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## Research framework existing models

### WP 2 – review of existing models

## Research framework existing models

### 1. Context – work package overall goals

WP2 –REVIEW OF EXISTING MODELS: desktop research, a quantitative survey and qualitative interviews will:

- provide an overview of train-the-trainer courses for VET trainers and guidance professionals in transversal skills and competencies in all the countries involved;
- identify existing training materials.

In addition, the needs of VET trainers and guidance professionals, who are interested or already involved in transversal skills training, will be identified.

A report will outline main findings, identify obstacles, provide guidelines for training implementation, highlight local best practices for train-the-trainer courses for VET trainers and provide recommendations to policy makers. The Valew Guidelines will also be transferred and it will be explained how to use them (from the identification of standards and collection of evidence, to recognition, assessment and certification of competences with a clear reference to the EQF and other Qualification Frameworks)

It will focus on:

- **Regional and national systems of evaluation and recognition of competences** especially focused on transversal competences, in the participating countries and at EU level.
- **State-of-the-art training courses and materials focusing on transversal skills in Europe** and internationally based on a concrete research framework for desktop research: year of publication of the sources, key words, type of documents, online or face-to-face courses etc.

## **Research framework existing models**

This framework has the function of guiding the partner's research to:

- Identify current and previous initiatives related to regional and national systems ofon to avoid duplication and reinventing the wheel for work already carried out;
- Identify state-of-the-art training courses on transversal skills and materials in Europe and internationally.

Since these two objectives are hardly comparable, the framework is split in two parts:

1. systems of recognition and evaluation
2. train – the – trainer, training courses and training materials

## **2. Usability of results**

The result of the desk research will be used in work package three where the training models selected from desk research based on the qualitative outcomes of the surveys and interviews are further analysed.

## **3. Timetable**

- Template for desk research may 28
- Desk research report on June 15
- First concept July 15
- First comments to send before you leave on summer holiday, or mid-august
- Final concept WP 2 September 1
- Peer review – last comments
- Comments before September 15
- Report on WP 2 final September 25

## **Research framework existing models**

### **4. Research framework**

The research is targeting on establishing mutual understanding on the VET systems and the present and possible position of transversal competences. Please report the findings of the desk research filling in Annex 1. The guideline to perform and report the desktop research is:

#### **Overview of / introduction on National vet system**

To start, in most cases commenting on existing descriptions or quoting them will be sufficient. However, please refer to the items in your bibliography used for this section. The form and content of qualifications, the competences used (if at all, or alternatives) and the training and didactical methods should be described.

#### **State of the art of research on need of transversal competences in research / best practices**

You can focus on research that has been published in mother tongue or is referring exclusively or mostly on your country.

#### **What training for teachers / trainers on transversal competences does exist?**

By identifying training for trainers and teachers in VET on transversal competences and / or transferring transversal competences to students / pupils mention target group, subject, methodology used / what tools are used and which competences are focused on.

#### **Validation or assessment including transversal competences**

Describe what tools are used, and what is the aimed for with this validation and the practice.

## **Research framework existing models**

### **Conclusions**

Please conclude on your own VET system, qualifications, VET trainers training programs and validation practice regarding the position of transversal competences. Identify what are the strong points and where gaps exist that the TrainVet model should address.

## Research framework existing models

### Annex 1 – research reporting form

#### Overview of / introduction on National vet system

##### General description

Belgium is a federal monarchy divided into three territorial regions: Flanders, Wallonia and Brussels. The population is divided into three linguistic communities (Flemish BEFL, German BEDG and French BEFR). This segmentation directly affects Belgian VET system. In fact, it has had a different development in each of these regions.

According to the European definition of qualification, the Belgian VET system includes:

- the secondary compulsory education with the technical and vocational programs (full-time and part-time);
- adult education;
- higher education with vocational bachelor programs;
- apprenticeship and entrepreneurial training;
- vocational training for adults, jobseekers, worker and students, organized by the public employment offices.

In Belgium, education is compulsory for 6 to 18 year-olds: full-time up to the completion of the second stage of secondary school and part-time as from the third stage, 15/16 years.

The Belgian VET system actually starts at the age of 14, if the pupil follows normal progression.

Until the age of 15, only one provider is in charge of VET in compulsory education: the schools, under the responsibility of the Ministry of Education, in each Community. At the start of the 2nd secondary education stage, the scope of VET extends to new providers besides the schools.

Pupils may orient themselves towards part-time programmes, alternating work and learning, organized either by schools or by the training organizations of small and medium-sized enterprises (SMEs). Adult education may also provide courses for them or as a partner-provider for schools in some programmes.

To the age of 18, young people may stay in the education system go to work or to any public or private vocational training provider, depending on their own professional career objectives, level of studies or other conditions like their social status: students, workers, jobseekers, etc. If the students leave the education system without a certificate/diploma of secondary school,

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they may continue to adult education. At any time, as from 18 years old it is also possible to move towards a validation via a skills center to obtain a qualification certificate.

Basically, the same types of device exist in all regions/communities, but sometimes having another name. What really makes the difference is the decision-making and the implementing processes : these refer to regional and community policy. However, a common structure of the educational system is used by all the communities, with three levels of education: basic, secondary and higher education.

Since the basic education system involves six years, pupils receive a certificate upon successful completion, which they can use to move on to secondary education.

Due to various repercussions in educational reforms in Belgium, dividing the language communities, two distinct VET agencies have been set up in the 1980s: FOREM (Community and Regional Office for Vocational Training) for the French community and VDAB (Flemish Office for Placement and Vocational Training) for the Flemish community.

In Belgium, the relationship between the world of work and vocational and educational training (VET) is very close. Social partners are associated with many establishments offering VET qualifications, but additionally, and more widely, with employment market regulations, via stringently organised social negotiations, at all levels of decision-making.

This speciality exists throughout Belgium. Regional social partners are present in all Management Committees in employment services and training services at regional level. Moreover, education and training of business leaders are organised in close collaboration with professional associations and key sectors of employment.

Competent authorities in each Region/Community generally work in close collaboration with private training providers. They could be:

- private 'subsidised' partners (non-profit associations);
- Sectoral Funds – training centres for sectors managed by social partners;
- approved private, unsubsidised training centres.

All Communities organise continuing adult education through partnerships with local non-profit association primarily directed to develop people's social and cultural skills.

These activities, not directly linked to VET, can contribute to social cohesion, local community integration and citizenship.

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### Sources used (refer either to your bibliography or add web addresses used)

<http://eqavet.eu/gns/what-we-do/implementing-the-framework/belgium.aspx>

[http://libserver.cedefop.europa.eu/vetelib/2012/2012\\_CR\\_BE.pdf](http://libserver.cedefop.europa.eu/vetelib/2012/2012_CR_BE.pdf)

### The form and content of qualifications

#### SECONDARY EDUCATION

When pupils start Vocational education, they may opt between three tracks: technical, vocational full-time or vocational part-time (alternating work and learning). The technical track prepares pupils for a professional career and/or further on for technical higher education. The vocational option is more practice-based and it prepares for a direct employment.

At the end of the 3rd stage, technical education provides a diploma or a certificate of qualification that gives an access for further studies or to the employment. At the end of the vocational track (full-time or part-time), pupils will have to achieve a 3th year at the 3rd stage to be completely certified from the secondary school.

In the French and the German communities, both technical and vocational education offers the possibility to follow a 7th complementary qualification year, as well as a 4th stage vocational education (1, 2 or 3 years) for the nursing studies. In the Flemish VET system since 2009, the 7th qualification year is now called 'secondary after secondary' education (se-n-se) and the 4th stage became the "associate degree" (organised by secondary schools and adult education). Training provision cover ten different sectors (agronomy, industry, construction, hotel and catering trades, and more), divided in groups, then in options or trade as from the 3rd stage. A 3rd year in the 3rd stage must be followed to obtain the secondary education certificate/diploma which gives access to higher education.

#### ADULT EDUCATION

Adult education is central for lifelong learning because it allows the recognition of skills from formal, non-formal or informal learning to pursue a learning path that can lead to qualifications corresponding to full-time education.

Rules to be admitted to adult education are:

- to be minimum 15 years old and having completed the first two years of secondary education;

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- to be 16 and have the necessary level for the option selected.

In both cases there is no admission fee. In particular, admissions are free for youngsters under 18, jobseekers, persons with disabilities and other welfare recipients.

Belgian Adult education offers training modules from the level of literacy to the tertiary-type short or long (in BEFR, in some programmes only). In BEFL, adult basic education is organised by centres for adult basic education (CBE); all other training programs are organised by centres for adult education (CVO).

Adult education in BEFL does not offer graduate courses at Bachelor level. However, it is possible to take high-level training through other educational programmes for adults (evening classes at university colleges and universities).

Adult education allows to obtain diploma or certificates for basic education, secondary education, specific educational qualifications for teachers, qualification certificates patent(certificate) of higher education(BEFR) and associate degrees (in BEFL), vocational Bachelors, and Masters (in BEFR for certain professions only) and in all communities, adult education work closely with all VET providers, public and private.

### HIGHER EDUCATION

Higher vocational training consists exclusively of professionally oriented Bachelors organised only in colleges. The professional Bachelor is trained to immediately enter the labour market. With a bridging programme, students can also continue in a Master programme.

In BEFL, there are currently 57 professional Bachelor programmes in 22 university colleges, divided into 10 study areas.

In BEFR, those programmes are not yet connected to the VET system.

In BEDG, a dual Bachelor's training was introduced in the study of financial services accountant. This training offers operational practice and it delivers an entrepreneur certificate as well as an internationally recognised Bachelor.

### APPRENTICESHIP AND ENTREPRENEURIAL TRAINING

There are four organisations that manage apprenticeship and entrepreneurial training in Belgium:

- SYNTRA - Vlaanderen in BEFL and Brussels for the Flemish-speaking apprentices;
- SFPME/EFPM in the Region of Brussels for the French-speaking apprentices;
- IFAPME in Wallonia;

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- IAWM in BEDG.

This four organisation are under the responsibility of the Minister of Employment in Brussels; the Minister of employment and vocational training in Wallonia and BEDG and the Ministry of Work and Social Affairs in BEFL, except for pupils still in compulsory education that are under the supervision of the Ministry of Education.

These structures are public bodies with a management committee composed of the regional social partners and a Government commissioner, with the exception of the SFPME, which is an integrated service within the French Community Commission administration, responsible, among other things, for vocational training in Brussels. The training centers are mostly non-profit organisations and they work with sectorial, professional and apprenticeship commissions to keep in touch with the world of independents and enterprises. They all provide four different programmes: apprenticeship, entrepreneurial training, continuing training for entrepreneurs' assistance and training for entrepreneurship and business creation.

Entrepreneurial training varies in length between 1 to 3 years, exceptionally 4. It is aimed at those who wish to set up their own business and at their employees. The training mainly takes place during evening sessions, but is also offered during the day or in weekends. The course is open to participants from the age of 18, who have complied with the compulsory school attendance.

### EMPLOYMENT AND VOCATIONAL TRAINING

Vocational training for adults is organised by region/communities.

Four organisations are in charge of the public vocational training in Belgium: the VDAB in BEFL, the Forem in Wallonia, the Arbeitsamt (ADG), in BEDG and Bruxelles Formation.

In Brussels, due to its bilingual status, vocational training is organised on the basis of community competences, either by Bruxelles Formation for the French-speaking citizens or by the VDAB for the Flemish ones. Bruxelles Formation falls thus under the Authority of the Minister in charge of this matter, among others, within the French Community Commission. Employment is organised by ACTIRIS, a bilingual body under the supervision of the Minister of Employment.

Training is proposed in different professions, grouped in various sectors with some local differences. They are all closely involved with the qualification and certification development and implementation process.

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### The competences used (if at all, or alternatives)

### The training and didactical methods should be described.

In the framework of the Lisbon Strategy and the Copenhagen Process, intended to encourage and promote lifelong learning and to better adapt the field of VET qualifications to the development of skills expected, each Region/Community has developed its own systems. These systems communicate and converge widely. Similarly, social partners have systematically come together in their framework.

Generally, public employment services in each region follow trends, whether concerning shortages in the workforce or skills, development of posts or the emergence of new professional sectors. Each year, they publish the list of critical functions, established on the basis of criteria pertaining to the duration of satisfaction and satisfaction rates of supply. Regularly, private bodies such as Manpower, Idea Consult, Federgon and F.E.B. publish reports on this issue at national or regional level.

Each Skills Centre (Reference centre, for the Brussels Region) has, in addition to its responsibilities and duties, a duty to oversee the sector(s) in which it holds an interest.

#### THE SECONDARY COMPULSORY EDUCATION WITH THE TECHNICAL AND VOCATIONAL PROGRAMS (full-time and part-time).

The learning and working system for part-time education for 15 – 25 year olds at school is organised by a centre usually dependent on a technical and vocational school.

The students follow a program of 15 hours: 2 days at school and 3 days in an enterprise through specific work convention (under 18) or a work contract as from 18; they are followed by an attendant.

Courses and work experience have to be fully integrated in order to achieve the targets set for the professional program. Preliminary trajectory might be proposed to pupils under 18 encountering some orientation and integration difficulties or problem in finding an employer.

#### ADULT EDUCATION

Adult education consists of three levels of education: basic education, secondary education for

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adults and higher professional education.

Adult education is modularised and organised through a coherent system of training credits. Any training unit can be associated to others in order to achieve a comprehensive set of skills for a profession, a professional qualification or an educational qualification.

### HIGHER EDUCATION

Didactical methods in Higher vocational training consist exclusively of professionally oriented Bachelors organised only in colleges. The professional Bachelor is trained to immediately enter the labour market. There are currently 57 professional Bachelor programmes in 22 university colleges, divided into 10 study areas (BEFL).

### APPRENTICESHIP AND ENTREPRENEURIAL TRAINING

Apprenticeship is aimed to young people between 15 and 25. They must conclude an apprenticeship contract with an employer to enter the system. However, most of the organisations have put in place measures to coach those who encounter problems either to find an enterprise or to get better prepared for it. The apprentice has the status of pupil and he/she receives a fixed apprenticeship allowance from the employer who is the main instructor of the youngster during the apprenticeship period. The system is open to the majority of professions to be learned in the apprenticeship model (with the exception of some professions for which higher standards are set as: dental technician, optician, accountant, insurer, etc). Some training, however, are typically regional: the maritime sector in BEFL and the wood industry in Wallonia and BEDG. After succeeding in the general education part and the professional part (practice in company and courses), the apprentice can obtain different certificates and may opt for a job in the company, become an employer, go on to the entrepreneurial training or to further education.

### EMPLOYMENT AND VOCATIONAL TRAINING

Institutions that work in this context propose skills training or pre-skills training, short programmes, specific programmes and additional support training (languages, social skills, literacy, determination, basic vocational programs) either in their own centres or with partners. To achieve their missions and diversify the training/job insertion programmes, they all rely on public-private partnerships.

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### State of the art of research on need of transversal competences in research / best practices

**General description** (You can focus on research either only in mother tongue or referring exclusively or mostly on your country)

### What training for teachers / trainers on transversal competences does exist

By identifying training for trainers and teachers in VET on transversal competences and / or transferring transversal competences to students / pupils mention target group, subject, methodology used / what tools are used and which competences are focused on. **Please copy the table and use 1 for each example you wish to describe.**

#### General description

The qualification of a VET trainer is not well positioned in the national qualifications system. The main difference between Belgian VET teachers and VET trainers is their workplace. Generally spoken, teachers are employed in IVET institutes (schools) and trainers are employed in CVET institutes (high schools, universities). In Belgium, most teachers are employed in formal education while trainers are employed in the non-formal system. In IVET, we find practical teachers (FL: Praktijkleraar; W: Professeur de cours pratiques/ d'atelier) employed in schools for secondary education and for special education, in centres for part-time education in apprenticeship schemes, in colleges of higher education and in companies and training centres. For teachers, there exist specific pedagogical courses and diploma's (Certificat d'Aptitude pédagogique). In the Dutch speaking community, there is no specific training track for VET teachers; it is the same as for teachers in general education. There are no particular regulations for in-service

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training of IVET teachers: the same regulations apply for the whole regular education system. In Wallonia, teachers are obliged by law to attend the meetings for teachers, as well as courses organised to update their pedagogical skills necessary for the educational practice. These meetings and educational and vocational skills update programmes are organised on a regular basis (yearly). However, the number and the duration of these update programmes are variable. Teachers and trainers are also obliged to update themselves on the techniques and the vocational knowledge necessary to get access to the vocation. The same requirements also apply when teachers or trainers want to maintain their teacher's or trainer's job.

At federal level, there are financial incentives for companies setting-up workplace tutors and mentors. These incentives apply for specific target-groups (students in compulsory education and young adults up to 26 years old).

A tutor must have at least 5 years of experience in the profession and have a certificate proving he/she followed a tutor training or a certificate from a skills validation as tutor. Key operators are: CEFA, IFAPME, SFPME, IAWM as far as compulsory education is concerned and Le FOREM, Vdab, Bruxelles Formation, ADG for the unemployed young adults. A special alternance system exists in the building sector for young adults between 18 and 25, the RAC (Régime apprentissage construction) and a similar system of CAI (Contrat d'apprentissage industriel) for young people between 15 and 18.

Teachers and Vet trainers may follow traineeship in companies.

When a student or young adult is in training within a company, regular contacts are organised between the company, the trainer and the student.

**Focus of training** (on transversal competences and / or transferring transversal competences to students / pupils)

There is no general framework in Belgium for continuing vocational training. There are different types of education and training schemes, for example, adult education (FL: Volwassenenonderwijs; W: Enseignement pour les adultes); adult vocational training and guidance (FL: Bedrijfsopleidingen voor volwassenen, VDAB, Flemish Externally Autonomous Agency for Employment, Vocational Training and Guidance; W: Formation professionnelle pour adultes, the FOREM); training for independent entrepreneurs and for small and medium-size enterprises (FL: Middenstandsopleidingen; W: Formation Permanente pour les classes moyennes et les petites et moyennes entreprises) and others.

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For trainers working for public operators such as Le FOREM, Ifapme, Bruxelles Formation, VDAB, recruitment is based on technical skills with at least 5 years of professional experiences. Pedagogical training is organised by the operator (initial and continuous training).

Several sectors organise tutor training modules based on their description of the tutor’s job. Tutors are trained to develop training plans, provide instructions and feedback, communicate, follow up the progress, and evaluate.

In Flanders, teachers in Centres for Adult Education must have completed a specific teacher-training programme. VDAB has its own training service, which ensures the instructors’ initial and continuing teacher training (usually professionals from the world of business), it also recruits trainers who have attended a teacher-training programme through comparative recruiting exams. The recruiting exams include theoretical and general knowledge required for the position; one or more practical tests relevant for the function and an interview with the examination board related to psychological tests. For all teaching staff, a yearly evaluation is held, linked to the competences required for the job. In this evaluation, training plans for the next year are discussed.

At SYNTRA Vlaanderen apprenticeship instructors are expected to have teaching qualifications. If this is not the case, they attend an initial additional course (120 hours), organised by SYNTRA Vlaanderen, for didactic training. Employers who provide 4 days/week apprenticeship training within the SYNTRA network are given a sequential training of 12 hours, called ‘Estafette’. This training programme is organised by a SYNTRA trainer and an apprenticeship counsellor. The training is focused on welcoming apprentices, issuing instructions to them, coaching (feedback and evaluation), conflict management, etc.

The Flemish Government has made a ‘Competence Agenda’ together with the social partners, one of the actions of which is more and better workplace learning. Through sector covenants, many sectors organise training and education for employees/employers who provide assistance to pupils, trainers, jobseekers and new employees.

<http://www.cedefop.europa.eu/EN/Files/05. TWG trainers in VET PLA 1 country overview.pdf>

### Targetgroup

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Subject
Methodology and / or tools used
Competences focused on in the training (if possible refer to the list used in the questionnaire)
<p>In Belgium (Wallonia, Belgium), three major VET providers, Le Forem, Bruxelles Formation and IFAPME, created a partnership project, FormaForm (<i>'Formation des formateurs'</i>) (<a href="http://www.formaform.be">www.formaform.be</a>) to develop and provide in-service training for their trainers. Most trainers are skilled workers and professionals who decide to train in their occupation/profession. FormaForm developed a trainer 'label' to recognise VET trainers' identity. It is planned to offer the label to trainers in enterprises as well as providers.</p> <p>Based on the label, Formaform train their new trainers in five core competences. Further training is elaborated for additional competences (in the second year of training activities) and for specific competences of a trainer and a professional (continuing training, mainly outsourced).</p> <p><b>Expected competences</b></p> <p>Trainers are expected to be able to:</p> <ol style="list-style-type: none"> <li><b>1. help to apply the institutional framework,</b> <ol style="list-style-type: none"> <li>(a) understand the institutional framework of vocational education and training,</li> <li>(b) understand the socioeconomic context of the occupational branch concerned,</li> <li>(c) participate as a trainer in a system,</li> <li>(d) manage pedagogical, administrative and logistics responsibilities,</li> <li>(e) work in a team in a context of internal and external cooperation schemes;</li> </ol> </li> <li><b>2. develop a training plan (syllabus) based on a programme or framework:</b> <ol style="list-style-type: none"> <li>(a) use a programme or framework (occupations, assessments, training),</li> <li>(b) structure the training plan (syllabus);.</li> </ol> </li> <li><b>3. design a training/education session(s):</b></li> </ol>

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- (a) define competence-based learning objectives,
  - (b) create and organise learning situations,
  - (c) select and apply pedagogical methods/tools and materials,
  - (d) design teaching aids based on traditional media (whiteboard, word, ppt, etc.),
  - (e) design teaching aids using the possibilities of new information, communication and education technologies,
  - (f) design tools and situations for formative and summative assessment,
  - (g) take into account emotional, social and cognitive aspects which affect learning;
- 4. implement a training/education session (educational aspect):**
- (a) put the learner in a learning situation,
  - (b) manage the information process;
- 5. conduct a training/education sequence (interpersonal and communication aspects):**
- (a) communicate in a learning situation, provide feedback,
  - (b) manage group dynamics,
  - (c) manage the social and intercultural aspects of relations,
  - (d) apply conflict resolution techniques,
  - (e) set the rules for the group and define the limits of authority,
  - (f) identify individual difficulties of social, emotional or cultural nature in order to adopt appropriate behaviour or making a referral,
  - (g) create awareness of the communication potential and measure development prospects;
- 6. assess outcomes:**
- (a) implement the formative and summative assessment,
  - (b) identify learning difficulties, design and implement remedial measures or, when necessary, refer to a specialist,
  - (c) communicate results of formative and summative assessment;
- 7. assess and adjust training/education measures:**
- (a) assess training/education measures,
  - (b) make necessary changes/adjustments;
- 8. manage own continuing training:**
- (a) update technical and pedagogical skills and competences,
  - (b) analyse own professional practice as a trainer/teacher.

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### Validation or assessment including transversal competences

#### General description

Doing a job requires a series of complementary competences, called “transversal competences”. Individuals in today’s societies are confronted with complexity in many parts of their lives. In this context, defining transversal competencies can prepare young people and adults to everyday life’s challenges. Competency is more than knowledge and skills: it is ability to meet complex demand, to use skills and attitudes in a particular context.

The Belgian Law defines “transversal competencies”: “attitudes, mental processes and methodological procedures common to the various disciplines to acquire and develop during the acquisition of different types of knowledge and skills; its control aims at increasing autonomy learning of students.” [compétences transversales : attitudes, démarches mentales et démarches méthodologiques communes aux différentes disciplines à acquérir et à mettre en oeuvre au cours de l’élaboration des différents savoirs et savoir-faire; leur maîtrise vise à une autonomie croissante d’apprentissage des élèves (Décret mission, 1997)]. These transversal competencies are difficult to assess; therefore, it is essential to build an appropriate assessment and validation system.

The Board of Education and Training (EFC) of the Federation Wallonia-Brussels, Belgium (2012) distinguishes among the soft skills:

- psychosocial and sociocultural skills, which contribute to the development of citizenship and integration of the individual in society; they include work skills and employability of individuals;
  - Non-technical professional skills, which are required to work, without being tied to a “business”:
1. Methodological skills. Being able to react appropriately in relation to tasks, find solutions independently, translating experiences to new situations;
  2. Social Skills. Sharing knowledge with others;
  3. Contributory Skills: . Be able to adjust position or work environment, ability to organize and decide and to take responsibility

According to the Board of Education and training, these non-technical professional skills must be developed in training and at work, as they contribute to the development of employability.

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### What tools are used

Five public institutions (Forem Formation, Bruxelles Formation, Enseignement de Promotion Sociale, IFAPME, SFPME) have decided to permit to citizens (>18) to recognize their professional competencies using an official and complementary certification's system. There are people who have learned a job outside of typical training channels. In this context, it could be difficult to receive recognition of their skills.

That is why all governments in the French speaking part of Belgium have signed in 2003 a cooperation agreement. This validation of competences mechanism allows anyone mastering skills has an advantage for build their life. Thanks to a practical test reproducing a real professional situation, the candidate's skills are official accepted. This recognition is organised by a Skills Validation Consortium in the name of the three francophone Governments, bringing together training providers via Validation Centres which organise tests which, when successfully carried out, lead to the issuing of Skills Certificates (or Title of Competence).

There are today 57 accredited validation centres from which 49 are active.

In the Flemish speaking part of Belgium, the government awards a "certificate of vocational experience" to people who have professional experience, but no diploma in that field.

Employees or jobseekers can acquire a certificate of vocational experience if they demonstrate that they have learned or acquired certain skills required to exercise an occupation, as defined by the labour market (sectorial and social partners) in a standard.

The organisations wishing to assess applicants are recognised by the Minister of Work after they have fulfilled the procedure for accreditation by responding to a call for proposals by the European Social Fund agency. The 'certificate of vocational experience' (Ervaringsbewijs) is an officially recognised certificate issued by the Flemish Ministry of Work and confirms that an individual has acquired specific professional skills.

### What is the aim of this procedure (validation and/ or assessment)

Skills recognition allows an individual to promote a certain previous pathway (experience, training) when entering a public VET provider in order to save repeating a portion of the

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pathway and to then go on to obtain certification with same provider.

A validation of skills allows to:

- to find a job more quickly and easily;
- have an official document proving ability to perform a job;

To validate skills and obtain a credential, it's essential to pass a validation test, which is a professional simulation.

### How is it used in practice

The procedure to obtain recognition of transversal competences is simple.

- Determine the job and level of personal experience and contact a Validation Centre.
- After a phase of information and guidance, there will be a practical test. There's no theory test, but only a professional simulation which will be valued by people specialised in that specific sector.
- If the test is successful, you receive a Skill Certificate.

Skill Certificate (Title of competences – Titre de Compétence) is an official document which attests the mastery in a specific business. A validation test (professional simulation) is organized for each competence.

## Conclusions

Identify what are the strong points and where gaps exist that the TrainVet model should address. Please conclude on your own VET system, qualifications, VET trainers training programs and validation practice regarding the position of transversal competences as described above.

### Your national VET System

### Qualifications

## Research framework existing models

<b>VET trainers training programs</b>
<b>Validation practice</b>

### Bibliography (including weblinks)

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