When the individualised job descriptions are being drafted, the relevant general agreements made at organising-body or schools-community level and the provisos of the work rules, and in the case of subsidised education, the terms and conditions of employment, must also be taken into account.

The job descriptions for **basisonderwijs** staff may not comprise tasks that have been laid down in the so-called negative list, included since this school year in the Decision of the Flemish Government concerning the assignments of elementary-education staff of 17 June 1997, and must give due consideration to the performance regulation laid down in the Elementary Education Decree (BaO/97/8). Some of the tasks which may not be included in the job descriptions are e.g. home visits, bus transport and supervision and maintenance of equipment.

In **secondary education** the main assignment, i.e. teaching, takes central stage.

- This **main assignment** – the integrated-teacher assignment – comprises tasks such as:
 - planning and preparing classes,
 - teaching per se,

- class-specific pupil guidance,
- evaluation of pupils (tests, homework, exams),
- In-service training, consultation and cooperation with the school board (staff meetings and pedagogical study days), colleagues (class councils and departments), the CLB (follow-up of pupils) and parents (parent-teacher meetings).
- In addition, secondary-education teachers may also be asked to perform a limited number of **school-related tasks**, such as:
 - assuming responsibilities other than teaching (head of department, organising cultural and other types of activities, class tutoring...),
 - taking on some specific role or assignment (welcoming new pupils, mentoring, coordination tasks),
 - replacing absent teachers and providing extra supervision
 - representing the school in certain bodies outside of school (umbrella organisations, town meetings, etc.).
- The **directeur** of the school compiles a list of these tasks and presents it to the local negotiation committee for discussion. If these school-related tasks represent a major part of the teacher's assignment, he may be (fully or partially) relieved from his teaching duties. The criteria on the basis of which teachers may be exempted from performing school-related tasks are also negotiated within the local negotiation committee. This modus operandi should guarantee a fair task distribution and a reduction in work pressure.

Procedures

Any **evaluation process** starts off with the appointment of evaluators, followed by the drafting of the job description and the evaluation process itself, including the staff member's coaching and guidance. This results in an evaluation report and any consequences that might ensue.

Normally speaking, the **job description** is drafted by the first evaluator in consultation with the member of staff concerned. If no consensus can be reached, the organising body takes the final decision. The first evaluator signs the individualised job description and the member of staff signs for acknowledgement.

In a **performance interview** (which is held at regular intervals) the evaluator and member of staff are on an equal footing.

During the **evaluation interview** – which always rounds off any evaluation period – the performance of the member of staff is discussed on the basis of the pre-set job description. This always results in a descriptive and conclusive **evaluation report**.

In the event the evaluation report would exceptionally produce the score '**insufficient**', the member of staff in question can lodge an appeal with the evaluation appeal board. Appeals have a suspensive effect. If the ultimate 'insufficient' does not lead to dismissal, the member of staff must be re-evaluated after a minimum of 12 months of active service. Dismissal only applies to that particular office at that particular institution. The terms depend on the office held, and on whether the appointment was a temporary or permanent one. Temporary members of staff, appointed for a definite period of time are dismissed once they have received the grade 'insufficient' on their evaluation report. Permanently appointed staff are dismissed once they have received 2 consecutive final markings 'insufficient' or if they have scored 'insufficient' three times during their career.

Appeal board

The evaluation appeal board has been established alongside the appeal bodies for disciplinary matters. It jointly seats representatives of employees and employers and consists of 3 chambers (one for GO!, one for subsidised private education and one for [gesubsidieerd officieel onderwijs](#)). It is chaired by a magistrate. The evaluation appeal board examines whether the evaluation was carried out in a careful and qualitative fashion and rules on the reasonableness of the sanction. Its decisions require a simple majority and must be well-motivated.

8.2.9.2. Teaching staff at university colleges

The evaluation regulations are laid down by the university-college board (Decree of 13 July 1994). This evaluation is compulsory for each member of staff and is carried out at least every five years. However, there are a number of exceptions:

- When a member of staff is given an “insufficient” evaluation, a new evaluation must take place after one year;
- As a deviation from the five-year rule, the first evaluation of the staff member takes place at the latest three years after he has been initially appointed, permanently appointed or promoted.

If an “insufficient” evaluation is given, the member of staff can **appeal** this decision to the evaluation appeal board within a period of fifteen calendar days. Evaluations marked “insufficient” are considered to be final if the term provided to lodge an appeal has expired or once a final decision has been taken during the appeal procedure. Moreover, the staff member concerned is entitled to comment in writing on any evaluation which did not result in a final “insufficient”. This written response is then added to the evaluation file.

8.2.9.3. Academic staff at universities

In the course of an academic career, there are a number of **evaluation moments**: a temporary appointment, a contract extension, a permanent appointment and a promotion. In light of the quality-assurance system, individual lecturers (docenten) are also subjected to an evaluation and the ensuing results can be used within the context of permanent appointments and promotion.

The board of governors sets the regulations for the evaluation of the performance and functioning of academic staff (Decree of 12 June 1991). Evaluations on the manner in which each member of the academic staff has fulfilled his assignment over the past period must be conducted at least every five years. After every new appointment, permanent appointment or promotion, an evaluation must be made after three years. The evaluation procedures must provide for the opportunity to lodge an appeal with an independent appeal body. The procedure must guarantee optimum protection of the staff member’s rights.

- If the performance and achieved results are evaluated as being “**substandard**”, the board of governors may decide, in view of the next salary scale, to halve the accumulation of seniority for a period of one year
- If an evaluation is concluded with a final “insufficient” the board of governors may decide to halt the build-up of seniority, with a view to the next salary scale, for a period of one year.
- If two consecutive evaluations result in a final “insufficient” or if the member of staff receives three “insufficient” markings in the course of his professional career, the board of governors can dismiss the member of staff in question. In these cases a notice term is observed which is equal to the period required to allow the member of staff to avail of social security and unemployment benefits. During this notice period the member of staff is considered to be appointed on a temporary basis and the

board of governors may assign a different task to the member of staff concerned. In that case, the member of staff in question receives the gross salary of the office to which he was appointed. The member of staff can fully or partially waive this notice period.

Autonomous academic staff (ZAP) are also evaluated outside the university's statutory context, for example when vying for national and international research funding.

8.2.10. In-service training

The legal framework comprises:

- Decree of 8 May 2009 concerning the quality of education.
- Decision of the Flemish Government of 22 October 1996 regulating the allocation procedures of in-service-training projects at the initiative of the Flemish Government.
- Decision of the Flemish Government of 6 March 2009 concerning the training for principals of schools and pupil-guidance centres.

Since the school year 2009-2010, in-service training for institutions is arranged by the new Decree of 8 May 2009 concerning the quality of education. With regard to in-service training, this Decree stipulates the in-service resources for the institutions, the in-service training on the initiative of the Flemish Government and in-service training on the initiative of the pedagogical guidance services.

In-service training resources for institutions

The institutions remain responsible for their own in-service training policy and receive resources for this purpose. The following levels receive in-service training resources: [basisonderwijs](#), secondary education, [volwassenenonderwijs](#), [deeltijds kunstonderwijs](#), CLB's and [basiseducatie](#).

Every year, schools must draw up an **in-service training plan**. This plan must be approved by a local committee, or failing this, the general staff assembly. It specifies in a coherent manner all training efforts that are aimed at developing the knowledge, skills and attitudes of staff at the institutions. Once these needs have been identified, a short or long-term priority plan may be drawn up. The legislation takes a broad view of in-service training as long as it can be demonstrated that the funded initiatives will contribute to the teacher's professionalisation. Both management and all the staff members of a school can essentially call on in-service training funds. Though, proof that further training will benefit the member of staff's assignments is required. Schools may refund the teachers' transport and registration fees. In-service training is subject to the free-market principle. Institutions are free to select an in-service training organisation of their choice for the in-service training of their staff, and can, for this purpose, consult the in-service training database (see below)

In-service training on the initiative of the Flemish Government

Every year, the government sets a number of priority in-service training themes; once the in-service training projects focussing on these themes are approved, they are then offered free of charge to all the networks. Four topics were selected for the school year 2009-2010 (with a budget of EUR 1 451 000).

- Artistic and Culture Education.
- Cross-curricular [eindtermen](#) and [ontwikkelingsdoelen](#) in secondary education.
- Final objectives and developmental objectives technology in elementary education and 1st stage of secondary education.

- Final objectives and developmental objectives natural sciences in the 1st stage of secondary education.

Three new priority in-service training topics have been agreed upon for the 2010-2011 school year (with a budget of EUR 1 266 000).

- Reparation-oriented methods.
- Choice of course and guidance in the same.
- Local professionalisation policy.

In-service training on the initiative of the pedagogical counselling services

Since the new Decree of 2009, the resources that were initially earmarked for the so-called in-service training umbrellas have been transferred to the pedagogical counselling services.

The Decree formulates three tasks in terms of in-service training:

- in order to organise in-service and support activities for their own members of staff and for staff working at the institutions they support, counselling services receive an annual amount of EUR 1 332 000 ;
- in order to organise the training of principals of institutions supported by them, counselling services receive an annual amount of EUR 430 000;
- in order to organise in-service training with regard to job description and evaluation for boards of institutions supported by them, counselling services receive an annual amount of EUR 402 000.

Moreover, the pedagogical support services, as specified in the Decision of the Flemish Government of 6 March 2009, compile lists of training programmes for principals that qualify for repayment.

Budget

In-service training resources for institutions per level in 2010	in EUR 1000
Elementary education	3 930
Secondary education	5 394
Adult education with the exception of adult basic education	412
Part-time artistic education	252
CLBs	178
Adult basic education	26
In-service training on the initiative of the pedagogical counselling services	2 164
In-service training on the initiative of the Flemish Government	1 266
From the budgetary year 2011, these amounts will be linked to the health index	

Database

The Department for Education and Training has created an in-service training **database** for teaching staff: <http://www.ond.vlaanderen.be/nascholing>. Each organisation wishing to be included in this database is featured. This database has a mere informative role, is not exhaustive and does not rate the in-service training organisations.

The Regional Expertise Network Flanders ICT competence centre

Since 2000, the **REN-Flanders competence centre** (Regional Expertise Network Flanders) has been providing both demand and supply-oriented in-service training on the introduction and use of **ICT** and this not only on pedagogical-didactical level but also on a technical and organisational level. As of the 2006-2007 school year, every year, 3 particular themes will be explored, each of which with its own study day, linked to

the development and dissemination of (teaching) equipment and an in-service training provision. For 2009-2010, these topics are: vision with regard to the use of ICT and vision development; digital blackboards; ICT in learning care.

The full range is available on <http://www.renvlaanderen.be>

For in-company practice for secondary school teachers: cf. 5.18.2).

8.2.11. Salaries

We shall successively discuss:

- Elementary, secondary, part-time artistic and adult education (cf. 8.2.11.)
- Higher education (cf. 8.2.11.)
- Universities (cf. 8.2.11.3.)

8.2.11.1. Teachers in elementary, secondary, part-time artistic and adult education

Staff members of GO!, receive a salary and the staff members of subsidised education receive a salary allowance which is paid directly and on a monthly basis by the Flemish Community.

The salary in the education sector depends on the following factors:

- the office held (types of offices and staff categories - recruitment or selection office or management function)
- the status (temporary or permanent appointment);
- the administrative situation (active, non-active...);
- the skills' certificates and the thereto-related salary scales;
- the nature of the position (principal position, part-time position) and the scope of the position;
- the previous performance (seniority);
- the personal and family situation (additional financial benefits such as holiday pay, child allowance, travel expenses, end-of-year-bonus...)
- other allowances such as, pre-and after school childcare allowances and allowances for lunch-time supervision.

The salary scales are linked to a well-determined skills' certificate and consist of a starting salary (minimum), a number of periodic pay raises (annual, bi-annual and at the end of the career) and a maximum salary in accordance with salary seniority. The salary seniority only starts to run once the minimum age has been reached. The salary-scale levels are linked to the increase in consumer prices. The salary scales may be consulted on the website of the Department of Education and Training. (<http://www.ond.vlaanderen.be/wedde/weddenschalen/overzicht.htm>)

Besides the actual salary a member of staff can, in well-defined circumstances, qualify for the following allowances:

- Home and post allowance,
- A non-acquired salary scale, e.g. compensation for specific certificates and diplomas,
- Holiday pay,

- End-of-year bonus,
- Maternity allowance,
- Child allowance,
- Travel expenses,
- Funeral allowance,
- Trade-union premium,
- Allowances for lunch-time supervision and pre- and after-school childcare.

In fact teachers have a special salary status in the sense that they are paid in accordance with the services rendered (on the basis of the number of teaching periods taught) but are not in a position to choose the number of teaching periods they wish to teach. Political measures which were proposed to introduce more flexibility regarding the number of teaching periods teachers can teach (and thus their salary) met with opposition.

Another problem is that of the teachers' professional expenses: in most cases they have to fund their own books and teaching materials.

8.2.11.2. Teaching staff at university colleges

The salaries of teaching staff at university colleges have been enacted by decree and decision (cf. table 8.7.3.). The calculation of their salaries is based on the same principles as those of teaching staff in other levels of education. University colleges are entitled to pay members of staff who have been assigned additional administrative tasks a bonus of maximum 20% of their normal salary (Decree of 13 July 1994 and Decision of the Flemish Government of 3 May 1995).

8.2.11.3. Academic staff at universities

Salaries of autonomous academic staff, assistant academic staff and lecturers at universities have been enacted by decree and decision (Decree of 12 June 1991, Decision of the Flemish Government of 30 June 1998, 4 May 2001 and 31 January 2003) (see table 8.7.3.).

Members of staff in a management position may be paid an allowance, determined by the board of governors. The board of governors can grant no more than 1% of the estimated staff costs in bonuses following a performance evaluation. Professors emeriti under the age of 65 who choose to continue their activities can be paid an allowance.

8.2.12. Working time and holidays

In elementary and secondary education working hours of teachers are expressed in **teaching periods** of 50 minutes and not in hours of work.

Usually, this also applies to the assignment load in one-cycle programmes of higher education but there is a trend to change over to periods of 60 minutes.

We shall successively discuss:

- Elementary, secondary, part-time artistic and adult education (cf. 8.2.12.1.)

- Higher education (cf. 8.2.12.2.)
- Universities (cf. 8.2.12.3.)

8.2.12.1. Teachers in elementary, secondary, part-time artistic and adult education

Working time

The Elementary Education Decree introduced three concepts into [basisonderwijs](#): the assignment, the school assignment and the main assignment.

- The **assignment** comprises all the tasks carried out by the member of staff, both in and out of school (e.g. at home).
- The **school assignment** consists of all the tasks the teacher performs at school itself, i.e. the main assignment (teaching duties) and a number of other tasks. In this connection, the government has stipulated (Decision of the Flemish Government of 17 June 1997) that the weekly school assignment in mainstream and special elementary education consists of no more than **26 clock hours** and that taking part in parent meetings or staff meetings are not included in this.
- The main assignment is, in principle, the teaching duty.

Full-time weekly main assignment	Number of teaching periods	
	minimum	maximum
Mainstream elementary education		
Nursery school teacher	24	26
Primary school teacher	24	27
Religion teacher, non-confessional ethics teacher, physical-education teacher	24	28
Special elementary education		
Nursery school teacher general and social education	22	26
Primary school teacher general and social education, religion teacher, non-confessional ethics teacher, physical-education teacher and the Braille compensation-techniques teacher in education-type 6	22	27

The weekly school assignment of policy and support staff (administrative assistant, ICT coordinator, special-needs coordinator) within mainstream and special elementary education working on a full-time basis amounts to 36 clock hours. The full-time position of SG (schools community) management assistant also numbers a total of 36 clock hours. The full-time assignment of social, medical, psychological, and orthopedagogical staff in special education amounts to 32 clock hours a week.

In secondary education, [volwassenenonderwijs](#) and [deeltijds kunstonderwijs](#) teachers' working hours are still expressed in the numbers of hours of actual teaching.

- In **mainstream secondary education** the number of weekly teaching periods, depending on the stage the teacher is teaching and the office (general subjects, technical subjects, art subjects or practical subjects) amounts to a minimum of 20 teaching periods and a maximum of 29 teaching periods of 50 minutes.
- In **special secondary education** the weekly teaching periods total a minimum of 22 teaching periods for general education and social training teachers and 24 teaching periods for teachers

providing vocationally-oriented training, with a maximum of 24 and 28 teaching periods respectively.

- In **adult education** the weekly assignment is either 20 teaching periods (for teaching general or technical subjects) or 25 50-minute teaching periods (for providing practical training).
- In **part-time artistic education** the weekly assignment comprises either 22 teaching periods (for a teaching assignment in the lower or intermediate stages) or a minimum of 20 up to a maximum of 22 teaching periods of 50 minutes (for an assignment in the higher stage and the specialisation year).

Holiday arrangement

- The annual holidays consist of the official holidays and a number of days set by the individual educational institutions themselves. The annual holidays consist of the Christmas holidays (2 weeks), the Easter holidays (2 weeks), the Summer holidays (2 months), the autumn mid-term break and the spring mid-term break (1 week each) and a number of statutory holidays (+/- 4 days). Secondary education institutions have the option to take one day off extra while the institutions providing elementary education, BaO, and special secondary education are entitled to two optional days off. Holidays are paid and are equated to a period of service activities. However, temporary teachers are reported off duty on 30 June.
- Temporary leave
- Furthermore, teachers can avail of:
- Special leave (in the event of a wedding, birth, death of a family member...)
- Exceptional leave due to events of force majeure (illness or accident of a family member residing under the same roof as the teacher);
- Absence to fulfil civic duties or civic assignments (court cases, local elections, ...);
- Absence for childcare purposes in view of adoption or fostering; ☒ok
- Reduction in working time on account of social or family reasons or due to personal circumstances;
- Leave to hold certain public offices, political leave.
- As is the case in the other sectors, teachers may also take a career break. Under certain conditions, temporarily and permanently-appointed members of staff may interrupt their professional activities for a certain period of time and still receive an allowance.
- More information is available on <http://www.ond.vlaanderen.be/gidsvoorleraren/>

8.2.12.2. Teaching staff at university colleges

- The university-college board specifies the assignment and job description of its teaching staff. A full-time position comprises 38.5 to 40 hours a week (including lesson preparation). Full-time availability of staff members does not imply however that they should be present at all times; full-time members of staff can be absent from the university college for two half days a week. Most university colleges have concluded a protocol with the staff representatives on workloads and timetables. This protocol contains the number of teaching periods and hours for other assignments (e.g. thesis guidance, performance of thematic scientific research...). University-college boards have the option of allocating less teaching periods to beginning teaching staff as they still need more time to prepare classes. The number of teaching periods can therefore vary from person to person and from university college to university college.
- Full-time staff are not entitled to hold another position or job. They may apply for an exemption if the other professional duties are compatible with the assignment at the university college and if these do not take up more than two half days per week; If these additional activities encroach too much on the professional duties, the full-time assignment is officially reduced. Under this arrangement an assignment is considered to be a full-time one once it exceeds 70%.

- Under the legislation, teaching staff are entitled to a minimum of 9 weeks' holidays. The university-college board lays down the holiday arrangements.

8.2.12.3. Academic staff at universities

- Each member of staff has an individual job description which, for full-time staff, consists of teaching, research and policy assignments. Full-time staff may carry out additional duties, provided these do not take up more than two half days a week and the board of governors is in agreement. If these additional activities encroach too much on the professional duties, the full-time assignment is officially reduced.
- The board of governors lays down the holiday arrangements.

8.2.13. Promotion, advancement

We shall successively discuss:

8.2.13.1. Elementary, secondary, part-time artistic and adult education

8.2.13.2. Higher education

8.2.13.3. Universities

8.2.13.1. Teachers in elementary, secondary, part-time artistic and adult education

Opportunities for promotion in education are rather limited, thus, a teacher's career is chiefly a level one.

Promotion is possible through appointment to a selection office or management function.

- **Selection offices** are the offices of vice-principal, technical advisor and coordinator, in secondary education, and those of vice-principal and technical advisor in [volwassenenonderwijs](#).
- **Management functions** are the offices of [directeur BaO](#), elementary education, principal in secondary education, principal in adult education, principal in [deeltijds kunstonderwijs](#) and technical advisor-coordinator in secondary education and adult education.
- In addition, there are a number of positions in both levels of education which may be considered to be a **promotion**. These are the positions of [directeur-coördinatie scholengemeenschap](#) in elementary education, staff member of an elementary-education schools community, [coördinerend directeur](#) of a secondary-education schools community and general director of a school group in GO!, or of an organising body in subsidised education.

To somewhat cut across the levelness of careers and to better cater for the specific competences and interests of teachers, **job and task differentiation** has been introduced (e.g. stage coordination, mentoring). Since 2008, EUR 13 million has been invested in this annually.

8.2.13.2. Teaching staff at university colleges

The position of senior research assistant can only be filled by promotion or job changes.

The criteria to be appointed to the posts of senior practical lecturer, senior lecturer, senior research assistant, senior lecturer (hoofddocent) and professor are seniority in combination with useful professional experience.

For internal appointments, junior practical lecturers must have at least two years of seniority to qualify for a promotion to senior practical lecturer. In the case of external recruitment as senior practical lecturer or senior lecturer, the candidate must have at least four years of useful professional experience outside of the university college or two years of service seniority as junior practical lecturer or lecturer in a different university college.

For external recruitment of senior lecturers (hoofddocent), candidates must have acquired a minimum of four years' useful professional experience outside of the university college or must show that they have held the post of lecturer (docent) at a different university college or university for a minimum of two years.

To be promoted to professor ordinarius the university college must first of all be active in joint research with a university in the area of research where the vacancy has arisen. Secondly, candidates must have held the post of lecturer (docent), senior lecturer (hoofddocent) or professor during a six-year period at a university college or university and must during that time have been responsible for high-quality research work. The competence of candidates within a certain area of research is assessed by a 'jury' or committee of three professors ordinarii of different universities.

8.2.13.3. Academic staff at universities

Usually permanently-appointed academic staff start their career as **lecturer** (docent). Departmental or faculty evaluation committees evaluate candidates who seek to get promoted to autonomous academic staff (ZAP). Besides their diploma, other criteria are factors in this promotion. Candidates who wish to become lecturers (docent) must, on the basis of their previous achievements, fulfil the expectation that they will conduct sound scientific research and provide sound education. Candidates for the post of senior lecturer (hoofddocent) must have proven that they carry out sound scientific research and provide sound education. Evidence of scientific research consists of e.g. publications, conference participation, membership of editorial committees...

People who get promoted to the office of professor are expected to be creative and productive researchers (including leading scientific research and obtaining research funding) as well as trainers with didactical qualities and a broad teaching experience. Lecturers (docenten) under the tenure-track system are appointed for a term of five years. Once the board of governors issues a positive evaluation at the end of this term, the member of staff is automatically appointed to senior lecturer (hoofddocent) without any further application procedures. The evaluation of lecturers (docent) who come under the tenure-track system must be thoroughly motivated and is based on their achievements.

Candidates for the posts of **professor ordinarius** or **professor extraordinarius** must be first-rate researchers who enjoy national or international acclaim in their field. As educators they are expected to have the necessary didactical skills as well as a broad teaching experience and the necessary leadership qualities. The Flemish Government has left the responsibility to set the seniority requirements for appointments to a certain ZAP-grade to the universities.

The University Decree of 12 June 1991 further stipulates that when setting the composition of staff and the estimated annual occupancy rate, the number of positions of the autonomous academic staff, which is expressed in full-time units, may not exceed 70 percent of the total number of positions in the composition of academic staff. As long as this figure is exceeded no further appointments may be made in that particular staff category.

8.2.14. Transfers

We shall successively discuss:

- Elementary, secondary, part-time artistic and adult education (cf. 8.2.14.1)
- Higher education (cf. 8.2.14.2)
- Universities (cf. 8.2.14.3.)

8.2.14.1. Teachers in elementary, secondary, part-time artistic and adult education

Traditionally, mobility between education and other sectors has been very limited. The new teacher-training programmes improve the training of so-called uncertified teachers (people with professional experience in other sectors), though it has also made it more taxing (cf. 8.1.). The options for secondment for teachers are limited. Transfers of permanently-appointed staff between schools is also rather limited.

8.2.14.2. Teaching staff at university colleges

Horizontal occupational mobility in university colleges is rather limited and this is mainly caused by the individual tie between the member of staff and the university college. Usually a member of staff is appointed to one particular university college and this appointment cannot simply be transferred to another university college. However, university colleges may enter into an agreement with one or more institutions for higher education or third parties under which a member of staff may agree to or may be asked to fulfil an assignment at the other educational institution(s) or for third parties. The member of staff in question continues to resort under his own university college, both from a legal and an administrative point of view (Art. 95 Decree of 4 April 2003).

8.2.14.3. Academic staff at universities

Horizontal occupational mobility at universities is rather limited. However, universities may enter into an agreement with one or more institutions for higher education or third parties under which a member of staff may agree to or may be asked to fulfil an assignment at the other educational institution(s) or for third parties. The member of staff in question continues to resort under his/her own university, both from a legal and an administrative point of view. (Idem Art. 95). Members of the autonomous academic staff can avail of a two-year resourcing sabbatical during their career. In addition, they may also partly or fully interrupt their professional activities to take up a guest professorship or a chair at a foreign university or to carry out scientific assignments outside a Flemish university. Subject to approval from the board of governors, assistant academic staff may also interrupt their professional commitments to carry out remunerated scientific assignments. The overall duration of this interruption cannot exceed more than two years and if the scientific assignments in question feature fully within the scope of their doctoral research. When this is not the case, the maximum timescale is one year.

8.2.15. Dismissal

We shall successively discuss:

- Elementary, secondary, part-time artistic and adult education (cf. 8.2.15.1)
- Higher education (cf. 8.2.15.2)
- Universities (cf. 8.2.15.3.)

8.2.15.1. Teachers in elementary, secondary, part-time artistic and adult education

A temporary member of staff may resign **voluntarily** provided he gives 7 calendar days' notice (15 days in the case of temporary appointments of continuous duration). However, the **directeur** (GO!) or the **inrichtende macht** (subsidised education) may agree to a shorter notice period. Permanently-appointed members of staff may also hand in their notice. In that case a minimum notice period of 15 calendar days applies unless a different term can be agreed with the **inrichtende macht**.

The principal (GO!) or **inrichtende macht** (subsidised education) may also dismiss any temporary member of staff appointed for a definite period of time for **urgent reasons** without any prior notice. This in cases where an offence has been committed which is grave enough to render the continuation of the temporary appointment immediately and permanently impossible.

Both temporary and permanent staff can be **officially** dismissed from their office without any prior notice. This applies to cases where members of staff, for no legitimate reason, barring cases of force majeure, fail to resume their duties after a period of legitimate absence and remain absent for a consecutive period of more than 10 calendar days.

Permanently-appointed members of staff and temporary staff appointed for a continuous duration may be discharged or dismissed following a **disciplinary measure**. When a member of staff is dismissed (GO!) or made redundant (subsidised education) the permanently-appointed member of staff will be permanently removed from office. In this case, a notice period is observed which corresponds to the number of working days required to qualify for unemployment benefits.

The discharge implies that the member of staff is not only dismissed, but also loses their acquired pension rights. This member of staff cannot, therefore, qualify for a pension as this is specified for teaching staff (cf. 8.2.16.).

However, other sanctions have been enacted by decree for permanently-appointed staff and temporary staff appointed for a continuous duration such as:

- A stain
- Docking of salary
- Suspension in the case of disciplinary measures
- Placement on the reserve list in the case of disciplinary measures
- Return to a temporary appointment
- Demotion.

Aside from disciplinary measures, evaluations (cf. 8.2.9.1.) can also constitute grounds for dismissal if and when a member of staff receives the final mark **'insufficient'** at the end of his/her evaluation once or several times during his/her teaching career.

Within the evaluation framework, a permanently-appointed teacher or a temporary teacher appointed for a continuous duration is dismissed if he receives two final markings 'insufficient' in two consecutive final evaluations or if he receives three final markings "insufficient" on final evaluations throughout his or her career.

A temporary teacher (non-TADD) is dismissed if his final evaluation is concluded with "insufficient".

8.2.15.2. Teaching staff at university colleges

Under normal circumstances members of staff may be dismissed subject to a notice period of three months for every five years served (a newly-commenced period of five years is considered to be a full period). A member of staff may be dismissed (without notice) as a result of disciplinary measures or if he has received a negative evaluation during two consecutive years or five negative evaluations throughout his university-college career.

The religion or [niet-confessionele zedenleer](#) teaching qualification of members of staff assigned to religion or non-confessional ethics comes lawfully to an end when the competent body of the philosophy of life in question so decides. This decision has to be explicitly motivated (Decree concerning Education-X).

A permanently-appointed member of staff may resign at his own initiative, in which case a minimum notice period of 60 days must be observed. People who have been appointed on a temporary basis must observe a notice period of 30 days.

In the event of dismissal for urgent reasons (e.g. fraud) no notice is given.

8.2.15.3. Academic staff at universities

The board of governors may dismiss a member of staff if the final marking on two consecutive evaluations was "insufficient" or if the person in question has received three final marks "insufficient" throughout his professional career. In these cases a notice term is observed which is equal to the period required to allow the member of staff to avail of social security and unemployment benefits. During this notice period the member of staff is considered to be appointed on a temporary basis and the board of governors may assign a different task to the member of staff concerned. In that case, the member of staff in question receives the gross salary of the office to which he was appointed. However, the member of staff may partially or fully waive this notice period (Decree concerning Education-X).

8.2.16. Retirement and pensions

The pension system for teaching staff is a federal (Belgian) responsibility. The system is identical for all levels but extremely complex.

In respect of retirement pensions, a distinction is made between the so-called organic system (for all members of staff who were appointed after 31/12/1960), and the transition system for those appointed up to and including that date. The retirement age under the organic system is 60 and the required number of years' service is 5. Under the transition system, those minimums varied according to the level of education

and network (e.g. under urban education people could retire from the age of 50 provided they had 30 years of service).

People from the age of 55, who had served a minimum of 20 years and did not yet qualify for a pension could apply **to be placed on the reserve list prior to retirement**, an irreversible pre-pension pending their retirement at the age of 60. While on the reserve list, the member of staff in question receives (a) redundancy pay (allowance). In view of teacher shortages, the age at which teachers could qualify for a place on the reserve list was changed to 58 on 1 September 2002, except for nursery-school teachers and nursery-school teachers general and social education who can be placed on the reserve list from the age of 56. There are also a number of transitional arrangements. People who turn 55 years of age by 31/8/2002, can continue to avail of the former system, but must observe either one of 3 fixed leaving dates. Teachers born between 31/8/1947 and 1/9/1954 can receive an extra TBS for a couple of months (the so-called "bonus") to partly or fully discontinue their office prior to the new leaving date (see Circular Letter PERS/2002/03).

The amount of the pension they receive is based on the number of years' service and on the average salary of the last 5 years of service.

Few teachers work until the pensionable age. Most avail themselves of early-retirement schemes. A high level of expertise is lost from the age of 55 to 56. In the framework of a shortage of teachers and the generation pact, it will be important in future to encourage older teachers to continue working. An Education Policy and Practical Scientific Research Study (OBPWO) has been launched in this respect (cf. 9.6).

8.3. School administrative and/or management staff

In 2005, the staff category '**policy and support staff**' was introduced in schools; this category covers the following offices:

- administrative staff member
- ICT coordinator
- special-needs coordinator.

Since 1 September 2005, schools communities also have the facility to appoint a [directeur-coördinatie scholengemeenschap](#) and a schools-community management assistant. Staff in these positions can only be appointed on a temporary basis. Members of staff appointed to these offices are exempted from class or school duties.

This type of support is funded via the lump-sum system (cf. 2.6.4.1.3.).

Here, we shall discuss the offices of principal and vice-principal, as well as the mandates for director, general director ([scholengroep/ inrichtende macht](#)), [coördinerend directeur](#) (schools community secondary education), [directeur-coördinatie scholengemeenschap basisonderwijs](#). These members of staff are appointed by the organising bodies.

For the administrative and managerial powers of the educational institutions at school level (cf. 2.6.4.1.). For the functions at schools-community level (cf. 2.6.4.2.).

8.3.1. Requirements for appointment as school head

Principal and vice-principal

Within the category management and teaching staff, the office of [directeur](#) is a management function, while the office of **vice-principal** is a selection office.

Centres for Part-time Vocational Secondary Education (CDOs) (see 5.20.1.1.) operate a slightly different appointment system: autonomous CDOs can appoint a principal (=management function) while non-autonomous CDOs appoint a coordinator (= selection office).

In GO!, a **trial period** of 12 months applies for selection offices and management functions; this trial period can only be extended by one single period of 12 months. During this period the member of staff must actively perform in the trial-period office. Before he can be given a trial period the member of staff must:

- Be holder of a required or acceptable qualification,
- A last evaluation took place and its result was not “insufficient” ,
- Meet the general recruitment conditions (cf. 8.2.5.1.),
- Have acquired the necessary skills for the office (laid down by the GO! Board) and pass a test,
- Have submitted his candidacy to the governing board.

Once the trial period has been successfully completed the governing board will appoint the member of staff on a permanent basis.

Subsidised education does not operate a mandatory trial period. The member of staff is permanently appointed to the selection office or management function if he/she is holder of a required or acceptable qualification, if the last evaluation did not produce a final “insufficient” and if the candidate meets the general recruitment conditions (cf. 8.2.5.1.).

A **permanent appointment** is only possible as a full-time office. Since 1 September 2002 a full-time position may however be given to one or two members of staff which are each assigned a part-time position. Aside from the permanent appointment to the office of principal, a permanently-appointed member of staff (subsidised education) or member of staff (GO!) can also be appointed as acting (vice-)principal.

The Special Decree of 14 July 1998 concerning community education stipulates that the office of principal is assigned by mandate. The terms have been laid down in the Decree ‘legal status community education’. Similar provisos have been incorporated in the Decree ‘legal status subsidised education’. The commencement date which was set for 1 September 2000 has meanwhile been postponed except in relation to pupil guidance centres. As of 1 September 2000 each new director of these centres – with the exception of the permanent resource centre– is appointed by mandate. This mandate is open-ended and both the member of staff and the [inrichtende macht](#) the governing board, respectively, may terminate it. After this mandate the member of staff resumes his previous office. However, the member of staff and the [inrichtende macht](#) may agree on a transfer or a new assignment ([gesubsidieerd vrij onderwijs](#)). When the mandate is terminated as a result of an evaluation marked “insufficient” the member of staff resumes his previous office.

General Director (ALDI)

The Special Decree concerning **community education** of 14 July 1998 stipulates that [scholengroepen](#) are governed by a general meeting, a governing board, a board of principals and a general director. The mandate of general director is assigned by the governing board and ratified by the general meeting. Only principals of schools within the particular [scholengroep](#) can qualify for this mandate. The mandate is assigned for an indefinite period of time and can be terminated by the general meeting on the basis of well-founded reasons at any moment in time. The general director receives a non-acquired salary scale.

In **subsidised education** the [inrichtende macht](#) may appoint a principal of an institution to the mandate of general director of all its institutions. The general director receives a non-acquired salary scale.

The office of general manager of a **university college** can also only be assigned by mandate.

Coordinating director (CODI)

Both in community and subsidised secondary education a principal of an institution belonging to a particular schools community may be given a full-time (or two people one part-time position each) appointment as **coördinerend directeur**, charged with tasks for all the institutions affiliated to that particular schools community. The coordinating director also receives a non-acquired salary scale (which cannot be combined with the office of general director). If necessary, coordinating directors may be appointed on a full-time basis and can be relieved of their school duties.

Director coordination of a schools community elementary education

Since 1 September 2005, schools communities within **BaO**, elementary education also have the facility of appointing a **directeur-coördinatie scholengemeenschap**. Director coordination is not a separate office but is exercised from the underlying position of principal. Per schools community a maximum of two part-time or one full-time position may be established. This member of staff is appointed to provide support to the schools community and does not have any class or school duties. Permanent appointments are out of the question. The member of staff does not receive any extra remuneration.

8.3.2. Conditions of service

For the **conditions of service** of the **directeur** and vice-principal (offices that fall within the category of non-teaching staff) we would refer to those of teaching staff (cf. 8.2.).

With regard to the **evaluation procedure**, there is a difference with teaching staff (cf. 8.2.9.1.), in the sense that the (vice-)principal is evaluated by the governing board (GO!) or the **inrichtende macht** (subsidised education).

8.4. Staff involved in monitoring educational quality

The Decree of 8 May 2009 concerning the quality of education has drastically changed the legal position of the inspectorate.

The offices the members of the inspectorate may hold are:

- inspector
- coordinating inspector
- inspector-general.

The former advisors and researchers of the former Curriculum Entity (initially the Education Development Division) (cf. 9.1.) are henceforth inspector, while the director is henceforth coordinating inspector. They are seconded from the inspectorate to the Agency for Quality Assurance in Education and Training (cf. 9.3.2.).

The inspectorate is an autonomous service within the policy area of Education and Training, in direct relationship with the Agency for Quality Assurance in Education and Training.

Conditions of recruitment

To qualify for a position within the **inspectorate**, one has to fall into one of the following **staff categories**:

- staff who fall within the scope of the Decrees of 27 March 1991 (which regulate the status).
- autonomous academic and assistant academic staff from universities;

- teaching staff from university colleges;
- teachers in [basiseducatie](#), administrative staff and directors in a centre for adult basic education and educational staff in the Flemish Support Centre for all of Adult Education.

These staff members must have at least 8 years' service seniority.

Candidates with at least 8 years' relevant experience in or related to education or adult basic education, supplemented with experience in quality care and evaluation in educational sectors may also apply.

The general **conditions of admission** to apply for an office in the inspectorate are:

- citizenship of a European Union or European Free Trade Association Member State (except in case an exemption was granted by the Flemish Government);
- being of irreproachable character;
- enjoying one's civil and political rights (except in case an exemption was granted by the Flemish Government);
- compliance with the conscription laws;
- compliance with the linguistic requirements (level C1 of the Common European Framework of Reference for Languages).

For the test of generic competences, the candidate must submit a file with a curriculum vitae and competence portfolio.

Selection procedure

The selection procedure is made up of two stages:

- 1) a test of the generic competences by Jobpunt Vlaanderen; successful candidates will be included in the general shortlist for 6 years;
- 2) the interview, possibly supplemented with additional tests for specific competences that are needed for the specific job. These are held by a selection committee made up of inspectorate members and external experts. They compile a list of successful candidates ordered according to the extent to which they meet the required job profile. This order is imperative. The written invitation to the second stage indicates whether it concerns an admission to a trial period, a temporary appointment for a fixed duration or a temporary appointment of continuous duration. Successful candidates who are not admitted to the trial period will be included in a specific shortlist, based on the specific job profile in question for 4 years.

Trial period

The trial period comprises one full year to be actually performed. The evaluation will lead to a permanent appointment or dismissal, or else a one-off extension of the trial period by one year maximum. It is possible to appeal against the reasoned proposal for dismissal.

Coordinating inspector and inspector-general

Conditions of recruitment

- to be a permanently appointed inspector (in the case of coordinating inspector), inspector or coordinating inspector (in the case of inspector-general); by deviation, the office can also be assigned by mandate to a candidate outside of the inspectorate, who complies with the following conditions:
 - to have held a managerial position for at least 5 years (in the case of coordinating inspector) or 10 years (in the case of inspector-general);
 - to have gained at least 8 years (in the case of coordinating inspector) or 15 years (in the case of inspector-general) of relevant experience in or with education;

- comply with the general conditions of admission for inspector;
- to have accumulated at least 3 years of service in the office of inspector;
- not to have obtained a final evaluation with end conclusion 'insufficient' in the office of inspector;
- to have applied as specified in the vacancy.

The two-stage selection procedure is the same as that for inspector.

Mandate

The appointment to the office of coordinating inspector or inspector-general is done by mandate for a duration of 4 years.

3 months prior to the end of the mandate, there is a general **final evaluation**. If it does not produce a final 'insufficient', the mandate is renewed for 4 years. It is possible to appeal against the end conclusion 'insufficient'.

A member of staff with a mandate may, without notice, be dismissed for urgent reasons (serious shortcoming which makes the mandate immediately and permanently impossible). This is possible within three days after the shortcoming has become known. It is possible to appeal against this.

Inspectors-general are evaluated in the same way as holders of a management or project leader position at N level at the departments of the Flemish Government.

Permanent appointment

A member of staff who has a mandate or is appointed temporarily for an (in)definite period of time may, at their own request, be permanently appointed in the office, provided they have reached the age of 55, have carried out the mandate for at least 4 years and have not been given a final evaluation with end conclusion 'insufficient'.

Temporary appointment

A member of staff may be appointed temporarily for an (in)definite period of time by means of the above-mentioned selection procedure.

During the first year of the temporary appointment for an (in)definite period of time in the office of inspector, the temporary member of staff shall follow a training programme, if they had not been with the inspectorate prior to the temporary appointment for an (in)definite period of time.

An appointment of definite duration has a minimum duration of one year. The temporary appointment that follows two consecutive fixed-term temporary appointments is a temporary appointment for an indefinite period of time.

The appointment of a member of staff who is appointed temporarily for a fixed term can be terminated without notice for urgent reasons or if the member of staff has been given a final evaluation with end conclusion 'insufficient'. It is possible to appeal against this.

The appointment of a member of staff who is appointed temporarily for an indefinite period of time can be terminated without notice if the member of staff has been given a final evaluation with end conclusion 'insufficient' for two consecutive evaluations or three times during their career in the same office with the inspectorate, or if the member of staff is dismissed following a disciplinary measure. It is possible to appeal against this.

Fixed-term temporary appointments are also possible in the office of coordinating inspector and inspector-general.

Job description

A job description is drawn up on the basis of a job profile and is made up of two components, namely the permanent assignment and the period-specific objectives.

The permanent assignment is made up of two parts:

- the result areas: the tasks which the member of staff has to bring to a favourable conclusion;
- the competences.

The job description can be adapted:

- in the case of a substantial change to the assignment;
- following agreements which the first evaluator and the member of staff strike during a performance interview;
- at the start of a new evaluation period.

Each job description or change shall be drawn up in mutual consultation between the first evaluator and the member of staff involved. If no consensus can be reached, it is up to the inspector-general to decide if the job description involves an inspector. In the case of a coordinating inspector and inspector-general, the decision, in the absence of a consensus, shall lie with the minister responsible for education.

The evaluators

	For inspector	For coordinating inspector
1st evaluator	A coordinating inspector	The inspector-general
2nd evaluator	The inspector-general or another coordinating inspector	The minister responsible for education

The 1st evaluator's chief task is to coach the member of staff in their performance. Carrying out performance interviews forms part of this assignment.

The 2nd evaluator is responsible for quality control throughout the entire process.

The evaluation is the assessment of the performance of a member of staff on the basis of the job description and is the appreciation of the overall performance of the member of staff involved.

During the course of the evaluation period, the person evaluated can call on his evaluators for follow-up and support to achieve the expected results.

A training course for evaluator is mandatory for all members of the inspectorate responsible for evaluation. Only evaluations drawn up by members of staff who attended the training course are valid.

Evaluators are evaluated on the quality of the evaluations they draw up.

With a view to evaluation, an evaluation interview is carried out between the first evaluator and the member of staff involved. The first objective of the evaluation interview is to improve the performance of the member of staff where necessary and to support it. It is not just focusing on past performance. Following the interview, not just the strong and positive points, but also any points for improvement must be identified. The evaluation interview can, as such, result in future adjustments and can lead to new, clear agreements. The evaluation interview always leads to an evaluation report. If the evaluation report contains the end conclusion 'insufficient', it must, on pain of nullity, always contain the options of appeal.

Dismissal

The permanently appointed member of the inspectorate and the temporary member of staff appointed for an indefinite period of time are dismissed on account of professional incapacity if they have been given the final evaluation with end conclusion 'insufficient' for two consecutive evaluations or three times during their career in the same office with the inspectorate.

The member of staff who is appointed temporarily for a fixed term is dismissed if they have been given one final evaluation with end conclusion 'insufficient'. The dismissal is pronounced by the Flemish Government.

8.5. Educational staff responsible for support and guidance

In this chapter, we will be discussing the staff of the PBD, the pedagogical counselling services, and that of the CLBs, the pupil-guidance centres. Both categories come under the denominator 'non-teaching staff'. Staff members are appointed by the organising bodies.

8.5.1. PBD, pedagogical counselling services

The legal status of the staff working at the PDBs, pedagogical counselling services, is governed by the education-staff Decrees of 27 March 1991 (see 8.2.3.1.).

In the pedagogical counselling services (cf. 9.3.3. for their assignment and working) there are the (management) functions of pedagogical counsellor and pedagogical counsellor-coordinator (the head of the pedagogical counselling service). These positions can be held either on a part-time or full-time basis.

The admission requirements to offices within the pedagogical counselling service of subsidised education vary slightly from those in GO!. Generally speaking however, we can say that the candidates must have at least 10 years' service seniority to qualify for a temporary or permanent appointment. Of course, the Flemish Government can always lay down additional qualification criteria (Decree of 17 July 1991).

A counselling assignment can also be given to teaching staff in the form of special-duty leave.

8.5.2. CLB, Pupil guidance centres

The legal status of the staff of the pupil guidance centres, CLBs, is regulated by the education-staff Decrees of 27 March 1991 (see 8.2.3.1.).

The staff of a CLB (cf. 4.15.2. for their assignment and working) is made up of a number of permanent offices, ranging from **directeur**, physician, counsellor, psycho-pedagogical counsellor, social worker, administrative employee, paramedic, psycho-pedagogical worker to assistant.

The office of **director** is a management function. Since 1 September 2000 every newly-appointed director of a CLB – with the exception of the permanent resource centre – is given a mandate.

The administrative staff and employees make up the **administration staff** of a CLB, while the other offices make up the **technical staff** of a CLB.

To be appointed to CLB offices, certain skills certificates are required (Decision of the Flemish Government of 12 December 2003 and Circular CLB/2007/01). Members of staff of a CLB can become permanently

appointed. As a rule, staff of the centres are on holidays on the days the centre is closed (cf. Circular letter CLB/2009/03). Moreover, staff are entitled to an extra 21 working days' holidays. Each full-time member of staff of the pupil guidance centres is also entitled to a number of training days per school year as determined by the Flemish Government (Decree of 1 December 1998, Decision of the Flemish Government of 19 September 2003 & Circular letter CLB/2005/04).

8.6. Other educational staff or staff working with schools

Aside from management and teaching staff, there are another number of categories of non-teaching staff in the Flemish education system

- In mainstream [basisonderwijs](#):
 - policy and support staff (administrative assistant, special needs coordinator (cf. 10.5.3.1.2.), ICT coordinator),
 - paramedical staff (childcare workers).
- In special elementary education moreover:
 - medical staff (physician),
 - orthopedagogical staff (orthopedagogue),
 - paramedical staff (occupational therapist, childcare worker, physiotherapist, speech therapist, nurse),
 - psychological staff (psychologist)
 - social staff (social worker).
- In secondary education:
 - support staff (administrative assistant, educator).
- In [volwassenenonderwijs](#):
 - support staff (administrative assistant).
- In [deeltijds kunstonderwijs](#):
 - administrative staff (a.o. junior clerk).
- In special secondary education moreover:
 - medical staff (physician),
 - orthopedagogical staff (orthopedagogue),
 - paramedical staff (occupational therapist, childcare worker, physiotherapist, speech therapist, nurse),
 - psychological staff (psychologist)
 - social staff (social worker),
 - support staff (administrative assistant, educator).
- In higher education:
 - administrative and technical staff,
 - mandates (general manager, head of department, librarian).

8.7. Statistics

Here we successively present teacher training (see 8.7.1.), management and teaching staff (see 8.7.2.) and salaries (see 8.7.3.).

8.7.1. Teacher training

Number of teacher-training diplomas, conferred at the end of the academic year

	2006-2007	2007-2008
Professionally-oriented bachelor degree studies and one-cycle initial programmes		
- education: nursery education	916	881
- education: primary education	1 526	1 285
- education: secondary education	1 931	1 753
Total	4 373	3 919
Advanced Bachelor's programmes	635	749
Advanced teacher-training programmes	202	53
Academic initial teacher-training programmes (academische initiële lerarenopleidingen = ailo, universities)	1 693	1 216
Academic-level initial teacher-training programmes (ilo and iloan, university colleges)	347	308
Specific teacher-training programmes	-	274
Total	2 877	2 600
Total number of teacher-training programmes	7 250	6 519

Source: Statistical Yearbook of Flemish education 2008-2009

8.7.2. Management and teaching staff

Management and teaching staff, per level of education (excluding university education - UO); number of budgetary full-time equivalents (including all replacements, TBS+ and Bonus - January 2009 (1))

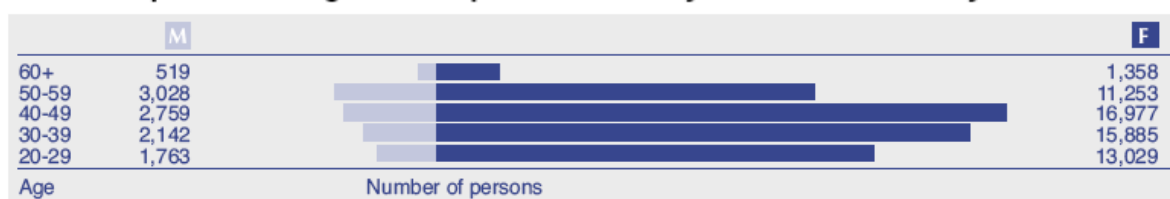
	Permanent appointments		Temporary staff		Total
	Men	Women	Men	Women	
Mainstream elementary education	6 473	32 365	1 732	13 215	53 785
Special elementary education	889	3 825	274	1 614	6 602
Mainstream secondary education	18 789	27 873	6 377	10 557	63 596
Special secondary education	1 754	2 555	684	1 249	6 242
University-college education	2 722	2 679	2 414	2 328	10 143
Adult basic education			117	619	736

Secondary adult education	1 000	2 118	1 017	1 374	5 509
Higher vocational education within adult education	224	245	478	278	1 225
Part-time artistic education	1 534	1 960	738	970	5 202
Total	33 385	73 620	13 831	32 204	153 040

Source: Statistical yearbook of Flemish education 2008-2009

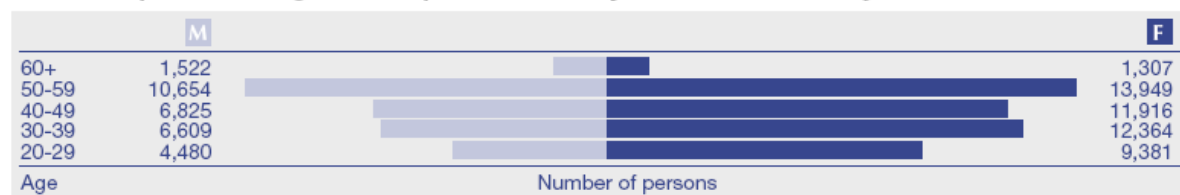
Staff numbers are expressed in numbers of natural persons. Short replacements of less than one year have been taken into account. The number of staff expressed in full-time units is the sum total of all part-time assignments of all the staff (i.e., including replacements of less than one year).

Number of persons in regular and special elementary education in January 2009



Source: Flemish education in figures, 2008-2009

Number of persons in regular and special secondary education in January 2009

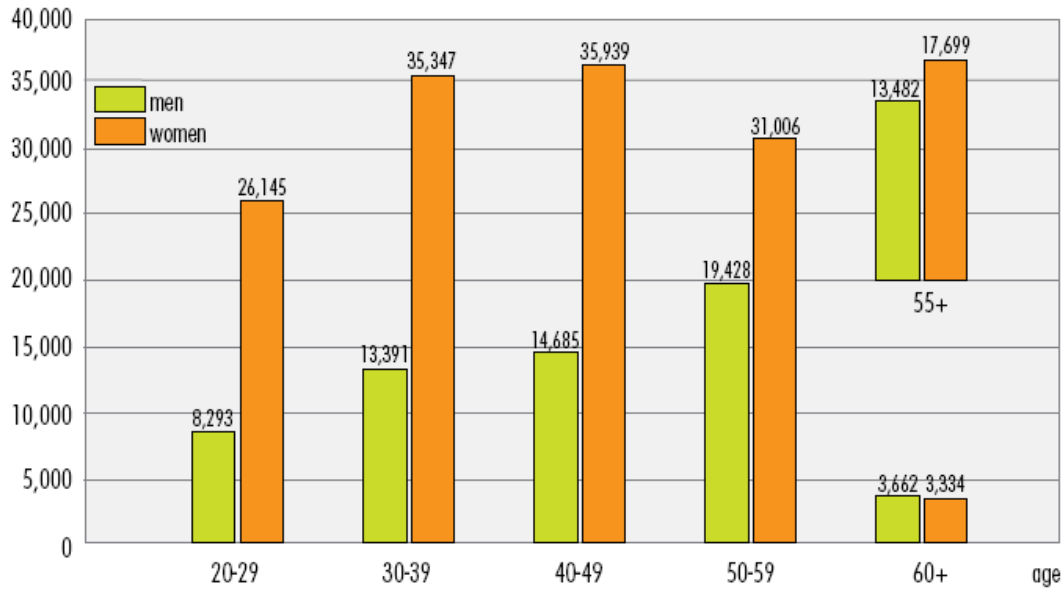


Source: Flemish education in figures, 2008-2009

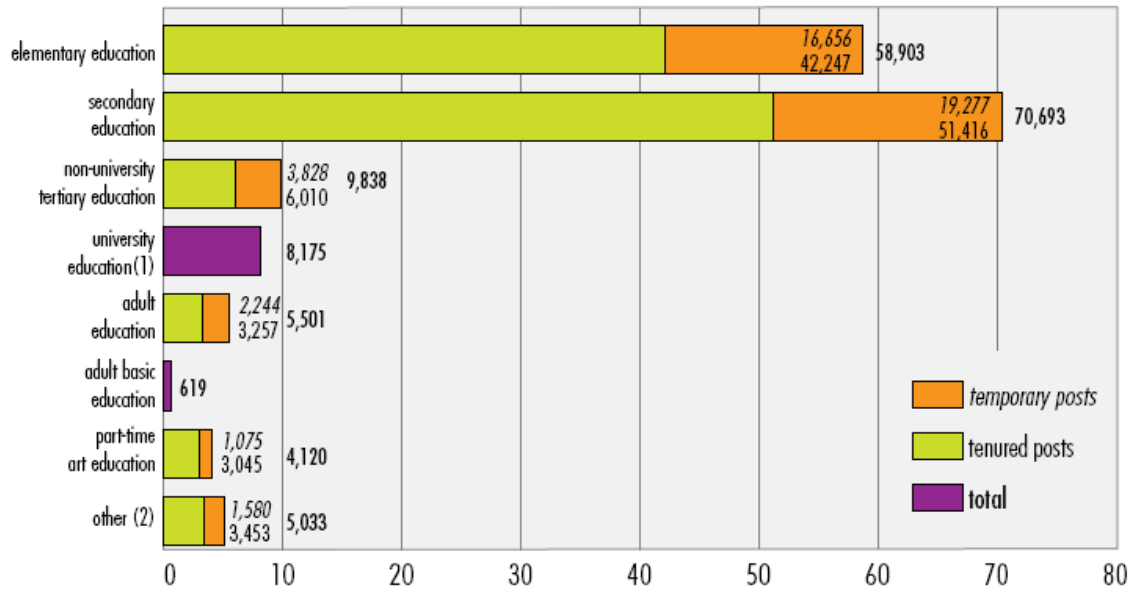
number of staff members (1): 191,230

number of staff members by educational level:

elementary education	68,713	adult education	7,360
secondary education	79,007	adult basic education	809
non-university tertiary education	12,460	part-time art education	5,530
university education (1)	11,268	other (2)	6,083



staff members expressed as full-time equivalents



(1) Data for university education: academic year 2007-2008.

(2) Staff of Pupil Guidance Centres, education inspectorate, pedagogic counselling, boarding schools,...

Source: Flemish education in images, 2008-2009

Management and teaching staff in university colleges - number of budgetary full-time equivalents (including all replacements, TBS+ and Bonus) - January 2009

Permanent appointments			Temporary staff			Total		
Men	Women	Total	Men	Women	Total	Men	Women	Total
2 464	2 210	4 674	1 458	1 679	3 137	3 922	3 889	7 811

Source: Statistical yearbook of Flemish education 2008-2009

University staff paid out of the operational resources (full-time units on 1 February 2009)

	Men	Women	Total
Autonomous academic staff (ZAP)	2.082.3	506.9	2 589.2
Assistant academic staff (AAP)	840.4	947.8	1 788.2
Administrative and technical staff (ATP)	1 825.7	2 136.8	3 962.5
Total	4 748.4	3 591.4	8 339.8

Source: Statistical Yearbook of Flemish education 2008-2009

8.7.3. Gross annual salaries (€)

The inspectorate, Curriculum Entity, Pedagogical Counselling Services, Pupil Guidance Centres	Pay scales	Starting salary	With a maximum number of years' salary seniority
Inspector elementary education, BaO/ BaO inspector-advisor (philosophy-of-life courses) / pedagogical advisor BaO	167	23 806.04	40 313.31
Inspector SO / DKO / CLB / VWO / pedagogical advisor SO / CLB			
- master	541	30 825.29	49 081.70
- others	354	27 240.26	42 546.95
Coordinating inspector BaO	338	27 240.26	42 148.07
Coordinating inspector SO			
- master	544	35 726.27	52 312.35
- others	505	30 960.23	49 835.45
Chief inspector BaO / SO & Curriculum Entity	531	43 041.33	60 263.12
Coordinating inspector-general	532	45 594.36	62 816.42
Guidance officer /Curriculum-Entity researcher			
- doctor	544	35 726.27	52 312.35
- Others	514	30 825.29	48 047.08
CLB director	511	28 556.22	45 778.01

The salaries are in € amounts at 100%, they must be multiplied by a coefficient of 1.4859 (index on 01.09.09)

Teaching staff per level	Pay scales	Starting salary	With a maximum number of years' salary seniority
Nursery education	141	17 347.42	30 212.35
Primary education (teacher)	148	17 347.42	30 212.35
SO- group 1 (lower-secondary school teacher)	301	17 347.42	30 212.35
SO - group 2 (licentiate/ higher-secondary education teacher)	501	21 726.55	38 312.63

The salaries are in € amounts at 100%, they must be multiplied by a coefficient of 1.4859 (index on 01.09.09)

Full-time academic staff	Pay scales	Starting salary	With a maximum number of years' salary seniority
University college			
Junior practical lecturer	316	22 498.03	35 362.96
Senior practical lecturer (hoofdpraktijklector)	348	23 405.66	38 313.47
Lecturer	502	24 177.08	40 763.16
Senior lecturer (hoofdlector)	509	26 695.63	43 281.71
Senior research assistant	509	26 695.63	43 281.71
University			
Assistant	502	23 468.58	39 716.10
Doctor-assistant	509	26 695.63	43 281.71
Lecturer (docent)	528	28 669.65	45 255.73
Senior lecturer (hoofddocent)	515	30 825.29	48 047.08
Professor	544	35 726.27	52 312.35
Professor ordinarius	520	46 272.53	70 692.49

The salaries are in € amounts at 100%, they must be multiplied by a coefficient of 1.4859 (index on 01.09.09)

Source: <http://www.ond.vlaanderen.be/wedde/weddenschalen/overzicht.htm>

9. Evaluation of educational institutions and the education system

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 - Internal evaluation
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9.1. Historical overview

Governmental supervisory powers over the education system, and especially its consequences, have always been an extremely delicate issue in the Belgian (and now Flemish) world of education. The original sentence about public control was explicitly rejected during the drafting of the first Belgian Constitution in 1830. Special emphasis was put on the freedom of choice for parents on the one hand and the freedom of the organising bodies to organise schools on the other hand. For that reason, many organising bodies and umbrella organisations of the subsidised networks developed their own inspectorate which also assumed the task of counselling service. This, alongside a state inspectorate which drew up the minimum curricula, checked diplomas and watched over the standard of education, to name just some matters. The organising bodies drew up the curricula and the minister approved them. The (state) inspectorate checked that these were implemented. Their inspectors also visited classes. The curricula had to be analogous to the state curricula, which served as a benchmark. Under the 1971 VSO law (reformed secondary education), secondary-education curricula were drawn up by the organising bodies and the so-called article-8 commission, established under that particular law, issued its advice on whether or not to approve them. The granting of autonomy to the then state schools and the creation of an Autonomous GO! Board required a redraft of the education policy from 1989 onwards.

Quality assurance within education was thoroughly reformed on foot of the Decree of 17 July **1991** concerning the inspectorate, the Educational Development Division and the pedagogical counselling services.

- The system of individual (specialist) inspectors evaluating individual teachers by means of (usually unannounced) class visits was replaced by a thoroughly prepared and planned full school inspection carried out by a team of inspectors (where necessary with the assistance of external experts).
- At the same time, a separation between control and counselling was implemented. Henceforth, the inspectorate would concentrate on full inspections, quality assurance and quality enhancement as well as feedback. New pedagogical counselling services were set up to provide guidance to teachers and support to schools.

- The inspectorate became a community inspectorate under the sole authority of the Flemish Community, whereas the pedagogical counselling services would be developed network by network.
- The inspectorate would have no authority over the pedagogical methods used.
- Inspection of philosophy-of-life courses was not included in this decree.
- The community's minimum expectations to be checked had to be crystallized in newly-to-be-developed minimum timetables, minimum curricula, [eindtermen](#) and [ontwikkelingsdoelen](#). To that end, an Educational Development Division (DVO) was set up.

The DVO, Educational Development Division was set up in 1991 as a study service attached to the inspectorate and which was among other things charged with developing final and developmental objectives. On foot of the Decree concerning teacher training and in-service training of 16 April **1996** the DVO was also assigned the task of developing professional profiles and key competences for the various types of teachers. In 1999, the DVO became a study service for the minister and the Flemish Government; in 2006 the DVO became the **Curriculum Entity** within the Department for Education and Training, a.o. charged with the task of developing [eindtermen](#), [ontwikkelingsdoelen](#) and specific [eindtermen](#), key competences for teacher training, study profiles, quality-assurance tools and criteria on curricula and plans of action on a pedagogical-didactical level. <http://www.ond.vlaanderen.be/dvo/>. As of 1 September 2009, the staff and tasks of the Curriculum Entity were taken over by the newly founded Agency for Quality Assurance in Education and Training, AKOV (BVR, Decision of the Flemish Government of 24/4/2009).

Under the terms of the Decree of 17 July 1991, its advisory and support tasks were entrusted to the network-related **pedagogical counselling services**. The Decision of the Flemish Government of 9 July 1996 ratified their operating principles. Their tasks included:

- offering external support to the educational institutions in questions pursuant to their own pedagogical concept, amongst others with the drafting of their [schoolwerkplan](#);
- developing initiatives to enhance the quality of education provided by the educational institutions concerned;
- stimulating initiatives to strengthen the vocational competence of staff members in the institutions in question.

The pedagogical counselling services have no authority in matters of philosophy-of-life courses. For these courses special procedures apply.

The Decree of 8 May **2009** concerning the quality of education provided a new regulatory framework for the tasks of the in-service training providers, the inspectorate and the pedagogical counselling services.

9.2. Ongoing Debates and Future Developments

The implementation of the Decree concerning the quality of education continues.

Internal quality assurance within schools is recognised and encouraged. In the future, all schools will systematically examine and monitor the quality of the education they provide. They are completely free in the way they go about this. **Survey** participation or the taking of **parallel tests** can form part of these self-evaluations.

During the 2011-2012 school year, the PBDs, the Association of Network-Related Pedagogical Counselling Services (SNPB) and the Permanent Support Cells (POCs) will be evaluated for the very first time.

By mid 2011, a regulative framework for the second round of the external review and accreditation system should be ratified (cf. 9.4.2.4.).

9.3. Administrative and Legislative Framework

- 9.3.1. The inspectorate
- 9.3.2. The Agency for Quality Assurance in Education and Training
- 9.3.4.1. The philosophy-of-life courses inspectorate
- 9.3.4.2. The Inspectorate of cities and provinces

Core legislation regarding the inspectorate, the educational development division and the pedagogical counselling services

- Decree of 1 December 1993 concerning the inspection and guidance of philosophy-of-life courses.
- Decision of the Flemish Government of 15 December 1993 implementing the Decree of 1 December 1993 concerning the inspection and guidance of philosophy-of-life courses.
- Decree of 8 May 2009 concerning the quality of education.
- Decision of the Flemish government of 24 April 2009 establishing the internal autonomous agency 'Agency for Quality Assurance in Education and Training'.

Accreditation

- Decree of 4 April 2003 concerning the reorganisation of higher education in Flanders
- Decree of 2 April 2004 laying down the ratification and implementation of the treaty between the Royal Netherlands and the Flemish Community of Belgium on the accreditation of programmes within Dutch and Flemish higher education, signed in The Hague on 3 September 2003.

9.3.1. The inspectorate

The inspectorate of the Flemish Community operates under the authority of the Flemish Government and has the task of monitoring the quality of education. The Decree of 8 May 2009 concerning the quality of education thoroughly reformed the structure and the workings for elementary, secondary, part-time artistic education and [volwassenenonderwijs](#) (including [basiseducatie](#)) but with the exception of specific teacher-training programmes offered within adult education and [hoger beroepsonderwijs](#). The inspectorate is also authorized to inspect boarding schools and CLBs. Higher education however is not part of its brief.

Hereafter we shall discuss the organisation (cf. 9.3.1.1.) and the tasks (cf. 9.3.1.2.) of the inspectorate. Other aspects are dealt with elsewhere:

- Modus operandi of full inspections (cf. 9.4.2.1.)
- Annual report of the inspectorate, *De Onderwijsspiegel* (Mirror of education) (cf. 9.5.1.)
- The philosophy-of-life courses inspectorate (cf. 9.3.4.1.)
- The office of inspector (cf. 8.4.)
- Inspection of urban and provincial education (cf. 9.3.4.2.)
- See also: <http://www.onderwijsinspectie.be>

9.3.1.1. Organisation of the inspectorate

The Decree of 8 May 2009 thoroughly reformed the inspectorate and abolished its subdivision into levels of education. Henceforth, the corps of inspectors, headed by one inspector-general (IG), only seats inspectors and coordinating inspectors (CI). The division between the various offices has not been defined. From now on, the inspectorate will be allocated a lump sum (fixed by the Flemish Government on an annual basis) by means of which it will be able to use professional experience and competences in a more targeted fashion. However, a number of guarantees in terms of the inspectorate's balanced composition were imposed by decree.

At least 35 % of its members must have been recruited from within community education or subsidised official education and at least another 35 % of its members must have a subsidised private education background.

In addition, minima have been defined in terms of relevant professional experience of staff:

- Mainstream [basisonderwijs](#) 40 %
- Mainstream secondary education 26 %
- [volwassenenonderwijs](#) or [basiseducatie](#) 3 %
- Coordination of pupil guidance or CLB 2 %
- Artistic education or art subjects 2 %
- Special education 7 %

The organisation has also been given leeway to call on external experts for its full school inspections (e.g. at schools dealing with complex health and safety issues at work).

The inspectorate also has a corps of (10) staff who provide substantive support. The follow-up and processing of full inspections is ensured by the full-inspection secretariat.

During the 2009-2010 school year, the inspectorate will be manned by some 150 inspectors, all with offices in their own homes.

9 coordinating inspectors will be in charge of 10 programmes: full inspections / curricula / communication and publications / information management / planning / non-formal education, training and education / welfare policy / internationalisation / projects / home education. The inspector-general will among other matters be in charge of: financial management / quality assurance / staff and organisation / philosophy-of-life courses.

A standing consultative body will also be created where the inspectorate and the pedagogical counselling services will meet on a regular basis, in function of the tasks they have been assigned. The VOCVO, Flemish Support Centre for all of Adult Education, will also be invited to attend these meetings for all matters relating to adult education (cf. 9.3.3.2.).

9.3.1.2. Tasks of the inspectorate

The inspectorate shall invariably issue its advice on whether or not any new institutions seeking accreditation or any institution seeking to have a new programme component accredited have/has met the necessary **accreditation criteria**. Once an application has been received, the inspectorate will conduct an on-site inspection to check whether the accreditation criteria have been complied with. Following this on-site inspection, the inspectorate presents its report, featuring its accreditation advice, to the Flemish

Government. This report must be published within six months of the application, if not the inspectorate will be deemed to have issued a favourable advice.

The inspectorate carries out **full inspections** of the educational institutions (cf. 9.4.2.1.). Every institution is subjected to a full inspection at least once every 10 years.

The full-inspection reports, follow-up reports and any ensuing advice on the accreditation of institutions are governance documents governed by the Decree of 26 March 2004 concerning administrative openness.

Since 1 January 2007, the full-inspection reports can be consulted on the inspectorate's website: <http://www.ond.vlaanderen.be/doorlichtingsverslagen/>

The inspectorate is also in charge of monitoring the quality of training and non-formal training programmes organised by institutions which are not classified as educational institutions but which offer courses that nonetheless lead to diplomas, certificates or modular certificates that have the same civic effect as those officially issued by the educational institutions.

Every year, the inspectorate issues a report on its activities in which it also discusses one or more qualitative aspects of the education system. The Flemish Government subsequently presents this report to the Flemish Parliament. For some years now, this report has been published under the name “**Onderwijsspiegel** (Mirror of Education)” (cf. 9.5.1.). <http://onderwijs.vlaanderen.be/inspectie/publicaties/>

The inspectorate has no authority to monitor how a pedagogical or agogic project is fleshed out or to check the pedagogical, agogic or artistic guidance methods used. Neither does it have any powers to inspect philosophy-of-life courses.

9.3.2. The Agency for Quality Assurance in Education and Training (AKOV)

The 'Agency for Quality Assurance in Education and Training' was established under the terms of the Decision of the Flemish Government of 24 April 2009. It is an internal autonomous agency, IVA, without legal personality (cf. 1.2.2.) assigned with the **task** of establishing a quality-assurance system for educational, vocational and non-formal learning pathways and for EVC (recognition of acquired competence) pathways which lead to proofs of recognised qualifications; it does this by:

- drafting final objectives for educational, vocational, non-formal and EVC pathways leading to recognised qualifications;
- monitoring the quality of the institutions offering these types of pathways;
- guaranteeing unambiguous and clear certification processes.

The agency shall also monitor quality assurance within the VDBA competence centres and within the SYNTRA network.

The **task** of the agency comprises:

- carrying out studies to crystallize the:
 - [ontwikkelingsdoelen](#), [eindtermen](#) and key competences;
 - approval criteria regarding curricula and plans of action;
 - programme structure;
- developing proposals regarding the educational qualifications for levels 1 up to and including 5;
- organising and following up surveys in compulsory education, in conjunction with the Department for Education and Training;

- processing the results of the institutions' realisation of the developmental objectives, final objectives and key competences with a view to fine-tuning these where necessary;
- ranking vocational-qualification profiles as vocational qualifications and issuing advice on their recognition;
- entering recognised educational and vocational qualifications into a qualifications database and administering this database and its website and seeing to the coordination and intrinsic management of the database featuring proofs of learning and proofs of experience;
- directing, organising and attuning the quality control of nursery and compulsory education, [volwassenenonderwijs](#), the pupil guidance centres, [deeltijds kunstonderwijs](#), [leertijd](#) and the training programmes offered within the framework of alternance training with the pedagogical counselling services; organising the supervision of the implementation of the regulations within the educational institutions and the pupil guidance centres;
- developing EVC quality criteria within the educational institutions, including quality frameworks and procedures for the EVC processes within the educational institutions;
- establishing an EVC knowledge network and an information bureau that specifically deals with EVC enquiries
- ruling on the equivalence of qualification certificates and issuing equivalence certificates;
- organising the Flemish Community exams for people wishing to obtain a diploma secundair onderwijs (diploma of secondary education) and the admission tests for the courses dentistry and medicine and the language tests for teaching staff.

In the future, a number of **tasks will be carried out for policy areas other than** the policy area Education and Training within the same quality framework, by a separate cell within the agency which will organise its activities independently and which has an in-depth knowledge of the policy area concerned. Every year, this cell will issue the Flemish ministers concerned with a report on its findings. It will:

- organise the supervision of the quality of educational and training programmes that do not come under the remit of the policy area Education and Training and which lead to certificates of recognised vocational qualifications;
- organise the supervision of the quality of EVC institutions where people can have their competences tested or recognised.

The Minister for Education directs the agency, more specifically under the terms of a **management agreement**. The collaboration protocols with the policy area Work and Social Economy and the policy area Culture, Youth, Sport and Media form part of this management agreement.

As of 1 September 2009, the **members of staff** from the Flemish Ministry of Education and Training who formed part of the following divisions/cells have been assigned to the agency:

- The Curriculum Entity (formerly the Educational Development Division);
- The cell Inspectorate Support
- the cell NARIC, charged with the equivalence of the elementary, secondary and higher-education qualification certificates;
- the secretariat of the Examination Board of the Flemish Community for full-time secondary education.

This inspectorate is an autonomous department which the Flemish Government assigned to the agency to assist it with its duties.

<http://onderwijs.vlaanderen.be/wegwijs/AKOV/>

<http://onderwijs.vlaanderen.be/dvo>

<http://www.ond.vlaanderen.be/secundair/examencommissie/>

<http://www.ond.vlaanderen.be/toelatingsexamen/>

<http://www.ond.vlaanderen.be/naric/>

<http://www.evcvlaanderen.be/index.html>

9.3.3. Pedagogical counselling

Hereafter we shall separately discuss pedagogical counselling within compulsory education (cf. 9.3.3.1.) and within [volwassenenonderwijs](#) (cf. 9.3.3.2.).

9.3.3.1. Pedagogical counselling services (PBDs)

Pedagogical counselling services are organised by non-profit associations, set up by the educational umbrella organisations. Per umbrella organisation, only one PBD is subsidised.

The tasks of the pedagogical counselling services comprise:

- supporting the educational institutions concerned to help them realise their pedagogical or agogic project and supporting the CLBs concerned to help them realise their own mission and guidance project;
- supporting the educational institutions and CLBs in their efforts to promote the quality of education, the quality of pupil guidance respectively and helping them to develop into a professional learning organisation by:
 - promoting the establishment of networks and providing support to these networks;
 - supporting and training managerial staff;
 - supporting the professional competence of members of staff at institutional and cross-institutional level by focussing on beginning staff and staff charged with specific tasks in particular;
 - reinforcing the policy powers of institutions;
 - supporting quality assurance within institutions;
- supporting and guiding institutions in their development of points of action highlighted during a full inspection, at the request of the boards;
- offering, stimulating and supporting educational innovations;
- providing and directing offer-oriented in-service training activities, including in-service training for the boards of the institutions;
- discussing the quality of education and the quality of pupil guidance with the various education actors at the different levels;
- participating in the steering or follow-up of support initiatives organised or subsidised by the Flemish Government aimed at supporting institutions, teachers or counsellors.

All pedagogical counselling services draw up a three-year counselling plan for the three subsequent school years. They subsequently present this counselling plan to the institutions and the Flemish Government.

Every year, they report back to the Flemish Government about their activities of the previous school year and also furnish an account of how their operational resources were used.

All pedagogical counselling services draw up a protocol which they forward to the institutions and their members of staff.

Every pedagogical counselling service systematically examines and monitors the quality of the services it provides. However, they are free to decide how they go about this.

The composition of staff of these pedagogical counselling services is fixed per individual school year, and separately for:

- elementary education;
- jointly for secondary education, [volwassenenonderwijs](#) and [deeltijds kunstonderwijs](#);
- the [CLB's](#).

The PDBs also receive operational resources with an extra 84 000 euro per year in supplementary operational resources for the overall network to support the equal operational opportunities policy.

They also receive a global amount of 1 332 000 euro a year to organise in-service and counselling activities for their own members of staff and for staff working at the institutions they support.

To organise in-service training on job descriptions and evaluations at the institutions they support, the pedagogical counselling services receive an extra overall amount of 430 000 euro a year.

To provide training for the directors of the institutions they support, the pedagogical counselling services receive an annual amount of 402 000 euro. (The above amounts apply to 2010. As of 2011 they will be linked to the evolution of the health index).

Every [directeur](#) can, throughout his career, seek to have the cost of in-service training covered.

From 2009-2010 onwards, widening and deepening counsellors will join the PDBs to assist special schools who wish to develop an educational offer for youngsters suffering from autism spectrum disorders (ASD) (see also 10.2.).

More detailed information on pedagogical counselling can be obtained from the educational umbrella organisations:

- For information on the PDBs operating within GOI, Education of the Flemish Community, please refer to: <http://www.gemeenschapsonderwijs.be/pbd>
- Within the VSKO, the Flemish Secretariat for Catholic Education, the General Pedagogical Counselling Service looks after the training, further training and guidance of counsellors; it coordinates the various counselling bodies and acts as a study and information service to support counsellors, <http://ond.vsko.be/> > tab diensten > pedagogische begeleiding
- For cities and municipalities, <http://www.ovsg.be/>
- For Provincial Education Flanders, <http://www.pov.be/>
- For FOPEM, the Federation of Independent Pluralist Emancipatory Alternative Schools, <http://users.skynet.be/fopem/>
- For the VOOP, the Flemish Schools' Forum, <http://www.voop.be/>
- For the Federation of Steiner Schools in Flanders, Pedagogical counselling, <http://www.steinerscholen.be/>

9.3.3.2. The pedagogical counselling services within adult education and the VOCVO, the Flemish Support Centre for all of Adult Education

[Basiseducatie](#) and the Centres for Adult Education, CVOs, are governed by specific arrangements on foot of the Decree of 15 July 2007 concerning [volwassenenonderwijs](#).

The **VOCVO, Flemish Support Centre for all of Adult Education** supports all the CBEs (Centres for Adult Basic Education) and the CVOs (Centres for Adult Education) which are not taken into account for the composition of the staff of the network-related **PBDs (pedagogical counselling services)**.

The VOCVO and PBDs must:

- provide agogic and organisational support;
- see to the skill enhancement of staff members;
- coordinate, stimulate and facilitate educational reform and quality assurance;
- support the centres in their pursuit of the final objectives, specific final objectives, vocational qualifications and key competences amongst course participants, on the basis of curricula and approved training profiles pending the approval of curricula.

Concrete undertakings of result for all these tasks were laid down in the 5-year cooperation agreements which were concluded with the Flemish government on 23/5/2008. <http://www.ond.vlaanderen.be/volwassenenonderwijs/centra/>

To that end, VOCVO has been allocated a budget of € 915 000 for 2009. The VOCVO is a non-profit association and its general meeting seats one representative from all the boards of the affiliated centres.

The non-profit Association of Network-related Pedagogical Counselling services (SNPB) (or the individual pedagogical counselling services) receive 692 000 euro in 2010 and will be allocated 622 000 in 2011 to support the centres for adult education (thereafter the amounts will be linked to the health index).

The VOCVO and the pedagogical counselling services jointly concluded a cooperation agreement with the Flemish Government under the terms of which they must use 20 % of their allocated funds (in the form of an advance levy) for joint **knowledge and expertise development** within adult education. To that effect, a **steering committee adult education** (StuV) has been set up, composed of representatives from the boards and teachers of the CBEs (3) and the CVOs (3) – appointed by their representative trade unions – VOCVO (2) and the pedagogical counselling services (4). Their task consists of:

- developing a vision and new concepts in the area of education, non-formal education and training for adults;
- evaluating the [eindtermen](#), specific final objectives and basic competences in function of the amendments to existing training profiles or the development of new ones;
- coordinating the development of new training profiles or amending the existing ones;
- formulating proposals on the introduction of experimental new areas or learning and study, at the steering committee's request;
- coordinating and supporting the cross-centre and cross-network development of curricula, at the request of the boards of the centres;
- coordinating and supporting the development of tools and procedures in terms of the recognition of acquired competences, EVC;
- developing expertise and exchanging expertise on high-quality distance learning, e-learning and combined education;
- boosting expertise in terms of tackling literacy problems with a focus on access to relevant information and documentation, participation in government literacy initiatives and in international exchanges on this issue;
- supporting the education coordinators in their development of a needs-oriented and suitable educational provision for detainees on the one hand and coordinating the educational provision in

prisons on the other hand, in implementation of the Strategic Plan on Assistance and Services for Detainees;

- stimulating and coordinating desirable actions in the area of knowledge and expertise development;

Undertakings of result were also laid down in these areas. The association develops an internal quality-assurance system, draws up a five-year policy plan and an annual action plan.

During 2010 and 2012, the support and guidance system for adult education will be evaluated.

9.3.3.3. Association of network-related pedagogical counselling services

The Flemish Government subsidises a non-profit Association of Network-Related Pedagogical Counselling Services on condition that all the network-related pedagogical counselling services are affiliated to it and projects are put in place which support all the institutions that belong to these projects' target group. This non-profit association is obliged to report back to the competent Flemish Ministry of Education and Training departments.

Every year, subsidies are allocated:

- to develop a **second-line infant-participation support structure** to support nursery schools in municipalities which cater for at least 25 % of GOK pupils, provided these municipalities are located within the working area of a [lokaal overlegplatform](#) (cf. 10.5.3.1.6.): 1 568 000 euro in 2010 and 1 409 000 euro from 2011 onwards;
- for second-line support in the area of **linguistic-skills education in elementary schools** located in the peripheral and language-boundary municipalities and the municipalities in the wider periphery of **Brussels** (cf. 10.7.2.); 1 136 898 euro in 2010 and 1 020 898 from 2011 onwards;
- further training for the coordinators and pathway counsellors working at the **centres for part-time vocational secondary education** and the **centres for part-time training**, the directors of the **SYNTRA educational facilities** and the learning-pathway counsellors (cf. 5.20.1.); 222 000 euro in 2010 and 199 000 from 2011 onwards. (As of 2012, all the above amounts will be linked to the health index).

In addition, temporary subsidies can be allocated for guidance of educational reform.

9.3.3.4. Permanent resource centres within the CLBs

The Decree of 1 December 1998 concerning CLBs also provided for staff for a permanent resource centre within each of the 3 main educational networks to offer network-related support to the centres affiliated to the individual networks.

The Decree of 8 May 2009 concerning the quality of education stipulates that the role of the permanent resource centres is to boost the professionalization of CLB staff. To that end, they must come to an arrangement with the pedagogical counselling services within their own central network.

Every three years, they draft a counselling plan which they present to the CLBs and the Flemish Government. They report back to the Flemish Government on an annual basis about their activities of the previous school year and furnish an account of how their operational resources were used. They must also draw up a protocol and systematically monitor the quality of the services they provide. They are free to choose how they go about this.

9.3.3.5. Evaluation of the pedagogical counselling bodies

From school year 2011-2012 onwards, the workings of the pedagogical counselling services, the permanent resource centres, and, if applicable, of the Association of Network-Related Pedagogical Counselling Services will be evaluated on a six-yearly basis at least. These evaluations will be conducted by a committee appointed by the Flemish Government.

This committee seats members of the academic world, representatives from the institutions and officials from the Flemish Ministry of Education and Training. It will also seat a number of external quality-assurance experts. The representatives from the academic world and the institutions will be appointed upon proposal from the Flemish Education Council. The conclusions of the committee's evaluation will be presented to the Flemish Parliament.

9.3.4. Special arrangements

Here we shall discuss:

- 9.3.4.1. the philosophy-of-life courses inspectorate
- 9.3.4.2. the inspectorate and counselling services of cities and provinces

9.3.4.1. Inspection of and guidance for the philosophy of life courses

The Constitution guarantees all pupils, who are by law deemed to be of school age, two teaching periods per week of moral or religious education at school as part of the curriculum. These subjects are by no means subjected to any form of government control – as long as the basic democratic principles of society are respected.

The Decree of 17 July 1991 on the inspectorate and the counselling services quite specifically did not cover philosophy-of-life courses. Philosophy-of-life education is not governed by the new Decree of 8 May 2009 either. The inspection of philosophy-of-life courses and its educational-support system are regulated by a separate Decree of 1 December 1993.

The recognised bodies of the recognised religions (Roman Catholic, Orthodox, Protestant Evangelical, Anglican, Israeli and Islamic religions) and the recognised association of the non-confessional community specify the operations of the inspectorate and the guidance for the religions concerned and for [niet-confessionele zedenleer](#). They are moreover in charge of the curricula of these subjects and the in-service training of the teachers concerned. The appointed inspectors-advisors have amongst others the following tasks and responsibilities:

- checking that the timetable and the statements regarding the choice of religion or [niet-confessionele zedenleer](#) are adhered to;
- checking the learning tools;
- checking the habitability, didactical suitability and hygiene of class rooms;
- issuing policy advice;
- checking that the curricula are implemented and supervising the standard of education;

- providing external support and evaluating the vocational and pedagogical competences of the teachers in question and stimulating initiatives to enhance professional quality;
- developing initiatives to enhance the quality of education of the subject of study concerned and guarding and stimulating the pedagogical project which was adapted to accommodate the philosophy of life within the subject of study;
- any other tasks assigned to them under the terms of laws and decrees.

The inspectors-advisors furnish information to:

- the recognised bodies of the recognised religions and the recognised association for [niet-confessionele zedenleer](#) on the contents, the curricula and the vocational competence of teachers;
- the senior chief-inspector – who heads the inspectorate, on the application of the statutory and administrative regulations.

In contrast to the inspectorate, the offices of the members of the philosophy-of-life courses inspectorate and guidance teams will remain level-of-education dependent.

Within the philosophy-of-life courses inspectorate, a **CLBV, Philosophy-of-Life Courses Commission** was set up, which is a consultation cell for inspector-advisers of all recognised philosophies of life. It issues common advice, applicable to the various subjects. Moreover, an **In-Service Training Institute for Philosophy-of-Life Courses**, non-profit association, was set up in which all the recognised and taught philosophies of life are also represented.

- <http://onderwijs.vlaanderen.be/inspectie/lbv/default.htm>
- Interdiocesane Dienst voor het Katholiek Godsdienstonderwijs (Interdiocesan Department for Catholic Religious Education): <http://www.idkg.be/>
- Raad voor Inspectie en Begeleiding niet-confessionele Zedenleer (Non-Confessional Ethics Inspection and Guidance Council): <http://www.ribz.be>

9.3.4.2. Inspectorate and counselling services of cities and provinces

Some of the larger cities (Antwerp and Ghent) and provinces (Antwerp, Limburg and Oost-Vlaanderen) pay their own 'inspectorate staff' and/or counselling service. These should in fact be seen as senior officials who act on behalf of these authorities, in their role of [inrichtende macht](#) of subsidised official education (cf. 2.6.3.6.).

9.4. Evaluation of schools/institutions

The evaluation of educational institutions currently comprises:

- forms of internal evaluation at the behest of the schools themselves or of their organising bodies (cf. 9.4.1.1.)
- an external evaluation by the inspectorate (cf. 9.4.2.1.)

The current format of the evaluations of programmes offered by the institutions for higher education comprises:

- internal evaluation (cf. 9.4.1.2.)
- external evaluation (cf. 9.4.1.2.)
- accreditation of higher-education programmes (cf. 9.4.2.4.).

This quality-assurance system has the following objectives:

- the continuous improvement of the quality of education
- providing the government with an account of how public funds are spent
- informing students and parents about the quality of education.

In 2005, DVO online published the **comparative study** "Equilibrium: evenwicht tussen interne en externe evaluatie op de Europese scène (Equilibrium: balance between internal and external evaluation on the European stage)". Cf. <http://www.ond.vlaanderen.be/dvo/publicaties/equilibrium/equilibrium.htm>

9.4.1. Internal evaluation

Flanders did not build up a strong institutional tradition in **self-evaluation**. In fact, it is quite a recent development that self-evaluation is officially encouraged as part of the present inspection system and the current-day programmes for external support to schools; the principle of self-evaluation can also be found in the most recent legislation on higher education.

Over the past number of years several self-evaluation tools were developed but the implementation of such self-evaluation procedures still comes under the exclusive authority of the schools and their organising bodies. However, systems for self-evaluation in nursery, primary and secondary education are in place (cf. 9.4.1.1.).

The pedagogical counselling service of the Secretariat of Education of the Cities and Municipalities of the Flemish Community, OVSG, developed a DKO scanner for the academies for part-time artistic education, based on the self-evaluation tool the University of Antwerp had developed for secondary education.

<http://www.ovsg.be/content/Publicaties/tijdschriften/imago%20jan%202007.pdf>

For university colleges and universities, the decrees on universities and university colleges provide for a quality-control system in which self-evaluation plays a central role (cf. 9.4.1.2.).

The CLBs, pupil guidance centres, also operate a self-evaluation system (cf. 9.4.2.2.).

9.4.1.1. Internal evaluation in elementary and secondary education

Internationally, there is a growing trend amongst schools to critically question themselves and to investigate, in a more systematic way, whether their own objectives are attained (Michielsens, 2002). The performance of self-evaluations has also become an important aspect of quality control within Flemish education. Self-evaluation centres on the question whether elementary or secondary schools meet their own objectives which were formulated on the basis of their own **pedagogisch project**. However, full inspections carried out by the inspectorate focus first and foremost on whether the school meets the minimum expectations society lays down vis-à-vis the school. The majority of self-evaluations are initiated by the schools themselves, and not imposed by the authorities. To that end, schools can avail of a range of tools which were developed with a view to conducting self-evaluations in **BaO**, elementary education, and secondary education. The diversity of the self-evaluation tools goes back to the various interpretations of the level of education, the aspects to be questioned, the methodologies followed, the functions of the self-evaluation, the guidance schools receive and such more. So, normally schools decide for themselves whether they will carry out a self-evaluation and how they will go about it.

The Decree concerning equal educational opportunities I (GOK-I) (B.S. 14/09/02) grants, for the first time, the status of statutory expectation to self-evaluations of schools. Elementary and secondary schools which can bank on GOK resources are expected to carry out a self-evaluation of the policy implemented during the lifetime of the Equal Educational Opportunities Policy. However, it is part of the school's autonomy how they will concretely interpret this self-evaluation.

Tests for schools

To boost the policy-pursuing powers of schools on the basis of relevant information about their pupils' level of development and progress, the government is investing funds in the development of tests which will assist schools with their internal quality assurance. Schools who wish to avail of these tests can download them free of charge from the following website <http://www.ond.vlaanderen.be/toetsenvoorscholen/>.

Initially, the website only featured the Flemish version of the tests of the Dutch PMS, **pupil monitoring system** CITO for infants (language and sorting) and for **lager onderwijs** (technical reading and spelling). This pupil-monitoring system allows schools to chart their pupils' current achievements and development in a systematic way. The tests in question have been available on CD-ROM since 2004 and can now also be downloaded from the website.

Schools can also avail of the new **SALTO test** (Start of Primary Education Linguistic Skills Screening). They can use this listening test, developed by the Centre for Language and Education (cf. 10.5.3.1.5.), to screen the **Dutch-language skills** of pupils starting their **1st grade of primary education**.

Since 2009, schools have also had access to **parallel test** which were developed within the framework of periodical surveys on the extent to which the **eindtermen** are applied (cf. 9.5.2.).

9.4.1.2. Internal evaluation in higher education

The format of internal and external quality control in higher education differs from the quality-control system known in nursery, primary and secondary education.

The internal part focuses on the level of the programmes taught. In terms of internal quality control, each institution is obliged to continuously monitor its own educational and research activities. This involves a critical self-analysis of the programmes to be reviewed by all the parties involved: academic, administrative and technical staff, students, graduates and representatives from the occupational field. This process of self-questioning takes about one year. The results of this process are then compiled in a comprehensive self-evaluation report.

9.4.1.2.1. Internal quality control at university colleges

Each university college is expected to continuously assess the quality of the education it provides and the research it carries out and to include actions to improve matters in the university college's annual report. Students must be actively involved in this process. Moreover, graduates and other people from the occupational field on which the area of study focuses must be involved in this evaluation as much as possible. This self-evaluation should be concluded with a report of which the status and distribution is decided by the board of the university college.

The introduction of the accreditation obligation certainly stimulated internal quality assurance within the educational institutions. It mainly focuses on the programmes taught and is more often than not ensured by

the programme committees. Quality assurance is also steered and supported at central institutional level. Currently most university colleges use **the EFQM system** (European Foundation for Quality Management), although a wide range of applications are used. Many university colleges have for instance opted for a standard quality-assurance system such as **TRIS** (Transnational Institutional Cooperation) or **PROZA** (Project Group for the Development of a Self-Evaluation Tool). This tool requires university colleges' evaluation teams to work in different stages:

- preparation of the self-evaluation: Who shall coordinate it? What should be evaluated? What scoring system will be used, etc.;
- the composition of the evaluation team;
- the steps to be taken, i.e. individual self-evaluation, discussing the individual questionnaires in group form; the plan of action to improve the situation.

9.4.1.2.2. Internal quality control at universities

In exchange for increased autonomy, the Flemish universities set up an internal and external quality-assurance system in 1991. The government left full responsibility for and ownership of the quality-assurance system to the institutions. Just like the university colleges, the universities see to the internal and external quality assurance of their educational and research activities. On their own initiative, they continuously monitor the quality of their educational activities.

These self-evaluations are a form of control within the overall internal quality-assurance system. The board of governors decides how often these self-evaluations should be performed with due regard for factors such as the study load of the individual programmes and the frequency of the external reviews.

9.4.2. External evaluation

In [basisonderwijs](#), secondary education, [volwassenenonderwijs](#) (incl. [basiseducatie](#)), part-time artistic education and the [de CLB's](#) external quality control is based on the **full inspection** of the institutions concerned.

Here we shall consecutively discuss the external-evaluation procedures in:

- 9.4.2.1. elementary, secondary, adult and part-time artistic education
- 9.4.2.2. the [CLB](#), pupil guidance centres
- 9.4.2.3. higher education - external reviews and 9.4.2.4., accreditation
- 9.4.2.5. continuing training

9.4.2.1. Full Inspections in elementary, secondary, adult and part-time artistic education

Following the new Quality Decree of 8 May 2009, the inspectorate has moved away from conducting integral full inspections and now carries out differentiated full inspections, i.e., it inspects schools, academies and centres on the basis of individual school profiles. This **school profile** (based on a source analysis and fine-tuning in the educational institution itself) gives inspectors a good idea about the quality of the institution. Through interpretation and deliberation the inspectors will then decide what they will focus on during their

full inspection: which area of study, course of study or other aspects will be examined during the actual full inspection? The inspectors decide on the focus of these full inspections with due regard for the perceived strengths and weaknesses of every individual school.

Full inspections are carried out by a full-inspection team composed of a minimum of 2 inspectors which may be supplemented by one or several external experts.

During a full school inspection the inspectorate checks whether the school complies with the education legislation and whether it systematically examines and monitors its own quality.

During a full CLB inspection the inspectorate checks whether the CLB adheres to the CLB legislation and whether it systematically examines and monitors its own quality.

At that, the inspectorate also examines the tasks the institution in question has assigned to the schools community, the schools group or the consortium to which it is affiliated.

If the inspectorate discovers a number of shortcomings during its full inspection it will also examine whether or not the institution in question will be able to remediate these independently and without any external support.

Every institution must be subjected to a full inspection at least once every 10 years. To determine the frequency and intensity of these full inspections, the inspectorate bases itself on the profile of the institution. It also has the powers to carry out a full inspection at the instruction of the Flemish Government if serious complaints about an institution have been made.

An inspection of the hygiene, health and safety and habitability of the buildings and class rooms, referred to in the regulations, can be conducted outside of a full inspection.

In its report, the inspectorate never comments on the role of the board of an institution or on individual members of staff.

Instruments

The framework of reference the inspectorate operates in the course of its full inspections is based on the **CIPO model** (which consists of 4 components: context, input, process, output); this model is in fact a structural framework which allows the interrelationship of findings to be looked at. Each component consists of a set of indicators. These components are fleshed out as follows:

- **Context:** stable information regarding location, organising body, physical and structural conditions under which the school must operate and on which it hardly has any influence at all.
- **Input:** information on the conditions under which and the resources with which the school must develop its processes, but which it can influence to a certain extent such as staff (profile, in-service training and training), financial resources, courses of study offered, pupils (offer, profile)...
- **Process:** all the pedagogical and school-organisational characteristics which indicate what efforts the school makes to achieve the objectives laid down by the government. This covers the areas: general policy, personnel management, logistics and the school's pedagogical policy.
- **Output:** both the hard output data which show to what extent the objectives ([eindtermen](#), curricula, progression/transition...) to be attained are achieved and the softer output data such as the well-being of pupils and teachers.

The inspectorate always asks itself the same fundamental questions for every operational aspect it examines:

- What type of support initiatives does the institution take to realize its obligation of effort and/or obligation of result?
- What are the results the team hopes to obtain with these initiatives?
- What is the state of progress?

- How does the team justify its choices?

This choice of model implies that the inspectorate sees the performance of the teachers and the **directeur** within the overall school performance and that the school performance is placed within the local context. This model is used from a perspective of accountability and school development. The full inspection is both a means to check data within the school (accountability) and may be an occasion for the school to optimise the quality of the education it provides (development). In addition, the inspection team checks whether the school's infrastructure is adequate and whether the statutory provisions are properly adhered to.

From an indicator or variables point of view, the framework of reference in any case refers to the institutions' statutory obligations regarding minimum objectives, accreditation criteria and funding and subvention conditions and to the institutions' statutory obligations in the areas of:

- the equal educational opportunities policy;
- the special-needs policy and pupil guidance;
- the language policy;
- the policy in terms of the orientation of pupils;
- the pupil and course-participant evaluation policy;
- the policy choices aimed at the optimum deployment of and support to members of staff;
- the in-service training and professionalization policy;
- the policy on participation;

Procedure

Institutions which are due for a full inspection receive ample notice in writing in which they are invited to meet for an information session, are sent an information file which probes for any information that does not feature in any of the authorities' databases.

Full inspections consist of **three stages**:

- (1) a preliminary investigation
- (2) the actual full inspection
- (3) a report.

At every stage, the team of inspectors always follow **four identical steps**:

- (1) a source analysis
- (2) checking the information from these sources
- (3) interpreting the information
- (4) deliberation.

(1) When an inspection team is about to conduct a full inspection of a school, centre or academy, it first draws up a **school profile**: it tries to get a picture of the quality of the institution. This forms part of the preliminary investigation, consisting of:

- **a source analysis:**
 - a first source are the figures featuring in the government's operational databases. These are basically the data the educational institutions forward to Brussels.
 - a second source are the data the inspectorate collects from the institutions via the information file. This information file basically consists of a short, written questionnaire.
 - a third source is any information the inspectorate has obtained in the course of its previous full inspections: full inspection and follow-up reports, GOK reports, etcetera.
- **fine-tuning in situ** through observation, meetings and an analysis of the documents. A team composed of two inspectors pays the school, centre or academy a one-day visit.

Through interpretation and deliberation the inspectors will then decide what they will **focus on during their full inspection**: which area of study, course of study or other aspects will be examined during the actual full inspection? The inspectors decide on the focus of these full inspections with due regard for the perceived strengths and weaknesses of every individual school. Schools are notified one week in advance of what the inspectorate will focus on.

(2) During the **full-inspection stage** the inspectors visit the school, centre or academy over the space of a number of days. They have talks, study documents and observe. This stage can run over 3 to 6 days, depending on: the size of the school, the extent of the focus of the inspection, the composition of the full-inspection team.

- **Talks**: these are aimed at completing or refining the information featuring in the information file and the findings. The talks with pupils will centre on general themes, based on the scales and subscales of the scientifically developed survey 'well-being of pupils'. These talks are not intended as an evaluation of staff members. Talks with teachers are a.o. aimed at fine-tuning the information already obtained, discovering any new aspects or points of interest, safeguarding the personal input and initiative of the teacher in the full-inspection process and imparting findings. Discussions with the heads of subject or subject-cluster departments are useful at the start of the actual full inspection to clarify observations and any information featuring in the documents (for instance, the subject or course-of-study information file) and to discuss the factual findings at the end of the actual inspection. Talks with parents and/or outsiders are aimed at assessing how school life is perceived by third parties.
- **Class observations**: the inspectors attend classes. These class visits are not aimed at assessing the individual teachers, but contribute to their findings in terms of the efficiency with which subjects are taught.
- **Sub-investigations**: for certain sub-aspects such as the cross-curricular **eindtermen** and **ontwikkelingsdoelen**, safety, well-being and language policy, for instance, the inspectorate uses specific tools. To schools, these tools are available from the website of the inspectorate.
- **Participation in school life**: visiting the pupils' canteen, playground, informal encounters with teachers in the staff room, attending class councils.
- **Subject meetings**: at the end of the full inspection the inspectors concerned may discuss their findings on subjects or areas of subjects at a meeting with the departments or with individual teachers.
- Once the school stage is completed, every inspector sorts his information based on the analysis framework so that an overall picture of the school can be obtained which is as objective as possible. At the end of the processing period the inspector-reporter organises a meeting with all the members of the team. This meeting is of a deliberating nature and will result in a final report and advice.

Full-inspection reports

Within 60 days of the full inspection, the inspectorate will have a **verification talk** with the management and board of the school to inform them about its findings. At the latest 30 days after this meeting, the inspectorate will forward its report to the school board. The report must be put on the agenda of a staff meeting within thirty days of the **directeur** having received it. It must be discussed in its entirety. The process will not be finalized until such time as the report has been returned to the inspectorate, duly signed (by the board and the organising body) and if no appeal proceedings are pending. Only then the report is published.

In its report, the inspectorate will list a number of recommendations to stimulate the internal quality-assurance process within the school. However, the school is free to decide how it will act on these recommendations.

Where applicable, the inspectorate will also point out any shortcomings it has discovered. Contrary to the inspectorate's recommendations, schools must always act on any shortcomings the inspectorate highlights. Schools may use a number of aids to redress the shortcomings by the preset deadline: they may draft a concrete step-by-step programme, seek the help and support from a counselling service or draft an in-service training plan focussing on these shortcomings. Once again, this decision appertains to the school.

Every report culminates in an advice to the minister. This advice may be:

- **a positive advice, or advice 1**, if the inspectorate has found the institution to be professional and willing enough to keep developing in a high-quality manner; in that case there is no further **follow-up**;
- **a time-limited favourable advice, or advice 2**; in this case a **follow-up full inspection** will be carried out once the period of time, specified in the advice, has expired. During this follow-up full inspection, the team of inspectors will check whether the institution in question has redressed the shortcomings that were highlighted;
- **an unfavourable advice or advice 3**, in which the inspectorate indicates whether or not the institution in question will be able to redress the shortcomings highlighted with or without external support. In this case, proceedings will be launched to cancel the institution's accreditation or the accreditation of a particular structural component. The board of the institution may however seek the suspension of the accreditation-withdrawal proceedings on foot of a remedial plan, drawn up by the board of the institution, within a period of two months. Every unfavourable advice automatically results in a **new full inspection** which will focus on the shortcomings highlighted in the previous full inspection. This is carried out by a joint committee and takes place within three months or within the last three months of the suspension period.

The full-inspection reports of any institutions inspected after 1 January 2007 can at the earliest be consulted on the website of the Department for Education and Training 3 months after their full inspection. The inspection reports issued prior to 2007 can be requested by e-mail. <http://www.ond.vlaanderen.be/doorlichtingsverslagen/>

Boarding schools will be subjected to a full inspection during the 2009-2010 school year.

Also a number of training profiles in the area of study Languages, orientation stages 1 and 2, 3 and 4 of secondary social-advancement education will be evaluated during 2009-2010.

9.4.2.2. Full inspections of CLBs, Pupil Guidance Centres

The Decree of 1 December 1998 concerning CLBs provided for quality control by means of a system of external reviews just like in higher education. During the CLBs' start-up period, the CLB-inspectorate mainly concentrated its inspections on the transformation of PMS, medical and social guidance centres, and MST, centres for health supervision in schools, into CLBs. During 2005-2006 and 2006-2007, the full inspections of CLBs only focussed on accreditation, funding or subvention. 2008 saw the start of a new full-inspection cycle for CLBs. Especially the aspect of internal quality assurance within the centres (including a quality-assurance manual and quality-assurance plan) and **self-evaluations**, which were already common practice in some CLBs, required clarification. Centres with sufficient experience in conducting such self-evaluations may consider including their self-evaluation report in the full inspections. In this way, the assessment of the self-evaluation report can form part of the preparatory phase of the full inspection and can impact on the format and scope of the full inspection. The full inspections can then focus on:

- whether the self-evaluation led to a reliable evaluation of the quality aspects examined;

- whether a quality policy was pursued and whether the results of this self-evaluation were followed up systematically;
- whether results can be produced on the quality of the services provided and on the realisation of the health and school-career objectives.

To that end, a two-part protocol was concluded with each of the 73 CLBs during 2008:

- a commitment from the centres to engage in self-evaluation (at the centres' own pace) and an undertaking from the inspectorate to incorporate the centres' self-evaluation reports in its full inspections.
- a schedule drawn up by the centres which charts their initial situation and the way they plan to start this process of self-evaluation.

The Decree of 8 May 2009 concerning the quality of education will henceforth also govern the full inspections of CLBs.

During a full CLB inspection the inspectorate checks whether the CLB adheres to the CLB legislation and whether it systematically examines and monitors its own quality.

9.4.2.3. External reviews in higher education

The external part is organised by the umbrella organisations of the universities and the university colleges, i.e. by VLIR and VLHORA respectively. These are the umbrella organisations of the universities and university colleges respectively. During the external part, institutions are subjected to an external review, conducted by an external panel of experts. These experts form the external assessment panel which must have specific expertise in the following areas:

- area-specific expertise in the discipline and field in question;
- pedagogical expertise;
- evaluative expertise;
- expertise in the international developments within the discipline reviewed.

External assessment panels must also include one student, proposed by the [Vlaamse Vereniging van Studenten](#) (VVS).

The self-evaluation report compiled following the internal review forms the substantive basis for the further activities of the external assessment panel. For their reviews, the panel uses the NVAO accreditation framework. This framework contains various topics and their underlying aspects which help reveal the quality of the programme.

During their evaluation, the panel inspects the programme, discusses the self-evaluation, visits the institution, talks to the programme's stakeholders (staff, lecturers/professors, students, alumni...) and assesses the work by students. The panel compiles its findings and opinions in an evaluation report.

Institutions must apply for accreditation to the NVAO. This is done about one year before (transitional) accreditation expires. The application must include the external assessment panel's evaluation report.

For Bachelor's and Master's programmes, these external reviews per programme or a cluster of programmes must take place at least every eight years (Decree concerning the reorganisation of higher education in Flanders (B.S. 18.08.2003). VLHORA and VLIR (and soon, the yet to be established VLUHR) (cf. 2.7.2.2.) organise and coordinate these so-called **external reviews** of programmes. A thoroughly renewed quality-assurance protocol has been developed which the external assessment panels, composed of external independent experts, operate during their review of programmes or clusters of programmes. This protocol is both a vade

mecum for the programmes (on how to prepare for self-evaluations) and a vade mecum for the quality-assessment panels (providing instructions on their visits and their subsequent reporting). Every institution that offers a programme or cluster of programmes which is due to be assessed is involved in this external review. These are the procedures:

- 1 The external assessment panel starts off from the self-evaluation report, compiled by the programme departments (cf. 9.4.1.2.).
- 2 The external assessment panel visits the institution in question. On the basis of the external-review activities it will come to a consensus on the strong points and the points for which the panel wishes to formulate recommendations for improvement. The visit is rounded off with an oral report on the main findings to the persons in charge of policies at the institution involved. The external review is geared towards the process of quality enhancement.
- 3 The external assessment panels compile the results of their evaluation in a public report.

On the basis of the external review report, the NVAO then comes to an **accreditation decision** (cf. 9.4.2.4.). The NVAO presents its annual reports to the Flemish Parliament. <http://nvaonet>

The external review protocols and reports are published on

- <http://www.vlir.be>
- http://www.vlhora.be/VLHORA_evaluatieorgaan/vlhora-kz.asp

The external assessment panels themselves are not audited. They have been appointed by decree.

In 2008, the State Audit Office (cf. 2.6.1.), in conjunction with the Dutch Court of Audits published a report of findings on **quality control within higher education** in the Netherlands and Flanders. This report was presented to and discussed by the Flemish Parliament on 19 November 2008.

Over the coming years, VLUHR, together with the decretal steering committee **volwassenenonderwijs** will be in charge of coordinating the external reviews of programmes offered by **HBO5, hoger beroepsonderwijs**, (cf. 5.20.3.).

During 2009, the Flemish Education Council commissioned a preliminary study on quality assurance within HBO5. This preliminary study was followed up by a feedback group, seating all the actors involved in quality assurance within HBO5, i.e. VLHORA, the decretal steering committee adult education, the inspectorate and the Flemish Ministry of Education and Training. The preliminary study gives an overview of the existing regulations on and the various evaluation frameworks for quality assurance and lists a number of sticking points in terms of the attunement between the various actors. Cf. the aforementioned VLHORA web page.

9.4.2.4. Accreditation of higher-education programmes

The signing of the Bologna Declaration in 1999 also implied an undertaking to introduce a transparent system of external quality assurance. During their bi-annual follow-up meeting in 2003, the European ministers agreed that the national quality-assurance systems should include an evaluation of programmes / institutions, public reports and accreditation by 2005 at the latest. Together with the Higher-Education Reform Act of 4 April 2003, the Accreditation Treaty of 23 September 2003 forms the decretal basis for the introduction of accreditation in Flanders. The **Dutch-Flemish Accreditation Organisation (NVAO)** has been operational in Flanders since 1 February 2005 and the first Flemish accreditation decisions were taken in 2006. The NVAO regulations were ratified by the Decree of 27 January 2006.

The present accreditation system assesses the basic quality and envisages that all Flemish higher-education programmes will meet the basic-quality criteria by the end of the first accreditation round (2012-13). Quality

assurance is defined as a process which confirms the stakeholders' belief that the education provided (input, process and results) meets the expectations or complies with the minimum requirements. On the basis of this faith in the basic quality, an (even) higher quality will be pursued. The Leuven Declaration (April 2009) marked a new stage in the Bologna Process, in which the objectively demonstrable quality of programmes and institutions is top of the agenda.

Accreditation is in fact the coping stone of quality assurance.

The initiative to apply for accreditation falls to the institutions for higher education. Programmes are assessed on the basis of the **accreditation framework** the NVAO developed, which focuses on six issues: objectives of the programme, the programme itself, dedication of staff, services, internal quality assurance and results.

The external-review report, i.e. the evaluation report on a particular programme, drafted by the **external assessment panel**, forms the basis of the NVAO's accreditation decision. To that effect the NVAO examines

- whether or not the panel had enough expertise to assess the programme expertly and independently,
- whether or not the panel assessed all the elements of the accreditation framework and
- whether or not the various opinions have been underpinned in a thorough and intelligible manner.

Accreditation decisions are either positive or negative.

- Following a positive accreditation decision, the accreditation of a higher-education programme is extended for 8 academic years.
- Following a negative accreditation decision, the programme's accreditation is withdrawn. This means that the programme is deleted from the Higher Education Register. In that case, the institution is no longer allowed to offer the programme (and to issue the recognised degree). Obviously, in that case, government funding is also withdrawn. However, following a negative decision, the institutions concerned are permitted to submit an improvement plan to the minister in charge of higher education. In that case, the minister in question can grant the programme temporary accreditation which cannot exceed three years. By then, a positive accreditation must have been earned.

The NVAO keeps a **Higher Education Register** of all accredited programmes. It is up to the Flemish Administration to ensure that the educational provision matches the data in this register. In Flanders, only (officially) registered institutions are permitted to offer accredited programmes that lead to a recognised Bachelor's, Master's and Doctor's degree. (Since 2009, this also applies to HBO5 [hoger beroepsonderwijs](#), cf. 5.20.3.).

In time, accreditation should lead to an automatic recognition of the conferred Flemish degrees all over Europe.

As the Netherlands had a head start on accreditation, all Dutch higher-education programmes have been accredited since 2009 (a 6-year accreditation cycle). In Flanders, it will take until the **end of academic year 2012-13** before all the programmes will have gone through this process (an 8-year accreditation cycle).

In the meantime, the Dutch-Flemish Accreditation Organisation (NVAO) has developed and tested a more **in-depth accreditation system** in a pilot project which it ran at Dutch and Flemish university colleges and universities. This accreditation system comprises a combination of institutional audits and programme evaluations. It is the aim of the Flemish Minister for Education and Training to have the regulatory framework for the second round of the external review and accreditation system ratified by mid 2011.

The NVAO was one of the first European quality-assurance organisations to be included in the independent European register of quality-assurance agencies (European Quality Assurance Register for Higher Education - **EQAR**, which was published at the end of 2008. The final report of this international assessment panel

confirmed that, through its accreditation, the NVAO complies with the European Standards and Guidelines of the European Association for Quality Assurance in Higher Education (**ENQA**). In 2009 VLIR and VLHORA, currently VLUHR, were included in EQAR.

The NVAO itself is also affiliated to this organisation and to the European Consortium for Accreditation in Higher Education (**ECA**) and is therefore also subjected to full inspections.

<http://nvaio.net> & <http://www.hogeronderwijsregister.be>

9.4.2.5. External reviews of continuing training

Also within *volwassenenonderwijs* and *deeltijds kunstonderwijs*, the inspectorate regularly organises **full inspections** (cf. 9.4.2.1.).

During 2007-2008, in the run-up to the new Alternance Training Decree, the inspectorate examined the organisation and the activities of the centres for part-time vocational secondary education, the SYNTRA educational facilities and the centres for part-time training.

Since 2009, the new Agency for Quality Assurance in Education and Training is in charge of the quality assurance of pathways that lead to certificates of recognised qualifications, including vocational training by VDAB and the training courses run by SYNTRA.

Comprehensive quality assurance has formed part and parcel of **entrepreneurial training** since 2001 and has been structurally embedded within the SYNTRA network. Centres wishing to carry out a thorough internal self-evaluation operate the VIZO version of the quality-assessment tool PROZA. The evaluation of the quality-assurance process is monitored by an **external assessment panel**, composed of the chairman and the vice-chairman of the board of SYNTRA Flanders, the managing director, the heads of sectoral networking and hub of entrepreneurial competences, the competent de-central manager and internal and external experts. In addition, an external research bureau conducts surveys on effectiveness, client satisfaction, name and brand reputation and market share.

As regards **training in agriculture**, the Division Sustainable Agricultural Development from the Department of Agriculture and Fisheries is responsible for the recognition of the organisers (the recognised centres) and on-site **inspections**.

Organisations which are subsidised on foot of the Decree concerning **socio-cultural adult work** are expected to abide by the principles of overall quality assurance and to stand over their professionalization and professionalism. The manner in which this is done forms part of the evaluation of their activities by the administration. The Agency Socio-cultural work for Youth and Adults assesses the activities of the organisations, among other things on the basis of the annual justificatory documents and by means of an **external review** by a joint committee, composed of members of the Agency Socio-Cultural work for Youth and Adults and external experts. The results of these reviews may have an impact on the levels of subsidies associations, specialised training institutions and movements receive in the future (cf. 2.8.5.6.).

SoCiuS, the support centre for **socio-cultural adult work**, monitors the use of quality assurance in this sector. SoCiuS provides advanced training programmes and organises consultation meetings, colleague groups and workshops. Themes such as 'interculturalisation', 'community building and social activation' receive special attention. During the period 2008-2010, SoCiuS gained expertise and knowledge on target groups thanks to the involvement of experience experts and the world of science. It has so far published two documents on educational work geared towards senior citizens and persons suffering from a disability.

9.5. Evaluation of the education system

Flanders does not have a national-examination system. However, other channels were developed to assess the quality of the education system. In this regard we refer to the periodical surveys and the participation in international comparative studies. Of course, the inspectorate also plays a significant role in this.

9.5.1. The annual report from the inspectorate

Based on their findings during the evaluation of educational institutions (cf. 9.4.2.) the inspectorate writes a yearly report on the state of education. This annual report of the inspectorate (the so-called **Onderwijsspiegel** (Mirror of Education)) describes the state of education during the previous school year and puts forward a number of policy recommendations, both at general policy level and at school level. Under the terms of a decree it is in first instance intended for the Members of the Flemish Parliament. Furthermore, every three years a more detailed report is written based on the full-inspection reports of the 3 previous years. That report then homes in on the specific aspects investigated during each full inspection. In the 2 intervening years the "Onderwijsspiegel" features themes which have been determined in advance and which are investigated in a more targeted fashion (either in the course of the full inspections or separately).

In its **report on the state of education during the 2007-2008 school year** the inspectorate opts for differentiated full inspections. This report is in fact a summary of three studies. It starts with a retrospective of the full inspections carried out between 2000 and 2008. The second section is a report on the inspection of a number of GOK schools; the past school year was the last of the second GOK cycle that resulted in an inspection. In the run-up to the new Alternance Training Decree, the inspectorate examines the organisation and the activities of the centres for part-time vocational secondary education, the SYNTRA educational facilities and the centres for part-time training in the third part of the report. This report can be downloaded from: <http://www.ond.vlaanderen.be/publicaties/?nr=272>

9.5.2. Periodical surveys on the final objectives

Since 2002, the government has been conducting regular surveys **on a cluster of eindtermen**. The performance of pupils is examined in all anonymity by means of a survey amongst a **representative sample** of students and the results are calculated at education-system level. Via these periodical surveys the government wants to get an insight into the realisation of the **eindtermen** within Flemish education. These surveys **are always conducted at the end of a level of education or at the end of a stage in secondary education**. Surveys on the **eindtermen** of **basisonderwijs** are always conducted at the end of the sixth grade of **lager onderwijs**. This on account of the fact that **eindtermen** are formulated per level of education or per stage. These surveys provide vital information on the performance of the education system in terms of what pupils have actually learned, what they know and what they can do. These reliable nationwide data are used to enhance and check the quality of the education system. Aside from other information on the implementation of the **eindtermen**, this information can also be used to evaluate or possibly review these final objectives. The surveys can also be used to fine-tune the educational provision and the learning and teaching methods used and to gain an idea of the need for guidance and in-service training for teachers.

Every year 2 surveys are organised and the methodology adjusted. The surveys will be conducted over a period of 5 years by the Centre for Educational Effectiveness and Evaluation (CO&E) of the K.U.Leuven <http://ppw.kuleuven.be/livo/>

Henceforth, **larger surveys will be conducted and additional data will be used**. This allows for a more accurate analysis. In that manner, a survey can for instance provide a better insight into how pupil performance and certain school characteristics are interlinked.

Following a survey, some of the questions are published online. Moreover, **parallel versions** of the surveys conducted have also been available since 2009. These parallel versions will allow schools that were not surveyed to test themselves and to analyse and compare their results. The test assignments in these versions differ from the authentic surveys but they do however measure the same knowledge and/or skills.

Henceforth, **consultations and conferences** will also be organised on the basis of the survey results. The conferences should be seen as the fourth step in a 5-step cycle. These steps are:

- Step 1: The researchers present the survey results to the government.
- Step 2: The government publishes the results at a colloquium, in an accessible brochure and on a website.
- Step 3: The government asks all the partners to reflect on the results of the survey and consults all those who contribute to education.
- Step 4: The government organises an open conference. On the basis of a file, the parties attending the conference discuss the consultation questions and the possibilities of maintaining or improving the quality of education. Following the debate, a group of experts then draws up a number of recommendations for all the parties concerned. After the conference, the government publishes a brochure on the results of the conference: a summary report from the working groups and the recommendations from the external experts on any actions to be envisaged.
- Step 5: After the debate, the partners will translate the recommendations into concrete actions, in accordance with their vision, priorities and workings. One of these partners is the government, which is among other matters in charge of adjusting the final objectives. The drafters of curricula, counsellors, in-service training providers, trainers, publishers, the inspectorate and other relevant partners will implement their actions. As a result of this process, teachers should be given the opportunity to learn to work with the evaluations and to engage in further professionalization, provided the necessary support and time can be made available. Teachers are also co-responsible for the realization of the envisaged quality enhancement. Once this cycle has come full circle a new survey can be scheduled.

This cycle aims to widen the scope of the final objectives and to increase their implementation by 'tackling the system' with as many partners as possible (teachers, boards, counsellors, the inspectorate, publishers, teacher-education colleges, social partners...).

In 2007, open conferences on the 2004, 2005 and 2006 surveys were hosted. As of 2008, annual open conferences will be organised at which the surveys conducted the previous year will be discussed. The brochures featuring the results of the surveys and the files with the report on the workshops hosted during these conferences can be downloaded from: <http://www.ond.vlaanderen.be/dvo/peilingen/conferenties/index.htm>

Surveys conducted since 2007		
Year	Level of education	Area of learning & field
2007	Secondary education 1 st stage, A-stream	French reading, listening and writing

	Elementary education	Dutch, comprehensive reading (bis) and listening
2008	Elementary education	French reading, listening, writing and speaking
	Secondary education 1 st stage, B-stream	Mathematics
2009	Elementary education	Mathematics (bis)
	Secondary education 1 st stage, A-stream	Mathematics
2010	Elementary education	World studies: time, space and society, including a practical test on using source material
	Secondary education 3 rd stage	Dutch: reading and listening, including an oral test

Indicative **survey schedule** (May-June) and repeat surveys for the next few years (so, this will be preceded by a developmental phase)

Year	Level of education	Area of learning & field
2011	Secondary education 1 st stage, A-stream	Acquisition and processing of information (bis)
	Secondary education 2 nd stage ASO	Mathematics
2012	Elementary education	Acquisition and processing of information, including a practical ICT test
	Secondary education 3 rd stage	French
2013	Elementary education	Dutch: reading (tris) and listening (bis)
	Secondary education 3 rd stage BSO	Acquisition and processing of information

9.5.3. Participation in international comparative studies

Flanders very regularly participates in international comparative studies. On the basis of an international comparison of various characteristics of the Flemish education system, information is gained which allows the performance of the education system to be evaluated. Here, output information plays an important role but it is systematically supplemented with context, input and process information. We list the most important international comparative studies on education in which Flanders recently took part.

The brochure published by the IES (Institute of Education Sciences) is useful for anyone wishing to make a comparison between PIAAC, PIRLS, PISA and TIMSS: http://nces.ed.gov/surveys/international/pdf/brochure_USparticipation.pdf and Comparing NAEP, TIMSS, and PISA in mathematics & science, http://nces.ed.gov/timss/pdf/naep_timss_pisa_comp.pdf

PISA (Programme for International Student Assessment / OECD), 2000, 2003, 2006, 2009

This is an international study organised by the OECD which surveys the **knowledge and skills of 15-year-olds regardless of the grade they find themselves in**. Rather than on the command of an academic curriculum, PISA focuses on the extent to which pupils understand terms and concepts, have mastered processes and can apply knowledge and skills to various true-to-life situations. PISA measures the compounded effect of skills and competences in reading proficiency, mathematical literacy and scientific literacy regardless of where youngsters acquired these skills or competences.

- Worldwide learning at age 15. First results from PISA 2000 (Belgian report Flemish community) <http://www.pisa.oecd.org/dataoecd/30/16/33683931.pdf>

- Learning for Tomorrow's Problems in Flanders – First Results from PISA 2003 (report Flemish Community of Belgium) <http://www.ond.vlaanderen.be/publicaties/eDocs/pdf/235.pdf>

PISA works in 3-year cycles. PISA 2000 focussed on reading proficiency. PISA 2003 concentrated on mathematical literacy and problem solving (2003). The PISA-2003 sample survey was conducted across 162 Flemish schools amongst which a number of special secondary schools. In each school some 35 pupils were randomly selected. Flemish youngsters find themselves in the top of the world ranking for reading proficiency and mathematical literacy and in the sub-top for scientific literacy. These excellent results were attained without any significant differences between pupils who obtained either the highest or the lowest scores. In Flanders, differences between pupils from a higher or lower social-economic background are relatively high. However, pupils from disadvantaged areas in Flanders performed as well as pupils from comparative groups abroad. But they do have to 'compete' with pupils from families enjoying a higher socio-economic status who perform unusually well. The difference between indigenous pupils and pupils from ethnic minorities also seems remarkably high.

The PISA-study showed how, for mathematics, Flanders climbed from a third position to a first position in the world rankings. However, TIMSS established declining trends. According to the researchers this was due to the 'thermometer' used.

- TIMSS especially tests conventional academic knowledge. Mathematics is approached in a theoretical and abstract fashion. The test items are based on exercises which are usually presented at school.
- PISA places the assignments in real-life situations. It takes a functional approach to mathematics: how can I use this in daily life? Pupils must solve 'genuine' problems with the help of mathematical formulae and reasoning instead of performing traditional mathematical exercises. More emphasis is put on (problem-solving) skills rather than on knowledge. It is for that reason that PISA uses the term 'mathematical literacy'. The fact that Flemish pupils score higher in PISA is, according to the researchers, because the [eindtermen](#) put more emphasis on those skills than on theoretical knowledge. This different approach to mathematics could also explain why more and more pupils claim to enjoy mathematics.

PISA 2006 checked scientific literacy amongst 15-year-olds across 57 countries. In Flanders, little over 5,000 pupils from 162 schools sat the tests. Flanders came eighth in the ranking and performed better than its immediate neighbouring countries. 88 percent of Flemish pupils attained the basic level required to genuinely apply scientific skills. In the average OECD country only 81 percent of pupils attain this level. The difference between the strongest and weakest pupils is slightly smaller in Flanders than in the average OECD country. On average, girls and boys score equally well, but the effect of socio-economic background characteristics proves to be very high in Flanders. As regards mathematical literacy (which was not at the centre of this survey) Flanders scored slightly lower this time around, but has nevertheless retained its position in the top group. In terms of reading, Flanders came fifth.

Flanders is taking part in the **Pisa 2009** survey. As was the case in PISA 2000, PISA 2009 will once again by and large focus on pupils' reading proficiency (major) and to a lesser extent on mathematics and science (minors). Flanders is also availing of the option to test reading proficiency via computer. The Flemish part of the survey will be conducted by the Department of Pedagogics of the Ghent University.

- The full report on the Flemish results of PISA 2006 can be found on: <http://www.ond.vlaanderen.be/onderwijsstatistieken/>
- <http://www.pisa.oecd.org>
- http://www.oecd.org/department/0,2688,en_2649_35845621_1_1_1_1_1,00.html

PIAAC (Programme for International Assessment of Adult Competencies / OECD), 2011

PIAAC is a new OECD initiative and is supported by the European Commission. This particular programme wishes to check to what extent adults have the necessary key competences to participate successfully in a 21st-century society and economy. Even though the scope of the programme is broader, it does tie in with the International Adult Literacy Survey (IALS), a survey on literacy levels which Flanders took part in in the past. PIAAC will provide the necessary data to chart the evolution of literacy and literacy problems in Flanders in a reliable and internationally comparable fashion. The preliminary survey will be carried out in 2010. The main survey will be conducted in **2011** and the results are expected to be available in the spring of 2013. Well over 20 countries, other than Flanders, are involved in the programme's preparations. Flanders has set € 730 000 aside for the preliminary survey to be conducted in 2009 and 2010. <http://www.ond.vlaanderen.be/obpwo/links/PIAAC/piaac.htm>

TALIS (Teaching and Learning International Survey / OECD), 2007-2008

This particular OECD study, conducted during **2007/8**, surveyed teachers teaching in the 1st stage of secondary education and their boards on themes such as school climate, teaching practice, professional development, the evaluation and appreciation of teachers, school leadership. 23 countries participated in this particular survey. In Flanders, 203 schools took part; the survey was conducted by the research group EduBRON (UA) which was also in charge of transmitting the results. The report on this survey was published in 2009. <http://www.oecd.org/edu/talis> & <http://www.ond.vlaanderen.be/obpwo/Talis/>

TIMSS (Trends in International Mathematics and Science Study / IEA), 2003

TIMSS (from the International Association for the Evaluation of Educational Achievement) charts pupils' performance in **mathematics and science in the 4th grade of lager onderwijs and in the 2nd grade of secondary education** internationally. Flemish primary schools participated in this test for the first time in **2003**. However, Flanders did not take part in TIMSS 2007 and will not take part in TIMSS 2011 either. <http://timss.bc.edu/>

PIRLS (Progress in International Reading Literacy Study / IEA), 2006

In terms of reading proficiency amongst **pupils in the 4th grade of lager onderwijs**, Flemish schools ranked thirteenth in **2006** in the Progress in International Reading Literacy Study (PIRLS), an international comprehensive-reading survey organised by the International Association for the Evaluation of Educational Achievement (IEA). The Flemish part of the survey was conducted by the Centre for Educational Effectiveness and Evaluation of K.U.Leuven. Flanders will not be participating in PIRLS 2011, the French-speaking Community will however. <http://ppw.kuleuven.be/pirls/>

<http://timss.bc.edu/pirls2006/index.html>

ICCS (International Civic and Citizenship Education Study / IEA), 2009

ICCS is an international study from the International Association for the Evaluation of Educational Achievement (IEA). The study should bring to light to what extent youngsters are ready to assume their role as citizens of the 21st century. On the basis of a representative sample survey amongst **pupils from the 2nd grade of the 1st stage** conducted in more than 150 schools, the project wants to provide an insight into the skills and attitudes associated with **democratic citizenship** and into the schooling and other factors they are affected by. The European Commission will use this survey to monitor indicators on active citizenship within

the framework of the implementation of the Lisbon Objectives.

<http://www.ond.vlaanderen.be/obpwo/links/ICCS/default.htm>

The preliminary survey took place in 2007 and the main survey was conducted in **2009**; the results will be available in 2010. The VUB research group TOR will look after the Flemish side of the survey.

<http://iccs.acer.edu.au/>

ICALT (International Comparative Analysis of Learning and Teaching), 2007

During **2007**, the Flemish inspectorate took part in a comparative study on learning and teaching, an '**International Comparative Analysis of Learning and Teaching**' (ICALT) which ran simultaneously in a number of European countries in 2007. In all the participating countries, inspectors sat in on **mathematics classes in the 4th grade** of as many elementary schools as they could cover. In first instance this study wanted to chart the quality of the teaching of mathematics to the target group in question. It also wanted to check whether the indicators and descriptions employed could be used to grasp the quality of learning and teaching in a broader sense. Some of the indicators included: a safe and stimulating learning environment, clear and activating instructions, efficient class management.... In Flanders, all **basisonderwijs** inspectors cooperated on this survey. They conducted the survey in question in the schools they were inspecting during that particular school year. All the 4th grades of those schools were surveyed. The report was published in 2009. <http://www.onderwijsinspectie.nl/site/actueel/publicaties/ICALT.html>

ESLC (European Survey on Language Competences), 2011

ESLC is an initiative from the European Ministers for Education who agreed to monitor **the command of two foreign languages amongst pupils following compulsory education**. Flanders will check pupils on their command of **French** and **English**. Preparations for this survey commenced in June 2008. In 2009, activities centred on the (further) development and testing of the framework, the test items and the questionnaires. The preliminary survey took place at the start of 2010. The main survey will be held in **2011**. The results of the survey will be presented during the first half of 2012. Preparations in Flanders are also well underway: <http://www.ond.vlaanderen.be/obpwo/oproepen/eslc/>

The survey is organised by the SurveyLang consortium, under the leadership of the Dutch company CITO: <http://www.surveylang.org/en/>

In addition, Flanders also collects data with a view to comparing aspects of the education system in international publications such as **Education at a Glance** (OECD) and **Key data on Education in Europe** (European Commission) and also participates in various other reviews organised by the OECD (cf. 11.4.2.2.).

The entity in charge of developing final objectives also has a seat on CIDREE, the Consortium of Institutions for Development and Research in Education in Europe. <http://www.cidree.org/>

9.6. Research into Education linked to evaluation of the education system

OBPWO - Education Policy and Practical Scientific Research

OBPWO is a research programme for policy-oriented research.

Every year the Flemish Minister for Education and Training allocates part of the budget to 'Education Policy and Practical Scientific Research' (OBPWO).

Its research programming ties in closely with the strategic and operational objectives as formulated in the policy green paper and the minister's policy letters. These are the annual **procedures**.

- 1 The minister and a joint meeting of the ad-hoc policy committee on educational policy and practical scientific research composed of the secretary-general of the Department for Education and Training and officials from the policy area education and training on the one hand and the board of inspectors-general, on the other hand, propose a number of themes to be researched.
- 2 These are presented to VLOR for further advice.
- 3 The minister specifies the themes which should be prioritized.
- 4 The universities are notified of these themes by means of an open call for proposals.
- 5 The proposals are classified twice by two separate juries working independently from one another:
 - based on their policy relevancy, assessed by a committee of leading civil servants.
 - based on their scientific merit, by an international, interdisciplinary scientific jury.
- 6 Once they have been approved by the Budget Minister, the selected projects are presented to the Flemish Government for approval.
- 7 During its course (on average 2 years) each research project is followed-up by a **steering group** which safeguards the scientific quality and the policy relevancy of the project in question. Each steering group is composed of both policy makers and scientific experts. The researchers undertake to formulate a number of **policy recommendations** on the basis of their findings.
- 8 In consultation with the steering group a suitable **valorisation and publication initiative** is developed for each research project (e.g. study day, seminar, publication of a brochure for schools).

Projects approved during 2007

- An evaluation of the professionalization policy in elementary and secondary schools.
- An evaluation of school communities in elementary and secondary education
- Social inequality during the transition from elementary to secondary education: an investigation into the orientation process.
- An in-depth study of the survey results in relation to the consultation of tables and charts.

Projects approved during 2009

- 'Direct and indirect costs of study ensuing from participation in formal adult education' (Ides Nicaise: KUL).
- 'Feasibility study of a system to monitor anti-social behaviour and feelings of insecurity in schools' (Nicole Vettenburg: UG - Mark Elchardus: VUB).
- 'An evaluation of the teacher-evaluation system' (Geert Devos: UG - Peter Van Petegem: UA).
- 'Progress of pupils in terms of Dutch language skills: a secondary analysis for the benefit of Flemish education' (Kris Van den Branden: KUL).
- 'Special-needs policy within elementary and secondary education in Flanders: characteristics, predictors in relation to teachers' views and skills' (Elke Struyf: UA - Karine Verschuere: KUL - Pieter Verachtert: Karel de Grote University College).
- 'Causes of and reasons for teachers' early retirement. An empiric study' (Dimokritos Kavadias: UA - Mark Elchardus: VUB).
- 'The benefits and costs to society of education and learning experiences. A micro approach.' (Mark Elchardus: VUB - Dimokritos Kavadias: UA).
- 'Test beds and their contribution to the reform of education' (Ludo Struyven: KUL).

Results of earlier studies published during 2008-2009

Can be consulted on <http://www.ond.vlaanderen.be/obpwo/projecten/>

- Examples of good practice as a lever for school development - identifying the determining factors and critical characteristics.
- The perception of [eindtermen](#) and [ontwikkelingsdoelen](#) in [basisonderwijs](#) by teachers and boards. <http://www.ond.vlaanderen.be/publicaties/?get=&nr=358>
- Client satisfaction with the Pupil Guidance Centres: tool development
- Making an effective choice thanks to dynamic choice guidance: 2nd stage.
- The cost of study in elementary education.
- The cost of study in secondary education.
- Evaluation of the CLB decree.
- Initial situation of pupils in the B-stream of secondary education.
- Cross-curricular final objectives in secondary education: a study on the social and pedagogical relevance of cross-curricular final objectives and their attainability.
- A study on the profession of teacher. A cross-sectional and longitudinal study into the profile and career of teachers in comparison to other groups of professions.
- "Who repeats?" Sociographic chart, learning pathways and motivation of participants in second chance education and the central examination board.
- Evaluation of a number of aspects of the collaboration between special-needs boarding and semi-boarding schools and special schools.

An overview of the publications in the wake of the 2004-2009 OBPWO study was also included in the policy-specific contribution Education and Training from the Flemish Administration to the coalition agreement of the incoming Flemish Government in 2009.

In 2008, a seminar was hosted by the Project Strategic Education and Training Policy from the Department of Education and Training and the departments Work and Social Economy and Culture Youth, Sport and Media on EVC (recognition of acquired competences) in policy and practice: challenges for Flanders as a result of an OECD review on the issue.

<http://www.ond.vlaanderen.be/obpwo/studiedagen/20080131/>

Centres for policy-relevant research of interest to education

The SLL, 'Study and School Careers' Centre is a Flemish multidisciplinary inter-university centre of excellence which collects data and carries out research on the path youngsters follow throughout their initial education, including their transition from education to the labour market. <http://www.steunpuntloopbanen.be>

Decision of the Flemish Government of 15 September 2006 concerning centres for policy-relevant research.

Decision of the Flemish Government of 7 September 1994 to regulate the procedures regarding education policy and practical scientific research projects.

University research groups

Finally, there are a number of Flemish university research groups involved in fundamental and practical scientific research on the performance of (aspects of) the Flemish education system.

- EduBRON- University of Antwerp <http://www.edubron.be/>
- The Centre for Educational Effectiveness and Evaluation K.U.Leuven <http://ppw.kuleuven.be/coe/>
- The Centre for Educational Policy and Innovation K.U.Leuven <http://ppw.kuleuven.be/cobv/>

- Higher Institute for Labour Studies (HIVA) - K.U.Leuven <http://www.hiva.be/nl/>
- The Department of Pedagogics of the Ghent University <http://www.onderwijskunde.ugent.be/>
- The VUB Research Group TOR <http://www.vub.ac.be/TOR/intro/intro.phtml>
- The Department of Pedagogics of the VUB <http://www.vub.ac.be/ONKU/>
- ICOR, Interuniversity Centre for Education Law <http://www.onderwijsrecht.be/>

The Fund for Scientific Research, FWO, furthers fundamental scientific research in all scientific disciplines offered by the Flemish universities, including joint ventures between universities and other research institutions, more specifically by providing financial support to researchers and research projects based on scientific competition and with due regard for international quality standards. It was recognised as a private-law external autonomous agency in 2009 (cf. 1.2.2.). (<http://www.fwo.be/>).

VFO, the Flemish Educational Research Forum has also profiled itself as an interest group for Flemish education researchers (<http://www.vfo.be>)

9.7. Statistics

None

10. Special educational support

In Flanders, there is a dichotomy within education, i.e. "mainstream education", on the one hand, and "special education", on the other hand. Special education caters for **pupils with disabilities**, who cannot be accommodated within mainstream education and go to separate schools as a result (cf. 10.6.). The scheduled reform of education for pupils with specific educational needs within mainstream and special education, which goes by the name of learning care, wants to break through this dichotomy (cf. 10.2.).

In fact, over the last decades numerous new initiatives for children with special educational evolved.

Some **pupils with disabilities** are catered for within mainstream education with support from special education: through GON, integrated education and via ION, inclusive education for pupils suffering from a moderate or severe intellectual disability. In addition, extra special-needs hours and special learning tools, including interpreters for the deaf, are available (cf. 10.5.).

Pupils who are ill or in poor health can avail of temporary or permanent home schooling (cf. 4.17.3. 4.17.3. and 10.6.4., respectively).

Foreign mother tongue newcomers can attend a reception class and are also given extra support during a follow-up year (cf. 10.7.1.).

Disadvantaged pupils, migrant pupils and pupils from ethnic cultural minorities may be prioritised at the time of registration (cf. 2.3.1.2.). Schools which welcome a minimum number of these groups of pupils can bank on extra support within the framework of the equal educational opportunities policy (cf. 10.5.3.1.).

To help Dutch-speaking schools operating in Brussels and in the peripheral and language-boundary municipalities cope with the heterogeneous knowledge of Dutch amongst their respective pupil populations, special facilities and support are available (cf. 10.7.2.).

10.1. Historical overview

In **1901** Decroly founded an 'institute for abnormal children'. A number of institutions for severely disabled people were set up during the 1930s. In **1956**, some grades were organised at the teachers' training colleges to cater for children who had suffered brain damage. By **1968**, 46,000 pupils attended special schools. At that moment, [buitengewoon lager onderwijs \(BLO\)](#) had reached its saturation point and it became clear that two categories were being mixed up: on the one hand pupils with learning difficulties and on the other hand disabled pupils who genuinely needed special education.

The law of 1970 on special education specified the future policy including a.o. admission procedures for pupils, the organisation of the various levels of education, staff categories, government intervention, councils and committees. In 1978 the current classification into types was established (cf. 10.3.).

As of the **1976-1977** school year, slow learners within mainstream education could avail of learning support from a **learning-support teacher** via a 'remedial class'. The office of remedial teacher was made organic as of school year 1977-1978. In 1980, the project **Integrated Education (GON)** was launched, allowing children suffering from physical or sensory disabilities to attend mainstream education, with additional support from a special-education school.

In light of the way society was developing, the Flemish education policy started to focus on other target groups during the early nineties, especially on children from **ethnic minorities**. This led to two projects to which the government allocated extra resources, linked to socio-economic and cultural indicators:

- **the 'educational priority policy' (OVB)** which was launched during 1989 to tackle learning delays amongst migrant children (as of 1998 also within special education), and which was subsequently fully integrated into GOK (see below).
- **the project 'extending special-needs provision in mainstream schools' (ZVB)**, launched in 1993, to tackle (learning) problems amongst educationally challenged and disadvantaged pupils from ethnic minorities.

1992 saw the launch of a **reception class for foreign mother tongue newcomers** in mainstream elementary and secondary education which was extended to DBSO, part-time vocational secondary education, in 2003.

In 1993, the Flemish Minister for Education and the umbrella organisations of the organising bodies signed a non-discrimination declaration containing cross-network arrangements to counter segregation and tackle the disproportionately high concentration of migrants in certain schools.

In line with the European directive on equal opportunities, the **Equal Educational Opportunities Decree (GOK Decree)** was ratified on 28 June **2002**, aimed at disadvantaged pupils. The educational priority policy was integrated into this Decree.

As of **2003-2004** (within the framework of the regulation 'redrafting the landscape of [basisonderwijs](#)'), special-needs provision in mainstream schools was expanded even further and all mainstream elementary schools, irrespective of indicators based on pupil numbers, were given additional resources to pursue a **special-needs policy** in which a **special-needs coordinator** plays a central role.

On 1 September **2007** a **Care+ point lump sum** was introduced to boost **infant participation** while schools catering for 40% or more GOK pupils were given extra GOK+ teaching periods for [kleuteronderwijs](#).

During 2007, a political consensus was reached on the learning-care file in that an initial preliminary draft of a decree was approved in principle. However, the 2004-2009 government never got around to ratifying the decree. It is currently being examined how progress can be made on this particular file.

(Zorgcahier. De effecten van zorguren in niet-GOK-scholen, een vergelijking met GOK-lestijden in GOK-scholen (Special-needs exercise book. The effects of special-needs hours in non-GOK schools, a comparison with GOK teaching periods in GOK schools). Elementary-education inspectorate (2007)

10.2. Ongoing debates and future developments

-1 The new learning-care framework

The scheduled introduction of a new learning-care framework within mainstream and special education has been deferred. According to the policy white paper on education, the keynotes have been scheduled to be embedded into a decree by the end of 2010; the financing mechanisms, and their relevant implementing orders, should be laid down in a decree by the end of 2011. The new learning-care framework should then come into effect on 1/9/2012.

It envisages that mainstream schools, thanks to an improved support system, will be able to accommodate and support more pupils with difficulties, allowing special schools to cater for more diverse groups. The new learning-care framework is a 4-cluster matrix of pupil characteristics and 5 special-needs levels (replacing the mainstream - special education dichotomy).

Four clusters on the basis of pupil characteristics replace the eight education types within special education.

- **Cluster 1: no disabilities**, children who don't really have any problems worth speaking of but who do need extra attention (for instance, because they are raised by non-Dutch-speaking parents) and children who do have certain issues which are not caused by a disorder or disability;
- **Cluster 2: learning difficulties**, children with serious learning disorders (e.g., dyslexia) and children with a mild intellectual disability;
- **Cluster 3: functional disabilities**, children with an intellectual disability or children who are deaf or blind, for instance, or are suffering from a physical disability;
- **Cluster 4: social-interaction disabilities**, children with behavioural and emotional problems, ADHD and autism.

These four clusters are broader than the existing education types, allowing pupils to be oriented in a more flexible manner and, to a certain extent, also resolving pupil-transport problems and the issue of the poor distribution of special educational facilities. However, both mainstream and special education will have to learn to deal with a greater diversity.

Five learning-care levels replace the dichotomy between mainstream and special education.

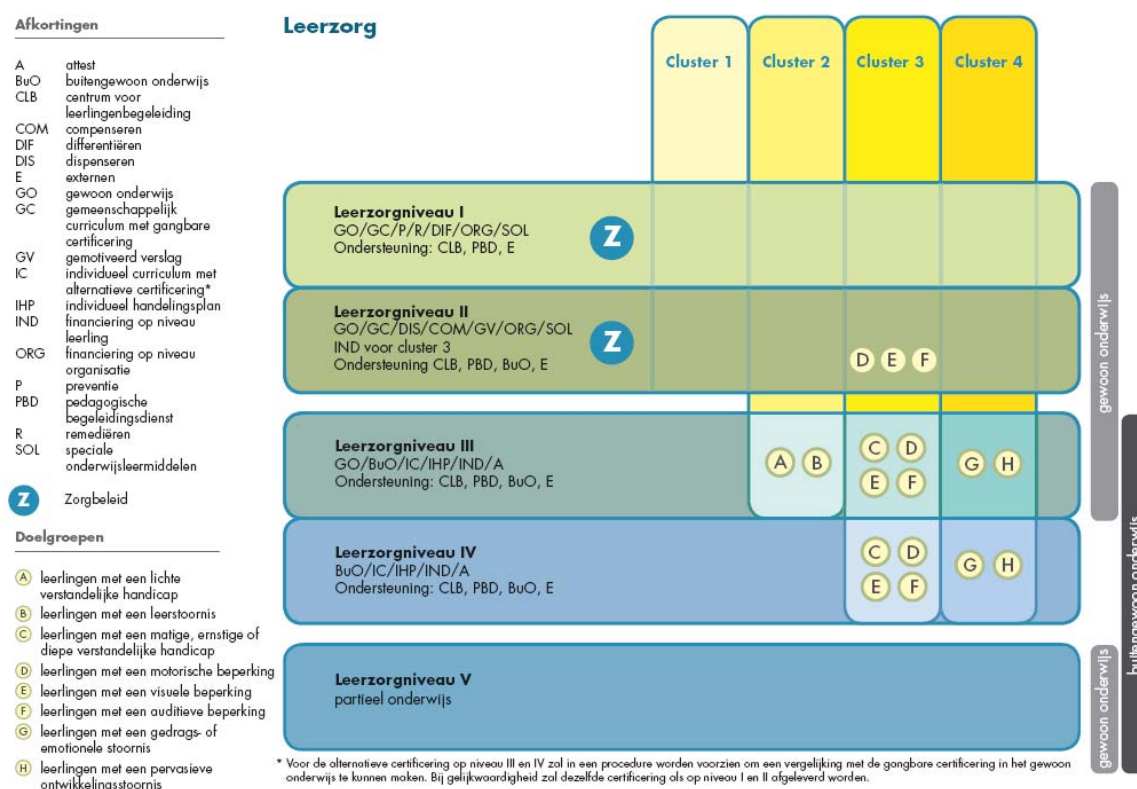
- The first two levels are geared towards mainstream schools. Level one is aimed at prevention, differentiation, remediation, level two at compensation and dispensing. Schools pursue a common curriculum and pupils receive a diploma.
- At the third level, pupils may attend both mainstream and special education. Schools in mainstream education receive the same support as schools in special education in this respect.
- Pupils in learning-care level four usually follow special education. Both in levels three and four, schools individualise and work with individual educational plans (cf. 10.6.7.), pursue an individual curriculum and the pupils are given alternative certificates, save in some situations.

- Aside from the four learning-care levels there is also a separate learning-care level for children who go to school on a temporary basis or do not go to school at all. This level comprises hospital schools and preventoriums, permanent or temporary home schooling and education provided in K-services, the youth psychiatric services (cf. 4.17. and 10.6.4.).

The **learning-care levels** indicate to what extent the educational environment has to be adapted to the needs of pupils. These adjustments refer, amongst others, to the type of the educational provision, the pedagogical-didactical approach and the nature and intensity of the support. The higher the level, the more care a pupil requires.

The Pupil Guidance Centres select the most appropriate learning-care level for a pupil in close consultation with the school, the parents and the pupil in question. Pupils may also change learning-care levels. A pupil can only enter a higher learning-care level if the school demonstrates that it has made sufficient efforts at the learning-care level the pupil finds himself in.

The new learning-care framework in the green paper:



Cf.: <http://www.ond.vlaanderen.be/leerzorg/>

To teach teachers and CLB staff the ins and outs of the learning-care framework, funds will have to be allocated to competence development. Within the framework of the learning-care file a number of lines of thought have been developed: extra resources for specific projects in this area and for (the former advanced) teacher training: an advanced Bachelor's programme Special Education and an Advanced Bachelor's programme Extending Special-Needs Provision in Mainstream Schools and remedial reading (for special-needs coordinators), resources via priority further training and extra resources for the professionalization of CLB staff to familiarize them with the new ranking framework. These projects are still awaiting the green light pending a decision on how the learning-care file will evolve during this 2009-2014 government term. Between May and October 2008, all 73 CLBs ranked 8,600 files on pupils in elementary and secondary education within the new learning-care framework as a trial run. On the whole, practice has shown that 10 to

15% of pupils in elementary and secondary education do actually have special educational needs. Currently, 5% of pupils follow special education or receive support from special education through integrated education (GON). Thanks to the new framework of reference, other pupils with special educational needs have now come into the spotlight. 95% of pupils who have been ranked at learning-care level II, attend mainstream education. 4 or 5% of pupils are ranked at learning-care levels III or IV, which tallies with the present special-education population. These figures certainly do not indicate that large numbers of pupils are moving from special to mainstream education, which was one of the major concerns voiced when the whole learning-care issue came up for debate first.

To facilitate the integration of BuSO within the existing secondary-education *scholengemeenschappen*, support staff in both types of education have been brought in line with one another.

-2 Autism

ASD, **autism spectrum disorders** do not feature within the current special-education typology. However, they will be included in the new learning-care framework. Meanwhile, a number of measures have been taken to facilitate pupils suffering from autism.

- To optimise GON for pupils suffering from autism, extra teaching periods (BuBaO) and guidance hours (BuSO) have been allocated; these will remain on offer and will even be extended during the 2009-2010, 2010-2011 and 2011-2012 school years.
- Since 1 September 2007, ASD must be diagnosed by a (child) psychiatrist, a COS, Centre for Developmental Disorders or an 'autism' reference centre.
- To support special-education schools catering mainly for education-type 3 pupils, an extra support corps (22.5 full-time assignments) has been set up to cover school years 2008-2009 up to including 2010-2011. This corps is composed of orthopedagogues, psychologists and other experience experts.
- To organise more and better work-experience placements and to improve transition towards the labour market, widening and deepening counsellors have been assigned to the pedagogical counselling services.

-3 GOK

By analogy with the recent reform of the financing system (as a result of which a significant part of the operational resources is distributed on the basis of pupil characteristics) the same principles and keynotes will be operated when GOK teaching periods are integrated into staffing levels. An integrated and transparent staffing system for elementary and secondary education, under the terms of which schools will be able to avail of extra hours on top of their basic staffing levels to cater for pupils who meet the educational disadvantage indicators, has been scheduled to come into effect by 1 September 2011 (cf. 10.5.3.1.1.).

10.3. Definition and diagnosis of the target group(s)

Pupils with disabilities

Under the current special-education system, pupils suffering from a disability are divided into 8 education types, based on the nature and degree of the (main) disability within a certain group. This typology is used as the basis on which special education is organised (cf. 10.6.).

- Education-type 1: children with a mild mental (= intellectual) disability;
- Education-type 2: children with a moderate or severe mental disability;
- Education-type 3: children with severe emotional and/or behavioural problems;

- Education-type 4: children with a physical (= corporal) disability;
- Education-type 5: children admitted to hospitals or residing in preventoriums on medical grounds;
- Education-type 6: children with a visual disability (= visually impaired);
- Education-type 7: children with an aural disability (= aurally impaired);
- Education-type 8: children with severe learning disabilities.

Education-types 1 and 8 are not offered within [buitengewoon kleuteronderwijs](#).

Secondary education does not cater for education-type-8 pupils either.

With the exception of education-types 2 & 5, all pupils of all education types can, subject to a number of conditions, also be accommodated in mainstream education (cf. GON, integrated education 10.5.2.2.).

With support, a limited number of education-type-2 pupils suffering from a moderate or severe intellectual disability can be catered for in mainstream primary and secondary education within the framework of Inclusive Education (ION) (cf. 10.5.2.3.).

Within **secondary education**, **four opleidingsvormen** are organised which can group pupils of the various education types, consistent with the nature or the degree of their disability.

Education form OV	Nature and degree of disability	Qualifying attest (certificate)
Education form OV 1	children who are unable to live an independent life.	education-types 2, 3, 4, 6 or 7
Education form OV 2	children who can manage and function socially by themselves to a certain extent and can follow training to prepare them for working in a sheltered work and living environment.	education-types 2, 3, 4, 6 or 7
Education form OV 3	pupils who are capable of following vocational training which prepares them for a job in a normal working environment.	education-types 1, 3, 4, 6 or 7
Education form OV 4	pupils with sufficient intellectual capacities to attend mainstream education but for whom special teaching methods and arrangements are used, tailored to their specific disability.	education-types 3, 4, 5, 6 or 7

Pupils who are ill or in poor health

Pupils of school age and 5-year-old infants who meet the admission requirements for special education but who, due to their medical condition (e.g. extremely brittle bones, increased risk in case of infections) are unable to receive long-term (one or several years) education in a school environment because of their complaint, can avail of POAH, Permanent Education at Home (cf. 10.6.4.).

Education-type 5 children who have been admitted to hospital or who are residing in a preventorium on medical grounds can continue their education in these medical facilities (cf. 4.17.1.).

Pupils and 5-year-old infants following mainstream education who have been out of school for a consecutive period of 21 days as a result of an illness or accident, or chronically-ill pupils (kidney patients, asthma patients, recovering cancer patients...) can avail of TOAH, Temporary Education at Home (cf. 4.17.3.). Via Bednet, a virtual school environment is created for long-term and chronically-ill youngsters aged between 6 and 18 years.

Children who have been admitted to one of the youth psychiatric services (K-services) can continue their education at the service in question, under the responsibility of their own school (cf. 4.17.2.).

Disadvantaged pupils, migrant pupils and children from ethnic cultural minorities

Children who meet at least one of the equal education opportunities indicators may be prioritised when it comes to registering them at a school (cf. 2.3.1.2.).

Under the equal educational opportunities policy, elementary and secondary-education schools in both mainstream and special education who welcome a minimum number of disadvantaged pupils, based on the equal education opportunities indicators, can avail of extra GOK support (cf. 10.5.3.1.).

For children of fairground entertainers and vendors, a travelling nursery school has been set up which follows the route of the major fairgrounds (cf. 4.17.).

Both within mainstream and special education, migrant pupils and children of ethnic cultural minorities can also avail of GOK support for disadvantaged pupils.

Foreign mother tongue newcomers

Pupils who do not have any command of Dutch and who have just arrived in the country or children residing in one of the open asylum centres can avail of OKAN, reception education for foreign mother tongue newcomers within mainstream education (cf. 10.7.1.).

Dutch-speaking education in Brussels

As there is quite a heterogeneous language mix amongst pupils attending the Dutch-speaking schools in the bilingual Brussels-Capital Region, the schools located in this Region are also given extra support and specific resources. Moreover, the Dutch-speaking schools located in the peripheral and language-boundary municipalities can also bank on extra support (cf. 10.7.2.).

10.4. Financial support for pupils' families

The allowance system operated within mainstream education also applies across special education (cf. 4.5.), pupils/students in secondary and tertiary education receive financial support through the regular study allowance system (cf. 5.9. and 6.8.).

Children attending special education can avail of bus or taxi transport which is organised and funded by the government. (cf. 10.6.3.).

Parents receive various types of extra financial contributions:

- The Family Allowance Fund pays a higher child benefit, in function of the degree of the disability calculated on the basis of the OBSI, the Official Belgian Disability Scale. This scale is based on 3 cornerstones: the degree of the child's incapacity, the child's activity and participation potential and the burden on the family;
- The Federal Public Service, FPS, Finance also grants tax relief, depending on the family's income.

In [volwassenenonderwijs](#), disabled pupils are exempt from registration fees.

10.5. Special provision within mainstream education

Within mainstream education, there are 3 support projects: GOK, GON, ION; we shall discuss each one of these in turn under their own subsection.

-1 The equal educational opportunities policy (GOK)

The equal educational opportunities policy, which was launched in 2002, wants to counter exclusion, social segregation and discrimination and therefore focuses specifically on children coming from a disadvantaged background. It applies to mainstream and special elementary and secondary education and comprises:

- the right of a child to register in a school of his/her choice (cf. 2.3.1.2.);
- pupils' legal certainty via the [lokale overlegplatforms](#) and the Committee on Pupils' Rights (cf.10.5.3.1.6.);
- integrated educational support which allows schools to develop broad-care activities focussed on disadvantaged children.

As of the 2009-2010 school year, the former OVB, educational priority policy migrants within special education, arrangement will be integrated into GOK.

The first GOK cycle started in 2002, the 2nd in 2005 and the 3rd in 2008.

To coordinate and monitor the implementation and legal protection of pupils, local consultation platforms (LOPs) and a Committee on Pupils' rights were established (cf. 10.5.3.1.6.).

Temporary projects on art initiation were also launched (cf. 10.5.3.1.4.).

Figures on GOK are presented under 10.8.3.

<http://www.ond.vlaanderen.be/gok/>

Reception education for foreign mother tongue newcomers is discussed under 10.7.1.

-2 Integrated education (GON)

Integrated education is available at nursery, primary, secondary and higher-education level (with the exception of university level). GON pupils attend mainstream education and receive support from a member of staff working within special education.

The system started in 1983 for pupils with an education-type 4, 6 and 7 attest (certificate) and was further expanded in 1994 to include education-types 1, 2 (nursery), 3 and 8. (A description of the education types can be found under 10.3.). On the number of pupils: cf. 10.8.2. ff.

-3 Inclusive education (ION)

Inclusive education (ION) is an arrangement aimed at the guided intake of children with a moderate or severe intellectual disability (education-type 2) into mainstream primary and secondary education with the support from special education-type-2 schools, who receive supplementary teaching periods and an integration allowance to that effect.

This project initially started with 5 pupils in 1999-2000, was extended to 50 pupils in 2003 and has been catering for 100 pupils since 1 September 2008.

In addition, a number of other services have been provided.

-4 Special learning tools

Under the Decree of 8 July 1996 and the Decree on [basisonderwijs](#) of 25 February 1997, pupils suffering from a disability who attend mainstream elementary, secondary or higher education can avail of **special learning tools** (such as text books and syllabuses in Braille or large-letter print, copies of notes from fellow pupils/students, or a speech-to-text reporter). Since 2007, course participants following [volwassenenonderwijs](#) enjoy the same privileges.

At the instigation of the Flemish Agency for Disabled People (VAPH), a protocol between the Ministers for Education and Welfare was concluded during December 2008 under the terms of which the resources allocated to supporting people suffering from dyslexia were transferred to the policy area Education as of 1 July 2009.

This should be an impetus to improve the attunement between the special learning tools provided by the Ministry for Education and Training and the aids supplied by the Flemish Agency for Disabled People within the framework of personalised material assistance.

-5 Interpreters for the deaf

Aurally-impaired pupils/students in secondary and higher education and (as of January 2008) course participants in [volwassenenonderwijs](#) can call on the services of an **interpreter for the deaf**.

Since the 2009-2010 school year, the budget for interpreters for the deaf was given a considerable boost so that now another 1,550 additional hours can be funded.

-6 Special-needs hours

Elementary schools can avail of special-needs hours for pupils who require special attention due to developmental problems, because they have fallen behind or for pupils suffering from socio-emotional problems. The budget for this particular form of support was almost doubled to 53 million euro during the 2008-2011 period (cf. 4.15.1.).

-7 Special-needs policy for higher-education students suffering from a functional disability

In the new financing decree, students suffering from functional disabilities a.o., carry extra weight when the operational resources for universities and university colleges are fixed (cf. 2.8.6.).

In January 2008, the **SIHO, the Support Centre for Inclusive Higher Education - Learning and working with functional disabilities within higher education** was launched. This successor to the VEHHO is a collaboration between the University College West Flanders, the Ghent University and the Free University of Brussels. Its mission is to assist institutions with the outlining of their special-needs policy. People suffering from functional disabilities who (would like to) embark on higher education or who (would like to) work within higher education can call on the SIHO for advice and help.

-8 Support from the Flemish Agency for Disabled People

Children and youngsters suffering from a disability who attend mainstream education can also receive support via a **PAB, personal-assistance budget**. For further information, we refer to the website of the Flemish Agency for Disabled People: VAPH - Education.

10.5.1. Specific legislative framework

We shall successively discuss the equal educational opportunities policy (GOK), integrated education (GON) and inclusive education (ION).

10.5.1.1. The equal educational opportunities policy (GOK)

- Decree of 28 June 2002 concerning equal educational opportunities.
- The Decision of the Flemish Government of 28 June 2002 established the local consultation platforms.
- The Decision of the Flemish Government of 19 July 2002 regulates the integrated support provision within mainstream elementary education.
- The Decision of the Flemish Government of 6 September 2002 regulates the integrated support provision within mainstream secondary education.
- The Decision of the Flemish Government of 30 October 2009 regulates the support provision for equal educational opportunities within special elementary education.
- Decision of the Flemish Government of 30 October 2009 concerning the support provision for equal educational opportunities within special secondary education.
- The Decision of the Flemish Government of 27 September 2002 established the Committee on Pupils' Rights.
- Circular letter BaO/2006/01, The equal educational opportunities policy for elementary education.
- Circular letter SO/2005/07, The equal educational opportunities policy for secondary education from school year 2006-2007 (15/08/2005).
- Circular letter SO/2009/05(BuSO) The support provision for equal educational opportunities within special secondary education.
- Decision of the Flemish Government of 31 March 2006 concerning temporary projects on art initiation for disadvantaged and/or minors from ethnic minorities.

10.5.1.2. Integrated education (GON)

Integrated education (GON) is regulated by the following education legislation:

- Law of 6 July 1970 on special and integrated education (including the implementing orders).
- Decree of 13 July 1994 concerning university colleges in the Flemish Community which a.o. specifies the admission requirements for integrated higher education and any exemptions.
- Decree on Elementary Education of 25 February 1997 which a.o. specifies the additional admission requirements for integrated elementary education.
- Circular letter GD/2003/05 (11/09/2003).

10.5.1.3. Inclusive education (ION)

- Law of 6 July 1970 on special and integrated education.
- Elementary Education Decree of 25 February 1997.

- Decision of the Flemish Government of 12 December 2003 concerning the integration of pupils with a moderate to severe intellectual disability into mainstream primary and secondary education.
- Circular letter NO/2008/05 Integration of pupils with a moderate or severe intellectual disability into mainstream primary and secondary education (ION) (22/07/2008).

10.5.2. General objectives

We shall successively discuss the equal educational opportunities policy (GOK), integrated education (GON) and inclusive education (ION).

10.5.2.1. The equal educational opportunities policy (GOK)

Under the Equal Educational Opportunities (GOK) Decree, schools which cater for relatively high numbers of disadvantaged pupils, deemed to be more at risk due to their home situation, because they do not come from a Dutch-speaking background or because they have already fallen behind, for instance, are given extra support. GOK teaching periods/GOK hours should not be mistaken for special-needs hours which are used to provide support for a broad special-needs policy in schools and are therefore aimed at pupils suffering from developmental and learning lags or even socio-emotional problems. GOK pupils may also be prioritized for school-registration purposes (cf. 2.3.1.2.).

10.5.2.2. Integrated education (GON)

Integrated education is a collaboration between mainstream and special education aimed at giving youngsters suffering from a disability and/or learning or behavioural problems an opportunity to attend a number of or all classes or partake in certain or all activities in a school for mainstream education, on a temporary or permanent basis. This is made possible thanks to the support from a special-education school which receives supplementary teaching periods and/or hours (GON package), plus an integration allowance to that effect via the operational budget.

10.5.2.3. Inclusive education (ION)

Inclusive education supports the integration of pupils with a moderate or severe intellectual disability into mainstream primary and secondary education (not in [kleuteronderwijs](#)). To qualify, pupils must be in possession of a registration record (certificate and protocol) (cf. 10.6.4.) allowing them to attend special education-type 2, and must meet the admission and transition requirements prevailing within mainstream education. Pupils must also be fully and permanently integrated into mainstream education. Before guidance commences, an integration plan for the pupil must be in place.

10.5.3. Specific support measures

We shall successively discuss the equal educational opportunities policy (GOK), integrated education (GON) and inclusive education (ION).

10.5.3.1. The equal educational opportunities policy (GOK)

We shall successively discuss the requirements prevailing within mainstream education, GOK hours, the requirements and support within special education, the temporary art-initiation projects, scientific GOK support, the [lokale overlegplatforms](#) (LOPs) and the Committee on Pupils' Rights.

10.5.3.1.1. Requirements within mainstream education

On foot of the equal educational opportunities policy, schools can avail of additional support (supplementary teaching periods or extra teacher hours) for a period of three consecutive school years, on condition that the school:

- caters for a minimum number of pupils who meet at least one of the equal educational opportunities indicators;
- defines its own specific vision on equal educational opportunities;
- has been given a favourable inspection report on the school's activities over the previous period of three school years.

Minimum threshold and equal education opportunities indicators

In its pupil population, the school needs to exceed a **minimum threshold**:

- in [basisonderwijs](#) and the 1st stage of secondary education, minimum 10% of target-group pupils,
- in the 2nd and 3rd stages of secondary education, minimum 25% of target-group pupils.

The target-group pupils meet at least one of the **equal education opportunities indicators**.

- the parents are members of the migratory population (bargees, fairground or circus operators and artists, members of the travelling community);
- the mother does not have a diploma secundair onderwijs (diploma of secondary education), a studiegetuigschrift van het 2^e leerjaar van de 3^e graad beroepssecundair onderwijs (certificate of the 2nd grade of the 3rd stage of vocational secondary education) or equivalent proof of study;
- the (homeless) pupil is, either temporarily or permanently, cared for outside his/her own family environment;
- during the school year which precedes the school year of the pupil's registration, the family received at least one school allowance from the Flemish Community;
- the language the pupils speaks at home, i.e. the language he speaks with his father, mother, brothers or sisters is not Dutch. The language spoken at home is not considered to be Dutch if the pupil does not speak Dutch to anyone in a family of three (the pupil excluded) or speaks Dutch with maximum one family member. Several brothers and sisters are always counted as one family member.

Prior to any new GOK cycle, schools request all those details from parents. On the basis of this information, schools are then allocated GOK hours.

Developing a school-specific vision on equal opportunities

On the basis of an analysis of the initial situation, the school determines which concrete objectives it wishes to pursue with these extra resources, how it wants to achieve these objectives and how it will conduct a self-evaluation. The objectives can be selected:

- from amongst the following themes:
 - preventing and remedying developmental and learning delays,
 - linguistic-skills education,
 - dealing with diversity (in [basisonderwijs](#)), intercultural education (in secondary education)
 - progression and orientation,
 - socio-emotional development,
 - pupil and parent participation.
- or within a cluster of which the objectives have been specified beforehand:
 - cluster 1: remedying developmental and learning delays and achieving learning gains,
 - cluster 2: enhancing pupils' linguistic skills,
 - cluster 3: boosting pupils' positive self-image and social skills.

A favourable inspection report on the school's activities over the previous period of three school years.

During the third year of every three-year period, the inspectorate checks whether the GOK schools are implementing their objectives, and, while examining how the supplementary teaching periods have been used, it investigates whether and to what extent equal opportunity tools have been developed and the objectives were attained, this in light of the school context and the characteristics of the pupil population. In addition, the inspectorate also monitors the implementation of the chosen objectives and the school's self-evaluation.

If the outcome of the inspectorate's inspection is a negative one, the school will lose its supplementary teaching periods within the framework of the equal educational opportunities policy for the next period of three school years unless the school agrees to avail of guidance from its network-related pedagogical counselling service and draws up a counselling path.

10.5.3.1.2. GOK teaching periods/GOK hours

Schools are free to use their **GOK teaching periods/GOK hours** for equal opportunities in various ways and can even appoint GOK teachers. Contrary to the earlier years, teachers can be **permanently appointed** to equal educational opportunities policy teaching periods/hours within elementary and secondary education.

Since 1 September 2007, schools catering for more than 40% of disadvantaged pupils have been able to rely on extra **GOK+ teaching periods** to employ extra childcare workers. Since 1 September 2008, the number of GOK teaching periods has risen dramatically.

Evolution of GOK and GOK + in elementary and secondary education						
	2002 (first GOK cycle)			2008 (third GOK cycle)		
	budget	GOK hours	Full-time GOK positions	budget	GOK hours and GOK+	Full-time GOK positions
BaO	€ 52 million	37321	1555	€ 72.2 million (+39%)	48957 (+31%)	2040 (+31%)
SO	€ 12 million	7609	337	€ 28.8 million	16765	744 (+120%)

(+140%)

(+120%)

10.5.3.1.3. Requirements and support within special education

As of the 2009-2010 school year, the former OVB, educational priority policy migrants within special education, arrangement will be integrated into GOK.

The level of support schools receive depends on the number of pupils who meet the equal educational opportunities indicator 'mother's level of education'. Schools catering for this particular target group offering education-type 1 and/or 3 can bank on supplementary teaching periods, guidance and support.

Within the framework of the equal educational opportunities policy, these supplementary teaching periods are allocated for 3 consecutive school years. The exception to the rule is the first period which only runs over 2 consecutive school years, i.e. the 2009-2010 and 2010-2011 school years.

To qualify for supplementary teaching periods within the framework of the equal educational opportunities policy, schools must:

- number at least 40% external and semi-internal regular education-type 1 and/or 3 pupils who meet the equal educational opportunities indicator 'mother's level of education', i.e. the mother does not have a diploma secundair onderwijs (diploma of secondary education), a studiegetuigschrift van het tweede leerjaar van de derde graad beroepssecundair onderwijs (certificate of the second grade of the third stage of vocational secondary education) or equivalent proof of study on the tally date;
- generate a minimum of 6 teaching periods;
- define its own specific vision on equal educational opportunities;
- have received a favourable inspection report on the school's activities over the previous period of three school years from the 2nd cycle onwards.

The supplementary teaching periods are calculated on the basis of the number of pupils who meet the indicator 'mother's level of education' and (only in combination with the latter) the indicator 'the language the pupil speaks at home is not Dutch'. The language spoken at home is not considered to be Dutch if the pupil does not speak Dutch to anyone in a family of three (the pupil excluded) or speaks Dutch with maximum one family member. Several brothers and sisters are always counted as one family member.

Developing a school-specific vision on equal opportunities

On the basis of an analysis of the initial situation, the school defines the concrete objectives it wishes to pursue with these extra resources, how it wants to achieve these objectives and how it will conduct a self-evaluation during the course of the second term of the second school year. Objectives may be chosen from amongst the following themes:

- developing a specific linguistic-skills education provision whereby pupils' linguistic skills such as listening, speaking, writing and comprehension within a functional context is boosted;
- offering education-oriented parenting support to parents;
- incorporating the (low-threshold) social functions in a network which also includes partners from other sectors.

A favourable inspection report on the school's activities over the previous period of three school years.

Cf. 10.5.3.1.1.

10.5.3.1.4. Temporary projects on art initiation

Within the framework of the Equal Educational Opportunities-I Decree, the Flemish Government began to initiate projects on art initiation for disadvantaged and/or children from ethnic minorities in elementary and secondary education during the 2002-2003 school year. In 2005, these projects were initially extended by 3 years and & thereafter (in 2008) by another 2 years, until 2010 (Decree 10/7/2008). At that, a new 3-fold objective was formulated in 2005:

- boosting the self-image of pupils who are at risk of falling behind at school;
- promoting cultural competence within these target groups;
- increasing the involvement of the neighbourhood and parents in the school.

The project is run by a cooperative which must be composed of:

- the instigating school;
- one or more academies for part-time artistic education;
- a cultural organisation (e.g. a cultural centre, or an art-education organisation);
- a neighbourhood-oriented organisation (e.g. neighbourhood committee, community centre, local ethnic-minority community...).

The Equal Educational Opportunities Decree itself provides three possible methods to accomplish the three-fold project objective:

- artistic coaching of the minors in question by artists;
- the professionalization of teachers teaching at a school offering [basisonderwijs](#) or secondary education on the subject of integrating art education into an intercultural school environment;
- organising art initiation which dovetails with the social environment of the minors concerned.

Support is provided in the form of a lump sum based on points which increases gradually as more elementary or secondary schools participate in the project. Schools are free to decide how they spend these funds:

- extra hours for teaching staff, policy and support staff, administrative staff or pedagogical support staff;
- additional resources for operational expenses or lecturers.

The institutions in question, together with the institutions for part-time artistic education involved in the organisation of temporary art-education projects, are taking part in a working group which is examining how both projects can form a structural network by working in a complementary fashion.

10.5.3.1.5. GOK support

The Centre for Equal Educational Opportunities used to provide support to Flemish GOK schools and the GOK policy: <http://www.steunpuntgok.be/>. On account of the cutbacks, it ceased operating on 31 December 2009. However, the centres that used to work with the GOK centre have now taken over its role.

- The CTO, Centre for Language and Education (previously the Centre for Dutch-as-a-second-language), connected to the K.U.Leuven: <http://www.cteno.be>
- The Centre Diversity and Learning (previously the ICO Centre, Intercultural Education), connected to the Ghent University: <http://www.steunpuntico.be>

Nursery-school teachers working in schools located in one of the LOP municipalities which cater for a minimum of 25% GOK pupils can avail of second-line support, consisting of intensive guidance which focuses on their own pedagogical and didactical approach.

10.5.3.1.6. LOPs, Local consultation platforms & the Committee on Pupils' Rights

LOPs, Local consultation platforms overseeing equal educational opportunities

The LOPs were set up to help implement the equal educational opportunities policy at local level (41 in [basisonderwijs](#), 29 in secondary education). They are made up of education providers and local actors such as representatives from ethnic minorities and disadvantaged and poor indigenous communities, people from the integration sector, socio-economic partners, etc...

Local consultation platforms have to conclude agreements on:

- the pursuance of the **objectives of the equal educational opportunities policy**, i.e. the realisation of optimum learning and developmental chances for all pupils, countering exclusion, segregation and discrimination and promoting social cohesion;
- reception of foreign mother tongue pupils and offering and directing these pupils towards reception education for foreign mother tongue newcomers, including the follow-up of former foreign mother tongue newcomers;
- their **mediatory function**; when a pupil with special educational needs is refused for lack of resources, LOPs will immediately start up a mediation process so that a suitable solution for the pupil who has been refused can be found as soon as possible, without waiting to be contacted by the parents first. When pupils have been refused for other reasons, the LOPs will not intervene until the parents of the pupil concerned explicitly ask them to;
- block **registration periods**;
- the implementation of the **priority rules**, including ensuring that the schools affiliated to the LOP actually introduce a priority rule for pupils who meet one of the equal educational opportunities indicators. These priority rules apply to:
 - pupils who form part of one and the same family unit as a sibling attending the same school;
 - for schools in the bilingual Brussels-Capital Region: pupils who speak Dutch at home. In this light, the Brussels' local consultation platforms have an additional task, i.e., they must first of all determine the percentage of pupils who should be given priority (children who speak Dutch at home or GOK pupils). In 2006, the 30% priority threshold for children who speak Dutch at home was increased to 45% while the 20% priority threshold for GOK pupils was raised to 30%. These percentages and other registration-policy agreements are basically valid for 4 years but are thoroughly evaluated after 2 years;
 - target-group pupils who meet at least one of the equal educational opportunities indicators;
 - for schools in the Dutch language area: pupils who fail to meet at least one of the equal educational opportunities indicators;
- **information** about schools' registration policies;
- increasing infant participation; the LOPs act as an information hub on infant participation;
- experiments within the framework of an application procedure.

A [lokaal overlegplatform](#) shall also:

- carry out a **catchment-area analysis** about unequal educational opportunities within its own working area;
- recalculate the **relative attendance** of pupils who meet one or more of the equal educational opportunities indicators within their working area and subdivide this working area into districts;
- develop tools to avoid **double registrations**;
- set criteria and procedures under the terms of which secondary-education schools can refuse pupils who have been expelled from another school;
- draw up supplementary provisions on parents' positive commitment to the teaching language.

Cf.: <http://www.lop.be/> & <http://www.ond.vlaanderen.be/GOK/lop/>

On 27/11/2009, VLOR (cf. 2.7.2.1.), in collaboration with AgODi, (cf. 2.6.2.1.) organised a study day on the workings of the LOPs. The presentations made and the report can be found on <http://www.vlor.be> > activiteiten > het LOP.

Committee on Pupils' Rights

When parents disagree with the reasons why their child was refused, they can file a complaint with the Committee on Pupils' Rights within 30 calendar days of having been notified of the refusal. Upon receipt of the complaint, the Committee on Pupils' Rights will rule within 21 calendar days on whether or not the parents' have a valid case and inform and advise the Flemish Government by registered letter accordingly. If the Committee rules that the school did have the right to refuse the child, the local consultation platform will be asked to find an alternative suitable school. If the Committee is of the opinion that the school had no valid reason to refuse the child, a fine can be imposed on the school, unless it is willing to register the child after all.

The Committee on Pupils' Rights also has the power to adjudicate on the correct implementation of any application procedures but only after a complaint has been made. It will not rule on the ranking criteria operated or on the choice of the application period(s).

The Committee was set up following the BVR (Decision of the Flemish Government) of 27/9/2002 and has been operational since 1 January 2003; it operates autonomously and across all levels. All the Committee's decision can be found on its website.

<http://www.ond.vlaanderen.be/leerlingenrechtencommissie>

10.5.3.2. Integrated education (GON)

GON pupils must meet a number of **conditions**.

- GON pupils must be in possession of a registration record (= certificate and protocol) allowing them to follow special education.
- GON pupils who are oriented towards education-types 1, 3 and 8 must have attended a minimum of nine months full-time special education during the previous school year.
- For GON pupils, an **integration plan** must be in place. An integration plan is an action-oriented declaration of commitment containing essential details, covering an extended period of time. This plan contains a.o.
 - a description of the problems and the type of assistance asked for by the pupil, the parents and the school team;
 - the substance of the collegial support (team-oriented action), pupil-oriented action and parent-oriented action;

- the plan of activities (intensity, evolution throughout the school year, the disciplines involved, location...);
- adjustments to equipment and material support (special learning tools);
- mobilisation of the pupil guidance centre (CLB).
- Since 1 September 2007, all new GON pupils suffering from ASD must be diagnosed by a (child) psychiatrist, an 'autism' reference centre or a COS, Centre for Developmental Disorders (for autism spectrum disorders - cf. 10.2.).

In the case of full integration, the pupil attends all classes and partakes in all activities provided by mainstream education. In the case of partial integration the pupil follows mainstream education for a minimum of two half days a week.

GON support is provided by a school for special education. To this end, the institution receives:

- an integration allowance which is a.o. used to cover the travel expenses of staff members travelling from the special school to the mainstream school.
- a GON package to appoint GON counsellors to provide guidance for teachers in mainstream education where the pupils attend school (collegial consultation) and to support the pupils and/or parents. The package depends on the education-type certificate and on the degree of disability: moderate or severe.

Type	Moderate	Severe
3	(Primary, secondary, higher education) 2 hours, 1 year	
4	2 hours, 2 years	2 hours, every year
6 / 7	2 hours, 2 years	4 hours, every year
8	(primary education only) 1 or 2 hours, 1 year	

- Henceforth, also the number of GON pupils is taken into account when a decision is made on whether or not the management of a special-education school should be relieved from teaching duties (pursuant to Education Decree XVI).
- To optimise GON for pupils suffering from autism, extra teaching periods (BuBaO) and guidance hours (BuSO) have been allocated; these will remain on offer and will even be extended during the 2009-2010, 2010-2011 and 2011-2012 school years.

Higher education

Similar GON conditions and regulations apply within **university-college education**, even though there are no special higher-education schools. Students simply follow mainstream university-college education with the necessary adjustments and GON support provided by special secondary education.

10.5.3.3. Inclusive education (ION)

Special education-type-2 schools catering for ION pupils receive:

- 5.5 supplementary teaching periods/teacher-teaching periods per pupil;
- a fixed index-linked annual integration allowance of 250 euro per pupil (to cover the travel expenses of the support teacher).

Thanks to these additional resources the class teacher, the team and the pupil have access to pedagogical and didactical support which should allow for the pupil's optimum integration within the regular class situation and for his/her full participation in the classes and activities.

University colleges can apply for personal support or follow-up by students or higher-education trainees. This is usually provided by university colleges offering an advanced daytime special-education programme.

<http://www.inclusiefonderwijs.be/>

10.6. Separate special provision

Alongside "mainstream" elementary and secondary education, Flanders also organises "special education" in separate schools for pupils suffering from disabilities. Some 46,000 pupils are catered for within special education as against 1.1 million pupils within mainstream education. The number has increased by 40% compared to 15 years ago. At that time, it catered for 2.9% of pupils, now the figures stands at 4%.

Pupils suffering from a disability are divided into 8 education types, based on the nature and degree of the (main) disability within a certain group (type 1: mildly mentally disabled, 2: moderately/severely mentally disabled, 3: behavioural and/or emotional problems, 4: physically disabled, 5: sick pupils, 6: visually impaired, 7 aurally impaired, 8: learning disorders). This typology is also used as the basis on which special education is organised. In addition, four [opleidingsvormen](#) are organised at secondary-education level which can group pupils of the various education types, (1 unable to live an independent life, 2 able to cope independently within a sheltered environment, 3 able for vocational training, 4 pupil can be integrated into mainstream education with support) (further information on this typology can be found under 10.3.).

Special education is also discussed in a number of other sections.

- Historical overview (cf. 10.1.), future developments (cf. 10.2.), target groups (cf. 10.3.), financial support for families (cf. 10.4.).
- GOK, the equal educational opportunities policy also applies to special education (cf. 10.5.).
- GON, integrated education to cater for disabled pupils in mainstream education, with support from special education (cf. 10.5.).
- ION, inclusive education to cater for education-type-2 pupils within mainstream education, with support from special education (cf. 10.5.).

10.6.1. Specific legislative framework

The Elementary Education Decree of 25 February 1997 is of importance to special education.

The Law of 6 July 1970 on special and integrated education is of significance to special secondary education.

In 2008, the scope of application of the BVR (Decision of the Flemish Government) of 19 July 2002 concerning the organisation of full-time secondary education was extended and now also governs [opleidingsvorm 4](#), offered by special secondary education.

Developmental objectives

- Decree of 2 March 1999 ratifying the Decision of the Flemish Government of 1 December 1998 specifying the developmental objectives for special elementary education, education-type 2.

- Decree of 18 January 2002 ratifying of the Decision of the Flemish Government of 27 April 2001 defining the developmental objectives for special elementary education, education-type 8.
- Decree of 18 January 2002 concerning the final objectives, the developmental objectives and the specific final objectives within full-time mainstream and special secondary education;
- Decree of 22 March 2002 ratifying the Decision of the Flemish Government of 23 November 2001 specifying the developmental objectives for special elementary education, education-type 1.
- Decree of 19 July 2002 ratifying the developmental objectives for general and social education in education-form 3 of special secondary education (ratifying the BVR (Decision of the Flemish Government) of 19/04/02).
- Decree of 23 May 2003 ratifying the Decision of the Flemish Government of 31 January 2003 specifying the developmental objectives for special elementary education, education-type 7.

As regards Permanent home schooling (POAH): BVR (Decision of the Flemish Government) of 13 July 2007 concerning home schooling for sick children and youngsters

In relation to the legal framework governing the equal educational opportunities policy we refer to 10.5.1.1.

10.6.2. General objectives

Both the Law on Special Education of 6 July 1970 and the Elementary Education Decree of 25 February 1997 define special education in first instance by referring to the difficulties and the incapability of mainstream education to look after the optimum and personal and social development of all children, rather than to the disabilities of the child. The Elementary Education Decree reads: "it is education which, on the basis of a [pedagogisch project](#), provides pupils whose overall personal development cannot or cannot be sufficiently ensured within mainstream education with an appropriate education, upbringing, care and therapy on a temporary or permanent basis" (Decree of 25 February 1997).

10.6.3. Geographical accessibility

In general, special education (BuO) is organised in schools which are independent from mainstream schools; in some cases they are connected to other social and educational institutions for disabled people.

The special-education provision is not evenly spread across elementary education or secondary education. This would be particularly the case for elementary education, education-types 3 (emotional, social behaviour), 4 (physical disabilities), 6 (the visually-impaired) and 7 (the aurally-impaired) and for [opleidingsvormen](#) 1 (unable to lead an independent life) & 4 (can be integrated within mainstream education with support) within secondary education.

The Department for Education and Training decides which pupils qualify for pupil transport. However, the organisation of pupil transport is left to De Lijn. Pupil transport is organised in a cross-network fashion. The unequal distribution of special-education schools means that pupils often spend ages on the bus travelling from home to school and back. To spare their children these daily and lengthy runs under the school-transport system, parents of children attending special education sometimes choose to send their children boarding instead, or, alternatively, the BuO-attest (BuO certificate) issued to some pupils may specify an education type which is available within the pupil's wider environment.

The current regulations provide for pupil transport to the school of the parents' network of choice that offers the education type or education form specified on their child's BuO certificate which is located closest to their home. The freedom of choice of school in special education is certainly broader than in mainstream elementary education. Pupils can freely choose between private education, organised by one of the different religions, community education or official education (run by the municipalities, cities or provinces). The notion 'reasonable distance' does not apply to special education. All pupils who go to the nearest school of choice are eligible. Transport for eligible pupils is free.

<http://www.ond.vlaanderen.be/leerlingenvervoer/>

10.6.4. Admission requirements and choice of school

Age condition

Infants must be at least 2.5 years of age before they can attend [buitengewoon kleuteronderwijs](#). The entry dates prevailing in mainstream [kleuteronderwijs](#) (cf. 4.6.) do not apply to special nursery education (Circular letter BaO/2007/02). Children may be registered in special nursery education until they are 6 years old, or exceptionally until the age of 7 if this is deemed to be in the child's best interest.

In **special primary education**, pupils must normally have turned 6 years of age before 1 January of the school year in question before they can be registered, but in certain cases also pupils who turn 5 years of age can be accepted. This decision is left to the parents who must make up their mind based on the well-reasoned advice and the information from the class council and the CLB. In principle, special primary education spans 7 years. However, parents may decide that their child should remain in special primary education up to and including the school year which commences the year the pupil turns 14 years of age.

The minimum age to enter **special secondary education** is 13 years and the maximum age is 21 (Law of 28 June 1983). Derogations on the age limit of 21 may be granted upon advice from the Advisory Commission for Special Education (CABO).

Pupils who wish to register at an institution for special education need to be in possession of a **registration record** consisting of two parts:

- **an attest (certificate)** containing information on the [onderwijstype](#) and/or the [opleidingsvorm](#) and the level of education the child must follow;
- **a justification protocol** in which the record that had been issued on the basis of a multi-disciplinary examination is substantiated.

This particular certificate is issued to the parents by a pupil guidance centre ([CLB](#)) or by another body with the capacity to refer pupils. Every year, a list is compiled of the centres and institutions that are authorized to issue these certificates.

Every province also has its own **CABO, Advisory Commission for Special Education** which has the powers to exempt pupils from compulsory education, to dispense with the age limits, to move pupils from a mainstream school to a special school and vice versa, to move pupils to a different, more suitable special school and to grant pupil the facility of being educated at home on a permanent basis. Aside from parents and adults with a disability or his/her legal representative, advice may also be sought by a member of the inspectorate, a [directeur](#) or a physician from the pupil guidance centre ([CLB](#)). If parents or an adult with a disability refuse to cooperate or completely disagree with a CABO decision they have the option of lodging an appeal.

Counselling path

In 2007, a vade mecum for CLB staff and schools was published on the new **methodology of counselling** pupils with special educational needs, which is marked by strong action-orientation and a close involvement of schools, CLBs, parents and pupils when a pupil's counselling path is being charted.

<http://www.ond.vlaanderen.be/leerzorg/documenten/begeleidingstraject-eindverslag.htm>

Equal educational opportunities at the time of registration

Since the equal educational opportunities regulations have come into effect (cf. 2.3.1.2.) schools are no longer permitted to refuse pupils with a valid attest (certificate) for the education type and **opleidingsvorm** they offer, merely because they focus on a specific target group within that particular education type and education form.

Schools must chronologically record all pupil registrations in a register until the school/geographical location/the education type (**basisonderwijs**)/the education form (secondary education)/the administrative group/the pupil group (secondary education)/the pedagogical unit is full and pupils may be refused on material grounds. On the basis of their registers, schools must be able to demonstrate that no more new pupils were registered after another pupil has been refused. If parents are of the opinion that they have been wrongfully refused, they may file a complaint with the **Committee on Pupils' Rights**. (Circular letters BaO/2005/13 and SO/2005/07).

Parents must agree to the **pedagogisch project** and the school regulations when registering their child.

POAH, permanent home schooling for sick children

Pupils of school age who meet the admission requirements for special education but who, due to their medical condition (e.g. extremely brittle bones, increased risk in case of infections) are unable to receive long-term (one or several years) education in a school environment because of their complaint, are entitled to Permanent home schooling. The special-education school that will provide the pupil with Permanent home schooling is assigned by the Advisory Commission for Special Education, which takes parents' freedom of choice into consideration. To this end, the school is given four supplementary teaching periods per week for the pupil concerned (Decision of the Flemish Government of 13 July 2007).

As of 1/9/2009, five-year old infants following **kleuteronderwijs** are also entitled to permanent home schooling.

10.6.5. Age levels and grouping of pupils

Special education is organised at nursery, primary and secondary-education level. (cf. 10.3.).

- At **primary education** level there are eight education types, based on pupil characteristics.
- **Nursery education** does not provide education-type 1 (mild mental disability) or education-type 8 (severe learning disabilities).
- **Secondary education** also offers four **opleidingsvormen**, which can group pupils of the various education types - as defined for primary education - in line with the nature or the degree of their disability. However, education-type 8 (serious learning disabilities) is not available at secondary-education level.

The organising bodies decide how pupils are divided into pedagogical units within the various education types and education forms. It is up to the class councils to place pupils in the most appropriate class groups.

10.6.6. Organisation of the school year

The organisation of the school year, the school week and school day is comparable to that in the corresponding levels of mainstream education (cf. 4.9. and 5.10.), although the daily activities are more geared towards pupils' individual needs.

10.6.7. Curriculum, subjects

In secondary education, the organisation varies according to the [opleidingsvorm](#) (cf. 10.3.).

- Education-form 1: one single section comprising a minimum of four study years.
- Education-form 2: two sections comprising a minimum of two study years each.
- Education-form 3: three stages plus an optional integration stage:
 - 1° the observation stage: comprises the first grade and is limited to one full school year;
 - 2° the training stage: comprises a minimum of two school years;
 - 3° the qualification stage: comprises a minimum of two school years;
 - 4° the optional integration stage. This stage comprises one full school year in the form of alternance vocational training (Decision of the Flemish Government of 6 December 2002).
- Education-form 4: this form operates the exact same timetables as the corresponding mainstream schools, as the structure of this education form must match that of secondary education.

Special education does not make pupils follow a common curriculum but provides individualised curricula which are adapted to the needs and capabilities of each pupil. For that reason, the class council selects the [ontwikkelingsdoelen](#) it wants to pursue for a particular pupil or pupil group. This selection is defined during the individual-educational-plan objectives stage.

School teams may select [ontwikkelingsdoelen](#) from:

- the [ontwikkelingsdoelen](#) which have been defined for a particular [onderwijstype](#) or a particular [opleidingsvorm](#);
- the [eindtermen](#) or [ontwikkelingsdoelen](#) of mainstream [basisonderwijs](#) or mainstream secondary education;
- the [ontwikkelingsdoelen](#) specified for other education types.

Special elementary education

At this moment in time, [ontwikkelingsdoelen](#) have been defined for special elementary education, education-types 1 (mildly mentally disabled), 2 (moderately/severely mentally disabled), 7 (aurally impaired) and 8 (severe learning disability).

The [ontwikkelingsdoelen](#) for special elementary education have been classified into **areas of learning**. These areas of learning are largely the same as those in mainstream [BaO](#), elementary education (cf. 4.10.). To respond to the specificity of the target group, certain areas of learning have been developed more elaborately or differently. For certain areas of learning in some education types the [eindtermen](#) for mainstream elementary education have been adopted as [ontwikkelingsdoelen](#). The objectives selected are defined in the individual educational plan.
http://www.ond.vlaanderen.be/dvo/buitengewoon/buitengewoon_basis/index.htm

Special secondary education

For special secondary education, [ontwikkelingsdoelen](#) have been defined for:

- **education-form 3** (able for vocational training) - general and social education;
- **education-form 4** (can be integrated within mainstream education with support), here the same [eindtermen](#), [ontwikkelingsdoelen](#), specific [eindtermen](#) and recognised vocational qualifications apply as those in the corresponding level of mainstream secondary education;

Education-form 3 (able for vocational training) - special secondary education

In 2002, a new training structure was introduced offering courses that were directly derived from **professional profiles**. This training structure comprises education-form 3 offered within BuSO, in conjunction with BSO, TSO, DBSO and OSP, social advancement education. Together with SERV and the social partners, professional profiles for all socially-relevant professions were drawn up. On the basis of these profiles, **competences**, required knowledge and key skills were defined for anyone embarking on a vocational career. This means that the programmes offered within education form OV3, fit into an overall training structure, though retain the specificity of special education. This specificity means that the course provision can be tailored to individual pupils, based on their individual educational plan. Henceforth, courses of study bearing the same name have the exact same content, regardless of the education form in which they are offered. This is essential if OV3 wishes to remain compatible with labour-market needs and realise its final objective. As a result, many OV3 courses lead to qualifications at assistant level.

During the objectives stage of the individual educational plan, the class council selects a number of pupil-specific [ontwikkelingsdoelen](#) that should be pursued over a period of one school year maximum. This applies to both vocationally-oriented and general and social education. The contents of the courses of study offered within special education, were, in terms of general and social education, ASV, defined in the list of [ontwikkelingsdoelen](#).

For the vocationally-oriented section of education-form 3 of special secondary education, the **training profiles** are indicative of the contents of the curriculum. These training profiles contain the competences pupils must acquire before they can obtain a certificate of a particular training course or a certificate of a complete training unit which leads to employability on the labour market (Decision of the Flemish Government concerning the organisation of special secondary education, education-form 3, of 6 December 2002).

Since 1 September 2001, education-form 3 (training and qualification stage only, not during the observation stage) and education-form 4 (second and third stages) of special secondary education have been experimenting with **modular education** (cf. 5.11.4.).

As a result of the implementation of the new modular course profile for the programme '**General Education BSO 3**' the subjects 'geography', 'French', 'history', 'Dutch, and 'mathematics' were replaced by the new general subject 'project general subjects'. (Cf. Circular letter SO/2002/08/bus0)

http://www.ond.vlaanderen.be/dvo/buitengewoon/buitengewoon_secundair/index.htm

The individual educational plan or individual educational planning

The individual educational plan contains the [ontwikkelingsdoelen](#), how the multi-disciplinary teamwork should evolve and how social, psychological, orthopedagogical, medical and paramedical assistance can be integrated into the pupil's upbringing and education. This individual educational plan is drawn up by the class council, in consultation with the [CLB](#) and, if possible, also in conjunction with the parents.

The individual educational plan is the result of a cyclic, individual educational planning process, in which first of all the initial situation (including the pupil's educational and training needs) is defined, developmental objectives are selected, their realisation is prepared and the planning and strategy is implemented before the entire process is evaluated. Aside from process evaluation, an assessment of the pupil's progress is carried

out to assess whether or not the [ontwikkelingsdoelen](#) pursued are achieved. This evaluation then forms the starting point for the new initial phase of the next planning period. (Decree of 18 January 2002).

10.6.8. Teaching methods and materials

In special education teaching methods are strongly individualised. For each child an individual educational plan must be defined (cf. 10.6.7.). Decisions regarding teaching methods and teaching materials appertain to the freedom of the organising bodies.

10.6.9. Progression of pupils

Assessment and guidance of pupils are strongly interwoven. In special education assessments play a largely formative role. Class councils, assisted by the pupil guidance centres ([CLB](#)), decide on class composition, whether a certain pupil must remain in a particular pupil group and whether pupils progress to different classes or to a certain [onderwijstype](#) or education form.

10.6.10. Educational/vocational guidance, education/employment links

Aside from the school board and the teaching staff, special education also employs paramedical, medical, social, psychological and orthopedagogical staff who a.o. offer guidance to all pupils following special education.

In addition, also the **pupil guidance centres**([CLBs](#)) focus on the guidance of pupils in special education (Decree of 1 December 1998). Pupil guidance centres a.o. assist special education with developmental problems and reducing risk behaviour, with appropriate and qualitative referrals of pupils in mainstream education to special education and vice versa and help to ensure that pupils can enjoy a safe school career (in particular in terms of safety and hygiene and the impact of practical subjects on health) (Decree of 1 December 1998).

In opleidingsvorm 3 of special secondary education (for pupils who are able to follow vocational training which prepares them for a job in a non-sheltered work environment), pupils receive explicit guidance from a **guidance team** during the integration stage. On the one hand, this guidance team is composed of staff members employed by the educational institution and, on the other hand, by outsiders from the world of enterprise, social organisations or other experts who can provide meaningful support to pupils. (Decision of 6 December 2002).

One of the measures taken to attune education to the world of employment is **social training and work-experience placements**. This will vary according to the different education forms.

- **Education-form 1** (unable to lead an independent life). **Social training** may be organised for pupils who have reached the age of 18 or who turn 18 in the course of the school year that is presumed to be the pupil's final year in special education; social training runs over a maximum of 21 calendar days or 28 calendar days. The objectives of social training are comparable to those of work-experience placements. Social training can only be provided by institutions which have been approved (or are in the process of being approved) to take in disabled adults who do not carry out

production-oriented work (e.g. a day centre, an activity home...) (Circular letter SO/2002/11).

- **Education-form 2** (able to manage independently within a sheltered environment)
 - Work-experience placements during the first stage are forbidden.
 - Work-experience placements during the second stage are possible and must be available to all pupils (cf. below under qualification-stage 3 of education-form 3).
- **Education-form 3** (able for vocational training)
 - Work-experience placements during the stage 1, observation, and stage 2, training, are forbidden.
 - During stage 3, qualification, work-experience placements are mandatory and all pupils must be given indiscriminate access to work-experience placements. As of school year 2003-2004, also people who do not have a residence permit for more than three months can be given employment in Belgium in the form of a pupil's work-experience placement (Royal Decree of 6 January 2003 / Decision of the Flemish Government of 6 December 2002 concerning the organisation of special secondary education, education-form 3).
- **Education-form 4** (can be integrated into mainstream education with support). Here no special arrangements are in place, work-experience placements are identical to those in mainstream secondary education. These pupils, the same as all their peers, will end up on the labour market. Larger companies have the statutory obligation to employ at least some few people suffering from a disability (depending on the number of employees working in the company). As a result, visually-impaired people find employment as switchboard operators, for instance.

Within education-form 3, **alternance training**, as an optional integration stage, may be organised which runs over a period of one year. This is open to pupils from education-form 3 who have obtained a qualification certificate. Class councils cannot deny pupils who have obtained a *getuigschrift van verworven competenties* (certificate of acquired competences) or an *attest van verworven bekwaamheden* (certificate of acquired competences) access to the training programme. In ABO, classes (a minimum of 14 teaching periods dedicated to general and social education and vocationally-oriented training) at school are alternated with 3 days of unpaid alternance work experience in a regular, i.e., non-sheltered, work environment. This initiative receives financial support from the European Social Fund. Cf. Circular letter SO/2007/09 (BuSO).

10.6.11. Certification

In certain cases, pupils in special **elementary education** can also be conferred a **getuigschrift (certificate)** which has the same value as a certificate obtained in mainstream [basisonderwijs](#).

In special **secondary education** the following proofs of study can be obtained:

- [Opleidingsvorm 1](#) (unable to lead an independent life): attest BuSO tot sociale aanpassing (social adaptation certificate of special secondary education)
- Education-form 2 (able to manage within a sheltered environment): attest BuSO tot sociale aanpassing en arbeidsgeschiktmaking (social adaptation and employability certificate of special secondary education)
- Education-form 3 (able for vocational training) (old structure)
 - for pupils who passed: a kwalificatiegetuigschrift (qualification certificate)

- for pupils who do not qualify for the above: an attest buitengewoon secundair beroepsonderwijs (certificate of special vocational secondary education)
- Education-form 3 (able for vocational training) (new structure) and following a decision from the qualification committee:
 - at the end of the qualification stage:
 - a getuigschrift van de opleiding (certificate of the training programme) (provided they successfully completed the training programme in question)
 - a getuigschrift van verworven competenties voor een afgerond geheel (certificate of acquired competences for an accomplished unit) (if they successfully completed the unit in question)
 - an attest van verworven bekwaamheden (certificate of acquired competences)
 - for pupils who do not qualify for the above:
 - an attest van beroepsonderwijs (certificate of vocational secondary education)
 - following the (optional) integration stage (ABO, alternance vocational training - cf. 10.6.10.):
 - successfully: a getuigschrift alternerende beroepsopleiding (certificate of alternating vocational training)
 - unsuccessfully or in the case of an early drop-out: attest alternerende beroepsopleiding (certificate of alternating vocational training)
- Education-form 4 (pupils can be integrated into mainstream education with support): certificates and diplomas just like in mainstream SO

10.6.12. Private education

Cf. 4.16.

10.7. Special measures for the benefit of immigrant children/pupils and those from ethnic minorities

In this section, we shall successively discuss:

- OKAN, reception education for foreign mother tongue newcomers in mainstream education (cf. 10.7.1.)
- The support measures for Brussels and the Dutch-speaking [basisonderwijs](#) schools located within the peripheral and language-boundary municipalities and the elementary schools located in municipalities bordering the peripheral municipalities and/or the municipalities of the Brussels-Capital Region (cf. 10.7.2.)
- The supplementary resources for higher education (cf. 10.7.3.)

Other sections also deal with arrangements for migrant children:

- GOK, the equal educational opportunities policy (cf. 10.5.). As of the 2009-2010 school year, the former OVB, educational priority policy migrants within special education, arrangement will be integrated into GOK.
- Projects aimed at enhancing the link between education and the labour-market (cf. 5.18.).

Within the ESF programme (cf. 2.6.2.2.) there are currently a number of language and study-coach projects (2008-2010) aimed at people from ethnic minorities and/or the poorly-educated.

Socio-cultural adult work also focuses on ethnic minorities, cf. <http://www.socius.be> > omgaan met diversiteit (and 7.2.6.)

The VDAB vocational-training service (cf. 7.4.2.) and entrepreneurial training, organised by SYNTRA Flanders, (cf. 7.4.3.) also pursue a target-group policy. In addition, the government has introduced a number of diversity plans to tackle the various forms of discrimination and thresholds target groups are faced with on the labour market. <http://www.werk.be/wg/diversiteitsplannen>.

10.7.1. Reception education for foreign mother tongue newcomers (OKAN) in mainstream education

Reception classes for foreign mother tongue newcomers (OKAN) in mainstream elementary and secondary education were launched in 1991. They are aimed at boosting Dutch-language skills and the social integration of foreign mother tongue newcomers. Since 2006, it has no longer been confined to a reception year but now also comprises support, guidance and follow-up during a follow-up year. As of 1 September 2008, it was expanded even further and now also caters for children officially residing in open asylum centres. During 2009, even [ontwikkelingsdoelen](#) for foreign mother tongue newcomers following secondary education were defined.

For a comprehensive historical overview, cf. <http://www.ond.vlaanderen.be/onthaalonderwijs/inhoud/Historiek/>

To cater for foreign mother tongue newcomers schools can apply for extra teaching hours and an extra operational allowance.

Evolution of the number of pupils who followed reception education in secondary education:

1995-1996	1999-2000	2000-2001	2001-2002	2003-2004	2008-2009
364	947	1 597	1 810	1 879	1 839

<http://www.ond.vlaanderen.be/onthaalonderwijs>

Legal framework

- Elementary Education Decree of 25 February 1997.
- Decision of the Flemish Government of 17 June 1997 concerning the composition of staff in mainstream elementary education.
- Decision of the Flemish Government of 1 September 2006 concerning the allocation of supplementary teaching periods for the integration of non-native Dutch speakers.
- Circular letter BaO/2006/03 Reception education for foreign mother tongue newcomers (30 June 2006).
- Circular letter SO 75 (30 June 2006).
- Circular letter SO/2008/08 on the alternance-training system.
- Between March 2003 and 2005, the reception-education regulations for [DBSO](#) were included in the Decision of the Flemish Government of 4 July 2003 concerning experimental reception education for foreign mother tongue newcomers in [DBSO](#). As of school year 2005-2006 it has been incorporated into the Test Bed Decree.

- Decision of the Flemish Government of 16 October 2009 to define the [ontwikkelingsdoelen](#) Dutch for newcomers in reception classes for foreign mother tongue newcomers in secondary education and to amend certain final and developmental objectives in secondary education.

Target group

'Foreign mother tongue newcomers' are pupils who simultaneously meet the following conditions at the time of their registration (however, the Department for Education and Training may grant some derogations):

- Dutch is not the pupil's mother tongue;
- the pupil is not sufficiently proficient in the teaching language to follow classes successfully;
- Dutch is not the pupil's home or native language;
- the pupil has not yet followed one full school year in a school where the teaching language is Dutch;
- the pupil is a newcomer i.e. has not lived in Belgium for more than one continuous year;
- the pupil is 5 years of age or older in the case of [BaO](#), elementary education, or between the ages of 12 and (up to) 18 for secondary education.

In 2008, this definition was broadened so that children who are officially residing in an open asylum centre now also qualify for two years' reception education.

Specific support measures

To cater for foreign mother tongue newcomers, schools can avail of **supplementary teaching periods (BaO) and extra teaching periods (SO) and an extra operational allowance** per foreign mother tongue newcomer.

- In **elementary education**: 2 supplementary teaching periods per school, 1.5 supplementary teaching periods per foreign mother tongue newcomer. In [kleuteronderwijs](#), from the age of 5. For the follow-up year: 1 supplementary teaching period per former foreign mother tongue newcomer.
- In **secondary education**: 2.5 teaching periods per foreign mother tongue newcomer during the reception year; in part-time vocational secondary education 3.4 hours. Every contact school receives 22 teaching periods to provide support to former foreign mother tongue newcomers during and after their progression to regular education on condition that a reception year had been organised by the school or schools community in question during the previous year. Should a school or schools community cease to organise a reception year it can however continue to avail of those 22 teaching periods support for a period of 3 school years.

The **allowance** for reception years amounts to 12.5 euro per full month per foreign mother tongue newcomer. During the follow-up year no extra allowance is provided.

Conditions

- In **elementary education** and depending on the type of school a minimum of 4 to 6 foreign mother tongue newcomers must be registered as regular pupils in a particular school or, alternatively, 12 pupils per schools community (or an increase of 4 over and above the former count). No minimum numbers have been set for the follow-up year.
- In **secondary education**, a minimum of 25 newcomers per schools community are required.
- Within [DBSO](#), one [DBSO](#) reception-education centre can be organised per individual network. Centres cannot accept more than 60 foreign mother tongue newcomers at any one time.
- Moreover, schools must organise structured and systematic consultations with a view to pedagogical-didactical and organisational attunement; they must work in conjunction with the [CLB](#) and must allow teachers to partake in specific further training.

Support for pupils

- Elementary education
 - For every foreign mother tongue newcomer an **individual work plan** must be drawn up.
- Secondary education
 - Schools must draw up specific '**outline plan**' which ties in with the objectives of the reception year.
 - From school year 2006-2007, alongside 'religion' and/or [niet-confessionele zedenleer](#) and the optional 4 weekly teaching periods, pupils also follow a new subject **Dutch for newcomers**.
 - The weekly timetable in reception years consists of a minimum of 28 teaching periods and a maximum of 32. Schools cannot allocate more than 4 teaching periods per week on subjects which do not focus on improving pupils' command of Dutch.
 - Within this outline plan, schools must work out a **learning pathway** for every foreign mother tongue newcomer, in conjunction with the relevant [CLB](#) which must show clearly how pupils are followed up. It must also contain the way in which pupils are assessed.
 - All available information must be passed on when the pupil **goes on to regular education**. Once the pupil has progressed to regular education, the follow-up and support must also be maintained. This support may be provided within the schools community or in dialogue with one or several schools of another schools community. Enhancing the understanding and expertise of regular teachers in and outside of reception schools through coaching by reception-education teachers, the presence of a follow-up school coach, a proper flow of pupil information and regular contact with former reception-education pupils can have a significant impact on the school results of former reception-education pupils.

Developmental objectives

In 2009, [ontwikkelingsdoelen](#) Dutch for foreign mother tongue newcomers attending the reception class through secondary education were defined (cf. 5.13.1.).

Support

Schools catering for foreign mother tongue newcomers receive support from the pedagogical counselling services and the CTO, the Centre for Language and Education (K.U.Leuven), which developed a 'framework of reference for reception education' for secondary education. <http://www.cteno.be>

Certification of the studies

At the end of the school year, every foreign mother tongue newcomer who attended the reception year as a regular pupil receives a certificate attest (certificate) attesting to the fact that the pupil in question has followed the reception year.

10.7.2. Dutch-language schools in the Brussels-Capital Region & under the sphere of influence of the other language areas

First we shall discuss the measures that have been introduced for Dutch-speaking education within the Brussels-Capital Region and subsequently those for the Dutch-speaking elementary schools located within

the peripheral and language-boundary municipalities and the elementary schools located in municipalities bordering the peripheral municipalities and/or the municipalities of the Brussels-Capital Region.

10.7.2.1. Dutch-language education in the Brussels-Capital Region

The number of pupils attending Flemish schools continues to rise but more and more of these pupils come from a non-Dutch speaking background. In that light, the Flemish Minister for Education and Training organised a **round-table conference** on Dutch-speaking education in Brussels, in conjunction with the Minister for the Brussels-Capital Region who, as member of the Flemish Community Commission, is in charge of Dutch-speaking education in Brussels (see also 2.6.3.7.) which resulted in the final report "Rondetafelconferentie over de kwaliteit van het Nederlandstalig onderwijs in het Brussels Hoofdstedelijk Gewest (Round-table conference on the quality of Dutch-speaking education within the Brussels-Capital Region)". In 2008, the ministers compiled their policy objectives into a **green paper**.

Cf.: <http://www.vgc.be/onderwijs> > algemeen onderwijsbeleid > rondetafelconferentie 2007

Monitoring compulsory education

In Brussels, control on **truancy** has been debilitated because Flemish and French-speaking education operate separate registration lists. Up and until 2007, no one knew exactly how many youngsters aged between 6 and 18 living within the Brussels-Capital Region were actually complying with compulsory education. At the start of 2007, the Flemish and French-speaking Ministers for Education agreed to come to a common list and to **jointly monitor compulsory education** as of school year 2007-2008 (cf. 2.5.3.). Furthermore, time-out projects (cf. 2.2.) are in place to counter truancy.

Equal educational opportunities policy

For the Brussels-Capital Region, special priority rules on the registration of pupils apply (cf. 2.3.1.2.).

Elementary education

A staggering 68% of pupils following Dutch-speaking **basisonderwijs** in Brussels do not speak Dutch at home. In secondary education, this figure hovers around 51%. As a result, several measures have been introduced.

As of 2010-2011, it will only be possible to register pupils (also in Flanders) in a Dutch-speaking primary school provided they have followed **one year of Dutch-speaking kleuteronderwijs** or if they passed a language test. In addition, parents will also have to sign a declaration of commitment (cf. 4.6.).

The statutory obligation to teach a pre-set number of teaching periods French in elementary schools is of little benefit to pupils from a French-speaking background. As of 1 September 2009, schools are therefore free to decide, in function of their pupils' intake characteristics, how many teaching periods will be dedicated to the teaching of French (Education Decree XIX, 2009). (See also 1.4.). Languages).

To further ameliorate the **progression from elementary to secondary education of pupils who are not proficient in Dutch**, pupils will be differentiated more strictly in the 3rd stage of elementary education on the basis of their linguistic skills and will be able to avail of language learning support in secondary education.

Part-time artistic education (DKO)

In the Brussels-Capital Region, institutions offering part-time artistic education can bank on 30% extra teaching periods when they are affiliated to a cross-network Collaboration Forum.

Teacher exchanges

During 2007, the Ministers for Education of the Flemish and French-speaking Communities concluded an agreement on the exchange of teachers between schools in Brussels. During the 2008-2009 school year, 19 Dutch-speaking elementary schools have started a teacher-exchange programme with neighbouring French-speaking schools (cf. 11.6.2.).

Language-Act exams

The Teaching Language Act exams will be given a modular structure and the EVC principles will prevail. Moreover, the levels of expected language skills will be brought into line with existing European standards.

Support structures

BROSO, the Brussels support centre for secondary education is a cross-network support initiative for Dutch-speaking secondary schools within the Brussels-Capital Region that has been active since 2006. It focuses on teachers and school boards and wants to support them in their efforts to boost linguistic skills amongst pupils and the setting of language tests. 80% of the BROSO resources are funded by the Flemish Community, 20% by VGC, the Flemish Community Commission (see also 2.6.3.7.).

The VBB, Priority Policy Brussels supports cross-network elementary schools in the areas of linguistic-skills education, dealing with diversity and differentiation in an effective manner, cooperation with parents and other partners within the field of education. Its main objective is to boost professionalism amongst teachers so that learning and developmental delays in children can be reduced. Boards are supported in their role as school leaders and school-innovation instigators. This support is provided by a team of external counsellors. The emphasis of the VBB support lies on intensive substantive and thematic support to individual teachers, school teams and school boards. On average, a VBB counsellor provides guidance to about one-hundred teachers, either individually or in group. Currently, VBB is gradually switching over to more demand-oriented guidance. Reception of new teachers and school boards, as well as the exchange of equipment and experiences between schools will feature higher on the agenda.

The **Brussels Education Centre** has been acting as an umbrella organisation for the various organisations (such as the Learning Tools Centre and the Centre for School Development, the Further Training Centre) which support Dutch-speaking education in Brussels since 1 September 2008. As of 2010, it will also include the Priority Policy Brussels. <http://bop.vgc.be/onderwijs/taalvaart/index.html>

10.7.2.2. Support for Dutch-speaking elementary schools under the sphere of influence of other language areas

One major issue for the Flemish Government is reinforcing Dutch-speaking education and integrating the many non-native Dutch speaking children into the Dutch-speaking [basisonderwijs](#) schools located in the peripheral and language-boundary municipalities and the elementary schools located in municipalities bordering the peripheral municipalities and/or the municipalities of the Brussels-Capital Region. Here, a phased approach was adopted (cf. BaO/2006/02). Since school year 2006-2007, an organic system has been introduced which applies to the Dutch-speaking elementary schools in the 6 peripheral municipalities, the language-boundary municipalities and the 13 municipalities located in the wider Flemish Periphery of Brussels. These schools were granted **supplementary 'linguistic skills' teaching periods** to further the integration of non-native Dutch speaking children, on condition that they accommodate at least 10% of pupils who do not speak Dutch at home (TNN pupils - a GOK equal educational opportunities indicator – cf. 10.5.3.1.1.). As of the 2008-2009 school year, these supplementary teaching periods are allocated for a period of three consecutive school years at a time, which means that they follow the GOK cycle (the tally date for the new cycle was 1 February 2008).

Moreover, since 2006 the counselling services have set up a joint support structure, i.e. the '**Association of network-related pedagogical counselling services**' to provide tailor-made language-education support to the elementary schools operating within the Flemish Periphery. Following an analysis of the school situation, the school team is given intensive guidance on how to best instil language skills in their pupils. It also provides second-line support in matters of infant participation. The evaluation of these activities should be completed by 2010.

As is the case in Brussels (cf. 10.7.2.1.) the Teaching Language Act exams are reformed. These will adopt the modular structure and will be governed by the EVC principles.

Regulations

- Circular letter BaO/2006/02 Supplementary teaching periods for the integration of non-Dutch speaking pupils in Dutch-speaking schools located in the peripheral and language-boundary municipalities.
- Decision of the Flemish Government of 17 March 2006 concerning the temporary project under which supplementary teaching periods are granted to elementary-education schools operating in the municipalities bordering on the Brussels peripheral municipalities and the municipalities bordering on the Brussels-Capital Region.
- Decision of the Flemish Government of 1 September 2006 concerning the allocation of supplementary teaching periods for the integration of non-native Dutch speakers.

10.7.3. Higher education

Certain target groups, such as disadvantaged people, people from ethnic minorities and people suffering from functional disabilities remain underrepresented. The pass rate of people from ethnic minorities seems to be three times lower than that of their indigenous peers: only 19.4% of youngsters from Turkish or North-African origin pass their first year of higher education, as against 56% of Belgian nationals. Almost 60% of foreign first-year HO students coming from the Islamic region trail behind, as against 20% of their Belgian peers. Many foreign students seem to aim too high, do not work in a sufficiently efficient manner and have problems adjusting (cf. "Allochtonen in het hoger onderwijs Factoren van studiekeuze en studiesucces bij allochtone eerstejaarsstudenten Onderwijskundig onderzoek in opdracht van de Vlaamse minister van Werk, Onderwijs en Vorming" - OBPWO 03.03 brochure, Nederlands, 2007, 37 blz., gratis (Foreign students in higher education Factors that decide their choice of course and the success rate amongst foreign first-year students Pedagogical Research at the request of the Flemish Minister for Work, Education and Training) - OBPWO brochure, Dutch, 37 pp, free of charge).

Under the new financing decree, students receiving education grants and students suffering from functional disabilities carry extra weight when the operational resources for universities and university colleges are fixed.

10.8. Statistics

Here we consecutively deal with special education (cf. 10.8.1.), integrated education (cf. 10.8.2.), the equal educational opportunities policy (cf. 10.8.3.), pupils of foreign nationality (cf. 10.8.4.), Dutch-speaking education within the Brussels-Capital Region (cf. 10.8.5.).

10.8.1. Number of pupils following special education

Number of pupils during 2008-2009	Elementary Secondary education education	
	Elementary education	Secondary education
Mainstream education	625 364	436 146
Special education	29 520	18 548
Integrated education	5 870	3 720

Number of special-education pupils according to type

Education type	Type 1	Type 2	Type 3	Type 4	Type 6	Type 7	Type 8	Total
Nature of disability	Mild mental	Moderate mental	Personality	Physical	Visual	Aural	Speech/ Language/Learning	
Nursery education		1 106	193	296	41	341		1 977
Primary education	9 920	3 692	2 216	1 143	121	929	9 522	27 543
Secondary educ.								18 548
Education-form 1		2 404	28	754	165	226		3 577
Education-form 2		2 464	100	1 005	19	65		2 899
Education-form 3	9 329		1 520	116	26	339		11 330
Education-form 4			327	200	21	194		742

Source: Statistical yearbook of Flemish education 2008-2009

Education-type 5 (on 1 February 2009)

127 pupils in special nursery education

216 pupils in special primary education (GO! 48, private-law educ. 97, municipal 71); the average yearly attendance was 44.22 within GO!, 92.15 within private-law education, 60.89 within municipal education

298 pupils in special secondary education (GO! 178, private-law educ. 33, municipal 87); the average yearly attendance was 151.71 within GO!, 32.14 within private-law education, 74.44 within municipal education

Source: Statistical yearbook of Flemish education 2008-2009

Evolution of the school population in special education

In comparison to 1995-1996

School year	Special primary education		Special secondary education	
	Absolute	Percentage	Absolute	Percentage

1992-1993	20 462	90.83	14 222	92.61
1993-1994	21 054	93.46	14 558	94.80
1994-1995	21 752	96.56	14 961	97.42
1995-1996	22 528	100.00	15 357	100.00
1996-1997	23 121	102.63	15 548	101.24
1997-1998	24 072	106.85	15 647	101.89
1998-1999	24 935	110.68	15 659	101.97
1999-2000	25 727	114.20	15 774	102.72
2000-2001	26 212	116.35	15 763	102.64
2001-2002	26 794	118.94	16 084	104.73
2002-2003	26 901	119.41	16 402	106.80
2003-2004	26 952	119.64	16 792	109.34
2004-2005	26 768	118.82	17 393	113.26
2005-2006	26 753	118.75	17 801	115.91
2006-2007	26 794	118.94	18 189	118.44
2007-2008	27 140	120.47	18 263	118.92
2008-2009	27 543	122.26	18 548	120.78

Source: Statistical yearbook of Flemish education 2008-2009

10.8.2. Integrated education

Evolution of the number of GON pupils

School year	with support from special elementary education	with support from special secondary education
1993-1994	647	286
1994-1995	744	313
1995-1996	804	304
1996-1997	790	263
1997-1998	891	311
1998-1999	1 031	344
1999-2000	1 120	435
2000-2001	1 289	466
2001-2002	1 516	491
2002-2003	1 874	598
2003-2004	2 404	772
2004-2005	3 362	1 088

2005-2006	4 331	1 540
2006-2007	5 439	1 920
2007-2008	6 417	2 342
2008-2009	7 134	2 675

Source: Statistical yearbook of Flemish education 2008-2009

Number of pupils following integrated education per pupil's level of education, during 2007-2008

Nursery education			Primary education		
Education type	Number of pupils	Nature of disability	Education type	Number of pupils	Nature of disability
type 4	640	203 severe physical 436 moderate physical 1 moderate or severe mental	type 3	17	17 normal ability
type 6	101	70 severe visual 31 moderate visual	type 4	1 365	581 severe physical 784 moderate physical
type 7	614	28 severe aural 586 moderate aural	type 6	203	153 severe visual 50 moderate visual
Total	1 355		type 7	2 761	443 severe aural 2,318 moderate aural
			type 8	179	==
			Total	4 525	

Secondary education			Higher education		
Education type	Number of pupils	Nature of disability	Education type	Number of pupils	Nature of disability
type 3	158	1,456 normal ability 2 children with a mild mental disability	type 4	27	23 severe physical 4 moderate physical
type 4	758	439 severe physical 319 moderate physical	type 6	32	28 severe visual 4 moderate visual
type 6	182	160 severe visual 22 moderate visual	type 7	150	58 severe aural 92 moderate aural
type 7	2 622	637 severe aural 1,985 moderate aural	Total	209	
Total	3 720				

10.8.3. Equal educational opportunities policy (GOK)

LT or ULK	2002-2003	2005-2006	2007-2008	2008-2009	% evolution 02-08
elementary education	37,321	40,332	44,155	48,957	31.18%
1st stage SO	5,231	6,565	6,565	8,850	69.18%
2nd and 3rd stages SO	2,378	2,685	3,895	7,915	232.84%
total SO	7,609	9,250	10,460	16,765	120.33%
Total	44,930	49,582	54,615	65,722	46.28%

number of FTEs	2002-2003	2005-2006	2007-2008	2008-2009	% evolution 02-08
elementary education	1,555	1,681	1,840	2,040	31.19%
1st stage SO	232	291	291	393	69.40%
2nd and 3rd stages SO	105	119	173	351	234.29%
total SO	337	410	464	744	120.77%
Total	1,892	2,091	2,304	2,784	47.15%

budgetary evolution	2002-2003	2005-2006	2007-2008	2008-2009	% evolution 02-09
elementary education	52,000,000	54,782,000	64,760,102	72,273,943	38.99%
1st stage SO	7,800,000	11,700,000	11,700,000	15,200,000	94.87%
2nd and 3rd stages SO	4,200,000	4,700,000	6,700,000	13,600,000	223.81%
total SO	12,000,000	16,400,000	18,400,000	28,800,000	140.00%
Total	64,000,000	71,182,000	83,160,102	101,073,943	57.93%

number of schools	2002-2003	2005-2006	2007-2008	2008-2009	evolution in 02-08 numbers
elementary education	1,923	1,881	1,870	2,032	109
1st stage SO	378	400	400	549	171
2nd and 3rd stages SO	120	108	108	392	272

Total number of schools	
elementary education	2,147
1st stage of secondary education	703
2nd and 3rd stages of secondary education	701

% of GOK schools 2008	
elementary education	94.64%
1st stage of secondary education	78.09%
2nd and 3rd stages of secondary education	55.92%

10.8.4. Number of foreign-national pupils/students, per level of education

	Nursery education		Primary education				Secondary education				DBSO	DKO		
	Mainstream education		BuO		Mainstream education		BuO		Mainstream education				BuO	
	B	G	B	G	B	G	B	G	B	G			B	G
EUROPE														
<i>EU countries</i>														
Bulgaria	63	57	-	-	99	93	4	8	115	129	7	3	23	16
Germany	110	100	1	-	127	116	10	4	106	119	9	5	5	107
France	159	161	1	-	216	206	22	13	154	131	12	16	20	85
Italy	81	59	-	-	143	177	13	18	211	231	20	12	18	71
the Netherlands	2,235	2,078	19	9	3,143	3,137	280	142	4,140	2,939	357	104	95	3,562
Poland	247	237	3	1	390	414	15	6	243	245	12	3	8	32
Portugal	82	101	2	-	147	149	16	7	113	131	10	8	16	21
Spain	85	73	-	-	132	89	4	12	124	132	8	2	6	46
U.K.	76	68	-	1	111	143	4	1	79	100	2	2	4	71
Other countries	219	246	3	2	350	325	56	40	254	255	33	32	72	102
Total	3,357	3,180	29	13	4,858	4,849	424	251	5,539	4,412	470	187	267	4,113
<i>Non-EU countries</i>														
Albania	66	79	1	1	144	148	14	6	128	96	10	5	8	41
Bosnia-Herzegovina	42	42	-	-	99	115	7	10	70	47	8	7	10	4
The Ukraine	40	32	1	-	73	88	2	2	105	103	2	-	1	44
Russia	349	317	4	2	520	533	22	12	524	502	19	7	23	183
Serbia	266	238	1	1	431	433	57	65	270	240	75	72	89	3

Other countries	111	104	1	-	229	176	28	27	197	174	23	24	53	27
Total	874	812	8	4	1,496	1,493	130	122	1,294	1,162	137	115	184	302
Total Europe	4,231	3,992	37	17	6,354	6,342	554	373	6,833	5,574	607	302	451	4,415
AFRICA														
Congo-Kinshasa	94	116	1	-	126	127	17	8	83	120	11	6	11	2
Morocco	684	648	5	6	1,681	1,702	150	83	922	1,035	103	88	149	21
Ghana	64	48	-	2	61	51	7	5	121	150	11	14	29	4
Other countries	405	401	8	3	556	602	61	41	478	504	54	31	69	48
Total Africa	1,247	1,213	14	11	2,424	2,482	235	137	1,604	1,809	179	139	258	75
AMERICA														
	136	145	2	-	296	355	23	23	280	289	18	10	21	97
ASIA														
Afghanistan	83	62	-	-	158	150	16	14	199	111	10	7	21	10
Armenia	88	75	2	-	196	156	8	4	207	224	7	5	30	45
Iran	66	56	-	1	148	115	3	6	159	133	7	2	10	52
Kazakhstan	37	35	-	1	76	77	4	-	116	105	4	3	-	32
Pakistan	62	63	-	-	110	84	5	4	85	70	8	7	9	-
Thailand	18	25	-	-	102	108	3	3	65	96	5	1	3	12
Turkey	383	345	5	2	1,169	1,166	131	78	545	566	77	60	96	23
Other countries	419	443	9	-	712	634	37	25	665	581	35	16	48	185
Total Asia	1,156	1,104	16	4	2,671	2,490	207	134	2,041	1,886	153	101	217	359
OCEANIA	5	3	-	-	1	7	-	-	7	8	-	-	-	2
Refugees	155	145	1	2	282	291	38	36	177	138	33	23	53	25

Source: Statistical Yearbook 2007-2008

10.8.5. School population within Dutch-speaking mainstream education, Brussels-Capital Region

Level of education	School year	Total	Evolution In comparison to 1994-1995	% western cultural background	% homogeneous Dutch-speaking	% mixed-language	% homogeneous French-speaking	% homogeneous foreign
Nursery education	1994-1995	8 471	100	70.4	23.6	28.7	29.1	18.6
	2006-2007	11 121	131.3	49.3	10.0	19.6	29.1	41.2
	2007-2008	11 173	131.9	48.7	9.5	24.9	32.1	33.4
	2008-2009	11 430	134.9	47.3	9.7	25.3	32.1	32.9
Primary	1994-1995	9 409	100	80.9	35.4	30.4	21.7	12.5

education	2006-2007	13 301	141.4	54.4	13.9	21.0	27.9	37.1
	2007-2008	13 488	143.4	54.2	13.7	25.0	30.3	31.1
	2008-2009	13 680	145.4	53.4	11.8	25.1	32.6	30.5
Secondary education	1994-1995	12 397	100	94.7	74.4	16.1	6.2	3.4
	2006-2007	12 457	100.5	71.4	33.7	27.9	17.8	20.6
	2007-2008	12 402	100.0	65.9	33.7	24.4	21.0	20.9
	2008-2009	12 357	99.7	66.8	31.4	25.3	21.3	21.9

Source: Flemish Community Commission

<http://www.vgc.be/Onderwijs/Onderwijsbeleid+van+de+VGC/Over+het+Brussels+Nederlandstalig+onderwijs/cijfers.htm>

Number of pupils attending schools of the Flemish Community Commission (as organising body)

Nursery education	49
Primary education	91
Secondary education	429
Total	569

10.8.6. OKAN, Reception education for foreign mother tongue newcomers

Evolution of foreign mother tongue newcomers in elementary education

School year	Number of schools	Number of foreign mother tongue newcomers
1997-1998	32	406
1998-1999	105	880
1999-2000	222	1957
2000-2001	351	2930
2001-2002	244	2535
2002-2003	169	1775
2003-2004	161	1743
2004-2005	147	1552
2005-2006	146	1559
2006-2007	164	1307
2007-2008	180	1516
2008-2009	225	1998
2009-2010	284	2302

Situation on 26/3/2010

Source: Staff services Education and Training

11. The European and international dimension in education

Following the historical overview (cf. 11.1.), ongoing debates and future developments (cf. 11.2.), National Policy Guidelines / Specific Legislative Framework (cf. 11.3.), we shall discuss:

- 11.4. National programmes and initiatives
- 11.5. The European and international dimension through the national curriculum
- 11.6. Mobility and exchange of pupils and students, of teachers and lecturers

11.1. Historical overview

Belgium was actively involved in the reconstruction of Europe after the 2nd World War, more specifically through: the signing of a Customs Convention between Belgium, the Netherlands and Luxembourg (1947), the establishment of NATO (1949), the Council of Europe (1949), the European Coal and Steel Community ECSC (1951), the Western European Union WEU (1954), the EEC and Euratom (1957), the BENELUX (1958), the European Free Trade Association EFTA (1960), the Merger Treaty (1965), the European Monetary System EMS (1979), the Single European Act (1987), Schengen (1990), the European Union (1992), the European Monetary Institute (1994), the European Central Bank (1998), the euro area (1998). Belgium also entered into cultural agreements with various countries to encourage mobility and mutual exchanges. In 2010, former Belgian Prime Minister Herman Van Rompuy became the first President of the European Council.

Cf.: http://www.belgium.be/nl/over_belgie/belgie_internationaal/belgie_in_europa/historisch_overzicht/

In 1993, Flanders was given the powers to conclude its own international treaties on all the various areas under Flanders' remit. These treaties allowed for the development of working programmes which extend beyond the fields of education and culture, open the doors to various forms of financing and facilitate thematic cooperation (cf. 11.4.).

During the 60-80s, the European education policy was essentially marked by intergovernmental cooperations. The end of the 80s saw the arrival of European programmes (Erasmus, Leonardo da Vinci, et al.) in which Flanders actively participated right from the start. Since 2000, European cooperation on education and training has intensified even further through the Bologna Process (1999), the European Objectives Process (2001) and the Copenhagen Process (2002) (cf. 11.2.2.).

In its multilateral collaborations (UNESCO, Council of Europe and OECD), Flanders chiefly seeks out particular projects which dovetail with the Flemish education policy or projects in which Flanders can make a structural contribution (cf. 11.4.2.).

Cf.: Flemish Department of Foreign Affairs & <http://onderwijs.vlaanderen.be/internationaal/>

11.2. Ongoing Debates and Future Developments

First we shall discuss the current European influences on the Flemish education system and then the various European forms of cooperation.

11.2.1. Current European influences on the Flemish education system

Ever since 1998, Flemish schools have been participating in EU pilot projects on **quality assurance and self-evaluation at primary and secondary-education level** and from 2003 similar EU initiatives were undertaken in relation to adult education.

The Dutch-Flemish cooperation on **inspections** took a more concrete shape through the intensive exchange of output data obtained from full school inspections.

The reform of Flemish higher education during the 90s was a.o. aimed at increasing participation of the institutions for higher education in international programmes. In that light, all institutes for higher education set up their own service to support the development of international contacts and relations from an administrative point of view.

The Decree of 4 April 2003 introduced the new international Bachelor/Master/Doctor structure in accordance with the Bologna Process. Self-certification within the framework of the Bologna Process was completed on 2 February 2009, with a conclusion from independent international experts who confirmed that the Flanders' higher-education qualification framework is compatible with the overall framework of the European Higher Education Area. This official confirmation has been published on the NVAO website <http://www.nvao.net/nqf-fl> and on the websites of the ENIC and NARIC Networks: <http://www.enic-naric.net/index.aspx?s=n&r=ena&d=qf>.

The boards of the institutions for higher education may decide to, up to a certain level, offer some programme components in a language other than Dutch, provided they can explicitly justify their decision in terms of the added value it would bring to students and the functionality of the programme taught and on condition that the lecturer (docent) assigned to this particular programme component is suitably proficient in the other language. The higher-education institutions can also allow their students to follow programme components taught in a different language at a higher-education institution abroad. Flemish students following teacher training have the option of teaching or doing their teaching practice in schools abroad which a.o. benefits their CLIL-skills (Content and Language Integrated Learning). Boards may offer fully non-Dutch programmes for foreign students specifically or offer Master programmes taught in another language when they feature within the framework of European and international programmes and on condition that the institution in question offers an equivalent programme in Dutch. In the case of Bachelor's programmes, no more than 10% of the entire training programme may be taught in a language other than Dutch.

This very decree once again imposes the renewed **diplomasupplement (diploma supplement)** which was introduced for all Flemish university degrees in 1991 and for all Flemish university-college degrees in 1994. The international diploma supplement, jointly developed by the European Commission, the Council of Europe and UNESCO, was modelled on the Flemish diploma supplement (cf. 6.15.). The mention that the self-certification process within the framework of the Bologna Process has been concluded, with the necessary links on the diploma supplement itself, is the final stage in the "Criteria & Procedures for Verification of Framework Compatibility" of the Bologna Process. As of academic year 2010-2011, Flemish diploma supplements will state that the compatibility of the Flemish higher-education system with that of the overall framework of the European Higher Education Area has been completed and that independent international experts have concluded that Flanders' higher-education qualification framework is compatible with the overall framework of the European Higher Education Area. Diploma supplements shall also refer to the

website <http://www.nvao.net/nqf-fl> where the official confirmation from the Dutch-Flemish Accreditation Organisation (NVAO) has been published.

The introduction of a **Flemish credit system**, fully based on the European ECTS-system (European Credit Transfer System), during the 90s furthers the mutual exchange of students studying at institutions for higher education in both Flanders and abroad. Thanks to the Decree of 30 April 2004 concerning the flexibilisation of higher education in Flanders, students may either opt for a credit, a degree or an exam contract (cf. 6.7.). This choice is laid down in a study contract between the student and the institution. Once all proofs of credit for all the relevant programme components have been obtained or when the board of examiners deems that the overall programme objectives have been duly achieved, the student receives his degree.

The Flemish higher-education institutions very actively and successfully organise 'Joint Degrees' and Master's programmes within the framework of the **Erasmus Mundus** programme.

In conformity with the European Commission's translation tool, the "European Qualifications Framework for Lifelong Learning (EQF for LLL)", all Flemish qualification certificates and the levels of the **Flemish qualification structure** (which were established by decree on 30 April 2009) will be linked to the various levels of the European Qualifications Framework. To this end, procedures will be drawn up based on the criteria set by the European Commission. (Cf. 2.3.5. for information on the Flemish qualification structure and 7.14.7.) for information on the EQF, European Qualifications Framework).

More information can be found on the following websites:

- http://www.evcvlaanderen.be/evc_beleid/kwalificatiestructuur.html
- <http://www.ond.vlaanderen.be/publicaties/?get=&nr=391>

Since 1 September 2009, a standard to evaluate the different **levels of linguistic proficiency** has been in place, based on the standard of the Common European Framework of Reference for Languages (CEFR), which prospective teachers must meet before they can be appointed (cf. 8.2.5.1.).

The Minister for Education wishes to use the scheduled reform of secondary education to develop a vocational-education segment which begins in secondary education, and leads, via the intermediate stage of **hoger beroepsonderwijs** to professional Bachelor's degrees. It should offer flexible learning pathways, possibly organised on the basis of a credit system. For that reason, the European developments within the framework of the European Credit System for Vocational Education and Training (**ECVET**) are monitored.

11.2.2. European cooperation agreements

The Maastricht Treaty (1992) created a legal framework for a stimulating and facilitating European education policy, based on the principle of subsidiarity. Here we shall briefly discuss the European Objectives Process and the Bruges/Copenhagen Process. The Bologna Process and the 2009 Leuven Declaration are discussed under 6.1.3..

11.2.2.1. The European Objectives Process

At the 2000 European Lisbon Summit, the European government leaders formulated their strategic objective according to which, by 2010, the EU should become the most competitive and dynamic world economy, capable of sustainable economic growth, with more and better jobs and enhanced social cohesion. During the 2001 Stockholm Summit, they asked the ministers for education to draft a detailed working programme for the education and training systems. This culminated in a **Report from the Commission on the concrete future objectives of Education systems (COM (2001))**, which, following the 2002 European Barcelona Summit, led to the 10-year '**Education & training 2010**' programme. The main objectives are:

- improving the quality and effectiveness of the European education and training systems;
- ensuring its open access;
- opening up education and training towards the world at large.

Following on the policy priority 'een antwoord bieden op uitdagingen van de toekomst' ('offering a solution to the challenges of the future'), the Flemish Government and the representatives of the Flemish midfield signed the so-called **Pact of Vilvoorde** on 22 November 2001. This was updated in **2005**. It contains 21 concrete long-term objectives for the 21st century (to be realized by 2010). Three of these objectives relate specifically to education and can also be found in the European Objectives Report.

- By 2010 at least 12.5 percent of the Flemish population between the ages of 25 and 65 will avail of continuing education (lifelong learning).
- By 2010 the number of youngsters leaving education without the necessary initial qualifications will at least be reduced by half.
- Every youngster living in Flanders will be given the opportunity to acquire experience abroad, for instance within the framework of development cooperation, cultural training or education.

Flanders actively participates in the various expert work groups (a.o. on Active Citizenship and on Adult Competences). In addition, Flanders made it their business to make the Department and field of education aware of the report through various communication campaigns.

In line with the European Commission, it was decided during the spring European Council meeting of March 2005 that **growth and employment** would come at the top of the agenda for the next few years. Though, at the 2006 spring European Council meeting the **energy and climate policy** within the European strategy came very much to the fore. As Flanders had its own Reform Programme and progress report, the 2005-2008 Reform Programme centred on measures at macro and micro-economic level and on measures to boost employment. The **2008 Flemish Lisbon Report** painted a different picture.

Flanders' high levels of employment, which stood at 66%, came on the back of the high level of education among Flanders' population (87% of 22-year-olds hold at least a diploma of higher secondary education) and the extensive childcare facilities (34.5 childcare places per 100 children younger than 3 years of age), which meant that the 2010 Lisbon objectives had already been achieved at that time. However, economic-growth expectations were less optimistic and the employment rate amongst 55-year-olds and over and other target groups is very low. For the 3rd consecutive year, participation in continuing education dropped; it stood at 8 % in 2007 which is far below the 2010 objective of 12.5%. (The report can be found on: <http://www.vlaanderen-in-actie.be/nlapps/docs/default.asp?id=266>)

During the second semester of **2010**, it is Belgium's turn to hold the Presidency of the Council of the European Union. During this Presidency, the Flemish Community will be in charge of coordinating Education. The Lisbon Process will come to an end in 2010 and then the overall European Union strategy for the next decade will be specified.

11.2.2.2. The Copenhagen Process for vocational education and training

Under Belgium's Presidency, a common European policy on **vocational education and training** was set in motion at a meeting of the directors-general of vocational education in Bruges in 2001. In 2002, the European Barcelona Summit ruled that a process on the vocational education and training systems should be launched by analogy with the Bologna Process for higher education. This in turn led to the signing of the **Copenhagen Declaration in 2002** at a meeting of the European Ministers in charge of vocational education and training. Its strategic objectives are:

- reinforcing the European dimension with closer cooperation, enhanced mobility between Member States and partnerships leading to a more prominent international image with lifelong learning opportunities and guidance.
- increasing transparency and comparability between the various vocational education and training systems and course provision, a.o. via the development of databases cf. <http://www.wordwatjewil.be>, a European CV, the European language portfolio, Europass, the diplomasupplement (diploma supplement) and the certificaatsupplement (certificate supplement);
- an EQF, i.e. a European Qualification Framework with 8 qualification levels which will serve as a translation tool between the various national qualification frameworks (such as the Flemish qualification structure for instance) which focuses more on the results of the learning processes (output factors) than on course duration or type of diploma (input factors); cf. the EQF recommendation dd. 23 April 2008 which has been published on the following website: http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm;
- an ECVET (European Credit system for Vocational Education and Training), a European system which allows the learning results of vocational education and training (comparable to the ECTS in higher education) be carried forward; cf. the ECVET recommendation of 18 June 2009 which has been published on: http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm;
- recognition of acquired competences and qualifications which may also have been obtained through non-formal and informal learning;
- guarantees in terms of quality, with common criteria and principles a.o. via the development of a European qualifications framework for quality enhancement, the exchange of fine practical examples, training for trainers and in-service training for teachers...; cf. the recommendations regarding a European Quality Assurance Reference Framework in VET (EQARF) dd. 18 June 2009, which has been published on the following website: http://ec.europa.eu/education/lifelong-learning-policy/doc1134_en.htm;
- more flexible learning pathways and encouraging self-instigated online learning;
- special attention to the poorly-educated, dropouts, migrants, disabled people and the unemployed.

Collaboration with the Netherlands is and remains a priority (e.g. the NVAO) and also the Benelux Treaty will be made more dynamic.

11.3. National policy guidelines/specific legislative framework

For extensive information and documentation on Flanders' foreign policy we refer to the various websites of the Flemish Government. Here we only list those websites that have a direct bearing on education.

Flemish Department of Foreign Affairs	http://iv.vlaanderen.be/nlapps/default.asp
NADIA (1)	http://nadia-burger.vlaanderen.be/nadia
Regarding policy framework, white papers,	http://www.vlaandereninactie.be/nlapps/ http://iv.vlaanderen.be/nlapps/docs/default.asp?fid=2

Flemish coalition agreement (section foreign policy and international cooperation)	
Internationalisation within education	http://www.ond.vlaanderen.be/internationaal
Flanders and the European Union	http://iv.vlaanderen.be/nlapps/docs/default.asp?fid=33
Lisbon Strategy	http://www.vlaandereninactie.be/nlapps/docs/default.asp?fid=54
Flanders and the OECD	http://iv.vlaanderen.be/nlapps/docs/default.asp?fid=56
Flanders and the Council of Europe	http://iv.vlaanderen.be/nlapps/docs/default.asp?fid=60
Flanders and UNESCO	http://iv.vlaanderen.be/nlapps/docs/default.asp?id=91

(1) NADIA is the database of the Policy Division of the Flemish Department of Foreign Affairs which archives the Intergovernmental and International Treaties of the Flemish Government. Intergovernmental treaties are internal collaboration agreements the Flemish Government concluded with the Federal and/or the governments of the other Communities and/or Regions.

EPOS vzw (non-profit association) is in charge of the implementation of the European LLP (Lifelong learning Programme) programme while the Department for Education sees to policy implementation (cf. 11.4.2.4.).

11.4. National programmes and initiatives

Here we shall separately discuss:

- 11.4.1. Bilateral Programmes and Initiatives
- 11.4.2. Multilateral Programmes and Initiatives
- 11.4.3. Other programmes and initiatives, among which those set up within the framework of development cooperation

11.4.1. Bilateral programmes and initiatives

Bilateral collaborations are possible within the framework of cultural and cooperation agreements; some of these agreements are concluded by Belgium and fleshed out by the Regions while others are concluded by Flanders (as Flanders was given the powers to sign treaties in 1993). Flanders has concluded bilateral cooperation agreements with 27 countries since 1993 (<http://www.ond.vlaanderen.be/internationaal/CA/default.htm>). In the area of education, we will outline the various forms of collaboration with the Netherlands, Belgium's neighbouring countries, Russia and South Africa.

11.4.1.1. Cooperation with the Netherlands

This cooperation is based on various treaties and agreements.

The Dutch Language Union Treaty which established the Dutch Language Union

The Dutch Language Union was established in 1980, on foot of the Language Union Treaty signed by the Netherlands and the Flemish Community. This supranational body has paved the way for Flanders and the Netherlands to act as one single common linguistic community at international level, to further the development of Dutch, Dutch-speaking education, literature and encourage reading. The Taalunieversum website (<http://taalunieversum.org/>) features a.o. an electronic current awareness list containing summaries of articles on the teaching of Dutch published by Dutch and Flemish journals, a lexicon of Dutch, Surinam and Flemish education terminology and/or abbreviations.

GENT agreements

This particular Flemish-Dutch collaboration on education has been running since 1990. GENT stands for 'Gehele Europese Nederlandse Taalgebied (the Entire European Dutch language Region)'. The GENT-5 agreement ran from 2000 up to and including 2003 and was extended for another 4 years with the GENT-6 agreement. Currently, the GENT-7 agreement is under negotiation. Within the framework of the GENT agreement, participation training exchanges for teachers between Flemish and Dutch elementary schools are organised on an annual basis (cf. 11.6.2.).

The Cultural Treaty between Flanders and the Netherlands

This treaty on close cooperation in the areas of culture, education, science and well-being was signed in 1995. The Cultural Treaty Commission regularly advises the Dutch and the Flemish Governments and organises conferences and study days, cf. <http://www.cvn.be/cult/index.htm>

Open University

In 1984, the Dutch Open University (OU) saw the light of day. This university offers people the opportunity to follow a university-level programme at their own pace outside of the normal day-time programmes offered by the universities. To that effect, the Flemish Interuniversity Council (VLIR) signed a cooperation agreement with the Dutch OU. Open Higher Education study centres can be found in Antwerp, Brussels, Diepenbeek, Ghent, Kortrijk and Leuven. <http://www.ou.nl/>

External reviews within education

As far back as 1992, the Organisation of Cooperating Dutch Universities (VSNU) and the **Flemish Interuniversity Council (VLIR)** concluded a cooperation agreement on external reviews within education. External-assessment panels composed of Dutch and Flemish members check the quality of the programmes taught. In light of the introduction of accreditation within Flemish higher education, the Flemish Interuniversity Council (VLIR) and the **Flemish Council of University Colleges (VLHORA)** have jointly worked out a thoroughly reformed external-review protocol (cf. 9.4.2.3.).

The Accreditation Treaty

On 3 September 2003 Flanders and the Netherlands signed a cooperation treaty on the accreditation of higher-education programmes within the framework of the introduction of the Bachelor's-Master's structure in the wake of the Bologna agreements. Under this treaty the joint **Dutch-Flemish Accreditation Organisation (NVAO)** was founded. Together with the Act on the Reform of Higher Education of 4 April 2003, this treaty formed the decretal basis for the introduction of accreditation in Flanders (cf. 9.4.2.4.). <http://nvaio.net>

The Treaty on the transnational University Limburg (tUL)

In 1991, the Maastricht University and the University Centre Limburg in Diepenbeek decided to set up a joint course of study 'knowledge technology'. The tUL treaty was signed in 2001. The following programmes are gradually being moved to this tUL: 'knowledge technology', 'biomedical sciences', 'information and communication technology' and 'sciences of education'. <http://www.tul.edu/>

Cooperation between universities and university colleges

Dutch and Flemish universities and university colleges also cooperate in numerous ways. The Flemish Community's IWETO-database (Science and Innovation Administration Research Database System – Inventaris Wetenschappelijk en Technologisch Onderzoek Databank) contains over 1,000 scientific joint ventures between Flemish universities (not university colleges or scientific institutions) and Dutch institutions. At times this cooperation extends even further. For instance, the universities of Aachen, Liège, Maastricht and Diepenbeek (the Meuse-Rhine Euregion) work together under the common denominator ALMA while cooperation between university colleges is known under the name HORA EST. Furthermore, every year a number of Dutch-Flemish meeting days are held on higher education.

11.4.1.2. Cooperation with neighbouring countries

The GROS programme for Flemish and Dutch secondary schools

Since 1995 **the GROS programme** (Cross-border cooperation) has given Flemish and Dutch **secondary schools** the opportunity to organise class exchanges. From school year 2004-2005 this programme was also opened up to Belgium's immediate neighbours, i.e. Luxembourg, Germany, France and the United Kingdom (cf. 11.6.1.2.).

Neighbouring-Countries programme for elementary education

This particular programme was set up to offer Flemish (mainstream and special) elementary schools the opportunity to cooperate on joint educational projects with one or several elementary schools located in one of Belgium's neighbouring countries, i.e. the Netherlands, Luxembourg, Germany, France and the United Kingdom. *Neighbouring countries* comprises two components.

- The school boards and/or one or several members of the teaching staff, policy and support staff or paramedical staff go to a Dutch, Luxembourg, British, French or German elementary school for a minimum of one full day. During their visit they become acquainted with the education system, exchange information about a certain pedagogical or organisational issue, etcetera. During these visits they can also shadow one or several colleagues going about their daily activities. They can also receive subsidies for in-service training courses hosted in neighbouring countries.
- Under this programme, pupils can also become acquainted with their foreign peers, within a class setting (cf. 11.6.1.1.).

Formaprim, French for elementary-school teachers, boards and pedagogical counsellors

This in-service training programme is organised by the Department for Education and Training in cooperation with the cultural department of the French embassy, the inspectorate, the educational umbrella organisations and the Belgian Association Teachers of French (<http://www.formaprim.org/>). It comprises:

- **Summer courses – a two-week in-service training course** in Vichy, for elementary-school teachers and teachers teaching French in the 1st stage of secondary education, aimed at methodological training and using French in various contexts.
- **Refresher courses in France and Flanders geared towards the in-service training team.** The in-service trainers are recruited from amongst former summer-course participants, possibly supplemented by one or several representatives from the teacher-education colleges. The initial course is organised at a specialist institute in France while the auxiliary refresher courses are hosted in Flanders.
- **In-service training courses in Flanders and the Brussels-Capital Region.** Every year, teachers can also follow 3 courses of 3 hours each, which are hosted on Wednesday afternoons, and are available in every province and in the Brussels-Capital Region.

Formacom, for staff teaching French in secondary education and in volwassenonderwijs

- The Formacom-III project runs from 2008-2010
- First, teachers attend a training seminar in France. Subsequently, follow-up days are organised in Flanders and the in-service trainers organise workshops for their French-teaching colleagues.
- The programme is organised by the Department for Education and Training in cooperation with the French Embassy, the Flemish universities and the Flemish educational umbrella organisations, within the framework of the Flanders-France cultural agreement.
- Formacom is funded by the Department for Education and Training, the French Government and Comenius in-service training grants. The participants' schools (school communities) pay a nominal fee to fund the follow-up days in Flanders.
- <http://www.form-a-com.org>

In-service training courses German

Thanks to a **collaboration with the German authorities**, German teachers can in principle avail of annual exchange and in-service training activities: an in-service training course for Flemish teachers teaching German, hosted in Germany, and an in-service training course for German teachers teaching French, hosted in Flanders.

In-service training courses English

Teachers teaching English can avail of annual in-service courses in Great Britain. Under this programme, course participants stay with a British host family.

11.4.1.3. Cooperation with Russia

Since 1991, various cooperation agreements and protocols have been concluded between the Flemish and Russian Ministers for Education and, in implementation of these, tens of projects were set up. The areas in which Flanders and Russia cooperate are e.g. education for children with special needs, pupil guidance and vocational education. A new agreement was signed in 2005. In implementation of this new agreement 4 projects ran until the end of 2007, i.e. 2 on pupil guidance and 2 on children and youngsters with special needs. At the end of 2008, all four projects were extended for a further 2 years.

11.4.1.4. Cooperation with South Africa

In 1996, a cooperation agreement between Flanders and **South Africa** was concluded. This agreement was renewed and extended in 2000 and three provinces, i.e. Free State, KwaZulu-Natal and Limpopo were designated as geographical priority areas. In recent times, the following programmes were funded:

- In December 2007 the project 'Support for Free State Foundation Phase Learners with barriers to Language Learning' saw the light of day. This project centres on **teaching languages to children suffering from learning difficulties**. It offers a specialist support programme for the 25 school clusters that were selected in a previous project on language and education (the Language of Learning and Teaching project). This project is run by the NGO 'Culture of Learning Association'.
- In 2007, subsidies were allocated to the project 'Early Childhood Development in the Free State, project two' in Free State. The objective of this particular project is to improve **basisonderwijs** and the health services for young pupils.
- In 2008, the project 'Educational Support to develop environmental management in primary schools in South Africa' saw the light of day. This 'Project Green Schools' hopes to further extend and deepen the system of **environmental protection at school**, which is currently running in 60 elementary schools located in the Gauteng, Limpopo and Free State provinces. It is a joint venture between the Free University of Brussels, the University of Johannesburg and two other South-African partners.
- In 2009, the Culture of Learning Association in South-Africa received a subvention to coordinate and run the 'A Free State Academic Literacy Support Programme to the Foundations for Learning Campaign' project. This project aims to provide high-quality education within a **multilingual context**, where the teaching language often differs according to the pupils' and teachers' mother tongue.

11.4.2. Multilateral programmes and initiatives

Here we shall discuss cooperation within the framework of:

- the Council of Europe (cf. 11.4.2.1.)
- the OECD (cf. 11.4.2.2.)
- UNESCO (cf. 11.4.2.3.)
- the EU programmes (cf. 11.4.2.4.)

Funding programme for work-experience placements with multilateral organisations

On 29 September 2006, the Flemish Government ratified the 'Decision concerning the funding programme for work-experience placements for youngsters with international multilateral organisations'. Most international organisations offer students or graduates an opportunity to gain work experience within their organisation for a number of months. But as most of these work-experience placements are non-remunerative, the Flemish Government launched a multilateral work-experience funding programme. Thanks to this financial contribution, Flemish students or recent graduates should get the opportunity to gain international experience with multilateral organisations. The funds in question are earmarked for people under the age of 30, living in Flanders or in the Brussels-Capital Region, who were offered a work-experience placement with an international organisation and either hold a diploma of secondary education or a degree of higher education or who have registered for a full-time higher-education programme.

www.vlaanderen.be/internationalisering/stagefinanciering

11.4.2.1. Cooperation within the framework of the Council of Europe

The Council of Europe (<http://www.coe.int/>) was founded by 10 European countries, including Belgium, in 1949; in 2008 it numbers 47 Member States. The third summit of government leaders, held in Warsaw in 2005, formulated the following Council objectives:

- promoting common values on human rights, legal certainty and democracy;
- reinforcing the safety and security of European citizens, combating terrorism, organised crime and human trafficking;
- stimulating cooperation with other international and European organisations.

The education programme is fixed by the Steering Committee for Education (Comité Directeur de l'Éducation - CDED), which is composed of representatives of the Ministers for Education from the Member States. The programme 'Higher Education and Scientific Research' is overseen by the Committee for Higher Education and Scientific Research (CDESR); the Department of Education and Training partakes in the activities of both committees.

The education programme comprises:

- Education for Roma/Gypsy children in Europe (2002-2009)
- Holocaust education – education aimed at preventing crimes against humanity (°2001-)
- **Democratic citizenship and human rights** education (2010-2014) as a successor to the 'Learning and living democracy for all' programme (2006-2009)
- History education (°1949-)
- Intercultural education and socio-cultural diversity (°2002-)
- Higher education and research. Here, the priorities are:
 - contributing to the creation of a European Higher Education Area (Bologna Process);
 - recognising qualifications within the European region;
 - the reform of higher education in South Eastern Europe, the South Caucasus, the CIS countries
 - facilitating access to higher education (HO);
 - preserving the autonomy and heritage of European universities.
- The project "**Languages, diversity, citizenship**" wants to contribute to a diversified approach to language education within the context of democratic civic education in Europe. September 26 was proclaimed the 'European Day of Languages' (<http://www.ond.vlaanderen.be/edt>. & <http://www.edt-vl.be/>)
- The Council of Europe's Pestalozzi programme (°2005-) offers elementary and secondary-school teachers the opportunity to follow a 3 to 5-day workshop in a European Member State; as a rule, focusing on themes featuring on the Council's agenda, such as culture, languages and human rights. An overview of the various workshops can be found on <http://www.coe.int/training>. In addition, European seminars are organised and European 'train the trainer' modules are developed under this programme.

11.4.2.2. Cooperation within the framework of the OECD

Belgium is one of the 20 founding members of the OECD. Currently, 30 countries are affiliated to this organisation.

The OECD '**Directorate for education**' (EDU) set itself 6 strategic objectives it wanted to see realised by the end of 2008:

- promoting lifelong learning and improving the links to the socio-economic policy;
- evaluation and improvement of education results;
- promoting high-quality education;
- rethinking tertiary education within the global economy;
- enhancing social cohesion through education;
- developing future-oriented education.

The 2009-2010 strategic objectives are:

- increasing the effectiveness of education and learning;
- narrowing the competence gap and giving vocational education and training a more prominent role;
- the reform of the administration and the education administration;
- promoting mobility and inclusive education.

There are 4 spheres of activity:

- For pre-school and school-going children: Programme for International Student Assessment (PISA) – Flanders' participation is discussed under 9.5.3..
- Higher education and adult education: Programme on Institutional Management in Higher Education (IMHE)
- Education, the economy and society: Centre for Effective Learning Environments (CELE)
- Research and knowledge management: Centre for Educational Research and Innovation (CERI)

The specificity of the OECD educational activities lies in:

- analysing education and training in light of the developments in other policy areas and in society at large;
- its focus on equity and social cohesion;
- its focus on the benefits of education;
- the use of education indicators in terms of education policies.

The Department for Education and Training is currently taking part in various programmes:

- **PISA, Programme for International Student Assessment** (cf. 9.5.3.).
- **PIAAC, Programme for International Assessment of Adult Competencies** (cf. 9.5.3.).
- **TALIS, Teaching and Learning International Survey** (cf. 9.5.3.).
- **AHELO, Assessment of Higher Education Learning Outcomes**, a feasibility study within the IMHE, <http://www.oecd.org/edu/ahelo>

Flanders also regularly participates in theme-specific reviews, which are carried out with the help of independent external experts. These reviews begin with the drafting of a background report, followed by a visit from OECD experts who spend a number of days studying the theme in question before they compile their report on the specific policy pursued by Flanders.

- In 2009, Flanders took part in the 2nd round of the **Vocational Education and Training (VET)** OECD review. This review focuses specifically on the compatibility of vocational training programmes with labour market needs and the part employers and employees play in this regard.

For an overview of the OECD publications on education featuring Belgium, please consult:

<http://www.oecd.org> > country Belgium > topic education. Over the past number of years the following reports have been published:

- 2006
 - CERI - Schooling for Tomorrow: International Seminar "Demand, Autonomy and Accountability in Schooling" (Brussels, 15-16 May 2006)
 - Country Profiles: An Overview of Early Childhood Education and Care Systems in Participating Countries - Belgian Flemish Community
 - Thematic review of Tertiary Education - Country Background Report - Flemish Community of Belgium
 - Improving School Leadership - Country Background Report for Flanders
 - Teaching, Learning and Assessment for Adults: Improving Foundation Skills. Belgium Background Report
- 2007
 - Equity in Education Thematic Review Country Analytical Report - Flemish Community of Belgium
 - Improving School Leadership - Belgium: The Flemish approach to School Leadership for systemic improvement
 - Improving incentives in tertiary education in Belgium
- 2008
 - Improving School Leadership - Vol 1 Policy and Practice, Volume 2 Case Studies on System Leadership
 - Teaching, Learning and Assessment for Adults: Improving Foundation Skills. Case Study: Belgium (Flemish Community)
 - Recognition of non-formal and informal learning. Background report Belgium (Flanders) + Country note for Belgium (Flanders)
 - Improving school leadership – summary English vol 2
- 2009
 - Creating Effective Teaching and Learning Environments: First results from TALIS: briefing note Belgium

In the wake of the OECD review, the Departments for Education and Training, Work and Social Economy and Culture, Youth, Sports and Media organised a seminar on the recognition of acquired competences, EVC, in policy and practice; challenges for Flanders.

<http://www.ond.vlaanderen.be/obpwo/studiedagen/20080131/>

Every year the OECD publishes 'Education at a Glance' a comparative review of the OECD countries based on the OECD education indicators.

It goes without saying that the OECD does not only concentrate on education. The Flemish Community funds various OECD activities and is an active member of various committees and working groups via the Flemish Department of Foreign Affairs, <http://iv.vlaanderen.be/nlapps/docs/default.asp?fid=59>

11.4.2.3. Cooperation within the framework of UNESCO and UNICEF

During 1990, UNESCO set up the movement '**Education for All**' (EFA) in collaboration with the UNDP, UNFPA, UNICEF agencies and the World Bank. This movement focuses on childcare, [basisonderwijs](#), learning and life skills for youngsters and adults, adult literacy, gender equality within education and the quality of education. An annual 'Global Monitoring Report' examines the progress on these issues within the various countries.

In 2009, the UNESCO Institute for Lifelong Learning (UIL) organised **the 6th international conference on adult education (CONFINTEA VI)**. In preparation for this conference and in light of the scheduled 'Global Report on Adult Learning and Education' (GRALE), the Department for Education and Training charted the Flemish initiatives on this topic. See the National report on the Development and State of Art of Adult Learning and Education (ALE).

<http://www.unesco.org/en/confinteavi/> > national reports > Europe > Belgium – Flemish Community

The "**IBE, International Bureau of Education**", is a UNESCO institute which specialises in learning contents, educational methods and structures. Every 3 to 4 years, it organises an international conference on education where Ministers for Education and other stakeholders meet. The 48th conference, held in Geneva during November 2008, centred on the theme: 'Inclusive Education: the Way of the Future'. 2005 saw the establishment of a 'Community of Practice in Curriculum Development'. <http://www.ibe.unesco.org/>

Officials from the Department for Education and Training regularly attend the general UNESCO conference (which not only deals with education) and specific meetings (for instance, on higher education).

The foundations of the cooperation between Flanders and UNESCO are laid down in a **cooperation agreement** which was concluded on 6 March 1998. It is one of the rare UNESCO agreements with sub-statal bodies (an agreement was also concluded with the Basque Country) and is currently the only one with a Belgian federal state.

In 2004, the Flemish Government set up the **Flemish UNESCO Commission** which also seats representatives from the Ministry of Education and Training. <http://www.unesco-vlaanderen.be>

UNESCO also developed an **Associated Schools Project Network, ASPnet** to promote peace, tolerance and understanding and to teach students how to live in a multi-cultural society. The affiliated schools set up pilot projects in four areas of study: world concerns and the role of the United Nations in their resolution, human rights, democracy and tolerance, intercultural learning, the environment and sustainable development. 4 Flemish elementary schools and 19 Flemish secondary schools are affiliated to this network. Together with the UNESCO Platform, the Flemish UNESCO Commission revised the network's intrinsic affiliation criteria. In the spring of 2010 a first call was launched to secondary schools to submit their application to join this 'renewed' network.

Flanders also takes part in a number of triennial UNICEF projects on education (cf. 11.4.3.1.). The partnership agreement also stipulates that UNICEF Belgium must raise awareness and consciousness regarding the issues in Flanders.

11.4.2.4. EU programmes and initiatives

LLP, The Lifelong Learning Programme

The European Union has set a number of education and training programmes in motion with a view to promoting the European dimension and improving the quality of education through cooperation between the Member States.

2007 saw the start of the '**2007-2013 Lifelong Learning Programme, LLP**' with the following sub-programmes:

- **Comenius** (BaO, SO, teacher training and in-service training),
- **Erasmus** (European higher-education activities, mobility and exchanges - for study purposes and to offer students, lecturers and members of staff work experience),
- **Leonardo da Vinci** (vocational education and training),
- **Grundtvig** (formal and informal adult education),
- **the transversal programme** (policy cooperation and renewal, language education, ICT, the distribution and use of excellent project results); this programme also facilitates 'study visits',
- **Jean Monnet** (stimulating education, reflection and the debate on the European integration process at institutions for higher education across the world – Jean Monnet Action, European institutes, European associations).

(For figures on Flanders' participation, please refer to 11.7.).

With the LLP Europe wants to:

- support a European lifelong learning area;
- stimulate the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue;
- improve the quality of education and training;
- effect a more intensive participation in lifelong learning among all age groups, including among people with special needs and disadvantaged people;
- bring about an optimum integration of projects and partnerships within the curriculum.

The EACEA, Education, Audiovisual and Culture Executive Agency in Brussels orchestrates the centralised actions.

The national non-profit agency (vzw) **EPOS** (European Programme for Education, Training and Cooperation), a collaboration between the Department for Education and Training, VDAB and SYNTRA Flanders, is in charge of the LLP implementation in Flanders. Epos is the successor to the Flemish Leonardo da Vinci Agency and the Flemish Socrates Agency. Every "National Agency" (NA) is monitored by a "National Authority (NAU)" (in casu the Department for Education): this is the competent authority to which the European Commission has assigned wide intrinsic and financial powers over the programme. One of the tasks of the National Authority is to see to it that the working programme of the agency ties in with the Flemish education policy and to provide the necessary co-funding to ensure that the LLP programme is developed in a meaningful way.

Aside from implementing the LLP programme, EPOS also acts as the Flemish coordination agency for a number of other higher-education programmes.

- **Tempus** (aimed at EU Member States and partner states from the Western Balkan, North Africa, Eastern Europe, the Middle East and Central Asia); during 2008, Flanders participated in 9 Tempus projects.
- **Erasmus Mundus** (for the entire world); during the initial 2004-2008 period, 5 institutes for higher education were involved in 12 Erasmus Mundus Master Courses.
- **Erasmus Mundus External Cooperation window** (fosters the cooperation within higher education between the European Union and the rest of the world. It operates through partnerships and institutional collaborations between the institutes for higher education, via a mobility scheme for students following Bachelor's, Master's and (post) doctoral programmes and the mobility of

academic staff in the areas of education, training and research); during 2008, Flanders participated in 5 projects.

- **Cooperation with industrialised Countries** (aimed at the USA, Canada, Australia, New Zealand, Japan, Korea); during 2008 Flanders took part in 3 projects.
- **Alban & Alfa** (aimed at Latin America).
- **Erasmus Belgica** (a cooperation project between the Flemish, French-speaking and German-speaking Communities of Belgium to enhance mobility of higher-education students between the three Communities. Under this project, university or university-college students are given the opportunity to follow part of their programme at a university or university college in one of the other Communities). During 2006-2007, 85 Flemish students availed of this opportunity.
- The **National Europass Centre** also forms part of EPOS vzw (on Europass, cf. 11.6.).

EPOS vzw is also in charge of issuing the European Language Label for Innovative Language Education.

More information is available on <http://epos-vlaanderen.be/>

2008 also saw the establishment of **consultation platforms** on the "Lifelong Learning Programme": **The Flemish Comenius Committee, the Flemish Erasmus Committee, the Flemish Grundtvig Committee and the Flemish Leonardo da Vinci Committee**. These committees were set up to increase the involvement of the stakeholders in the LLP programme and to give them a say in how the programme should be implemented. Representatives from the Flemish Government, the world of education and the training providers all have a seat on the advisory committees.

EPOS Yearbook 2007-2008

Joint report on the evaluation of the Socrates II, Leonardo da Vinci and eLearning programmes

ESF, The European Social Fund

The European Social Fund (ESF) provides financial support to help the Member States pursue the European Employment Directives to further social integration and the inclusion of the unemployed and disadvantaged groups in the labour process. To that effect it also supports schooling measures. The European Social Fund Flanders is administered by the ESF Agency Flanders, non-profit association, <http://www.esf-agentschap.be>

11.4.3. Other programmes and initiatives

VLOR, the Flemish Education Council (cf. 2.7.2.1.) was instrumental in the foundation of **EUNEC** (European Network of Education Councils) in 1999 and also acts as its secretariat, <http://www.eunec.eu>.

The Agency for Quality Assurance in Education and Training (cf. 9.3.2.) acts as the secretariat for CIDREE, the Consortium of Institutions for Development and Research in Education in Europe, which was founded in 1990, <http://www.cidree.org/>

The Department also houses the secretariat of **SICI, the Standing International Conference of Inspectorates**, which was founded in 1995, <http://www.sici-inspectorates.org/ww/en/pub/sici/homepage.htm>.

Since 1986, the Flemish Community has also been affiliated to **ENSI, Environment and School Initiatives**, which promotes sustainable-development education, <http://www.ensi.org/>.

For information on Flanders' participation in international comparative studies, please refer to 9.5.3.

11.4.3.1. Contacts within the framework of development cooperation

Aside from the various bilateral and multilateral cooperation initiatives, the Flemish Ministry of Education and Training also instigates projects which come under the wider common denominator of "development cooperation".

In 2007, the then Minister for Education and Training Vandenbroucke and UNICEF Belgium signed a statement of intent regarding the implementation of educational projects in **Malawi, Mozambique and India**. This statement of intent specifies, for one, that three projects on 'Child-Friendly Schools' in the three aforementioned countries can bank on annual funding of 2 500 000 euro. Child-Friendly Schools, a model developed by UNICEF, promote a healthy and protective learning environment and aim to provide all children with high-quality [basisonderwijs](#) in their daily lives and in emergency situations alike. The projects were started in 2008 and will run until 2011.

Within the framework of the **reform of technical education in Mozambique**, the Flemish Government granted funds to the Sociedade Salesiana Moçambique in 2008 to assist with the construction of classrooms where students of the Higher Institute Don Bosco in Maputo can get hands-on practice in electrics and mechanics.

It also granted a subsidy to the faculty of medicine of the Ghent University in 2008 to coordinate and implement the project 'Quality Improvement in Medicine Studies at the Eduardo Mondlane University' in **Mozambique**. This project is aimed at **improving the quality of training of medical students** by introducing student-oriented and problem-resolution education.

The Ministry of Education and Training has also been funding a number of educational projects in **Cuba** over the past number of years. These projects focus on optimising the Cuban '**inclusive education**' model, in an urban context (Havana, 2005-2007) in a first stage, and in a rural area (Pinar del Río, 2007-2009) during the second stage. These projects are coordinated and implemented by 'Handicap International Belgium'.

In conclusion, the ministry is also running a project in **Ghana** to boost the institutional capacity of **elementary schools** to enable these schools to provide high-quality education. The subvention allocated to the Ghana project also covers the **refurbishment** of a number of **school buildings**. This particular project will come to an end in 2010.

11.5. European/ International Dimension through the National Curriculum

The [eindtermen](#) and [ontwikkelingsdoelen](#) also focus on human rights, Holocaust education, world issues, the workings of international organisations, the countries of the European Union, the unfair distribution of wealth and the diversity in ways of life and cultural diversity. One of the cross-curricular themes in secondary education is 'civic education'. But also the subjects [levensbeschouwelijke vorming](#), 'world studies', 'community studies', 'history' and 'geography' deal specifically with the European and international dimension and civic education. In 2005, Flanders took part in the European Year of Citizenship through Education (see also Council of Europe 11.4.2.1.).

On matters of **European training and internationalisation** in schools, the Department for Education and Training works in conjunction with:

- The Ryckvelde Foundation, <http://www.ryckvelde.be/>
- Land commandership Alden-Biesen, <http://www.alden-biesen.be>

Both a.o. provide information on organising cross-border projects.

e-Twinning helps schools to integrate ICT and the European dimension into every-day school life and gives youngsters and teachers from various European countries the opportunity to become acquainted and collaborate with one another. Quite a number of Flemish schools are running e-twinning projects.

<http://www.etwinning.net/nl/pub/index.htm>

11.6. Mobility and exchange

In this section we shall take a closer look at at the recognition and validation of foreign diplomas and qualifications, at Europass and at Flamenco. Subsequently, we shall discuss the mobility and exchange programmes for pupils and students (cf. 11.6.1.) and teachers (cf. 11.6.2.).

We also refer to the in-service training programmes with neighbouring countries (11.4.1.2.) and the EU exchange programmes (11.4.2.4.).

Recognition and validation of foreign diplomas

The procedures prevailing for the various levels of education are governed by various decisions. These can be found on the Department's website (<http://www.ond.vlaanderen.be/edulex>). The procedures are largely the same across the various levels of education and always involve four steps: submitting an application, an administrative investigation into the completeness of the file, advice from experts and the decision whether or not equivalence recognition is granted.

Compiling an application file basically comes down to complying with three aspects: providing information on the course of study/programme followed, presenting proofs of study and providing a sworn translation of any documents not drawn up in Dutch, French, German or English. Each procedure provides solutions and/or alternatives for applicants who cannot present any proofs of study.

NARIC Flanders, the Flemish division of the NARIC and ENIC Networks, is in charge of recognising higher-education degrees.

NARIC Flanders is the National Academic (& Professional) Recognition and Information Centre of Flanders within the framework of the European Commission and is also the European National Information Centre (ENIC) within the framework of the Council of Europe and UNESCO. It is in charge of the academic recognition of foreign higher-education degrees and the recognition of the regulated profession of teacher, on foot of European Directive 2005/36/EC. More information can be found on the following website:

<http://www.ond.vlaanderen.be/NARIC>

Both networks cooperate very closely and meet on an annual basis to discuss the recognition perils and solutions. The international Diploma Supplement model is one such example of this intensive cooperation.

The Decree of 4 April 2003 confirms that the recognition of foreign higher-education degrees in Flanders follows the principles of the "Lisbon Recognition Convention" of 1997 laid down by the Council of Europe and UNESCO. As a result of the consent to ratification by the Flemish Community in 2006, by the French-

speaking Community in 2007, by the Federal Government in 2008 and the consent of the German-speaking Community in 2009, Belgium proceeded with ratification in July 2009. It came into effect on 1 September 2009.

(For information on the recognition of acquired competences, EVC, and, the recognition of prior qualifications, EVK, please refer to 6.14.).

Europass

Europass is a folder in which 5 documents can be compiled to facilitate job applications or new studies abroad: a CV, to be filled out by the candidate and a language passport, a diplomasupplement (diploma supplement) (for people having completed higher education) or a certificaatsupplement (certificate supplement) (for people having completed vocational training) and a mobility overview as proof of European learning experiences. <http://www.europass-vlaanderen.be>

The Agency for internationalisation within higher education, FLAMENCO

Flanders has had its own agency for Internationalisation within higher education since 28 October 2008. "Flanders Agency for Mobility and Cooperation in Higher Education" (Flamenco). Dovetailing with the activities of the institutions, the associations and the VLIR and VLHORA umbrella organisations, Flamenco wants to make a contribution to the internationalisation of Flemish higher education in order to enhance its position at international level. Flamenco was set up by all the Flemish associations in conjunction with VLIR, VLHORA, the National Union of Students in Flanders - VVS, and the Fund for Scientific Research - FWO.

The agency also has its own website <http://www.studyinlanders.be> which contains information on study opportunities in Flanders and an overview of foreign-language courses.

<http://www.flamenco-vzw.be>

11.6.1. Mobility and Exchange of Pupils/Students

We shall discuss the programmes for (BaO), elementary education, secondary education and higher education individually.

For information on EU exchange programmes, please refer to 11.4.2.4..

11.6.1.1. Programmes for elementary education

Exchanges with neighbouring countries

- The *Neighbouring countries* programme wants to stimulate common educational projects with one or several elementary schools located in one of Belgium's immediate neighbouring countries, i.e., the Netherlands, Luxembourg, Germany, France and the United Kingdom.
- Class exchanges (in principle at least one entire class) must ensue from a common educational project between schools which is embedded in the pupils' normal curriculum.
- Visiting a partner school involves a minimum stay of 2 days and 1 night at the place of destination, excluding travel time. Accommodation is ideally provided by a host family.
- These class exchanges may not take place during the school holidays and are in principle based on reciprocity.
- The number of projects which qualify for funding depends on the overall budget available.

Exchanges between Dutch, French and German-speaking elementary and secondary schools

- These exchanges are designed for pupils attending mainstream and special elementary and secondary education.
- They must be held between classes from at least 2 out of the 3 Belgian Communities.
- Classes jointly work on one common theme. Pupils visit each other for at least one full day in each other's Community. During this encounter pupils work on a common end product. As far as possible, project work is done on the basis of the final objectives.
- The aim of these exchanges is to broaden pupils' linguistic skills and culture by allowing them to discover how their peers live, with due respect for each other's individuality.
- The exchanges are funded by the Prince Philippe Fund (administered by the King Baudoin Foundation), in conjunction with the Departments for Education of the three Communities.
<http://www.prins-filipfonds.org/>

Twinning - Exchanges between Flemish and Moroccan schools

The significant numbers of Moroccan children in Flemish schools was one of the reasons to conclude a cooperation agreement with Morocco in 2001. This cooperation agreement came to an end in 2004 but since then twinning projects have been set up, i.e. exchanges between Flemish and Moroccan schools on the basis of cross-curricular projects in which development of identity and tolerance play a key part. Meanwhile, a protocol on the extension of school partnerships has been concluded, so that twinning projects can continue until either party terminates the protocol. The Department for Education and Training provides a subsidy of maximum 7,000 euro a year for this programme.

<http://www.ond.vlaanderen.be/twinning/>

Cf. Circular letter BaO/2009/03 of 9 May 2009

11.6.1.2. Programmes for secondary education

Further information on exchanges for elementary and secondary education within the framework of the Prince Philippe Fund can be found under 11.6.1.1.

GROS (Cross-border cooperation with neighbouring countries within secondary education)

- This programme is open to all secondary-education pupils.
- Class exchanges can take place with schools from Belgium's immediate neighbouring countries, i.e., the Netherlands, Luxembourg, Germany, France and the United Kingdom.
- Class exchanges (in principle at least one entire class) must ensue from a common educational project between schools which is embedded in the pupils' normal curriculum.
- When visiting a partner school, pupils must remain at their destination for a minimum of 3 days and 3 nights, excluding travel time (2 for BuSO schools).
- The number of projects qualifying for funding depends on the overall budget available and is limited to one project per school and per school year.

Cf. Circular letter SO/2004/04

Euro classes (European class exchanges)

- This programme is open to pupils from the 4th grade of secondary education onwards.
- Class exchanges can take place with schools in countries who participate in the European Union's 'Lifelong Learning' programme.
- Class exchanges (in principle at least one entire class) must ensue from a common educational project between schools which is embedded in the pupils' normal curriculum.
- When visiting a partner school, pupils must remain at their destination for a minimum of 6 days and 6 nights, excluding travel time (4 for BuSO schools).
- The number of projects qualifying for funding depends on the overall budget available and is limited to one project per school and per school year.

Cf. Circular letter SO/2004/05

11.6.1.3. Programmes for higher education

Erasmus Belgica - a collaboration project between the Communities of Belgium

This is a cooperation project between the three Communities of Belgium to enhance the mobility of higher-education students and to give them the opportunity to follow part of their programme at a university or university college in another Community. The programme follows the same principles as the European Erasmus programme. It was launched in February 2004 and the first exchanges took place during academic year 2004-2005. Since academic year 2006-2007, the Erasmus Belgica Programme has been extended to lecturers working within higher education (cf. 11.6.2.).

<http://www.epos-vlaanderen.be/>

2009 saw the launch of a regional higher-education collaboration between France, the French-speaking Community of Belgium and Flanders, which seeks to stimulate the creation and expansion of Joint (degree) programmes.

Inter-Community exchanges within the framework of the Prince Philippe Fund

The Prince Philippe Fund supports the exchange of **students** from university colleges and universities from at least 2 of the 3 Belgian Communities. These exchanges must run over a minimum of 5 days, can be staggered across the academic year and can even take place at several locations in Belgium. A minimum of 5 students per university college or university must take part in the project. Priority is given to projects with an innovative and interdisciplinary approach to knowledge about the 3 Communities and to projects which enhance proficiency in the three official languages. <http://www.prins-filipfonds.org/>

In 2009, the Prince Philippe Fund also set up a project which offers information on the launch and expansion of Joint (degree) programmes (e.g.: double degrees) between the three Communities of Belgium.

11.6.2. Mobility and Exchange of Teaching and Academic Staff

For information on EU exchange programmes, please refer to 11.4.2.4..

Inter-Community exchanges for elementary and secondary-education schools within the framework of the Prince Philippe Fund

- This programme is open to all elementary and secondary-education schools.
- Under this programme, members of the board and/or teachers spend some time at a partner school where they get hands-on experience of daily life in a school of another Community. This form of collaboration must be based on reciprocity.
- Projects of this type a.o. focus on the following aspects: observing new practices which may be a source of inspiration and can be implemented in the visitor's own school, teaching in a school of another Community.
- This particular project may extend to pupils, teachers and school boards (cf. 11.6.1.2.).
- <http://www.prins-filipfonds.org/>

Inter-Community exchanges for higher education within the framework of the Prince Philippe Fund

The Prince Philippe Fund assists lecturers (lectoren and docenten) and professors teaching at university colleges and universities located in the three Communities of Belgium with the development of common course material. Per academic year, they must spend at least three meeting days on the development of common pedagogic material. These particular collaboration projects can receive funding for 2 or 3 years. <http://www.prins-filipfonds.org/>

Erasmus Belgica - a collaboration project between the Communities of Belgium

Since academic year 2006-2007, the Erasmus Belgica programme has been extended to include exchanges between higher-education lecturers from the 3 Communities. To that end, participating university colleges and universities must conclude bilateral agreements with their partners from the other Community.

Exchanges between Dutch and French-speaking teachers in Brussels

The Flemish and French-speaking Community Ministers for Education concluded an agreement during 2007 under the terms of which teachers from Flemish and French-speaking schools in Brussels are given the opportunity to temporarily take over one another's teaching assignments. In the initial, experimental stage, exchanges were restricted to teachers teaching in the 3rd up to and including the 6th grade of [basisonderwijs](#) and the first stage of secondary education only. These projects should run over a minimum of 2 full-time weeks a year or number a minimum of 50 part-time teaching periods. The guest teachers talk to the pupils in their own native tongue but use the school's teaching language when talking to their colleagues. On 27 May 2009, the Ministers for Education of the three Communities signed an agreement to facilitate cooperation in terms of language education even further. For 2009-2010, 30 school partnerships have been arranged. (Cf. Circular Letter NO/2008/04).

Exchanges between Flemish and Dutch elementary schools - participation training

Participation training comprises exchanges between Flemish and Dutch elementary schools, which are organised within the framework of the GENT agreement (cf. 11.4.1.1.).

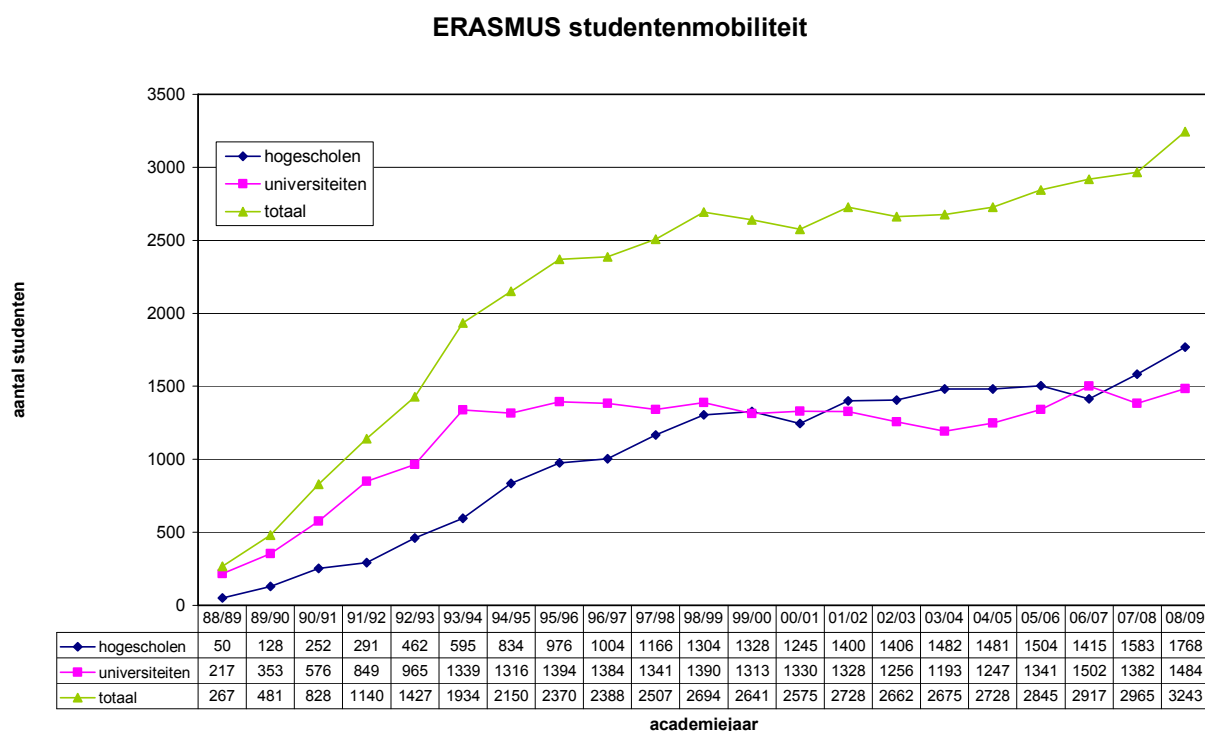
- Every 3-year cycle centres on a well-defined theme.
- Annually, and over a period of three years, teachers from 16 Flemish schools go and observe classes in Dutch schools and vice versa.
- Every year, schools from a different region are selected.
- Schools who take part in participation training are approached by their respective umbrella organisations.

11.7. Statistics

We shall consecutively discuss the Erasmus (cf. 11.7.1.), Comenius (cf. 11.7.2.), Grundtvig (cf. 11.7.3.) and Leonardo (cf. 11.7.4.) programmes.

11.7.1. Erasmus (higher education)

In 2008, a budget of € 4 806 576 was set aside for mobility, of € 765 676 for (21) intensive programmes, and of € 180 000 for (7) Erasmus Intensive Language Courses (of which 546 students availed).



Source: EPOS website

LLP Erasmus student mobility, student numbers per area of study

Area of study	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	Total	%

Agricultural Sciences	103	94	75	64	60	60	76	77	935	2.82%
Architecture, Urban and Regional Planning	71	81	62	96	101	136	128	155	1 170	3.53%
Art and Design	128	130	126	128	132	111	111	146	1 473	4.44%
Business Studies and Management Sciences	525	476	478	530	512	535	616	706	6 580	19.83%
Education, Teacher Training	340	254	309	293	317	284	242	278	3 227	9.73%
Engineering, Technology	198	232	259	231	269	200	262	322	2 751	8.29%
Geography, Geology	20	23	12	14	22	30	12	16	200	0.60%
Humanities	89	75	76	90	92	80	64	22	930	2.80%
Languages and Philology	363	357	357	368	396	401	378	384	4 587	13.82%
Law	208	197	197	172	175	206	191	176	2 345	7.07%
Mathematics, Informatics	57	60	80	72	35	44	60	52	623	1.88%
Medical Sciences	219	256	260	244	244	282	287	331	3 110	9.37%
Natural Sciences	24	22	19	29	40	36	46	70	452	1.36%
Social Sciences	233	240	232	252	333	322	320	331	3 151	9.50%
Communication and Information Sciences	104	134	115	114	86	152	132	154	1 220	3.68%
Other areas of study	46	31	18	31	31	38	40	23	427	1.29%
	2 728	2 662	2 675	2 728	2 845	2 917	2 965	3 243	3 3181	100.00%

Source: EPOS Yearbook 2007-2008

Aantal Inkomende (VL) Erasmusstudenten per thuisland

	03/04	04/05	05/06	06/07	07/08
Denemarken	35	40	40	32	23
Duitsland	207	174	188	188	207
Griekenland	79	85	82	93	70
Spanje	576	568	689	710	655
Frankrijk	230	185	208	207	200
Ierland	25	11	34	23	26
Italië	220	217	229	253	233
Luxemburg	0	0	0	1	0
Nederland	150	177	144	171	139
Oostenrijk	41	34	57	45	41
Portugal	141	114	135	113	113
Finland	132	97	104	120	82
Zweden	36	39	52	49	48
Verenigd Koninkrijk	72	64	86	100	63
	1.944	1.805	2.048	2.105	1.900
Bulgarije	38	42	41	67	55
Tsjechië	88	91	119	124	121
Estland	5	6	4	12	11
Letland	23	28	37	57	56
Litouwen	58	46	96	93	103
Hongarije	71	83	114	119	150
Polen	254	320	342	420	427
Roemenië	78	67	94	76	88
Slovenië	21	25	28	30	22
Slovakië	45	55	63	50	63
	681	763	938	1.048	1.086
Cyprus	0	2	1	4	2
Malta	1	6	4	8	6
Turkië		48	141	210	214
IJsland	4	3	3	6	6
Liechtenstein	0	0	0	3	1
Noorwegen	18	12	22	12	13
totalen	2.648	2.639	3.157	3.396	3.228

Source: EPOS Yearbook 2007-2008

Erasmus-student mobility from Flanders, student numbers per host country

	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	Total	Total %
AT	62	57	56	54	64	84	59	60	65	49	761	2.29%
BG		1	8	3	10	10	13	10	9	2	66	0.20%
CY				3		3	7	3	7	7	30	0.09%
CZ	12	14	14	27	33	34	51	55	50	42	339	1.02%
DE	243	219	214	189	177	165	183	207	207	224	2 542	7.66%
DK	55	51	56	67	41	69	49	63	65	76	717	2.16%
EE		3	8	4	1	2	6	10	7	14	55	0.17%

EURYBASE
BELGIUM – Flemish Community

ES	471	536	583	645	672	701	699	677	677	755	7 221	21.76%
FI	127	120	123	127	148	142	140	144	154	149	1 572	4.74%
FL								1	2	3	6	0.02%
FR	558	554	559	534	533	561	577	544	636	697	6 808	20.52%
GB	303	248	209	171	156	131	160	141	178	187	2 601	7.84%
GR	40	50	52	50	49	37	51	29	28	29	489	1.47%
HU	8	9	26	20	17	22	34	38	29	49	259	0.78%
IE	56	67	53	49	44	45	52	50	53	40	664	2.00%
IS	2		3	3	3	4	3	3	2	5	37	0.11%
IT	187	177	212	203	212	192	201	240	202	220	2 373	7.15%
LT		1	4	2	4	5	3	10	10	11	50	0.15%
LU					3					2	5	0.02%
LV	4	1	7		4		4	5	1	1	27	0.08%
MT		2	2	5	8	8	8	10	18	20	81	0.24%
NL	261	208	245	202	188	150	141	161	179	191	2 508	7.56%
NO	38	36	28	29	24	23	51	45	46	56	463	1.40%
PL	22	21	33	33	34	55	55	54	33	50	409	1.23%
PT	92	100	125	126	136	144	129	151	140	142	1 424	4.29%
RO	3	6	5	9	14	7	11	13	12	21	107	0.32%
SE	96	90	98	97	87	110	118	128	89	126	1 263	3.81%
SI	1	2	4	4	7	12	8	15	17	12	82	0.25%
SK		2	1	6	6	5	7	9	5	8	49	0.15%
TR						7	25	41	44	55	172	0.52%
Totals	2 641	2 575	2 728	2 662	2 675	2 728	2 845	2 917	2 965	3 243	33 180	100.00%

Source: EPOS Yearbook 2007-2008

Erasmus uitgaande docentenmobiliteit tussen 02/03 en 06/07

	06/07	05/06	04/05	03/04	02/03
Finland	86	73	80	71	62
Spanje	82	68	78	80	84
Nederland	70	73	59	58	50
Portugal	50	54	39	33	34
Frankrijk	49	43	36	41	36
Zweden	32	25	26	19	23
Turkije	31	33	16	0	0
Italië	30	24	24	32	30
Polen	29	43	31	30	31
Duitsland	24	27	30	31	30
Denemarken	23	20	14	14	17
Verenigd Koninkrijk	22	28	16	27	34
Roemenië	20	21	31	25	27
Oostenrijk	20	21	22	17	25
Hongarije	19	22	17	19	17
Noorwegen	19	20	11	18	13
Griekenland	13	25	23	16	18
Ierland	13	15	15	17	11
Tsjechië	12	30	21	24	20
Estland	11	12	5	2	3
Litouwen	10	20	10	14	13
Letland	9	14	9	6	4
Slovenië	8	6	6	8	5
Bulgarije	7	12	9	15	6
Cyprus	45	0	1	1	2
Slovakië	6	8	5	11	11
Malta	2	5	1	6	3
IJsland	0	0	4	3	1
Luxemburg	0	0	1	1	0
totalen	717	742	639	639	610

Source: EPOS Yearbook 2007-2008

11.7.2. Comenius (elementary and secondary education, teacher training and teacher in-service training)

In 2008, a budget of € 1 850 000 was set aside for the entire Comenius project, € 1 345 000 for school partnerships, € 35 000 to cover the participation in contact seminars abroad, € 223 000 for in-service training grants for staff.

Evolution of school-partnership applications/approvals, 2001-2009

	2001	2002	2003	2004	2005	2006	2007	2008	2009 (*)
Applications	316	275	237	242	255	276	257	111	126
Approvals	243	190	177	188	214	207	172	91	91
Ongoing projects (**)	243	190	177	188	214	207	172	195	187

Approved new projects ()** 90 58 71 77 89 75 50 91 91

(*) Situation on 31/12/2009

(**) The figures up to and including 2007 include both new applications and applications for extensions. As of 2008, schools can no longer apply for an extension (projects are automatically approved for a period of 2 years), which explains the drop in applications. An additional comparison between the number of ongoing projects and the number of approvals for new projects (excluding any extensions in other words) would give a more complete and accurate picture.

Source: EPOS vzw

In terms of mobility, roughly some 1 000 trips were made abroad, about 33% of which by pupils. In 2005, over 2 800 teachers and 21 000 pupils were involved in a Comenius project. Especially partner schools in the Scandinavian countries, the United Kingdom and Spain have proven to be very popular.

Evolution of approved school partnerships, 2001-2009, according to type of project and level of education (situation on 31/12/2009)

Comenius School partnerships	2001	2002	2003	2004	2005	2006	2007	2008	2009
Elementary education Multilateral	100	79	77	72	77	81	68	29	36
Secondary education Multilateral	132	103	91	103	130	119	99	58	54
Secondary education Bilateral	11	8	9	13	7	7	5	4	5

Source: EPOS vzw

Approved school partnerships according to type of education: comparison between 2001-2006 and 2007, 2008 and 2009 (situation on 31/12/2009)

	2001-2006 (SOCRATES II)		2007 (LLP)		2008 (LLP)		2009 (LLP)	
Nursery education	18	1%	1	1%	2	2%	13	14%
Primary education	409	34%	59	34%	25	27%	12	13%
Special elementary education	59	5%	8	5%	2	2%	10	11%
SUBTOTAL ELEMENTARY EDUCATION	486	40%	68	40%	29	32%	35	38%
ASO	374	31%	50	29%	27	30%	24	26%
TSO/BSO	246	20%	40	23%	28	31%	27	30%
Special secondary education	113	9%	14	8%	7	8%	5	5%
SUBTOTAL SECONDARY EDUC.	733	60%	104	60%	62	68%	56	62%
OVERALL TOTAL	1 219	100%	172	100%	91	100%	91	100%

Source: EPOS vzw

During the period 2001-2006, 8.33% of all Flemish elementary schools and 25% of all Flemish secondary schools took part in a Comenius project.

Evolution of in-service training-grant applications/approvals, 2001-2009

	2001	2002	2003	2004	2005	2006	2007	2008	2009 (*)
applications	137	54	84	97	93	82	144	143	197
approvals	81	43	58	64	58	47	91	116	140

(*) situation on 31/12/2009

Source: EPOS vzw

Evolution of approved in-service training grants, according to type of education, 2005-2009

	2005	2006	2007	2008	2009 (*)
nursery	2	0	0	1	0
primary	13	9	13	21	23
Special elementary	3	2	0	3	2
General secondary	20	20	29	39	36
TSO/BSO	7	9	18	16	17
Special secondary	3	0	2	0	3
Teacher training	6	3	11	25	37
others	4	4	17	11	22
Total	58	47	91	116	140

(*) situation on 31/12/2009

Evolution of Comenius (Language) Assistant grant applications/approvals, 2001-2009

	2001	2002	2003	2004	2005	2006	2007	2008	2009
applications	27	29	49	39	64	95	68	61	66
approvals	10	16	26	22	41	43	43	34(*)	35(*)

(*) situation on 31/12/2009

Source: EPOS vzw

Evolution of Host Schools for Comenius (Language) Assistants 2001-2009

	2001	2002	2003	2004	2005	2006	2007	2008	2009(*)
Applications	35	29	38	23	27	42	39	28	26
Excluding adult education	?	?	?	?	16	25	21	19	21
Number of assistants welcomed	15	16	13	14	17	27	22	10	15
Excluding adult education	?	?	?	?	12	17	14	9	15

(*) situation on 31/12/2009; since 2009, institutions for adult education can no longer submit Comenius applications (they may apply under Grundtvig however)

Source: EPOS vzw

Comparison between applications/approvals for preparatory visits (PV) and contact seminars (CS), 2007-2009 (situation on 31/12/2009)

	2007			2008			2009		
	PV	CS	Total	PV	CS	Total	PV	CS	Total
Applications	32	92	124	25	97	122	43	51	94
Approvals	30	45	75	23	44	67	38	31	69

Evolution of approved preparatory visits/contact seminars according to type of education, 2005-2009 (situation on 31/12/2009)

	2005	2006	2007	2008	2009
Nursery	0	0	0	19	4
Primary	17	36	23	13	23
Special elementary	0	0	0	8	4
General secondary	9	28	21	18	13
Technical and vocational secondary	12	17	27	6	22
Special secondary	1	8	4	3	3
Total	39	89	75	67	69

11.7.3. Grundtvig (adult education)

	2001	2002	2003	2004	2005	2006	2007	2008	2009
Learning partnerships - applications	10	18	27	23	48	55	51	33	38
Learning partnerships - approvals	5	13	19	19	24	33	34	22	26
Contact seminars and preparatory visits - approvals	9	10	18	25	8	29	19	25	28(*)

(*) interim figure

During 2009, the overall European Grundtvig budget amounted to € 582 928.41. € 385 000 of this budget was allocated to learning partnerships: € 1 000 of this was allocated to preparatory visits, while the remainder of these grants was co-funded by the Flemish Government.

In 2009, professionalization of the adult-education actors was subdivided into 2 actions: on the one hand, structured in-service training courses (€ 70 982) and, on the other hand 'visits and exchanges' (€ 14 949). This means that non-formal in-service activities such as job shadowing, attending conferences etc. came more into the spotlight.

To boost the professionalization amongst adult-education actors even further 'Grundtvig Assistantships' were created. Under this project, (future) members of staff working within adult education can find a position as Grundtvig assistants with organisations involved in (non-)formal adult education abroad. A maximum of € 20 688 was spent on these assistantships during 2009.

	2001	2002	2003	2004	2005	2006	2007	2008	2009
In-service training grants - applications	38	27	50	63	63	17	61	95	84
In-service training grants - approvals	28	25	26	42	36	11	23	51	50
Visits and exchanges - applications									27 (*)
Visits and exchanges - approvals									12 (*)
Grundtvig assistantships - applications									8
Grundtvig assistantships - approvals									4

	2009
Workshops - applications	4
Workshops - approvals	3

In 2009, the Grundtvig programme also began funding Grundtvig workshops. These are interactive hands-on workshops where adults are encouraged to actively participate in 'lifelong learning' within an international context. The 2009 budget for these workshops amounted to € 82 400. (Source: EPOS vzw)

11.7.4. Leonardo da Vinci (vocational education and training)

2008	Approved projects	Grants	Overall budget in €
Preparatory visits	38	38	34 656
Mobility projects (total)	60	786	1 646 434
Initial vocational education	35	573	876 686
Partnership projects	23		365 000
Projects on transfer of innovation	4		1 112 984

Source: EPOS Yearbook 2007-200

GLOSSARY

ASO (*Algemeen Secundair Onderwijs*) : (General Secondary Education): One of the 4 vertical branches in the 2nd and 3rd stages of secondary education. Here, more emphasis is put on theory and on the transition to higher education. Cf. 5.11.2.

BaO (*basisonderwijs*) : (Elementary or Basic Education): In Flanders, this term refers to both nursery and primary education. Cf. 4. Not to be confused with "basiseducatie" (adult basic education) which is part of adult education.

Basiseducatie : (Adult basic education): Programmes for low-educated adults: general language and arithmetic skills, social skills, citizenship, and preparation for other courses of study or work. Not to be confused with "basisonderwijs" (elementary education), which refers to mainstream or special nursery and primary education. See 7.10.1.1.

BSO (*Beroepssecundair Onderwijs*) : (Vocational secondary education): One of the 4 vertical branches in the 2nd & 3rd stages of secondary education, geared towards specific labour-market oriented skills. Cf. 5.11.2. Part-time (Vocational Secondary) Education DBSO or DO is organised within the alternance-training system. Cf. 5.20.1.1.

Buitengewoon kleuteronderwijs : (Special nursery education): This type of education offers education, care, and therapy adjusted to the capacities of the pupils whose general personal development cannot or cannot sufficiently temporarily or permanently be catered for within mainstream nursery education. Cf. 10.6.

Buitengewoon Lager Onderwijs (*BLO*) : (Special primary education): This type of education offers education, care, and therapy adjusted to the capacities of pupils whose general personal development cannot or cannot sufficiently temporarily or permanently be catered for within mainstream primary education. Cf. 10.6.

BuSO (*Buitengewoon Secundair Onderwijs*) : (Special secondary education): This type of education offers education, care and therapy adjusted to the capacities of pupils whose general personal development cannot or cannot sufficiently temporarily or permanently be catered for within mainstream secondary education. Cf. 10.6.

CLB (*Centrum voor Leerlingenbegeleiding, Centra voor Leerlingenbegeleiding, CLB's*) : Pupils Guidance Centre(s): These centres organise guidance activities in the areas of learning and studying, the school career, preventative healthcare and the psychological and social functioning of pupils in compulsory education. Cf. 4.15.2.

DBSO (*Deeltijds Beroepssecundair Onderwijs*) : (Part-time Vocational Secondary Education): A form of alternance training within the framework of part-time compulsory education available to pupils from the age of 15 or 16 years upwards. Cf. 5.20.1.1.

Directeur (*algemeen directeur, coördinerend directeur, directeur-coördinatie scholengemeenschap*) : The headteacher, the principal manages the school team. A general director is responsible for a group of elementary and secondary schools organised by the same organising body, or for a university-college. A coordinating director is responsible for the school of a schools community. In elementary education it is a director-coordination of a schools community. Centres are managed by a director. See 2.6.4.1 and 2.6.4.2.

DKO (*Deeltijds Kunstonderwijs*) : Part-time artistic education, non-compulsory education, for youngsters and adults is offered by academies for visual arts and academies for music, word craft and dance either in the evening, on Wednesday afternoons or during weekends. Cf. 7.x.5.

Eindtermen : Final objectives (primary education, secondary education, adult education) are minimum objectives which are ratified by decree. They constitute the minimum of knowledge, understanding and skills all pupils/course participants in a particular pupil/course-participant group must acquire during the learning

process as well as the minimum attitudes schools must pursue with their pupils/course participants. The final objectives must be incorporated into the curricula and the textbooks. Their implementation is monitored by the inspectorate. In addition also developmental and basic competences are used. Cf. a.o. 2.3.5. & 4.10. & 5.13.1.

Gesubsidieerd officieel onderwijs : (Subsidized Public Education): Education organised by municipalities and provinces. Cf. 2.3.2.

Gesubsidieerd vrij onderwijs : (Subsidized Private Education): Education organised by private associations and non-profit organisations. Cf. 2.3.2.

GO! (*onderwijs van de Vlaamse Gemeenschap*,) : (Flemish-Community education): Education organised by the representative bodies of the Flemish Community: the 28 school groups and the Board of Flemish-Community education. (Previously community education and prior to the federalisation State education). Cf. 2.3.2.

Hoger beroepsonderwijs (HBO5) : (HBO5, Higher vocational education) Post-compulsory vocational education leading to a qualification of level 5 (Flemish Qualification Framework) offering 6-semester courses of study. See 5.20.3.

Inrichtende macht (*inrichtende machten, schoolbestuur, schoolbesturen*) : (Organising body (organising bodies, school board, school boards)): The 'organising body' of an educational institution is the initiator organising the educational facilities and the institution's decision-making authority. In the legislation on elementary education the term 'school board' is used. Cf. 2.3.2.

Kleuteronderwijs : (Nursery education) Non-compulsory pre-primary education for which the Ministry of Education is responsible, for children from the age of 2,5. Since september 2003 new schools have to organise both nursery and primary education. Nursery education together with primary education make up elementary education. See 4

KSO (*Kunstsecundair Onderwijs*) : (Artistic Secondary Education): One of the 4 vertical branches in the 2nd and 3rd stages of secondary education, geared towards artistic training and preparing pupils for higher education, either artistic or other. Cf. 5.11.2.

Lager onderwijs : (Primary education) Compulsory education, normally from age 6 till age 12. Primary education together with nursery education make up elementary education. See 4.

Leertijd : (Apprenticeships) Theoretical and practical training organised by the Flemish Agency for Entrepreneurial Training SYNTRA Flanders for youngsters under the age of 25 who have completed their full-time compulsory education. See 5.20.1.3.

Levensbeschouwelijke vorming : (Philosophy-of-life education): Philosophy-of-life courses are compulsory in all grades of primary and secondary education. Denominational schools offer religion-based courses (Catholicism, Protestantism, Judaism). Public schools must offer a choice between a course in one of the recognised religions (including Islam) and a course in non-confessional ethics. The few non-denominational subsidised private schools only offer a course in non-confessional ethics. Cf. 2.3.2.

LOP (*LOP's, lokaal overlegplatform, lokale overlegplatforms*) : Local consultation platforms were set up to help implement the equal educational opportunities policy at local level (41 for elementary education, 19 for secondary education). They are made up of education providers and local actors. See 10.5.3.1.6.

Niet-confessionele zedenleer : (Non-confessional ethics): Courses in non-confessional ethics must be offered in public schools and in all different grades. The free choice for a course in non-confessional ethics is guaranteed under the Schools Pact Act and the Constitution. Cf. 2.3.1. & 2.3.2.

Onderwijsnet (*onderwijsnetten*) : (Educational network(s)): Schools, organised by different organising bodies, are grouped into educational networks on the basis of their legal status. Under the terms of the constitutional freedom of education, educational networks may be organised by public authorities such as the communities and municipalities and by private persons (private persons, private associations or non-profit organisations). Cf. 2.3.2.

Onderwijstype (*onderwijstypes, Type 1, Type 2, Type 3, Type 4, Type 5, Type 6, Type 7, Type 8, types*): (Education Type(s)): (Education Type 1, Type 2, Type 3, Type 4, Type 5, Type 6, Type 7, Type 8): SEN division in special primary education, according to the nature of the disability: T1, mild mental, T2 moderate or serious mental, T3 behavioral/emotional, T4 physical disability, T5 illness, T6 visual, T7 auditory, T8 learning disorders. In special secondary education, there are 4 educational forms.

Onderwijsvorm (*onderwijsvormen*): (Branch of education) Vertical division of secondary education. Starting in the 2nd stage of secondary education, 4 branches are organised: general (ASO), vocational (BSO), artistic (KSO), technical (TSO). These are subdivided into areas of study within which the pupil may select a specific course of study. See 5.5.

Ontwikkelingsdoelen : (Developmental objectives): ‘Developmental objectives’ constitute an important element within the government’s balanced quality-control system. These are minimum objectives regarding knowledge, skills and attitudes the government deems desirable and which must be pursued by the school with all its pupils. They are implemented in mainstream nursery education, in B-stream of mainstream secondary education, in special primary and secondary education and in adult basic education. Schools must incorporate these objectives into their classes and courses. Cf. a.o. 2.3.5. & 4.10. & 5.13.1.

Opleidingsvorm (*opleidingsvormen*): (Education form(s)): Special secondary education division according to type and level of disability: OV1 independence out of the question, OV2 socially independent within a sheltered environment, OV3 vocational training and work possible, OV4 integrated education possible. Cf. 10.3. & 10.6.6.

Pedagogisch project : (Pedagogical project): The ‘pedagogical project’ implies all the educational and pedagogical keynotes, specified by the school board on the basis of a particular view on mankind and the world. Cf. 2.3.4.

Scholengemeenschappen (*scholengemeenschap*): (School community(ies)): Voluntary co-operations between schools of the same level of education within one or two of the 44 geographical areas, for economy-of-scale purposes. They have been in existence in secondary education since 1998 and in elementary education since 2003. Cf. 2.6.4.2.

Scholengroep (*scholengroepen*): (School group(s)): Within GO!, Flemish-Community education, a collaboration between elementary and secondary schools (and possibly also between a pupil guidance centre) within one of the 28 school zones. Jointly with the central Board, school groups are the organising bodies of GO!. Cf. 2.6.3.1.1. Not to be confused with ‘school communities’.

Schoolwerkplan : (School development plan): The ‘school development plan’ is a plan drawn up by the school minimally containing the following elements: - the description of the pedagogical project, i.e., the whole of fundamental keynotes, specified by the school board for the school concerned; - the school’s organisation and specifically the division into pupil groups; - the manner in which the pupils’ learning process is being evaluated and how this will be reported upon; - the provisions within mainstream education for pupils suffering from a disability or for pupils who are educationally-challenged, including forms of collaboration with other schools within mainstream and/or special education. (Cf. 2.3.4.)

Secundair-na-secundair onderwijs (*Se-n-Se*): (Se-n-Se, Advanced secondary) Post-compulsory vocational education leading to a qualification of level 4 (Flemish Qualification Framework), with 1-, 2- or 3-semester courses of study. See 5.20.2.

Stelsel van leren en werken : (Alternance training system) Part-time compulsory education with a component learning and a component on-the-job learning, open to pupils under the age of 25. It comprises DO, part-time vocational secondary education, apprenticeships and part-time training with personal-development pathways. See 5.20.1.

TSO (*Technisch Secundair Onderwijs*): (Technical Secondary Education): One of the 4 vertical branches in the 2nd and 3rd stages of secondary education, focussed on general and technical-theoretical education. It is in

first instance geared towards preparing pupils for higher technical education or a professional career. Cf. 5.11.2.

Volwassenenonderwijs (*volwassenenonderwijs*): (Adult education): Comprises since 2007 the former social-advancement education, including second-chance education and adult basic education. It is organised by CVOs (centres for adult education); adult basic education continues to be organised separately by CBEs (centres for adult basic education). 'Adult education' and particularly 'continuing education' are used to denote all educational systems catering for adults. Cf. 7.

LEGISLATION

Besluit van de Minister betreffende de erkenning van de instanties van de erkende godsdiensten en van de vereniging van de niet-confessionele gemeenschap (*Ministerial Decision*) : 01/03/2004, B.S. 15/03/2004

Bijzonder Decreet betreffende de Autonome Raad voor het Gemeenschapsonderwijs (*Special Decree*) : 19/12/1988, B.S. 29/12/1988

Bijzonder Decreet betreffende de participatie in het hoger onderwijs, de integratie van bepaalde afdelingen van het hoger onderwijs voor sociale promotie in de hogescholen, de coördinatie van de hogeronderwijsregelgeving en de modernisering van de regelgeving op de Vlaamse autonome hogescholen (*Special Decree*) : 19/03/2004, B.S. 30/04/2004

Bijzonder Decreet betreffende het Gemeenschapsonderwijs (*Special Decree*) : 14/07/1998, B.S. 30/09/1998

Bijzonder Decreet houdende de deelname van gemeenschapsinstellingen aan de associaties in het hoger onderwijs (*Special Decree*) : 04/04/2003, B.S. 06/07/2003

Bijzondere Wet betreffende de financiering van Gemeenschappen en Gewesten (*Special Law*) : 16/01/1989, B.S. 17/01/1989

BVR aanwendingspercentage van het aantal uren-leraar (*Decision of the Flemish Government*) : 15/07/2002, B.S. 10/09/2002

BVR betreffende de basiscompetenties van de leraren (*Decision of the Flemish Government*) : 05/10/2007, B.S. 17/01/2008

BVR betreffende de beroepsprofielen van de leraren (*Decision of the Flemish Government*) : 05/10/2007, B.S. 29/11/2007

BVR betreffende de Commissie inzake leerlingenrechten (*Decision of the Flemish Government*) : 27/09/2002, B.S. 31/10/2002

BVR betreffende de concordantie en tot wijziging van het besluit van de Vlaamse regering van 1 december 2000 houdende de vaststelling van de vakken en de indeling van de vakken in algemene vakken, technische vakken en praktische vakken in het secundair onderwijs voor sociale promotie (*Decision of the Flemish Government*) : 10/01/2003, B.S. 20/03/2003

BVR betreffende de concordantie van de specialiteiten in opleidingsvorm 3 van het buitengewoon secundair onderwijs (*Decision of the Flemish Government*) : 14/01/2003, B.S. 09/07/03

BVR betreffende de controle op de inschrijvingen van leerlingen in het secundair onderwijs (Decision of the Flemish Government) : 16/09/1997, B.S. 31/10/1997

BVR betreffende de eindtermen en ontwikkelingsdoelen in het basis- en secundair onderwijs (Decision of the Flemish Government) : 13/02/2009, B.S. 03/07/2009

BVR betreffende de globale puntenenveloppe in het secundair onderwijs (Decision of the Flemish Government) : 04/09/2009, B.S. 16/10/2009

BVR betreffende de goedkeuring van tijdelijke projecten in het deeltijds kunstonderwijs vanaf het schooljaar 2007-2008 (Decision of the Flemish Government) : 15/06/2007, B.S. 17/07/2007

BVR betreffende de Huizen van het Nederlands (Decision of the Flemish Government) : 22/07/2005, B.S. 16/09/2005

BVR betreffende de leertijd, vermeld in het decreet van 7 mei 2004 tot oprichting van het publiekrechtelijk vormgegeven extern verzelfstandigd agentschap "Vlaams Agentschap voor Ondernemersvorming - Syntra Vlaanderen" (Decision of the Flemish Government) : 13/02/2009, B.S. 19/03/2009

BVR betreffende de lokale overlegplatforms inzake Gelijke Onderwijskansen (Decision of the Flemish Government) : 28/06/2002, B.S. 24/09/2002

BVR betreffende de minimale studieomvang van de voortgezette lerarenopleidingen in de Vlaamse Gemeenschap (Decision of the Flemish Government) : 22/06/1999, B.S. 29/09/1999

BVR betreffende de modulaire structuur van het OSP (een hele reeks verschillende besluiten) (Decision of the Flemish Government) : 18/11/2005

BVR betreffende de omvorming van de lerarenopleiding van de hogescholen in de Vlaamse Gemeenschap (Decision of the Flemish Government) : 15/07/1997, B.S. 02/09/1997

BVR betreffende de omvorming van sommige afdelingen van het HO voor sociale promotie naar de bachelor-masterstructuur van het hoger onderwijs in Vlaanderen (Decision of the Flemish Government) : 17/09/2004, B.S. 10/12/2004

BVR betreffende de ondernemersopleiding, bedoeld in het decreet van 23 januari 1991 betreffende de vorming en begeleiding (Decision of the Flemish Government) : 23/02/1999, B.S. 06/05/1999

BVR betreffende de opleidings- en begeleidingscheques voor werknemers (Decision of the Flemish Government) : 18/07/2003, B.S. 25/08/2003

BVR betreffende de oprichting van de werkgroepen 'leerlingen met speciale noden in het deeltijds kunstonderwijs' en 'afstemming tijdelijke projecten kunstinitiatie voor kansarme en/of allochtone minderjarigen en muzische vorming' (Decision of the Flemish Government) : 24/07/2009, B.S. 13/10/2009

BVR betreffende de organisatie en de werking van de ombudsdienst van de consortia volwassenenonderwijs (Decision of the Flemish Government) : 11/04/2008, B.S. 18/08/2008

BVR betreffende de organisatie van het buitengewoon secundair onderwijs van opleidingsvorm 3 (Decision of the Flemish Government) : 06/12/2002, B.S. 06/02/2003

BVR betreffende de organisatie van het voltijds secundair onderwijs (Decision of the Flemish Government) : 19/07/2002, B.S. 04/12/2002

BVR betreffende de programmatie in het secundair volwassenenonderwijs voor het schooljaar 2003-2004 (Decision of the Flemish Government) : 18/07/2003, B.S. 27/08/2003

BVR betreffende de puntenenveloppe voor scholengemeenschappen basisonderwijs (Decision of the Flemish Government) : 15/03/2004, B.S. 11/06/2004

BVR betreffende de steunpunten voor beleidsrelevant onderzoek (Decision of the Flemish Government) : 15/09/2006, B.S. 04/12/2006

BVR betreffende de studiebekrachtiging in het volwassenenonderwijs (Decision of the Flemish Government) : 19/07/2007, B.S. 28/08/2007

BVR betreffende de studiefinanciering en studentenvoorzieningen in het hoger onderwijs van de Vlaamse Gemeenschap (Decision of the Flemish Government) : 28/05/2004, B.S. 28/07/2004

BVR betreffende de studiefinanciering van de Vlaamse Gemeenschap (Decision of the Flemish Government) : 07/09/2007, B.S. 17/10/2007

BVR betreffende de studiegebieden en structuuronderdelen in het voltijds secundair onderwijs (Decision of the Flemish Government) : 21/12/2007, B.S. 05/02/2008

BVR betreffende de subsidiëring van ouderkoepelverenigingen (Decision of the Flemish Government) : 22/09/2006, B.S. 15/07/2008

BVR betreffende de toekenning van aanvullende lestijden voor de integratie van anderstaligen (Decision of the Flemish Government) : 01/09/2006, B.S. 24/11/2006

BVR betreffende de toekenning van subsidies aan time-outprojecten voor welzijn en onderwijs (Decision of the Flemish Government) : 05/05/2006, B.S. 17/07/2006

BVR betreffende de toekenning van subsidies voor naschoolse opleidingsinitiatieven in de landbouwsector. (Decision of the Flemish Government) : 04/06/2004, B.S. 16/11/2004

BVR betreffende de toelage voor anderstalige nieuwkomers in het basisonderwijs (*Decision of the Flemish Government*) : 22/09/1998, B.S. 06/03/1999

BVR betreffende de vastlegging van de prestaties van een ambt in het buitengewoon secundair onderwijs (*Decision of the Flemish Government*) : 14/03/2003, B.S. 09/07/2003

BVR betreffende de wijze waarop er uitvoering moet worden gegeven aan de 2e fase van het Europees actieprogramma op onderwijsgebied Socrates (*Decision of the Flemish Government*) : 28/05/2004, B.S. 25/10/2004

BVR betreffende de wijze waarop sommige bevoegdheden van de onderwijsinspectie van de Vlaamse Gemeenschap worden uitgevoerd (*Decision of the Flemish Government*) : 02/02/1999, B.S. 01/04/1999

BVR betreffende het erkennen van centra voor landbouweducatie en het subsidiëren van landbouweducatieve activiteiten (*Decision of the Flemish Government*) : 17/07/2004, B.S. 10/09/2004

BVR betreffende het experimenteel Brussels curriculum in het voltijds secundair onderwijs (*Decision of the Flemish Government*) : 14/07/2004, B.S. 23/09/2004

BVR betreffende het experimenteel secundair onderwijs volgens een modulair stelsel (*Decision of the Flemish Government*) : 01/03/2002, B.S. 19/06/2002

BVR betreffende het geïntegreerd ondersteuningsaanbod in het gewoon basisonderwijs (*Decision of the Flemish Government*) : 19/07/2002, B.S. 04/12/2002

BVR betreffende het geïntegreerd ondersteuningsaanbod in het gewoon secundair onderwijs (*Decision of the Flemish Government*) : 06/09/2002, B.S. 07/11/2002

BVR betreffende het ondersteuningsaanbod voor gelijke onderwijskansen in het buitengewoon basisonderwijs (*Decision of the Flemish Government*) : 30/10/2009, B.S. 28/12/2009

BVR betreffende het ondersteuningsaanbod voor gelijke onderwijskansen in het buitengewoon secundair onderwijs (*Decision of the Flemish Government*) : 30/10/2009, B.S. 29/12/2009

BVR betreffende het tijdelijk project onderwijsvoorrang in het basisonderwijs (*Decision of the Flemish Government*) : 14/07/1998, B.S. 20/10/1998

BVR betreffende het tijdelijke project voor de toekenning van extra lestijden aan de scholen van het basisonderwijs in de gemeenten die grenzen aan de Brusselse randgemeenten en in de gemeenten die grenzen aan het Brussels Hoofdstedelijk Gewest (*Decision of the Flemish Government*) : 17/03/2006, B.S. 20/04/2006

BVR betreffende onderwijs aan huis voor zieke kinderen en jongeren (*Decision of the Flemish Government*) : 13/07/2007, B.S. 31/08/2007

BVR betreffende structuurwijzigingen in het hoger onderwijs voor sociale promotie (*Decision of the Flemish Government*) : 30/04/2004, B.S. 08/11/2004

BVR betreffende tijdelijke projecten inzake kunstinitiatie voor kansarme en/of allochtone minderjarigen (*Decision of the Flemish Government*) : 31/03/2006, B.S. 16/06/2006

BVR betreffende vorming voor directeurs van de onderwijsinstellingen en centra voor leerlingenbegeleiding (*Decision of the Flemish Government*) : 06/03/2009, B.S.09/04/2009

BVR houdende bekrachtiging van de werkingscodes van de pedagogische begeleidingsdiensten in het onderwijs (*Decision of the Flemish Government*) : 09/07/1986, B.S. 12/09/1996

BVR houdende de machtiging tot uitvoering en de bekrachtiging van sommige regelingen van de Nederlands-Vlaamse Accreditatieorganisatie (*Decision of the Flemish Government*) : 16/09/2005, B.S. 22/11/2005

BVR houdende de oprichting en samenstelling van de afdeling deeltijds kunstonderwijs van de Vlaamse Onderwijsraad (*Decision of the Flemish Government*) : 15/10/1996, B.S. 21/11/1996

BVR houdende de organisatie van de arbeidsbemiddeling en de beroepsopleiding (*Decision of the Flemish Government*) : 21/12/1988, B.S. 14/01/1989

BVR houdende de organisatie van het schooljaar in het secundair onderwijs. (*Decision of the Flemish Government*) : 31/08/2001, B.S. 24/10/2001

BVR houdende de vaststelling van de modellen van de studiebewijzen in het OSP en de modaliteiten voor uitreiking van de studiebewijzen door de centra voor volwassenenonderwijs (*Decision of the Flemish Government*) : 16/04/2004, B.S. 19/11/2004

BVR houdende de voorwaarden tot toekenning van de subsidies en houdende de wijze van selectie, de duur en de evaluatie van kortdurende en langdurige time-outprogramma's (*Decision of the Flemish Government*) : 19/06/2009, B.S. 05/10/2009

BVR houdende de werkingsbudgetten in het basisonderwijs en de werkingsbudgetten in het secundair onderwijs (*Decision of the Flemish Government*) : 06/02/2009, B.S. 02/04/2009

BVR houdende oprichting en samenstelling van de lokale comités voor de personeelsleden van het gemeenschapsonderwijs (*Decision of the Flemish Government*) : 28/08/2000, B.S. 26/10/2000

BVR houdende organisatie van het deeltijds kunstonderwijs, studierichting "Beeldende kunst". (*Decision of the Flemish Government*) : 31/07/1990, B.S. 29/03/1991

BVR houdende organisatie van het deeltijds kunstonderwijs, studierichtingen "Muziek", "Woordkunst" en "Dans". (Decision of the Flemish Government) : 31/07/1990, B.S. 29/03/1991

BVR houdende uitvoering van het decreet van 4 april 2003 betreffende het sociaal-cultureel volwassenenwerk (Decision of the Flemish Government) : 13/06/2003, B.S. 23/07/2003

BVR inzake de organisatie van onthaalonderwijs voor anderstalige nieuwkomers in het gewoon voltijds secundair onderwijs (Decision of the Flemish Government) : 24/05/2002, B.S. 11/09/2002

BVR met betrekking tot de organisatie van de Vlaamse administratie (Decision of the Flemish Government) : 03/06/2005, B.S. 22/09/2005

BVR over de bevoegdheid, de samenstelling en de werking van de commissies van advies voor het buitengewoon onderwijs (Decision of the Flemish Government) : 24/06/1997, B.S. 17/09/1997

BVR ter uitvoering van het decreet houdende de regeling van de basiseducatie voor laaggeschoolde volwassenen (Decision of the Flemish Government) : 18/07/1990, B.S. 04/10/1990

BVR tot bepaling van de ontwikkelingsdoelen en de eindtermen van het gewoon basisonderwijs (Decision of the Flemish Government) : 27/05/1997, B.S. 28/08/1997

BVR tot bepaling van de ontwikkelingsdoelen voor het buitengewoon basisonderwijs type 2 (Decision of the Flemish Government) : 01/12/1998, B.S. 18/05/1999

BVR tot bepaling van de ontwikkelingsdoelen voor het buitengewoon basisonderwijs type 7 (Decision of the Flemish Government) : 31/01/2003, B.S. 01/04/2003

BVR tot bepaling van de ontwikkelingsdoelen voor het buitengewoon basisonderwijs type 8 (Decision of the Flemish Government) : 27/04/2001, B.S. 18/09/2001

BVR tot bepaling van de ontwikkelingsdoelen voor het buitengewoon basisonderwijs type I (Decision of the Flemish Government) : 23/11/2001, B.S. 10/04/2002

BVR tot bepaling van de vakgebonden eindtermen en de vakgebonden ontwikkelingsdoelen van de eerste graad van het gewoon secundair onderwijs (Decision of the Flemish Government) : 20/06/1996, B.S. 08/08/1996

BVR tot invoering van een tijdelijk project betreffende vervangingen van korte afwezigheden, bedrijfsstages en mentorschap (Decision of the Flemish Government) : 27/01/2006, B.S. 19/04/2006

BVR tot ontvankelijkheid en gelijkwaardigheid van aanvragen tot afwijking van de decretaal bekrachtigde eindtermen en ontwikkelingsdoelen "informatie- en communicatietechnologie" in het basis- en secundair onderwijs (Decision of the Flemish Government) : 22/02/2008, B.S. 14/04/2008

BVR tot ontvankelijkheid en gelijkwaardigheid van een aanvraag tot afwijking op de decretale specifieke eindtermen voor het algemeen secundair onderwijs (*Decision of the Flemish Government*) : 16/09/2005, B.S. 05/12/2005

BVR tot operationalisering van het beleidsdomein Onderwijs en Vorming (*Decision of the Flemish Government Decision of the Flemish Government*) : 31/03/2006, B.S. 30/06/2006

BVR tot oprichting en samenstelling van de lokale comités voor de personeelsleden van het gemeenschapsonderwijs (*Decision of the Flemish Government*) : 28/08/2000, B.S. 26/10/2000

BVR tot oprichting en samenstelling van een Vlaams onderhandelingscomité voor het hoger onderwijs (*Decision of the Flemish Government*) : 21/01/2005, B.S. 18/02/2005

BVR tot oprichting van het intern verzelfstandigd agentschap "Agentschap voor Kwaliteitszorg in Onderwijs en Vorming" (*Decision of the Flemish Government*) : 24/04/2009, B.S. 16/07/2009

BVR tot organisatie van het schooljaar in het basisonderwijs, in het deeltijds onderwijs en in het onderwijs voor sociale promotie (*Decision of the Flemish Government*) : 17/04/1991, B.S. 11/07/1991

BVR tot regeling van de procedure voor de projecten van het onderwijskundig beleids- en praktijkgericht wetenschappelijk onderzoek (*Decision of the Flemish Government*) : 07/09/1994, B.S. 07/12/1994

BVR tot regeling van de procedure voor de toekenning van subsidies aan projecten in het kader van het flankerend onderwijsbeleid op lokaal niveau (*Decision of the Flemish Government*) : 18/04/2008, B.S. 05/06/2008

BVR tot regeling van een aantal aangelegenheden van het Begeleid Individueel Studeren (*Decision of the Flemish Government*) : 08/11/2002, B.S. 24/12/2002

BVR tot uitvoering van het decreet van 1 december 1993 betreffende de inspectie en de begeleiding van de levensbeschouwelijke vakken (*Decision of the Flemish Government*) : 15/12/1993, B.S. 08/02/1994

BVR tot uitvoering van het decreet van 30 april 2004 betreffende het verwerven van een titel van beroepsbekwaamheid (*Decision of the Flemish Government*) : 23/09/2005, B.S. 30/11/2005

BVR tot vaststelling en indeling van de ambten in de instellingen van het gewoon basisonderwijs (*Decision of the Flemish Government*) : 25/06/2004, B.S. 18/11/2004

BVR tot vaststelling en indeling van de ambten in het buitengewoon onderwijs (*Decision of the Flemish Government*) : 24/01/2003, B.S. 11/04/2003

BVR tot vaststelling van de bekwaamheidsbewijzen en de salarisschalen van de personeelsleden van de centra voor leerlingenbegeleiding (*Decision of the Flemish Government*) : 12/12/2003, B.S. 01/06/2004

BVR tot vaststelling van de bij decreet te bekrachtigen decretale specifieke eindtermen "topsport" Algemeen en Technisch Secundair Onderwijs (*Decision of the Flemish Government*) : 10/03/2006, B.S. 20/04/2006

BVR tot vaststelling van de bij decreet te bekrachtigen decretale specifieke eindtermen voor het algemeen secundair onderwijs (*Decision of the Flemish Government*) : 17/10/2003, B.S. 13/01/2004

BVR tot vaststelling van de functies, de bekwaamheidsbewijzen en de salarisschalen in de Centra voor Basiseducatie (*Decision of the Flemish Government*) : 29/05/2009, B.S. 17/08/2009

BVR tot vaststelling van de nadere regels over de werking van het college van algemeen directeurs van de hogescholen (*Decision of the Flemish Government*) : 29/09/2006, B.S. 05/12/2006

BVR tot vaststelling van de ontwikkelingsdoelen algemene en sociale vorming in het buitengewoon secundair onderwijs van opleidingsvorm 3 (*Decision of the Flemish Government*) : 19/04/2002, B.S. 26/07/2002

BVR tot vaststelling van de ontwikkelingsdoelen Nederlands voor nieuwkomers in de onthaalklas voor anderstalige nieuwkomers in het secundair onderwijs en tot wijziging van sommige eindtermen en ontwikkelingsdoelen in het secundair onderwijs (*Decision of the Flemish Government*) : 16/10/2009, B.S. 13/01/2009

BVR tot vaststelling van de operationele doelstellingen van de CLB's (*Decision of the Flemish Government*) : 03/07/2009, B.S. 03/09/2009

BVR tot vaststelling van de salarisschalen van de leden van het onderwijzend personeel van de hogescholen in de Vlaamse Gemeenschap (*Decision of the Flemish Government*) : 03/05/1995, B.S. 29/08/1995

BVR tot vaststelling van de vakgebonden eindtermen van de tweede en de derde graad gewoon secundair onderwijs. (*Decision of the Flemish Government*) : 23/06/2000, B.S. 29/11/2000

BVR tot vaststelling van de vakgebonden eindtermen van het derde leerjaar van de derde graad van het gewoon beroepssecundair onderwijs (*Decision of the Flemish Government*) : 20/09/2002, B.S. 28/11/2002

BVR tot wijziging van het besluit van de Vlaamse Regering van 27 augustus 2004 betreffende de erkenning en subsidiëring van centra voor loopbaandienstverlening en tot wijziging van het besluit van de Vlaamse Regering van 23 september 2005 tot uitvoering van het decreet van 30 april 2004 betreffende het verwerven van een titel van beroepsbekwaamheid (*Decision of the Flemish Government*) : 05/10/2007, B.S. 07/11/2007

BVR tot wijziging van het BVR 27 juli 2004 tot bepaling van de bevoegdheden van de leden van de Vlaamse regering (*Decision of the Flemish Government*) : 23/12/2005, B.S. 21/01/2006

BVR tot wijziging van het BVR van 4 april 2003 ter ondersteuning van brugprojecten tussen economie en onderwijs (*Decision of the Flemish Government*) : 04/06/2004, B.S. 23/09/2004

BVR van 12 december 2003 betreffende de integratie van leerlingen met een matige of ernstige verstandelijke handicap in het gewoon lager en secundair onderwijs (*Decision of the Flemish Government*) : 12/12/2003, B.S. 02/03/2004

De Grondwet (*Constitution*) : 17/02/1994

Decreet basisonderwijs (*Decree*) : 25/02/1997, B.S. 17/04/1997

Decreet betreffende de afwijkingsprocedure voor de ontwikkelingsdoelen en eindtermen (*Decree*) : 15/07/1997, B.S. 29/08/1997

Decreet betreffende de Centra voor Leerlingenbegeleiding (*Decree*) : 01/12/1998, B.S. 10/04/1999

Decreet betreffende de eindtermen, de ontwikkelingsdoelen en de specifieke eindtermen in het voltijds gewoon en buitengewoon secundair onderwijs (*Decree*) : 18/01/2002, B.S. 08/02/2002

Decreet betreffende de eindtermen, de ontwikkelingsdoelen en de specifieke eindtermen in het voltijds gewoon en buitengewoon secundair onderwijs (*Decree*) : 18/01/2002, B.S. 08/02/2002

Decreet betreffende de financiering van de werking van de hogescholen en universiteiten in Vlaanderen (*Decree*) : 14/03/2008, B.S. 26/06/2008

Decreet betreffende de flexibilisering van het hoger onderwijs en houdende dringende hogeronderwijsaangelegenheden (flexibiliseringsdecreet), gewijzigd bij decreet van 20 mei 2005 (*Decree*) : 30/04/2004, B.S. 12/10/2004

Decreet betreffende de herstructurering van het hoger onderwijs in Vlaanderen (*Decree*) : 04/04/2003, B.S. 14/08/2003

Decreet betreffende de herziening van de financiering van de universiteiten in de Vlaamse Gemeenschap en begeleidende bepalingen. (*Decree*) : 07/12/2001, B.S. 12/02/2002

Decreet betreffende de Huizen van het Nederlands (*Decree*) : 07/05/2004, B.S. 19/11/2004

Decreet betreffende de inhaalbeweging voor schoolinfrastructuur (*Decree*) : 07/07/2006, B.S. 15/09/2006

Decreet betreffende de inspectie en de begeleiding van de levensbeschouwelijke vakken (*Decree*) : 01/12/1993, B.S. 08/02/1994

Decreet betreffende de intergemeentelijke onderwijsvereniging (IGOV) (Decree) : 28/11/2008, B.S.16/01/2009

Decreet betreffende de kwalificatiestructuur (Decree) : 30/04/2009, B.S. 16/07/2009

Decreet betreffende de kwaliteit van het onderwijs (Decree) : 08/05/2009, B.S. 28/08/2009

Decreet betreffende de lerarenopleiding in Vlaanderen (Decree) : 15/12/2006, B.S. 06/02/2007

Decreet betreffende de organisatie en financiering van het wetenschaps- en innovatiebeleid (Decree) : 30/04/2009, B.S. 06/07/2009

Decreet betreffende de organisatie van tijdelijke projecten in het DKO (Decree) : 13/07/2007, B.S. 22/08/2007

Decreet betreffende de rechtspositie van bepaalde personeelsleden van het Gemeenschapsonderwijs (Decree) : 27/03/1991, B.S. 25/05/1991

Decreet betreffende de rechtspositie van sommige personeelsleden van het gesubsidieerd onderwijs en de gesubsidieerde PMS-centra (Decree) : 27/03/1991, B.S. 25/05/1991

Decreet betreffende de rechtspositieregeling van de student, de participatie in het hoger onderwijs, de integratie van bepaalde afdelingen van het hoger onderwijs voor sociale promotie in de hogescholen en de begeleiding van de herstructurering van het hoger onderwijs in Vlaanderen (Decree) : 19/03/2004, B.S. 10/06/2004

Decreet betreffende de regionale technologische centra en houdende noodzakelijke en dringende onderwijsbepalingen (Decree) : 07/05/2004, B.S. 31/08/2004

Decreet betreffende de studiefinanciering en studentenvoorzieningen in het hoger onderwijs van de Vlaamse Gemeenschap (Decree) : 30/04/2004, B.S. 28/07/2004

Decreet betreffende de studiefinanciering van de Vlaamse Gemeenschap (Decree) : 08/06/2007, B.S. 19/07/2007

Decreet betreffende de subsidiëring van ouderkoepelverenigingen (Decree) : 20/06/1996, B.S. 09/08/1996

Decreet betreffende de werkingsbudgetten in het secundair onderwijs en tot wijziging van het decreet basisonderwijs van 25 februari 1997 wat de werkingsbudgetten betreft (Decree) : 04/07/2008, B.S. 20/10/2008

Decreet betreffende enkele dringende maatregelen voor het deeltijds kunstonderwijs (Decree) : 10/07/2008, B.S. 16/10/2008

Decreet betreffende functiebeschrijving en evaluatie in het onderwijs (Decree) : 13/07/2007, B.S. 31/08/2007

Decreet betreffende gelijke onderwijskansen I (Decree) : 28/06/2002, B.S. 14/09/2002

Decreet betreffende het flankerend onderwijsbeleid op lokaal niveau (Decree) : 30/11/2007, B.S. 11/02/2008

Decreet betreffende het landschap basisonderwijs (Decree) : 10/07/2003, B.S. 24/10/2003

Decreet betreffende het onderwijs II (Decree) : 31/07/1990, B.S. 18/08/1990

Decreet betreffende het onderwijs IX (Decree) : 14/07/1998, B.S. 29/08/1998

Decreet betreffende het onderwijs VIII (Decree) : 15/07/1997, B.S. 21/08/1997

Decreet betreffende het onderwijs XI (Decree) : 18/05/1999, B.S. 31/08/1999

Decreet betreffende het onderwijs XII-Ensor (Decree) : 20/10/2000, B.S. 16/12/2000

Decreet betreffende het Onderwijs XIII-Mozaïek (Decree) : 13/07/2001, B.S. 27/11/2001

Decreet betreffende het onderwijs XIV (Decree) : 14/02/2003, B.S. 01/07/2003

Decreet betreffende het onderwijs XIX (Decree) : 08/05/2009, B.S. 28/08/2009

Decreet betreffende het onderwijs XVI (Decree) : 07/07/2006, B.S. 31/08/2006

Decreet betreffende het onderwijs XVII (Decree) : 22/06/2007, B.S. 21/08/2007

Decreet betreffende het onderwijs XVIII (Decree) : 04/07/2008, B.S. 01/09/2008

Decreet betreffende het onderwijs-XV (Decree) : 15/07/2005, B.S. 16/09/2005

Decreet betreffende het secundair na secundair onderwijs en het hoger beroepsonderwijs (Decree) : 30/04/2009, B.S. 20/07/2009

Decreet betreffende het sociaal-cultureel volwassenenwerk (Decree) : 04/04/2003, B.S. 28/05/2003

Decreet betreffende het stelsel van leren en werken in de Vlaamse Gemeenschap (Decree) : 10/07/2008, B.S. 03/10/2008

Decreet betreffende het verwerven van een titel van beroepsbekwaamheid (Decree) : 30/04/2004, B.S. 26/11/2004

Decreet betreffende het volwassenenonderwijs (Decree) : 15/06/2007, B.S. 31/08/2007

Decreet betreffende participatie op school en de Vlaamse Onderwijsraad (Decree) : 02/04/2004, B.S. 06/08/2004

Decreet betreffende tijdelijke projecten in het onderwijs (Decree) : 09/12/2005, B.S. 02/02/2006

Decreet houdende bekrachtiging van het BVR van 27 april 2001 tot bepaling van de ontwikkelingsdoelen voor het buitengewoon basisonderwijs type 8 (Decree) : 18/01/2002, B.S. 16/02/2002

Decreet houdende de Middelenbegroting van de Vlaamse Gemeenschap voor het begrotingsjaar 2007 (Decree) : 22/12/2006, B.S. 29/12/2006

Decreet houdende de organisatie en werking van de regionale technologische centra (Decree) : 14/12/2007, B.S. 01/02/2008

Decreet houdende de organisatie van de schoolsport (Decree) : 13/02/2009, B.S. 26/03/2009

Decreet houdende de regeling van basiseducatie voor laaggeschoolde volwassenen (Decree) : 12/07/1990, B.S. 04/10/1990

Decreet houdende de subsidiëring van studenten- en leerlingenkoepelverenigingen. (Decree) : 30/03/1999, B.S. 15/09/1999

Decreet houdende diverse maatregelen met betrekking tot het secundair onderwijs en tot wijziging van het decreet van 25 februari 1997 betreffende het basisonderwijs (Decree) : 14/07/1998, B.S. 29/08/1998

Decreet houdende een aanpassing van de regelgeving betreffende het tertiair onderwijs (Decree) : 20/04/2001, B.S. 13/07/2001

Decreet houdende goedkeuring en uitvoering van het verdrag tussen het Koninkrijk der Nederlanden en de Vlaamse Gemeenschap van België inzake de accreditatie van opleidingen binnen het Nederlandse en het Vlaamse hoger onderwijs (Decree) : 02/04/2004, B.S. 18/05/2004

Decreet houdende goedkeuring van het verdrag tussen het Koninkrijk der Nederlanden en de Vlaamse Gemeenschap van België inzake de transnationale Universiteit Limburg (Decree) : 13/07/2001, B.S. 08/08/2001

Decreet houdende het instellen van een rookverbod in onderwijsinstellingen en centra voor leerlingenbegeleiding (Decree) : 06/06/2008, B.S. 18/07/2008

Decreet houdende interpretatie van de artikelen 44, 44bis en 62, §1, 7°, 9° en 10°, van het decreet basisonderwijs van 25 februari 1997 (Decree) : 23/10/2009, B.S. 24/11/2009

Decreet houdende ondersteuning van de federatie van erkende organisaties voor volksontwikkelingswerk (FOV) en houdende ondersteuning van de Vereniging van Vlaamse Cultuurcentra (Decree) : 06/07/2001, B.S. 17/08/2001

Decreet houdende oprichting van onderhandelingscomités voor de basiseducatie en voor het Vlaams Ondersteuningscentrum voor het Volwassenenonderwijs (Decree) : 23/01/2009, B.S. 26/03/2009

Decreet tot bekrachtiging van de decretale specifieke eindtermen "topsport" algemeen en technisch secundair onderwijs (Decree) : 02/06/2006, B.S. 13/07/2006

Decreet tot bekrachtiging van de decretale specifieke eindtermen voor het algemeen secundair onderwijs (Decree) : 07/05/2004, B.S. 08/11/2004

Decreet tot bekrachtiging van de eindtermen en de ontwikkelingsdoelen van de eerste graad van het gewoon secundair onderwijs (Decree) : 24/07/1996, B.S. 14/08/1996

Decreet tot bekrachtiging van de eindtermen van het derde leerjaar van de derde graad van het gewoon beroepssecundair onderwijs (Decree) : 20/12/2002

Decreet tot bekrachtiging van de schrapping en de aanpassing van eindtermen voor het studiegebied Algemene Vorming van het secundair onderwijs voor sociale promotie (Decree) : 24/04/2007, B.S. 2/07/2007

Decreet tot bekrachtiging van het besluit van de Vlaamse Regering van 13 februari 2009 betreffende de eindtermen en ontwikkelingsdoelen in het basis- en secundair onderwijs (Decree) : 30/04/2009, B.S. 08/07/2009

Decreet tot bekrachtiging van het besluit van de Vlaamse Regering van 22 februari 2008 tot ontvankelijkheid en gelijkwaardigheid van aanvragen tot afwijking van de decretaal bekrachtigde eindtermen en ontwikkelingsdoelen "informatie- en communicatietechnologie" in het basis- en secundair onderwijs (Decree) : 25/04/2008, B.S. 13/08/2008

Decreet tot bekrachtiging van het BVR van 1 december 1998 tot bepaling van de ontwikkelingsdoelen voor het buitengewoon basisonderwijs type 2 (Decree) : 02/03/1999, B.S. 26/05/1999

Decreet tot bekrachtiging van het BVR van 15/6/2007 betreffende de goedkeuring van tijdelijke projecten in het DKO vanaf het schooljaar 2007-2008 (Decree) : 13/07/2007, B.S. 22/08/2007

Decreet tot bekrachtiging van het BVR van 16 september 2005 tot ontvankelijkheid en gelijkwaardigheid van een aanvraag tot afwijking op de decretale specifieke eindtermen voor het algemeen secundair onderwijs. (Decree) : 27/01/2006, B.S. 21/02/2006

Decreet tot bekrachtiging van het BVR van 23 juni 2006 betreffende de organisatie van tijdelijke projecten in het basis- en secundair onderwijs (Decree) : 14/07/2006, B.S. 08/11/2006

Decreet tot bekrachtiging van het BVR van 23 november 2001 tot bepaling van de ontwikkelingsdoelen voor het buitengewoon basisonderwijs type 1 (Decree) : 22/03/2002, B.S. 27/04/2002

Decreet tot bekrachtiging van het BVR van 31 januari 2003 tot bepaling van de ontwikkelingsdoelen voor het buitengewoon basisonderwijs type 7 (Decree) : 23/05/2003, B.S. 16/07/2003

Decreet tot bekrachtiging van het BVR van 5 oktober 2007 betreffende het beroepsprofiel van de leraar (Decree) : 7/12/2007, B.S. 21/01/2008

Decreet tot bekrachtiging van het reglement van de Nederlands-Vlaamse Accreditatieorganisatie tot bepaling van de bestuursbeginselen die van toepassing zijn bij de besluitvorming inzake accreditatie en toets nieuwe opleiding ten aanzien van hoger onderwijs (Decree) : 27/01/2006, B.S. 21/03/2006

Decreet tot bekrachtiging van de ontwikkelingsdoelen algemene en sociale vorming in het buitengewoon secundair onderwijs van opleidingsvorm 3 (Decree) : 19/07/2002, B.S. 10/09/2002

Decreet tot oprichting van het intern verzelfstandigd agentschap met rechtspersoonlijkheid "Agentschap voor Infrastructuur in het Onderwijs" (Decree) : 07/05/2004, B.S. 07/06/2004

Decreet tot oprichting van het publiekrechtelijk vormgegeven extern verzelfstandigd agentschap "Vlaams Agentschap voor Ondernemersvorming - Syntra Vlaanderen ". (Decree) : 07/05/2004, B.S. 09/06/2004

Decreet tot oprichting van het publiekrechtelijk vormgegeven extern verzelfstandigd agentschap "Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding" (Decree) : 07/05/2004, B.S. 07/06/2004

Decreet tot oprichting van onderhandelingscomités in het vrij gesubsidieerd onderwijs (Decree) : 05/04/1995, B.S. 08/06/1995

Het ministerieel besluit van 16 mei 1999 bepaalt de voorwaarden voor de aanvraag van een programmatie in het deeltijds kunstonderwijs en de behandeling ervan, de voorwaarden voor de melding van een structuurwijziging in het bestaande studieaanbod in het deeltijds kunstonderwijs (Ministerial decision) : 16/05/1999, B.S. 11/08/1999

Kaderdecreet Bestuurlijk Beleid van 18 juli 2003 (*Framework Decree*) : 18/07/2003, B.S. 22/08/2003

Koninklijk Besluit houdende omschrijving van de types en de organisatie van het buitengewoon onderwijs en vaststellende de toelatings- en behoudsvoorwaarden in de diverse niveaus van het buitengewoon onderwijs (*Royal Decision*) : 28/06/1978, B.S. 29/08/1978

Koninklijk Besluit inzake gebruik rijksregisternummer door het Departement Onderwijs als uniek leerlingennummer (*Royal Decision*) : 07/07/2002, B.S. 17/09/2002

MB betreffende de toekenning van subsidies voor naschoolse opleidingsactiviteiten in de landbouwsector (*Ministerial Decision*) : 26/11/2007, B.S. 11/12/2007

Ministerieel besluit tot uitvoering van het besluit van de Vlaamse Regering van 4 april 2003 ter ondersteuning van brugprojecten tussen economie en onderwijs (*Ministerial Decision*) : 12/05/2006, B.S. 17/07/2006

OZB Aanvullende lestijden voor de integratie van anderstaligen in de Nederlandstalige scholen voor basisonderwijs gelegen in de rand- en taalgrensgemeenten en in de scholen voor basisonderwijs gelegen in de gemeenten die grenzen aan de randgemeenten en / of grenzen aan de gemeenten van het Brussels Hoofdstedelijk Gewest (*Circular Letter*) : 04/07/2006, BaO/2006/02

OZB Aanwending van de globale puntenenveloppe in het secundair onderwijs (*Circular Letter*) : 17/08/2009, PERS/2009/06

OZB Afwezigheden en in- en uitschrijvingen in het buitengewoon secundair onderwijs (*Circular Letter*) : 15/08/2002, SO/2002/05/bus0

OZB Afwezigheden en in- en uitschrijvingen in het voltijds gewoon secundair onderwijs en het deeltijds secundair onderwijs (*Circular Letter*) : 08/07/2005, SO/2005/04

OZB Algemene omzendbrief leerlingenvervoer (*Circular Letter*) : 23/05/2008, NO/2008/02

OZB Bedrijfsbeheer in het secundair onderwijs (*Circular Letter*) : 25/01/2008, SO/2008/01

OZB Beginmeting en peiling in de B-stroom van de eerste graad van het secundair onderwijs (*Circular Letter*) : 25/08/2006, SO/2006/04

OZB Berekening van de globale puntenenveloppe in het secundair onderwijs (*Circular Letter*) : 03/07/2009, SO/2009/03

OZB Berekening van de globale puntenenveloppe in het secundair onderwijs (BuSO) (*Circular Letter*) : 03/07/2009, SO/2009/04(BuSO)

OZB Bijzondere maatregelen voor de contractuele personeelsleden tewerkgesteld in CODO-projecten in de verschillende onderwijsniveaus en de centraliserende instanties en voor de gesubsidieerde contractuele personeelsleden in het basisonderwijs (Circular Letter) : 18/07/2003, PERS/2003/06

OZB Controle op de leerplicht (Circular Letter) : 14/07/1998, BaO/98/3

OZB Controle van de leerlingen in het buitengewoon basisonderwijs (Circular Letter) : 9/10/2006, BaO/2006/05

OZB Controle van de leerlingen in het gewoon basisonderwijs (Circular Letter) : 09/10/2006, BaO/2006/04

OZB De leerplicht (Circular Letter) : 01/03/2000, SO 68

OZB De organisatie van het volwassenenonderwijs - Centra voor Basiseducatie (Circular Letter) : 05/07/2007, VWO/2007/02 (CBE)

OZB De organisatie van het volwassenenonderwijs - Centra voor Volwassenenonderwijs (Circular Letter) : 05/07/2007, VWO/2007/01 (CVO)

OZB De verwerving van financiële steun van het ESF voor de Alternerende Beroepsopleiding (ABO) in het buitengewoon secundair onderwijs van opleidingsvorm 3 - ESF doelstelling 2 prioriteit 1 AS 1 (Circular Letter) : 04/12/2007, SO/2007/09 (BuSO)

OZB Doventolken in het voltijds gewoon onderwijs (Circular Letter) : 09/05/2006, NO/2006/01

OZB Engagementsverklaring in het basisonderwijs (Circular Letter) : 27/04/2009, BaO/2009/02

OZB EUOKLASSEN: Europese samenwerking in het secundair onderwijs (Circular Letter) : 03/04/2004, SO/2004/05

OZB Experimenteel secundair onderwijs volgens een modulair stelsel (Circular Letter) : 18/07/2008, SO/2008/04

OZB Functiebeschrijving en evaluatie (Circular Letter) : 29/10/2007, PERS/2007/09

OZB Geïntegreerd onderwijs (Circular Letter) : 11/09/2003, GD/2003/05

OZB GROS: Grensoverschrijdende Samenwerking met de buurlanden in het secundair onderwijs (Circular Letter) : 02/04/2004, SO/2004/04

OZB Het gelijkeonderwijskansenbeleid voor het basisonderwijs (Circular Letter) : 13/06/2006, BaO/2006/01

OZB Het gelijke onderwijskansenbeleid voor het secundair onderwijs vanaf het schooljaar 2006-2007
(Circular Letter) : 15/08/2005, SO/2005/07

OZB Het mentorschap in het onderwijs (Circular Letter) : 09/04/2009, NO/2009/01

OZB Het ondersteuningsaanbod voor gelijke onderwijskansen in het buitengewoon secundair onderwijs (Circular Letter) : 07/07/2009, SO/2009/05 (BuSO)

OZB Het recht op onderwijs voor kinderen zonder wettig verblijfsstatuut (Circular Letter) : 24/02/2003, GD/2003/03

OZB Integratie van leerlingen met een matige of ernstige verstandelijke handicap in het gewoon lager en secundair onderwijs (Circular Letter) : 22/07/2008, NO/2008/05

OZB Internationalisering in het basisonderwijs (Circular Letter) : 09/05/2009, BaO/2009/03

OZB Kostenbeheersing in het basisonderwijs (Circular Letter) : 22/06/2007, BaO/2007/05

OZB Leerlingstages en sociaal-maatschappelijke training in het buitengewoon secundair onderwijs
(Circular Letter) : 16/09/2002, SO/2002/11

OZB Leerlingstages in het voltijds secundair onderwijs (Circular Letter) : 16/09/2002, SO/2002/09

OZB Leren en werken (Circular Letter) : 08/08/2008, SO/2008/08

OZB Lokale participatieregeling in het basis- en secundair onderwijs (Circular Letter) : 13/07/2004, GD/2004/03

OZB Maatregelen ter stimulering van de participatie van kleuters aan het onderwijs (Circular Letter) : 22/06/2007, BaO/2007/04

OZB Nieuwe structuur van opleidingsvorm 3 (Circular Letter) : 15/06/2002, SO/2002/08/busso

OZB Ondersteuning van leerlingen/ studenten met een auditieve handicap in het gewoon voltijds secundair en hoger onderwijs (Circular Letter) : 15/05/2009, NO/2009/02

OZB Onderwijs aan huis (Circular Letter) : 17/06/97, BaO/97/5

OZB Onderwijs voor zieke jongeren (BuSO) (Circular Letter) : 22/07/2005, SO/2005/06 (BuSO)

OZB Onderwijs voor zieke jongeren (SO) (Circular Letter) : 22/07/2005, SO/2005/05

OZB Onderwijsbeleid voor migranten. Maatregelen voor de schooljaren 2005-2006 tot en met 2007-2008 (Circular Letter) : 10/06/2005, BaO/2005/06

OZB Onthaalonderwijs voor anderstalige nieuwkomers (Circular Letter) : 30/06/2006, BaO/2006/03

OZB Onthaalonderwijs voor anderstalige nieuwkomers in het gewoon voltijds secundair onderwijs (Circular Letter) : 23/07/2001, SO 75

OZB Organisatie van het schooljaar in het secundair onderwijs (Circular Letter) : 12/06/ 2001, SO 74

OZB Organisatie van het volwassenenonderwijs - consortia volwassenenonderwijs (Circular Letter) : 01/07/2009, VWO/2009/02

OZB Overzicht subsidies en toelagen aan gewoon en/of buitengewoon gefinancierd en/of gesubsidieerd onderwijs" (Circular Letter) : 26/02/2002, BaO/2002/04

OZB Peiling eindtermen biologie in de a-stroom van de eerste graad van het secundair onderwijs (Circular Letter Circular Letter) : 07/03/2006, SO/2006/02

OZB Personeelsaangelegenheden in het onderwijs voor sociale promotie (Circular Letter) : 16/08/2005, PV/2005/5 (OSP)

OZB Procedure voor de erkenning van de specifieke vorming inzake leidinggeven (art. 48 van het DCLB) (Circular Letter) : 12/12/2005, CLB/2005/04

OZB Puntenenveloppen voor scholen en scholengemeenschappen basisonderwijs: personeelsformatie en personeelsaspecten (Circular Letter) : 30/06/2005, BaO/2005/12

OZB Rationeel energiegebruik in scholen (Circular Letter) : 23/09/2008, NO/2008/06

OZB Registratie van leerlingen secundair onderwijs (Circular Letter) : 03/07/2000, SO 70

OZB Scholengemeenschappen basisonderwijs (Circular Letter) : 30/06/2005, BaO/2005/11

OZB Scholengemeenschappen secundair onderwijs (Circular Letter) : 30/04/1999, SO 62

OZB Speciale onderwijsleermiddelen in het volwassenenonderwijs - schooljaar 2009-2010 (Circular Letter) : 15/05/2009, VWO/2009/01

OZB Structuur en organisatie van het voltijds secundair onderwijs (Circular Letter) : 25/06/1999, SO 64

OZB Structuur van de lineaire en modulaire taalopleidingen in het volwassenenonderwijs (Circular Letter) : 10/06/2004, PV/2004/04

OZB Subsiëring consortia volwassenenonderwijs - schooljaar 2007-2008 (Circular Letter) : 22/08/2007, VWO/2007/03 (Cons)

OZB Taak- en functiedifferentiatie in het gewoon en buitengewoon secundair onderwijs (Circular Letter) : 10/07/2007, SO/2007/03 (pers)

OZB Toelatingsvoorwaarden en inschrijvingsverslag leerlingen in het buitengewoon basisonderwijs (Circular Letter) : 10/05/2007, BaO/2007/02

OZB Toelatingsvoorwaarden leerlingen in het gewoon basisonderwijs (Circular Letter) : 10/08/2001, BaO/2001/1

OZB Uitwisseling van leerkrachten tussen Brusselse scholen (Circular Letter) : 04/06/2008, NO/2008/04

OZB Vakantieregeling in de centra voor leerlingenbegeleiding (Circular Letter) : 25/11/2009, CLB/2009/03

OZB Vaststelling van het pakket "uren-leraar" in het voltijds secundair onderwijs (Circular Letter) : 31/07/1998, SO 55

OZB Vereiste taalkennis bij een aanstelling in een Franstalige school op het grondgebied van het Vlaams Gewest (Circular Letter) : 19/01/2010, PERS/2010/02

OZB Vereiste taalkennis bij een aanstelling in het onderwijs (Circular Letter) : 19/01/2009, PERS/2010/01

OZB verhoging van het werkingsbudget - aanwending voor beleidsondersteuning en klasvrij maken van de directeur/adjunct-directeur (Circular Letter) : 27/07/1998, BaO/98/5

OZB Vreemdetalenonderwijs in het gewoon basisonderwijs (Circular Letter) : 11/06/2004, BaO/2004/02

OZB Wijziging van de besluiten van de vlaamse regering van 31 juli 1990 houdende de organisatie van het deeltijds kunstonderwijs, studierichting "beeldende kunst" en de studierichtingen "muziek", "woordkunst" en "dans" (Circular Letter) : 09/07/2001, OND/13EA/SBT 2001/05

Wet betreffende de leerplicht (Law) : 29/06/1983, B.S. 07/07/1983

Wet houdende organisatie van het bedrijfsleven (Law) : 20/09/1948, B.S. 27/09/1996

Wet op het buitengewoon en geïntegreerd onderwijs (Law) : 06/07/1970, B.S. 25/08/1970

Wet ter bevordering van de werkgelegenheid (Law) : 24/12/1999, B.S. 27/01/2000

Wet tot bepaling van de criteria bedoeld in artikel 39, §2, van de bijzondere wet van 16 januari 1989 betreffende de financiering van de Gemeenschappen en de Gewesten (Law) : 23/05/2000, B.S. 30/05/2000

Wet tot regeling van de betrekkingen tussen de overheid en de vakbonden van haar personeel (Law) : 19/12/1974, B.S. 24/12/1974

Wet tot wijziging van sommige bepalingen van de onderwijswetgeving (Law) : 29/05/1959, B.S. 19/06/1959

Wetgeving houdende taalregeling in het onderwijs (Law) : 30/07/1963, B.S. 22/08/1963

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2.6.2.1.

AHOVOS, Agentschap voor Hoger Onderwijs, Volwassenenonderwijs en Studietoelagen

H. Consciencegebouw
Koning Albert II-laan 15
B-1210 Brussel
Website: <http://www.ahovos.be> (11/03/2010)
2.6.2.1.

AKOV, Agentschap voor Kwaliteitszorg in Onderwijs en Vorming

H. Consciencegebouw
Koning Albert II-laan 15
1210 Brussel
Website: <http://www.ond.vlaanderen.be/wegwijs/AKOV> (21/03/2010)
9.3.2.

Alden Biesen - European Classes

Landcommanderij Alden Biesen
Kasteelstraat 6
B-3740 Bilzen
Tel: +32.89.51.93.59

E-mail: annemarie.vandeweyer@cjsm.vlaanderen.be
Website: <http://www.alden-biesen.be/paginas/eurowerking/index.php?> (11/03/2010)
11.5.

AOC, Agentschap voor Onderwijscommunicatie

Hendrik Consciencegebouw
Koning Albert II-laan 15
1210 Brussel
Website: <http://www.ond.vlaanderen.be/wegwijs/com/> (11/03/2010)
2.6.2.1.

BEDNET

Bondgenotenlaan 134 bus 4
3000 Leuven
Tel: +32.16.20.40.45
E-mail: info@bednet.be
Website: <http://www.bednet.be/> (15/03/2010)
4.17.3

Belgian Federal Public Service Employment, Labour and Social Dialogue

Directie van het betaald educatief verlof
Ernest Blerotstraat 1
B-1070 Brussel
Tel: +32.2.233.41.11
E-mail: fod@werk.belgie.be
Website: <http://www.werk.belgie.be> (11/03/2010)
2.6.1.

Canon cultuurcel

Ministerie van de Vlaamse Gemeenschap
Agentschap voor Onderwijscommunicatie
Hendrik Consciencegebouw
Koning Albert II-laan 15
1210 Brussel
Tel: +32.2.553.96.63
E-mail: canon@ond.vlaanderen.be
Website: <http://www.canoncultuurcel.be> (15/03/2010)

CEGO, Centre for Experiential Education

Schapenstraat 34
B-3000 Leuven
Tel: +32.16.32.57.40
E-mail: cego@ped.kuleuven.be
Website: <http://www.cego.be/> (11/03/2010)
10.5.3.1.5.

Centre for Educational Effectiveness and Evaluation

Dekenstraat 2
3000 Leuven
Tel: +32.16.32.57.58
Website: <http://ppw.kuleuven.be/coe/> (15/03/2010)
9.6.

Centre for Language and Education

Blijde Inkomststraat 7
3000 Leuven
Tel: +32.16.32.53.67
E-mail: info@cteno.be
Website: <http://cteno.be> (11/03/2010)

10.7.2.3.

COC, Christelijke Onderwijscentrale

Trierstraat 33
1040 Brussel
Tel: +32.2.285 04 40
E-mail: coc.brussel@acv-csc.be
Website: <http://www.coc.be> (11/03/2010)
2.7.2.4.

Commissie inzake Leerlingenrechten

H. Consciencegebouw
Koning Albert II-laan 2 A 25
1210 Brussel
Tel: 32.2.553.93.85
Website: <http://www.ond.vlaanderen.be/leerlingenrechtencommissie/> (11/03/2010)
10.5.3.1.6.

Commissie Zorgvuldig Bestuur

Vlaams ministerie van Onderwijs en Vorming
AgODI
t.a.v. Marleen Broucke
Koning Albert II-laan 15 1 C 24
B-1210 Brussel
Tel: +32.2.553.65.56
E-mail: zorgvuldigbestuur.onderwijs@vlaanderen.be
Website: <http://www.ond.vlaanderen.be/zorgvuldigbestuur/> (11/03/2010)
2.6.2.1.

Constitutional Court of Belgium

Koningsplein 7
1000 Brussel
Tel: +32.2.500.12.11
Website: <http://www.arbitrage.be/> (15/03/2010)
2.6.1.

Council of State

Wetenschapsstraat 33
1040 Brussel
Tel: +32.2.234.96.11
Website: <http://www.raadvanstate.be/> (15/03/2010)
2.6.1.

Court of Audit

Regentschapsstraat 2
1000 Brussel
Tel: +32.2.551.81.11
Website: <http://www.rekenhof.be/NL/> (15/03/2010)
2.6.1.

COV, Christen Onderwijzersverbond

Koningsstraat 203 B-1210 Brussel
Tel: +32.2.227.41.11
E-mail: cov@acv-csc.be
Website: <http://www.cov.be> (11/03/2010)
2.7.2.4.

DBO, Dienst Beroepsopleiding (Departement Onderwijs en Vorming)

Hendrik Consciencegebouw
Koning Albert II-laan 15 2A
1210 Brussel
Tel: +32.2.553.87.00
Website: <http://www.ond.vlaanderen.be/DBO/> (11/03/2010)
5.18.5.2.

Departement Cultuur, Jeugd, Sport en Media

Vlaams ministerie van Cultuur
Arenberggebouw
Arenbergstraat 9
B-1000 Brussel
Tel: +32.2.553.68.00
E-mail: cultuur@vlaanderen.be
Website: <http://www.vlaanderen.be/cultuur/> (11/03/2010)
2.6.2.4.

Departement landbouw & visserij, Afdeling Landbouwworming, Voorlichting en Duurzame Landbouw

Ellipsgebouw (6e verdieping)
Koning Albert II-laan 35 bus 40
B-1030 Brussel
Tel: +32.2.552.78.92
Fax: +32.2.552.78.71
E-mail: jean.steenbergen@lv.vlaanderen.be
Website: <http://lv.vlaanderen.be/nlapps/docs/default.asp?fid=36> (11/03/2010)
2.6.2.3.

Departement Onderwijs

Vlaams Ministerie van Onderwijs en Vorming
Hendrik Consciencegebouw
Koning Albert II-Laan 15
B-1210 Brussel
Tel: +32.2.552.68.00
Website: <http://www.ond.vlaanderen.be/wegwijs/departement/> (11/03/2010)
2.6.2.1.

DHO, Duurzaam Hoger Onderwijs Vlaanderen

Conferentiecentrum Café de Fiennes
De Fiennesstraat 77
1070 Brussel
Tel: +32.2.523.80.84
E-mail: info@dhovlaanderen.be
Website: <http://www.dhovlaanderen.be/> (15/03/2010)

DPF, Federale Politie, Directie van de Opleiding

Luchtmahtlaan 10
B-1040 Etterbeek
E-mail: info@police.ac.be
Website: <http://www.police.ac.be> (11/03/2010)
2.6.1.

EduBRON, Begeleiding, Research, Onderwijs, Universiteit Antwerpen

Universiteit Antwerpen
Campus Drie Eiken
Universiteitsplein 1 - Gebouw A
B-2610 Antwerpen
E-mail: edubron@ua.ac.be
Website: <http://www.edubron.be> (11/03/2010)

9.6.

Entiteit Curriculum (ex-DVO)

Consciencegebouw
Koning Albert II-Laan 15
B-1210 Brussel
Tel: +32.2.553.88.07
E-mail: jean.vanholder@ond.vlaanderen.be
Website: <http://www.ond.vlaanderen.be/dvo/> (11/03/2010)
9.3.2.

EPOS vzw

Koning Albert II-laan 15/C7
B-1210 Brussel
Tel: +32.2.553.98.67
E-mail: info@epos-vlaanderen.be
Website: <http://www.epos-vlaanderen.be> (11/03/2010)
11.4.2.4.

ESF Agency (European Social Fund - Flanders)

Gasthuisstraat 35
1000 Brussel
Tel: +32.2.546.22.11
E-mail: info@esf-agentschap.be
Website: <http://www.esf-agentschap.be/> (11/03/2010)
2.6.2.2.

Examencommissie van de Vlaamse Gemeenschap voor het voltijds secundair onderwijs

Hendrik Consciencegebouw Koning Albert II-Laan 15
B-1210 Brussel
Tel: +32.2.528.09.40
Website: <http://www.ond.vlaanderen.be/secundair/examencommissie/> (11/03/2010)
2.5.2.

Federatie Centra Basiseducatie

Dok Noord 5
B-9000 Gent
Tel: +32.473.17.09.53
E-mail: info@federatie-basiseducatie.be
Website: <http://www.basiseducatie.be/> (11/03/2010)
7.5.1.

Federatie Steinerscholen Vlaanderen

Gitschotellei 188
B-2140 Antwerpen
Tel: +32.3.213.23.33
E-mail: steinerscholen@telenet.be
Website: <http://www.steinerscholen.be> (11/03/2010)
2.6.3.1.2.

FLAMENCO, Flanders Agency for Mobility and Co-operation in Higher Education

VLIR
Ravensteingalerij 27 bus 3
1000 Brussel
Website: http://www.vlir.be/content1.aspx?url=p_266.htm (15/03/2010)
2.7.2.2.

FOD Defensie - Algemene Directie Vorming (DG Vmg)

Kwartier Koninklijke Militaire School
Renaissancelaan 30
B-1000 Brussel
Website: <http://www.mil.be/fmn> (11/03/2010)
2.6.1.

FOD Financiën, Administratie der Thesaurie, Centrale dienst der vaste uitgaven - pensioenen

Kunstlaan 30
B-1040 Brussel
Tel: +32.2.257.257.11
E-mail: cdvupensioenen.thesaurie@minfin.fed.be
Website: <http://www.cdvupensioenen.fgov.be> (11/03/2010)
2.6.1.

FOK, Federatie Organisaties voor Kunsteducatie

Interim-secretariaat FOK
De Veerman vzw
Kronenburgstraat 34
B-2000 Antwerpen
Tel: +32.3.290.69.66
E-mail: fok@veerman.be
Website: <http://www.kunsteducatie.be> (21/03/2010)

FOPEM, Federatie van Onafhankelijke Pluralistische Emancipatorische Methodenscholen

Kartuizerlaan 20
B-9000 Gent
Tel: +32.9.233.94.90
E-mail: fopem@skynet.be
Website: <http://www.fopem.be> (11/03/2010)
2.6.3.1.2.

FOV, Federation of Organisations active in the popular(non-formal) adult education scene

Gallaitstraat 86 bus 12
B-1030 Brussel
Tel: +32.2.244.93.39
E-mail: info@fov.be
Website: <http://www.fov.be/> (11/03/2010)
7.1.6.

Freinetbeweging Vlaanderen

E-mail: info@freinetbewegingvlaanderen.be
Website: <http://www.freinetbewegingvlaanderen.be/> (11/03/2010)
2.6.3.1.2.

GO! onderwijs van de Vlaamse Gemeenschap

Emile Jacqmainlaan 20
1000 Brussel
Tel: +32.2.790.92.00
E-mail: info@g-o.be
Website: <http://www.g-o.be/> (11/03/2010)
2.6.3.2.

HIVA, Higher Institute of Labour Studies

Parkstraat 47
B-3000 Leuven
Tel: +32.16.32.33.33
E-mail: hiva@kuleuven.be
Website: <http://www.hiva.be> (11/03/2010)

9.6.

ICOR, Interuniversitair Centrum voor Onderwijsrecht

Arthur Goemaerelei 52
B-2018 Antwerpen
Tel: +32.3.238.44.23
E-mail: info@Onderwijsrecht.be
Website: <http://www.onderwijsrecht.be/> (11/03/2010)

9.6.

IPCO, Raad van inrichtende machten van het Protestants-Christelijk Onderwijs

Lakenmakersstraat 271
2800 Mechelen
Tel: +32.15.55.61.52
E-mail: info@ipco.be
Website: <http://www.ipco.be/> (11/03/2010)
2.6.3.1.2.

K.U. Leuven, Centre for sociological research

Parkstraat 45 bus 3601
B-3000 Leuven
België
Tel: +32.16.32.32.05
E-mail: jef.verhoeven@soc.kuleuven.be
Website: http://perswww.kuleuven.be/~u0003309/School/EducationAndTheory/indexE_css.html
(11/03/2010)
9.6.

K.U. Leuven, Centrum voor Onderwijsbeleid en - vernieuwing

Vesaliusstraat 2
B-3000 Leuven
Tel: +32.16.32.62.89
Website: <http://www.kuleuven.be> (11/03/2010)
9.6.

Kind & Gezin

Hallepoortlaan 27
1060 Brussel
Tel: +32.2.533.12.11
E-mail: info@kindengezin.be
Website: <http://www.kindengezin.be/KG/> (11/03/2010)
3.4.

Kinderrechtencommissariaat

Leuvensesteenweg 86
1000 Brussel
Tel: 02/ 552.98.00
Fax: 02/ 555.98.01
Website: <http://www.kinderrechtencommissariaat.be> (11/03/2010)
2.7.2.5.

Koning Boudewijnstichting

Brederodestraat 21
B-1000 Brussel
Tel: +32.2.511.18.40
E-mail: info@kbs-frb.be
Website: <http://www.koningboudewijnstichting.be/> (11/03/2010)

5.18.4.

KOOGO, Koepel van Ouderverenigingen van het Officieel Gesubsidieerd Onderwijs

Nederpolder 2
9000 Gent
Tel: +32.9.269.70.04
Website: <http://www.koogo.be/> (11/03/2010)
2.7.2.3.

National Academic Recognition Information Centre - Flanders

AKOV Agentschap voor Kwaliteitszorg in Onderwijs en Vorming
Hendrik Consciencegebouw
Koning Albert II-laan 15
B-1210 Brussel
Tel: +32.2.553.97.44
E-mail: Naric@vlaanderen.be
Website: <http://www.ond.vlaanderen.be/NARIC/> (11/03/2010)
6.15. / 11.6.

Nederlandse Taalunie

Lange Voorhout 19
2514 EB Den Haag
Nederland
Tel: + 31.70.346.95.48
E-mail: info@taalunie.org
Website: <http://taalunieversum.org/taalunie/> (11/03/2010)
11.4.1.1.

NVAO, Nederlands-Vlaamse Accreditatie Organisatie

Parkstraat 28
NL-2514 JK Den Haag
Nederland
Tel: +31.70.312.23.00
E-mail: info@nvao.net
Website: <http://nvao.net/> (11/03/2010)
9.4.2.4.

OKO, Overlegplatform Kleine Onderwijsverstrekkers

Website: <http://www.oko.be/> (11/03/2010)
2.6.3.1.2.

OVSG, Onderwijssecretariaat van de Steden en Gemeenten van de Vlaamse Gemeenschap

Ravesteingalerij 3 bus 7
B-1000 Brussel
Tel: +32.2.506.41.50
E-mail: info@ovsg.be
Website: <http://www.ovsg.be/> (11/03/2010)
2.6.3.1.2.

PDOS, Pensioendienst voor de overheidssector

Victor Hortaplein 40 - bus 30
B-1060 Brussel
Tel: +32.2.558.60.00
Website: <http://www.pdos.fgov.be/> (11/03/2010)
2.6.1.

POV, Provinciaal Onderwijs Vlaanderen

Boudewijnlaan 20/21
B-1000 Brussel

Tel: +32.2.514.19.00
E-mail: provinciaal.onderwijs@pov.be
Website: <http://www.pov.be/> (11/03/2010)
2.6.3.1.2.

Prins Filipsfonds

c/o koning Boudewijnstichting
Brederodestraat 21
B-1000 Brussel
Tel: +32.2.545.08.08
E-mail: info@prins-filipfonds.org
Website: <http://www.prins-filipfonds.org> (11/03/2010)
11.6.1.

Provincie Antwerpen, Dienst Onderwijs

Koningin Elisabethlei 22
B-2018 Antwerpen
Tel: +32.3.240.50.11
Website: <http://www.provant.be/> (11/03/2010)
2.6.3.5.

Provincie Limburg, 1° Directie onderwijs en onderwijsinspectie

Universiteitslaan 1
3500 Hasselt
Tel: +32.11.24.73.11
E-mail: onderwijs@limburg.be
Website: <http://www.limburg.be/onderwijs/> (11/03/2010)
2.6.3.5.

Provincie Oost-Vlaanderen, 7e directie onderwijs

Provinciehuis
Gouvernementstraat 1
B-9000 Gent
Tel: +32.9.267.80.00
E-mail: info@oost-vlaanderen.be
Website: <http://www.oost-vlaanderen.be> (11/03/2010)
2.6.3.5.

Provincie Vlaams-Brabant, Dienst Onderwijs

Provinciehuis
Provincieplein 1
B-3010 Leuven
Tel: +32.16.26.76.40
E-mail: onderwijs@vlaamsbrabant.be
Website: <http://www.vlaamsbrabant.be> (11/03/2010)
2.6.3.5.

Provincie West-Vlaanderen

Provinciehuis Boeverbos
Koning Leopold III-laan 41
B-8200 Brugge
Tel: +32.50.40.31.11
E-mail: provincie@west-vlaanderen.be
Website: <http://www.west-vlaanderen.be> (11/03/2010)
2.6.3.5.

Research Foundation - Flanders

Egmontstraat 5
B-1000 Brussel
Tel: +32.2.512.91.10
E-mail: post@fwo.be
Website: <http://www.fwo.be> (11/03/2010)
2.7.2.2.

Rijksdienst voor Kinderbijslag voor Werknemers

E-mail: info@rkw.fgov.be
Website: <http://www.rkw.be/> (11/03/2010)
3.7.

SERV, Sociaal-Economische Raad van Vlaanderen

Wetstraat 34-36
1040 Brussel
Tel: +32.2.20.90.111
Website: <http://www.serv.be> (11/03/2010)
2.6.2.2.

SLN, Steunpunt Lokale Netwerken

Reigerstraat 10
9000 Gent
Tel: +32.9.220.84.31
E-mail: info@sln.be
Website: <http://www.sln.be/> (15/03/2010)
2.7.2.7.

Socius, Steunpunt voor Sociaal-Cultureel Volwassenenwerk

Gallaitstraat 86 bus 4
B-1030 Brussel
Tel: +32.2.215.27.08
E-mail: info@socius.be
Website: <http://www.socius.be/> (11/03/2010)
7.1.6.

SSL, Steunpunt Studie- en Schoolloopbanen

Parkstraat 47
B-3000 Leuven
E-mail: ssl@kuleuven.be
Website: <http://www.steunpuntloopbanen.be/> (11/03/2010)
9.6.

St.A.M.-Vlaanderen, Studiegroep Authentieke Middenscholen

Kasteelstraat 12
B-8580 Avelgem
Tel: +32.56.64.42.12
E-mail: info@stam-vlaanderen.be
Website: <http://www.stam-vlaanderen.be/> (11/03/2010)
5.5.

Stad Antwerpen, Lerende Stad

Lange Gasthuisstraat 15
B-2000 Antwerpen
Tel: +32.3.201.33.14
Website: <http://antwerpen.be/> (11/03/2010)
2.6.3.6.

Stad Brussel, Openbaar onderwijs

Anspachlaan 6

B-1000 Brussel
Tel: +32.2.279.39.77
Website: <http://www.brunette.brucity.be/> (11/03/2010)
2.6.3.7.

Stad Gent, Departement Onderwijs en Opvoeding

Nederpolder 2
B-9000 Gent
Tel: +32.9.269.70.00
E-mail: onderwijs@gent.be
Website: <http://onderwijs.gent.be> (11/03/2010)
2.6.3.6.

Steunpunt Diversiteit & Leren (voorheen Steunpunt intercultureel onderwijs)

Sint- Pietersnieuwstraat 49
B-9000 Gent
Tel: +32.9.264.70.38
E-mail: info@diversiteitenleren.be
Website: <http://www.steunpuntdiversiteitenleren.be/> (11/03/2010)
10.5.3.1.5.

Steunpunt WSE, Werk en Sociale Economie

Parkstraat 45 bus 5303
B-3000 Leuven
Tel: +32.16.32.32.39
E-mail: steunpuntwse@econ.kuleuven.be
Website: <http://www.steunpuntwse.be> (11/03/2010)
9.6.

Stichting Ryckvelde

Ryckvelde 6-10
B-8340 Damme
Tel: +32.50.35.27.20
E-mail: info@ryckvelde.be
Website: <http://www.ryckvelde.be/> (11/03/2010)
11.5

SVS, Stichting Vlaamse Schoolsport

Leopold II-laan 184 D
1080 Brussel
Tel: +32.2.420.06.80
E-mail: svs@schoolsport.be
Website: <http://www.schoolsport.be/> (15/03/2010)

SYNTRA-Vlaanderen

Kanselarijstraat 19
B-1000 Brussel
Tel: +32.2.227.63.93
E-mail: info@syntravlaanderen.be
Website: <http://www.syntra.be/> (11/03/2010)
2.8.5.3. / 5.20.1.3. / 7.1.3. / 7.4.3.

Toll-net, Technologie-ondersteund levenslang leren

Boudewijnlaan 20/21
1000 Brussel
Tel: +32.2.553.96.36
E-mail: info@toll-net.be

Website: <http://www.toll-net.be/> (15/03/2010)
7.11.7.

TOR Onderzoeksgroep (VUB)

VUB
Pleinlaan 2
1050 Brussel
Tel: +32.2.629.20.24
Website: <http://www.vub.ac.be/TOR/intro/intro.phtml> (15/03/2010)
9.6.

Unesco Platform Vlaanderen

Farasijnstraat 32
B-8670 Koksijde
Tel: +32.58.51.44.79
E-mail: info@unesco-vlaanderen.be
Website: <http://www.unesco-vlaanderen.be> (11/03/2010)
11.4.2.3.

Universiteit Gent - Vakgroep Onderwijskunde

H. Dunantlaan 2
B-9000 Gent
Tel: +32.9.264.86.64
Website: <http://www.onderwijskunde.ugent.be/> (11/03/2010)
9.6.

VCLB, Vrije-CLB-Koepel

Anatole Franceststraat 119 bus 1
B-1030 Brussel
Tel: +32.2.240.07.50
E-mail: info@vclb-koepel.be
Website: <http://vclb.bmgroupp.be/> (11/03/2010)
4.15.2.

VCOV, Vlaamse Confederatie van Ouders en Ouderverenigingen

Interleuvenlaan 15A
B-3001 Leuven
Tel: +32.16.38.81.00
E-mail: info@vcov.be
Website: <http://www.vcov.be> (11/03/2010)
2.7.2.3.

VDAB, Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding

Keizerslaan 11
B-1000 Brussel
Tel: +32.2.508.38.11
E-mail: info@vdab.be
Website: <http://www.VDAB.be> (11/03/2010)
2.8.5.2. / 7.1.2. / 7.4.2.

VFO, Vlaams Forum voor Onderwijsonderzoek

Venusstraat 35 (VE35.210)
B-2000 Antwerpen
E-mail: vfo@ua.ac.be
Website: <http://www.vfo.be> (11/03/2010)
9.6.

VGC, Vlaamse Gemeenschapscommissie - Directie Onderwijs

Technologiestraat 1

B-1082 Sint-Agatha-Berchem
Tel: +32.2.482.00.81
E-mail: onderwijs@vgc.be
Website: <http://www.vgc.be/onderwijs/> (11/03/2010)
2.6.4.1.6.

Vlaamse Unesco Commissie

Afdeling Buitenlandse Zaken
Departement Internationaal Vlaanderen
Boudewijnlaan 30
1000 Brussel
Tel: +32.2.553.59.00
E-mail: jan.debisschop@iv.vlaanderen.be
Website: <http://www.unesco-vlaanderen.be> (30/3/2010)

VLHORA, Vlaamse Hogescholenraad

Ravensteingalerij 27 bus 3
B-1000 Brussel
Tel: +32.2.211.41.90
Website: <http://www.vlhora.be/> (11/03/2010)
2.7.2.2.

VLIR, Flemish Interuniversity Council

Ravensteingalerij 27
B-1000 Brussel
Tel: +32.2.792.55.00
E-mail: administratie@vlir.be
Website: <http://www.vlir.be/> (11/03/2010)
2.7.2.2.

VLOR, Flemish Education Council

Kunstlaan 6 bus 6
B-1210 Brussel
Tel: +32.2.219.42.99
E-mail: info@vlor.be
Website: <http://www.vlor.be/> (11/03/2010)
2.7.2.1.

VOCVO, Vlaams Ondersteuningscentrum voor het Volwassenenonderwijs

Kardinaal Mercierplein 1
B-2800 Mechelen
Tel: +32.15.44.65.00
E-mail: vraag@vocvo.be
Website: <http://www.vocvo.be> (11/03/2010)
9.3.3.2.

VOOP, Vlaams Onderwijs OverlegPlatform

Nederkouter 112
B-9000 Gent
Tel: +32.3.230.03.84
Website: <http://www.voop.be/> (11/03/2010)
2.6.3.1.2.

VSK, Vlaamse Scholierenkoepel

Paleizenstraat 90
B-1030 Brussel
Tel: +32.2.215.32.29

E-mail: info@vsknet.be
Website: <http://vsknet.be/> (11/03/2010)
2.7.2.5.

VSKO, Vlaams Secretariaat van het Katholiek Onderwijs

Guimardstraat 1
B-1040 Brussel
Tel: +32.2.507.06.01
E-mail: secretariaat@vsko.be
Website: <http://ond.vsko.be> (11/03/2010)
2.6.3.1.2.

VSOA-onderwijs, Vrij Syndicaat voor Openbare Ambten - Groep Onderwijs

Boudewijnlaan 20-21
B-1000 Brussel
Tel: +32.2.529.81.39
E-mail: info@vsoa-onderwijs.be
Website: <http://www.vsoa-onderwijs.be/> (11/03/2010)
2.7.2.4.

VUB, Vrije Universiteit Brussel - Vakgroep Onderwijskunde

Pleinlaan 2
1050 Brussel
Tel: +32.2.629.13.10
E-mail: kvdbergh@vub.ac.be
Website: <http://www.vub.ac.be/ONKU/> (11/03/2010)
9.6.

VVS, Vlaamse Vereniging van Studenten

Zavelput 20
1000 Brussel
Tel: +32.2.502.01.22
E-mail: vvv@vvs.ac
Website: [http://www.vvs.ac./](http://www.vvs.ac/) (11/03/2010)
2.7.2.5.

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