

MATCHING

MODELS AND TOOLS FOR CERTIFYING AND HIGHLIGHTING INFORMAL AND FORMAL EXPERIENCES IN VOCATIONAL TRAINING AND GUIDANCE

Lifelong Learning Programme 2007-2013 – Leonardo Da Vinci

Multilateral Projects Transfer of Innovation

NATIONAL REPORT



**The skills validation resulting from non-formal
and informal experiences in French-speaking
and Dutch-speaking Belgium**

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REFERENCE FRAME

Belgium is a federal state. Its characteristic lies in the fact that the Belgian constitution determines that the territory is composed of three economic areas (Flanders, Brussels-Capital and Wallonia) and three communities: The very small German-speaking community, which extends the east of the territory, bordering with Germany, the Flemish community, in charge of the Dutch-speaking people of Flanders and Brussels, and French community in charge of the French-speaking people of Wallonia and Brussels.

In the Belgian federal system, the communities and the areas have a government for each one. The matters whose these governments have the responsibilities are naturally different. Not to simplify comprehension for a foreigner: The government of the Flemish community and the regional government of the Flanders amalgamated voluntarily.

For a good reading of what will follow, let us know that we will speak about :

In French-speaking Belgium :

1. For Brussels-Capital:
 - COCOF (French Community Commission), competent in Brussels-capital for professional training of the French-speaking inhabitants.

Following actors;

- ACTIRIS, formerly called ORBEM, which is the public employment service of Brussels,
 - BRUXELLES-FORMATION, public service of Brussels for professional training.
 - SFPME, service of Brussels for professional training of the middle-classes (small and medium-size companies).
2. In Wallonia
 - Walloon regional government competent for employment and professional training.

Following actors;

- The FOREM, Walloon public service of employment and of professional training (with its entities forem council and forem formation).
- IFAPME, training institute of the middle-classes in Wallonia.

3. For all French-speaking Belgium :

- The government of the French community of Belgium (also called government of the Wallonia-Brussels community), qualified in matter of education and teaching for the Walloons and the French-speaking people of Brussels-capital.
- An important actor: social advancement teaching, very established in Wallonia and in Brussels, which plays a historical part in the continued training of the workers.

I . SKILLS VALIDATION SYSTEM IN FRENCH-SPEAKING BELGIUM

Presentation and situation as described by the consortium of skills validation :

In a few words...

"It is true, I do not have a diploma! But that does not prevent me from being qualified and knowing how to do my job... Unfortunately , I must justify myself too often."

A trade is learned from various ways : at school, of course, but also day after day, by the experiment of work, the professional training or the experiment of life. The modes of trainings are numerous:

- training courses of insertion
- practices and experiments in company
- trainings in company
- hierarchical relations
- tutorat in company
- relations with the colleagues
- relationships to the customers
- meetings, seminars
- evaluations of the personnel
- evolution of the products
- technical evolutions
- Internet
- voluntary helps in associations
- readings
- leisures

The courses of trainings for the adults are also all atypical. Some make a short formation, the other a long one or do not follow traditional continuing education. They have access to trainings in company or learn on the heap.

Today, many people exert their trade with much know-how but this work is not always recognized with its right value, because they acquired it gradually, without having the necessary official certificate. Many applicants for work have various and varied know-how, but they do not have the title requested by the companies. Moreover, the trades and technologies evolve. Formations are then necessary. Again, workers, actives or not, see themselves refusing the access to certain formations because they do not have the certificate or the diploma which proves that they have the necessary ones, where as they indeed have skills which would enable them to build a course of adapted formation.

This wasting of knowledge, experiment and energy is part from the past from now on, since it is now possible, in Brussels and in Wallonia, to develop freely a gained knowledge and experience.

A trade union of workers speaks about soft revolution of the formation. It finds its origin in a cooperation agreement signed in 2003 between the French Community, the Walloon region and the French Community Commission (Cocof). Since then, a bearing device - the Consortium of skills validation (CVDC) - was set up to organize the process of validation of citizens professional skills, in collaboration with various partners.

Of course, the skills validation falls under the European government scheme centred on the formation throughout the life and based on principles of promotion citizen and employability. The ultimate objective of this strategy is the inclusion of all in the company of knowledge, the access to or the maintenance in the employment and, therefore, the economic welfare and social of the person.

Soft revolution in French-speaking... and Dutch-speaking, but already tested practice in France, in Great Britain and elsewhere, in Canada, in New Zealand ,...

In practice and for the user, to validate his skills is very simple. Any citizen as of 18 years can address himself to one of the 30 centres of validation approved to be registered and pass a test intended there to check his professional skills. He should not worry that it is about one or other organization. For little that the centre is approved for the sought trade, same quality of service, the same procedure, the same reference frame will give him access on the same basis of skill.

During two to six hours, the candidate is put in professional situation and it at the time of showing his know-how in front of senior professionals. If the test is successful, the Consortium gives a Title of skill to him, i.e. an official document which attests control of evaluated skills. This Title is recognized by the French Community, the Walloon region and Cocof, as by the organizations which depend on it: Forem, Actiris, Brussels Formation, the social advancement teaching and Formation of middle-classes (IFAPME and SFPME).

Today, it is possible to validate its skills for nearly about thirty trades, such as hairdresser, mason or house painter. For each one of these trades, the Consortium of skills validation gathered experts and representatives of managements and labour and charged them with writing two reference frames:

1. A reference frame of skill, which defines the trade and lists the activity-keys of this trade by structuring them around several units of skill. For example, the trade of assistance-housewife includes/understands two units of skill: on the one hand domestic maintenance and on the other hand the maintenance of the linen.
2. A reference frame of validation, which specifies for each unit of skill, the means of evaluating it through a situation of test, criteria and indicators precise as well as the level of success. Each test thus relates only to the validation of a "part" of trade and gives right, in the event of success of the test, with the delivery of a Title of skill. The candidate can thus make validate his skills gradually, by capitalizing the Titles or pass only the Titles which it needs.

Currently, the number of reference frames of skill and validation available increases by 15 to 20% each year. In the long term, the objective is to make possible to the citizen to evolve in professional zones of mobility. Those will be built for the public ones slightly qualified or around trades in structural tension on the labour market.

More precisely :

1. Context

1.1. European Context

Generally, the skills validation falls under the program “Education and Formation 2010” such as defined within the framework of the Strategy of Lisbon. In March 2004, in their intermediate report/ratio on the urgency of the reforms to make a success of this strategy, the Council and the Commission underlined the need “for encouraging the training throughout the life as well as devices allowing each one to make recognize skills which it acquired within a not-formal or abstract framework”.

The “official statement of Maastricht” of December 14, 2004 brings up to date the “Declaration of Copenhagen” and precise to the row of the first priority at the national level “*use of the instruments, references and common principles the already agreed for the European plan to support the reform and the development of the systems and the national practices of EFP, relating to for example the transparency, the orientation throughout the life, the quality assurance, the identification and the validation of the non-formal trainings*”.

More concretely, the concept of skill at the base of the device of validation developed in French-speaking Belgium, the definition by the Commissions of reference frames of units of skill associated with a trade, the integration of the processes of the Consortium inside a step quality return the device of validation compatible with the European steps under development; tally European of certifications for the training throughout the life, ECVET, supplement with the certificate of Europass.

Lastly, it is important to stress that the device of skills validation such as it is developed today in French-speaking Belgium answers the European principles for the validation.

1.2 Community and regional contexts

Shutters the French Community and Walloon region As well governmental Declarations as the action plans retain the validation with the row of the work axes. Transverse Strategic planning n°2: Impulse n°7 “To develop an approach trade: to accelerate the device of skills validation”. Priority action plan for the Walloon Future said Plan “Marshall” aims, amongst other things, at causing skills for employment by the installation of an action plan to answer the trades in shortages quickly and by the installation of a qualifying action plan contributing to improve quality of the formation and teaching.

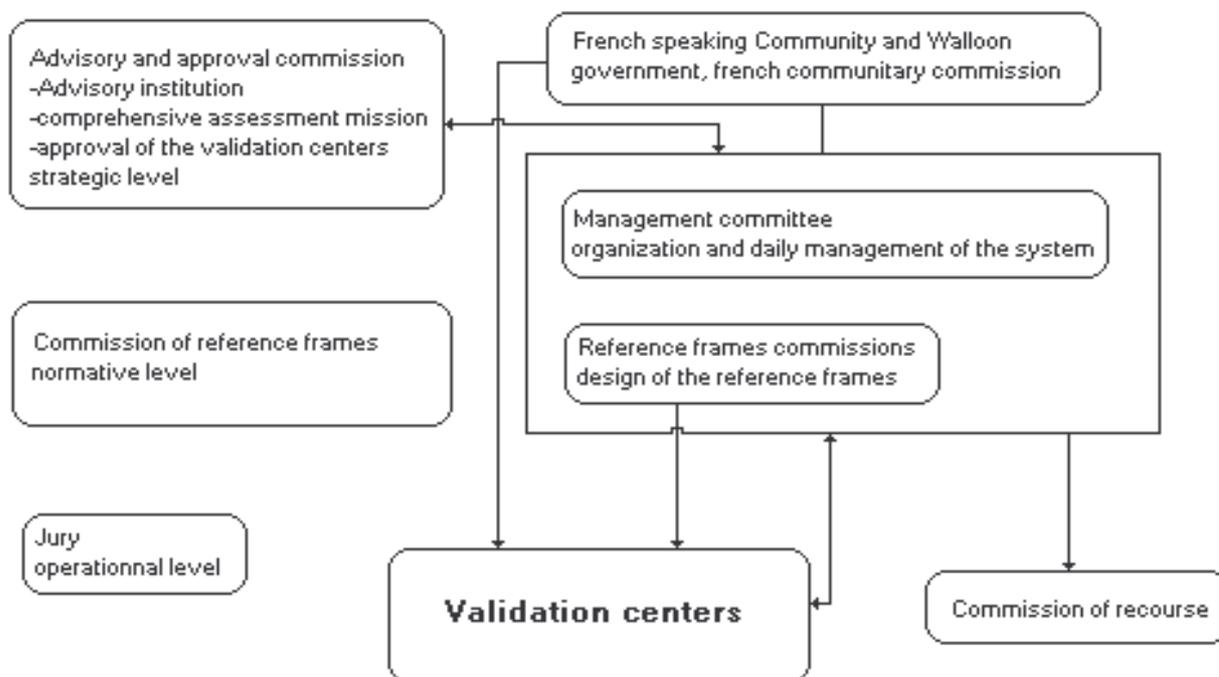
2. How does it work?

The major goal of the device of skills validation is to make it possible for the 18 years citizens to make officially recognize the skills acquired by the experiment of work, the professional training and/or the experiment of life. For the people, the official recognition of their skill will reinforce their professional identity, will ensure them of an access appropriate to continuing education, will facilitate the management of their professional path and will allow them to develop their skill on the labour market.

Through a service rendered simple for the user, it is a question of giving under skill the broadest possible practical value. What requires a structure shared with managements and labour of Brussels and Walloon like with the actors of Brussels and Walloon of teaching, professional training and employment.

This co-operation is organized via a Consortium and centres of validation implemented by the 5 public institutions of continuing professional education or within the framework of a specific partnership convention with one of them: Brussels Formation, Teaching of social advancement, Forem, IFAPME, SFPME. Skills are formally recognized through skills certificates delivered in the name of the French Community, of the Walloon region and the French Community Commission.

Skills Validation system Social Partners



2.1. Targeted trades and reference frames

Each year, at October 15, a “Note of strategic direction” is adopted within the advisory Commission and of approval by French-speaking managements and labour and the public services of employment. This note directs the device inside the framework decretal and specifies the trades for which Titles of skill must be made available. Year by year, the device will thus widen the field of qualification to which it relates.

For each trade, a commission of reference frames is implemented bringing together the sector-based social interlocutors and the operators of teaching and formation. This commission has a 4 months deadline and 8 meetings on average to define:

- the reference frame of skill the trade concerned defines, list the activity-keys developed within the framework of the trade, specifies necessary skills with its exercise. The reference frame also specifies the Units of skill associated with the trade and for which Titles of skill will be delivered
- The Units of skill associated with the trade correspond each one to a Title of skill. For each one of them, a Reference frame of validation is defined. The Reference frame of validation specifies the criteria of evaluation of skills as well as the professional situation which will make it possible to observe the control of it.

□ the table in appendix takes again the trades for which reference frames were or are in the course of production.

2.2. Approval of validation centres

When the reference frames of skill and the reference frames of validation are produced, the corresponding offer is organized in centres of validation. The applicant centres prepare on the basis of schedule of conditions produces by the Consortium. This one accompanies the Applicant centre and then organizes his control. After one to that the precondition carried out by organizations of control independent and an opinion of managements and labour, Centres of validation are approved by the governments in order to accommodate the candidates and to validate their skill.

The list in appendix specifies delivered approvals and those in the course of instruction.

2.3. Organization of test sessions

The Centres of validation program their sessions. Before registering the users, the centres organize a short guidance to make sure that the candidate was indeed directed towards the validation and take care to secure the candidate of a failure. A professional situation is then reconstituted according to the indications of the reference frame of validation. The candidates are brought to show their skill. Their work is observed by an appraiser on the basis of normalized grid. An observer joined it, checks the good organization of the test, takes part at the end of the test. Under the control of the person in charge of the centre of validation, a jury at least made up of the appraiser and observer deliberate on the success on the test. The candidate is then informed of the result of his test. He has access to maintenance if it wishes it and receives, if necessary by postal mail, his Title of skill.

An activities report is produced each year bound for the executives. It is approved by the management Committee and the advisory Commission and of approval.

3. The situation

3.1. Reports

At the end of the programming 2000-2006, the skills validation is confronted with the following problems: the Titles of skill currently are not sufficiently used by the actors concerned, nor a fortiori, by the general public. Four essential problems are raised:

- the validation is little known that they are recipients and inside the operators who are in load. Culturally, the gesture to validate its skills, which exists since 1934 in France, is new in Belgium with all the interrogations which can be related to the innovations in the chief of public, operators and recipients. If the request for validation evolves/moves gradually, waiting remains fuzzy even if the need appears legitimate.
- The validation was conceived like subsystem in order not to superimpose itself on preexistent systems. The corollary, i.e. the articulation with the other systems, is not yet sufficiently developed. The validation is not integrated yet into the lines of products of the operators of the Consortium. The validation sufficiently is not articulated upstream and downstream with the operators of employment and insertion. Moreover, the validation quantitatively is not sufficiently developed as a specific and credible offer of service, in particular for the actors of employment and insertion.

- in its launching phase, the device was directed in priority towards the applicants for work, but exclusive. The evolution towards its initial positioning - any person of 18 years, including the active workers of the private sector and the public sector - impacts at the same time the communication, the modes of evaluation of skills and the organization of the centres. Moreover, during this same starting, the trades in tension were targeted, often separately. The mode of selection of the trades in annual list must be adjusted so as to allow courses of Units of skill associated with trades.
- The validation produced and induced practices and organizations in its launching phase (2005-2006). These practices lately implemented must be adjusted, improved and supplemented in dialogue with several actors of various nature (managements and labour, operators of teaching and formation, public services of employment,...).

3.2. Working directions

Facing these problems, the investments in communication prove to be essential to make known the device and the Titles of skill, but the best impact on the level of the public operators and recipients will be reached if the skills validation is instrumented by the various actors. The personal track records and, the formation and the training courses of insertion must be able to lead under skills and those must be able to be developed towards the recruiting or the access to a higher qualification.

So that the skills validation experiences quantitative and qualitative developments: the actions of the Consortium and its partners must be coordinated within a collectively developed framework. Methodological and organisational developments new must widen the range of the device: skills transverse, relational, portfolio, evaluation in real situation scales of the tests, administrative computerization the access to the validation must be integrated into the processes of the operators via new dies. the recognition of the Titles of skill must be assured via footbridges guaranteed towards insertion and/or additional trainings. Partnerships must be concluded, beyond the Consortium, with the employment services and the insertion devices to develop new means of access. in agreement with managements and labour, an increasing attention must be brought towards the active workers and a choice of trades where the appreciation is clearly identified by the recipients who request the Titles of skill.

A candidate's file to the FSE was deposited in order to develop these actions: "Your skills have value!" : Cova

Option was taken to focus on the user and his course as a candidate: upstream of the device, inside the device, downstream from the device. The general objectives are schematized below. The file was designed to allow a rise to power and a quantitative evolution of the number of delivered Titles of skill. The development of the access towards the validation must go hand in hand with: - the possibility gradually of validating professional, technical and so relational skills, - control of the risk of failure, - the ergonomics of the access and the practices of the centres of validation, the insurance to be able to use the Title of skill in qualifying professional paths articulating track records and formation.

A. Upstream device	B. Entry of the device	C. Validation centre	D. Communication	E. Titles of skills	F. Exit of the device	G. Downstream
To develop the dies of access with quantitative and qualitative effects (employment, insertion, sectors).	To develop the access with quantitative and qualitative effects starting from the operators of EFP.	To develop the offer of the centres.	To develop the communication towards the public ones via internal and external channels.	To support the sector-based and intersectoral courses	To support the courses of qualifying trainings. .	To develop the Titles of skill on the labour market.

3.3 Conclusions

The device of validation is today in place. At the time of its first phase of development, the attention was into dominant, range on the implementation of the Cooperation agreement: tally institutional, production of reference frames of skill and approval of the centres of validation. Attention of the operators was related initially to the setting in of work within the consortium, approximately the celex.

Meanwhile, developments within the operators were not sufficient, in particular to integrate the validation in their production line. In addition, the operators do not have meters for the validation.

The actions of validation are not financed with the necessary height, what handicaps the device quantitatively one loses when one validates and qualitatively it step is insufficiently developed in the centres. Average of 650, - € by trades against 1.000, - € by trades in Flanders + 200, - € of guidance.

The demand and the offer for validation are currently still weak and it is only while acting on these two axes that they will interact in the direction of a quantitative increase. The choice of the current project is to operate gradually and proportionally the two levers.

To act on the offer of validation: in the centres of validation, the offer must be reinforced. new methodological and organizational developments are necessary to widen the offer of validation in Titles of skill and to make it more ergonomic.

To act on the request for validation, beyond tools of the partners and actions of communication, new dies of access must be built: concerning the applicants for work, at the beginning of the operators of Teaching and Vocational training (EFP) and operators of employment and insertion. for the workers, at the beginning of the interprofessional and sector-based organizations.

4. APPENDIX

4.1. List Titles of skill associated with the trades (May 2008)

The Advisory and Approval Commission bringing together managements and labour of Brussels and Wallonia as well as the public services of employment indicates each year the list of the trades for which they ask that Titles of skill be made available near the public. The list below cumulates by branch of industry the various annual lists. It is important to distinguish during the reading the trades:

OK: it is the trades for which the Reference frame of skills and the corresponding Reference frames of validation were approved by the Commission of reference frames, controlled by the Committee management and approved by the Governments. The number of Units of skill is indicated (i.e.g. 3UC).

EC.: in the course of production by a Commission of ad hoc reference frames OR in the course of approval by the governments. If the number of CPU appears, that means that the Commission of reference frame approved its Reference frame of skills.

P: asked by the advisory Commission but of which the Commission of reference frames is not made up. Letters RP announce that a preparatory meeting preliminary to any constitution of a Commission of reference frames must be organized. A last green light of the advisory Commission is necessary.

N° s	Activities sectors	Trades	Situations		
			OK	EC	P
1.	ADMINISTRATIVE	Assistant-accountant	4 UC		
		call centre Operator	2 UC		
		Administrative employee	2 UC		
		Administrative employee of the business services	2 UC		
2.	ALIMENTATION	Carver-Boner (butchery)	3 UC		
		Preparer-salesman in butchery	2 UC		
		Workman - baker's and pastry's shop	4 UC		
3.	CAR Services	Carriage-builder			2007-2008
		Mechanic and repairer of private cars and light commercial vehicles		3 UC	
		Mechanic of maintenance of the private cars and light commercial vehicles	3 UC		
		Mechanic of maintenance of heavy lorries			2008
		Repairing mechanic of heavy lorries			2007-2008
4.	CHEMISTRY	Operator of production of industries of basic chemicals	3 UC		

		Operator of production of the drug companies		3UC	
		Operator of production in plasturgy	2 UC		
5.	CONSTRUCTION	Mason	3 UC		
		Roofer	5 UC		
		Medical fitter	4 UC		
		Tile-layer	4 UC		
		House painter	4 UC		
		Earthmovers Driver	5 UC		
		Coffror	2 UC		
		Assembler in central heating	3 UC		
		Refrigeration Assembler	2 UC		
		Industrial painter	4 UC		
		Quantity surveyor - devisor - construction			2007-2008
		Plasterer	4 UC		
		Workman of roadway system - road work		EC	2007
		Layer of cut-down closings		2 UC	
6.	<u>CULTURALS</u>	Technical auxiliary in entertainment	2 UC		
		Technician in entertainment			2007-2008
7.	ELECTRICITY	Industrial fitter electrician	2 UC		
		Residential fitter electrician	2 UC		
		Tertiary fitter electrician			2008
8.	NOT-MERCHANT	Assistance-housewife	2 UC		
		Assistant-housewife in community	2 UC		
9.	GREEN SECTOR	Climbing - pruner	2 UC		

		Gardener of maintenance of parks and gardens			2008
10.	TECHNICALS	Mechanic of industrial maintenance	2 UC		
		Mechanic control engineer	5 UC		
		Technician in machining system	6 UC		
		Industrial pipe fitter	4 UC		
		Industrial sheet-iron	3 UC		
		Operator of production of glass industries	2 UC		
		Assembler of industrial plant, elevators			
11.	People Services	Hairdresser	4 UC		

4.2. List of approved Centres (May 2008)

	Name of the centre	Address
1	FOREM Formation Centre de Mons	Rue des Verts Pâturages 10 7000 Mons
2	Bruxelles Formation Construction	Chaussée de Vilvoorde 66 1120 Neder-Over-Heembek
3	Centre de validation des compétences de l'Enseignement de Promotion Sociale de Liège	Rue Saint-Laurent 33 4000 Liège
4	Epicuris (IFAPME)	Rue de Waremme 101 4530 Villers-le-Bouillet
5	FOREM Formation Centre de Floreffe	Rue de Riverre 13 5150 Floreffe
6	FOREM Formation Centre de Nivelles	Rue du Progrès 5 1400 Nivelles
7	FOREM Formation Centre du Val Benoît Liège	Rue Ernest Solvay 13 4000 Liège
8	FOREM Formation Construction Centre de Liège	Rue de Wallonie 21 4460 Grâce-Hollogne
9	FOREM Formation Construction Centre de Charleroi	Rue du 11 Novembre 83 6200 Châtelineau
10	FOREM Formation Centre de Libramont	Avenue Herbofin 37 6800 Libramont
11	FOREM Formation Centre Construction de Verviers	Rue des Chapeliers 128 4800 Ensival
12	FOREM Formation Centre d'Heusy	Rue Jean Gome 8 4802 Heusy

13	Bruxelles Formation Bureau & Services	Place Rouppe 16 1000 Bruxelles
14	FORMAT PME / FORMATTOIT (IFAPME)	Rue Saucin 66 5032 Les Isnes
15	Centre de validation des compétences de l'Enseignement de Promotion Sociale de Mouscron-Comines-Picardie	Rue Romaine 40 7780 Comines
16	Centre de validation des compétences de l'Enseignement de Promotion Sociale de Bruxelles	Av. Charles Thielemans 2 1150 Bruxelles
17	Centre de validation des compétences de l'Enseignement de Promotion Sociale de Libramont	Avenue Herbofin 39 6800 Libramont
18	Centre de validation des compétences de l'Enseignement de Promotion Sociale de Huy-Waremme	Quai de Compiègne 4 4500 Huy
19	IRIS TECH +	Rue Saint-Denis 95 1190 Bruxelles
20	Espace Formation PME Infac-Infobo (SFPME)	Rue de Stalle 292b 1180 Bruxelles
21	Formation PME ASBL – Membre du réseau IFAPME pour les arrondissements de Liège et Huy-Waremme. Repris pour la validation sous l'appellation « Centre de validation du Château »	Rue du Château Massart 70 4000 Liège
22	FOREM Formation Centre de Charleroi	Rue de Montigny 40 6000 Charleroi
23	Centre de validation IFAPME Mons-Borinage-Centre	Rue des Boulonneries 1 7100 La Louvière
24	FOREM Formation Centre de Mouscron	Rue de l'Echauffourée 1 7700 Mouscron
25	Forem Formation – Pigments de Strépy-Bracquegnies	Quai Pont du Canal 5 7110 Strépy-Bracquegnies
26	Centre de validation des compétences Sud-Luxembourg	Chemin de Weyler, 2 6700 Arlon
27	FORMATION PME Luxembourg	Rue de la Scierie 32 6800 Libramont
28	CFCEF « Centre de Formation Coiffure Esthétique Fitness » de Liège	Rue Pré du Cygne 2 4020 Liège
29	CFCEF « Centre de Formation Coiffure Esthétique Fitness » de Charleroi	Boulevard Tirou 209-211 6000 Charleroi
30	Centre de validation des compétences de Huy-Waremme-St Georges	Quai de Compiègne 4 4500 Huy

4.3. List of the Centres in the course of approval (May 2008)

	Nom du centre	Adresse
31	<u>FOREM Formation Centre de Nivelles</u>	<u>Rue du Progrès 5</u> 1400 Nivelles
32	Centre de validation des compétences de l'Enseignement de Promotion Sociale de Liège	Rue St Laurent, 33 4000 Liège
33	Centre de validation des compétences Sud-Luxembourg	Chemin de Weyler, 2 6700 Arlon
34	FOREM Formation Centre du Val Benoît Liège	Rue Ernest Solvay 13 4000 Liège
35	Centre de validation des compétences de Mouscron-Comines-Picardie	Rue Romaine 40 7780 Comines
36	Formation PME ASBL – Membre du réseau IFAPME pour les arrondissements de Liège et Huy-Waremme. Repris pour la validation sous l'appellation « Centre de validation du Château »	Rue du Château Massart 70 4000 Liège
37	Centre de Validation du CFPME de Dinant (Ifapme)	Rue Fétis 61 5500 Dinant
38	Forem Formation Construction Centre de Charleroi	Rue du Onze Novembre 83 6200 Châtelineau
39	Forem Formation Centre de Tubize	Rue de Bruxelles 109 1480 Tubize
40	AutoFORM de Liège	Rue Saint-Nicolas 68 4000 Liège
41	Institut Provincial d'Enseignement Agronomique	Route du Canada 157 4910 La Reid

II . SKILLS VALIDATION SYSTEM IN DUTCH-SPEAKING BELGIUM

Communitarian context

For the Flemish part of the country the device set up makes following the definition in 2000 of the action plan for the formation throughout the life (“Een leven Lang leren in Goede banen”). This plan considers that each individual is entitled to the formation throughout his life. Institutions must offer particular information, council and guidance to him to help defining his course, to place at his disposal of the reiterated possibilities of access to the formation, to make possible the validation of his assets.

Legal framework installed in Flemish community

The Flemish community adopted two types of texts: the first relate to the professionals systems and formation, the seconds relate to higher education and the formation , said of “second chance”.

Certificates of professional skills

The certificates of professional skills rest on two texts:

- A decree, dated April 30, 2004, relating to the titles of professional skills
- A decree, dated September 23, 2005, defining measurements of application of the decree (“to obtain, within sight of its acquired skills, a title of professional skill for a profession aimed to article 3, the applicant lodges a request near one authority of approved evaluation, with the help of a form of request placed at the disposal by the aforementioned authority of approved evaluation”).

These regulations relate to in fact two devices: a device of recognition of the skills acquired with work within the framework of the professions or elsewhere within the framework of voluntary or abstract activities (Ministry of Labour) and a device concerning professional certification for 18 years old public and more (Minister of education). The Minister of education will write the list of the certificates of skill and the diplomas equivalent to a title of professional skill. From this fact the person according to a certain course will receive automatically the equivalent title of professional skill. Actually only the first is really places from there to date.

Recognition of skills for higher education

The device of recognition of skills for higher education is also built on two texts known as “flexibilisation” voted the same day by the Flemish Parliament, on April 21, 2004:

- The first concern the recognition of the formation assets (EVK - Erkenning van Verworven Kwalificaties) in order to support student mobility enters the institutions of formation and to open possibilities of implementation of the formation throughout the life. It validates “a qualification acquired before, that is to say any interior or external title indicating that a formal course of formation, within teaching or not, was completed successfully, in so far as it is not about a certificate of appropriations obtained at the institution and in the formation for the formation for which one wants to put forward the qualification”.
- The second concern the recognition of the professional assets (EVC - Erkenning van Verworven Competenties). It validates “a skill acquired before is the whole of the knowledge, comprehensions, know-how and attitudes acquired apart from formal situations of training”.

This double device allows is the access to a training program if they are not had titles or required elements, the exemption of units or modules, the attribution of a diploma.

Working of the operative parts

1. Validation operative part by the Ministry of Labour of the skills acquired in the practice of a profession or in the framework of voluntary or informal activities.

This device does not automatically open a right to the formation, nor with a recognition in term of certification, it's only a recognition of the aptitude to exert a trade. The certificate is delivered by the Minister for Labour. Organizations entitled to evaluate the candidates must answer a call for candidate, the authorization to carry out the tests of evaluation is delivered by the Minister for Labour after opinion of the Minister for education.

The following procedure is implemented:

- After opinion of the Economic and Social Council of Flanders (SERV), in co-operation with managements and labour, are designated by the government of the Area almond them priority professions, mainly trades in tension;
- Development of the reference frames trades and the standards of professional skills by the SERV. Those is carried out by specialists in the SERV with the support of the employers and of wage earners associations of the sector (the problem is to mobilize professionals who know well the reality of the trade such as it is practised currently and not specialists who one known at one time and which of it is distant today);
- These standards are cut out in key skills (to the maximum 10) with indicators observable professional behaviours, contained activities and conditions of exercise;
- These standards also contain the rules to be observed by the authorities of evaluation ("test centrum")
- Currently (the first standards were published in 2006) approximately 20 standards exist (crane driver, industrial painter, weaver, driver, hairdresser, Carver-Boner, bus/car-driver ,call centres operator ,...).

In 2006, a first call for candidate to become authority of evaluation ("test centrum") was launched. The FSE, in cofinancing with the Area almond, finance all the operation, carried out the examination of the candidatures and the approval of the first centres. The Selection committee commission d'agr3ement includes/understands representatives of Agency FSE, SERV and administration of the ministries concerned. Currently the approved authorities of evaluation belong to professional sectors (Building, textile, removal, hairdressing - association of the employers), are agencies or training institutions (VDAB, Syntra), public agencies (CPAS of Ghent) or of the non-profit associations (Call Centres, nurseries).

The evaluation supports envisaged are of three orders:

- The realization of a portfolio ("portfoliobeoordeling"). It is the background document. It is about one CV widened which must establish a comparison of the experience gained by the candidate with the key skills located by the reference frame. It constitutes in fact, before any evaluation, a means for the candidate of measuring his chances compared to final validation and to decide if it continues or not the step.
- The final evaluation can be an observation in reconstituted or simulated situation ("praktijkassessment") or an observation in real situation. The candidate must obligatorily to validate all skills of the reference frame. There is no partial validation. If the candidate cannot check all skills, it is invited to prolong, reinforce or widen its track records. It can be represented in front of the appraisers twice a year.

2. The device of certification by the ministry of education

Concerning the extension of these provisions to the device of professional training, we're still at the dead point. Within this framework it would be a question of evaluating the professional skills acquired with work, since one left the school (more than 18 years) in order to obtain whole or part of a professional certification. For the moment there is no agreement between the minister of education and the professional branches. For the moment the candidate can obtain with the case by case of the exemptions of parts of formation in one of five existing Associations or in an authority of professional training (VDAB, Centre of teaching of the adults).

3. The validation device of the assets for higher education

Concerning higher education, five Associations were put in place joining together high Schools of a geographical sector under the responsibility of a university. Each Association defined its own operating processes. There is actually not connection between various Associations. Procedure EVC calls upon a third element between the establishment of higher education and the candidate. Indeed the responsibility for the evaluation and the decision belongs to an association placed under the responsibility of a university (5 to Flanders) and gathering the whole of the establishments of higher education of the zone concerned. This authority of validation evaluates the candidate and can issue a training certificate, this one must be then validated by the institution of the association to which the candidate postulates. Each one of these authorities of validation is free to organize its device but it must guarantee to the candidate a procedure built in four phases: information and guidance, identification of the elements of skills asset, evaluation and recognition. The methods of identification of the assets proposed are traditional: structured maintenance, observation in situation, collection of information and evidence, interpretation of data, portfolio. But Associations today are based primarily on the constitution of portfolios. It seems that the device functions rather well within associations, on the other hand it has there more difficulties in make recognize these assets of an Association to another. This device is also implemented by the training companies of the adults, said "second chance", for certifications to which they prepare.

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(executive cell).*

Sources:

- Consortium of skills validation (www.validationdescompetences.be)
- Compared analysis of the validation of experience systems in France and Belgium
www.eureschannel.org

