

**BELGIUM
FLEMISH SPEAKING COMMUNITY**

Summary

**Country Report on the Vocational Education and
Training system, REFERNET Cedefop**

and

**Summary report on Vocational Education and
Training (VET) for learners with Special
Educational Needs (SEN)**



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1 VOCATIONAL EDUCATION AND TRAINING SYSTEM

1.1 Objectives and priorities of the national policy development areas of VET

In the light of the European Youth Pact, the Belgian authorities have implemented measures to promote the integration of young people into the labour market. Initially, the aim was to upgrade technical and vocational education. Heavy investments were made in equipping the schools in question, and via specialised centres, which were set up by the employment services with various partners, high-tech equipment will be made available for education, both for pupils and for teacher training.

In Flanders, sandwich courses were bolstered by increasing the number of places available for work experience; this was done in consultation with the sectors and within the government itself. In addition, the 'full-time commitment' was introduced: pupils in part-time education must be able to gain work experience.

The French Community and the Walloon Region have set themselves the goal of increasing the number of young people in part-time education by improving support and by expanding the system to include the government sector and large companies, thereby simplifying the coordination mechanism. A service has been set up that makes it possible to work with the same vocational standards for 1) the various training systems and 2) the system of recognising acquired skills. This service will also make it possible to strengthen links with the labour market. This will further enhance the readability and consistency of the training pathways.

Within the framework of a more flexible labour market, entrepreneurship is also encouraged. The average Belgian has not yet sufficiently developed the reflex to create his own job by becoming self-employed. Training in entrepreneurship was also pursued after school. When beginning self-employment, young people can still receive the benefit allocated for job-seeking school-leavers and will be given longer support when they arrange a start-up loan. In addition, Flanders began systematically screening job-seekers for their entrepreneurial qualities and Wallonia solidified its pilot project, with job-seekers being given the opportunity to test out a project 'in real life conditions' within a protected environment.

More equal opportunities in education and recognition of skills for everyone who pursues lifelong learning

Within the framework of the open method of coordination for 'Education and Training 2010', the Communities pursued their efforts to guarantee equal access to education and to upgrade technical and vocational education. The French Community worked on implementing its sizeable reform plan that runs until 2013 by bolstering the Community foundation in secondary education. Flanders introduced a bonus system in order to put pressure on the cost of expensive courses of study.

Priority spheres of action

Belgium is guided by the objective of achieving a targeted approach to working life guaranteeing easy transitions to and within the labour market and making it possible to increase the participation of target groups that have been excluded from it. In this respect the beginning and end of working life are the chief focus of attention; this is where the main challenges are posed for our country. To ensure efficient entry of young people into the labour market, the first necessity is to strengthen secondary education, in particular the subjects which have a direct bearing on the labour market.



1.2 Background to the IVET system

Secondary education, from the age of 12 to 18, includes three two-year cycles:

- an initial common (*gemeenschappelijke*) (Flemish Community) or foundation (*observation*) (French Community) cycle;
- a second cycle where education is organised in four streams: general, technical, art and vocational;
- a third two-year cycle (sometimes three years – a seventh class of secondary education is added – especially in the Flemish Community).

In theory there are bridges between streams in the secondary education cycles but in practice, transition generally takes place in one direction: downwards as a result of failure. From the age of 15/16, students can attend **alternance education**. It is organised in three ways:

- The alternance education and training centres *Centrum voor Deeltijds Onderwijs - CDO* in the Flemish Community. (*Centre d'éducation et de formation en alternance – CEFA*) in the French Community and *Teilzeitunterrichtszentrum* in the German-speaking Community. Students attend two days of classes at the centre per week and spend three days in an enterprise.
- The industrial apprenticeship contract (*contrat d'apprentissage industriel – CAI*) or *contrat d'apprentissage* (apprenticeship contract) for workers in employment; apprenticeship organised for the 'middle classes', i.e. self-employed occupations (with practical training, in trade skills, commercial training and training for service occupations).

Special education take the form of eight types of education, is available for children and adolescents with physical, mental or instrumental disabilities. It is organised at primary and secondary levels. At the secondary level, students are prepared for social-occupational integration. *Pupil assessment* takes place within the class. Primary teachers are educators, assessors and judges. At secondary level, assessment and guidance are the task of the *Conseil de classe* (Class council) made up of the school's principals and class teachers. Pupils obtaining the Certificate of Upper Secondary Education may enter higher education (university and non-university). The new system, known as the learning disability framework, should ensure that every child in the Flemish education system gets tailor-made care. This includes both special needs and ordinary education. On the basis of in-depth discussions, including with the Flemish Educational Council, the plan has been expanded with extra guarantees for a successful outcome.

Apprenticeship training Part-time education: Under the Law of 29 June 1983 on compulsory education, part-time compulsory education was introduced in 1984 for young people who have either reached the age of 15 and have already had two years of secondary education or who have already reached the age of 16. It consists of both general education (including social and personal development) and preparation for employment. The institutions which are responsible for the organization of apprenticeship for the middle classes are: Syntra Vlaanderen in the Flemish Community, IFAPME in the French Community and IAWM in the German-speaking Community. There are theoretical and vocational training courses. Apprenticeship contracts may be concluded for occupations related to commerce, trade, small industries, craftsmanship and non-manual occupations in the services sector. According to the apprenticeship contract, a monthly minimum salary is paid to the apprentice by the head of the firm on a progressive basis.

Industrial apprenticeship Since 1983, apprenticeships in occupations exercised by salaried workers are recognized under the "industrial apprenticeship". This type of apprenticeship



is intended for young people, aged between 16 and 21, with a poor school record, who have lost interest in attending school. Practical training may take place in several firms successively and theoretical training is provided in school. The apprentice receives an allowance, a percentage of the minimum wage in the chosen sector, from the head of the firm.

Advanced apprenticeship training The '*leerlingwezen voor werknemersberoepen*' (advanced apprenticeship training) targets youngsters between 15/16 and 18 who are subjected to part-time compulsory education. On the one hand, students receive a practical study course in a company and on the other hand follow additional theoretical lessons in part-time education (in a '*Centrum voor Deeltijds Beroepssecundair Onderwijs*' (Centre for Part-time Secondary Vocational education) in the Flemish Community, in a "*Centre d'éducation et de formation en alternance*" in the French-speaking Community or in a "*Teilzeitunterrichtszenter*" in the German-speaking Community or in other types of training institutes (VDAB, FOREM or Bruxelles - Formation, continuing education, etc.).

Employment-training agreement Set up in 1986, apprenticeship training is available to all young people between the ages of 18 and 25 who are seeking employment, and do not already possess a diploma of long or short higher education or university education, or of technical upper secondary education. The agreement is signed by the young person and the employer and lasts for a minimum of one year or a maximum of three years. This agreement includes a contract for part-time work of indeterminate duration and training.

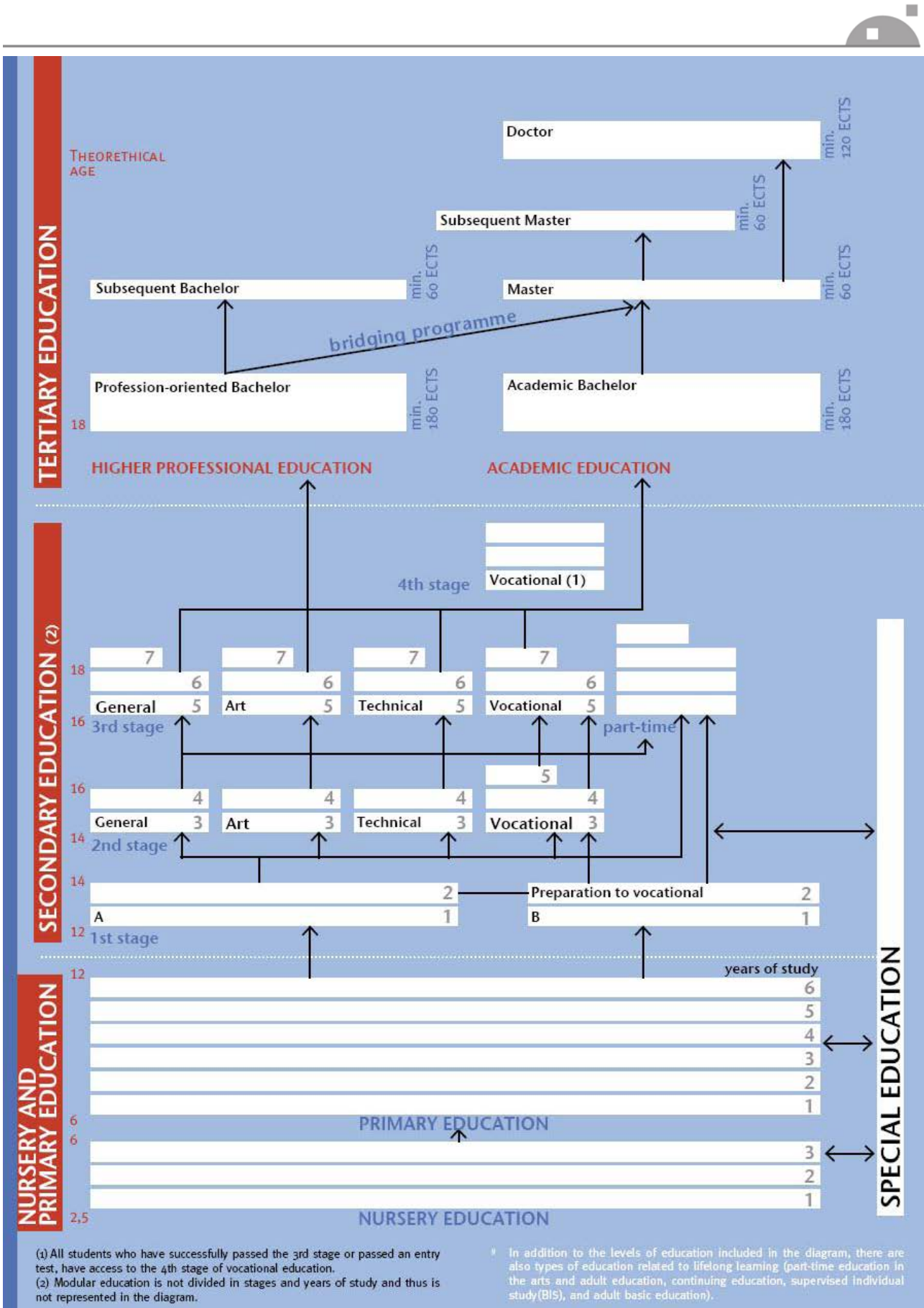
Socio-occupational integration agreement Under this agreement there is alternance between training in enterprise and theoretical training given by a CEFA/CDO. It is targeted at students in part-time compulsory education and students regularly registered in a CEFA/CDO prior to 31 December of the year in which they reach the age of 18. The agreement lasts 12 months but may be renewed in order to enable students to complete their training cycle (2 or 3 years). Theoretical training and practical training may not exceed 38 hours per week.

Education for social advancement Students enrolled in Dual Vocational Education and Training Centres and apprenticeship contracts for Independent professions to fulfil their part-time scholastic obligation may also enrol in education for social advancement.

Other youth programmes and alternative pathways

Pathways to integration are part of a scheme fulfilling an ESF requirement aimed at a global concept of the processes of hosting, guidance, advice, monitoring, training, job-seeking and employment. These pathways are arranged in stages, which are not necessarily successive. These pathways comprise different components in Wallonia and Brussels. The aim of this approach is to offer support to all young people (< 25) within three months of their leaving school without upper secondary qualifications. They will also benefit from specific measures designed to improve their chances of labour market integration, particularly in the context of a first-job agreement. An integration agreement is concluded with the young persons concerned, taking account of what they specifically need in order to obtain a first-job agreement.

1.3 Diagram of the education and training system





1.4 Institutional and legislative framework for IVET

The roles and impacts of the key administrative and regulatory bodies can be summarised as follows:

The European Union has its impact on the kind of qualifications that are valid in the three communities of Belgium. The European Union has initiated a number of educational and training programmes in view of the promotion of the European dimension and the improvement of educational quality through cooperation between countries. Actions are taken in each Community for following four partial aspects of European cooperation regarding vocational education and training:

- European dimension;
- Recognition of competences and qualifications;
- Transparency, information and guidance;
- Quality control.

The federal legislator retained responsibility for establishing the beginning and end of compulsory education as well as setting minimum conditions for the award of diplomas and certificates.

IN FLANDERS In the modular system, every school programme consists of general education and of vocation-oriented modules in which general educational elements are integrated and attention is paid to core skills. This way the pupil is prepared for specific vocations and also for personal and social functioning. The final objectives set up by the government for each stage and each educational form as well as the vocational profiles set up by the social partners are also important. These profiles assure close linkage with the labour market.

IN WALLONIA The vocational profiles set up by the social partners are rather important. This way the pupil is prepared for specific vocations and also for personal and social functioning is integrated. An agreement was reached between teachers of primary education and the first stage of secondary education on a working document relating to the core competences (*socles de compétences*) to be achieved at ages 8, 12, and 14. These are references designed to determine the notion of education level and to serve as the basis on which to elaborate curricula

1.5 Types of teacher and trainer occupations in VET

The main difference between Belgian VET teachers and VET trainers is their workplace. Generally spoken, teachers are employed in IVET and trainers are employed in CVET. In Belgium, most teachers are employed in regular education while trainers are employed in the non-regular system.

Differences between VET teachers and VET trainers in terms of entry requirements, professional experiences and background and qualifications can be reduced to the difference between regular and non-regular education. In regular education entry requirements and qualifications are defined by the Ministries of Education.

Foundation of colleges of higher education

The pre-service training of secondary education teachers is provided at three types of institutions: colleges of higher education, centres for adult education (social advancement education) and universities. Scaling-up by mergers has been in recent



years one of the main developments affecting institutions offering teacher education programmes, especially colleges of higher education. As a matter of fact a few years ago all formal higher teaching education institutions have been integrated in the newly formed colleges of higher education. Recently the debate on setting up a unified structure for teacher education provisions, integrating all types of teacher training was re-opened.

1.6 Systems and mechanisms for the anticipation of skill needs

In Belgium, the anticipation of skill needs is a responsibility of employers, public employment services, education, research and training institutions.

As far as anticipation is concerned, the approach developed by Belgium is based on a contractual policy with the social partners, giving preference to an inter-sectoral and regional approach. Anticipation is given high priority. Actions include forecasting studies of the employment market, of qualifications and of needs with regard to vocational training. These studies are repeated on a regular basis to monitor any change or evolution. Support is also provided to the functioning of anticipatory structures. The results of the studies will help define the content of training measures aimed at the adaptation of workers. Training measures have to be accompanied by prospective and strategic thinking, in terms of development of skills and qualifications. In the same way, measures relating to the development of training systems have to demonstrate how they meet the anticipated needs.

In the Flemish Community there are several cooperation platforms that are useful to identify skill needs of the labour market:

- at 'national' level: the Flemish Social Economic Council (SERV), which among other things is responsible for designing professional profiles;
- the expertise network 'Steunpunt WSE' that is responsible for qualitative and quantitative monitoring of the labour market;
- the yearly report of VDAB on labour market developments and mismatches between vacancies and available skills/certificates;
- at regional level: the ERSVs (Recognised Regional Collaboration Associations) and RESOCs (Regional Social Economic Consultation Committees) that collect and study the socio-economic data of regions

1.7 Guidance and counselling for learning, career and employment

Until recently, guidance policies and systems focused separately on target groups like pupils, unemployed people or employed people. With the elaboration of the Skills Agenda, study and career guidance initiatives will be better co-ordinated and aligned strategically toward a lifelong guidance approach. For example: pupils, teachers and parents must be better informed about the world of work and its opportunities; a portfolio, useful for all policy domains and for the whole lifecycle, will be developed. The employment services in the three regions (VDAB, FOREM, ACTIRIS and Bruxelles-Formation) also offer opportunities for information, guidance and skill reviews for young people and adults.

1.8 Funding for initial vocational education and training

The federal government has its financial income from the social security resources. This financial income of the federal government is transferred to the other governing levels being the Regions, the Communities, the Provinces and Municipalities and it (this



financial income) represents the public expenditure for education by student in Belgium. The public expenditure for education by student refers to an educational principle stipulated in the Belgian Constitution.

The Belgian constitution stipulates that access to education is free until the end of the compulsory education age (Initial Education and Training). This means that primary and secondary schools that are funded or subsidised by the Community government (organizing of education became a community matter with the revision of the Belgian Constitution Law of 1980) are not allowed to charge any registration fees.

The educational flows from the federal government to the other governing levels being the Regions, the Communities, the Provinces and Municipalities.

Since the revision of the Belgian Constitution Law of 1980 with its specific regional laws and community laws of 1980 education became a Community matter. This means that education is organised by the Communities for which they receive an annual contribution coming from the federal government and the respective regions.

The communities are paying for the personnel cost, for scholarships and study grants, for family allowance, for school buildings and for Initial education, including the apprenticeship until the age of 18.

Traditionally a distinction is made between three educational networks within each community.

1) Community education is education organised under the authority of the Communities by the public bodies that are called the Flemish Community education, The French – speaking Community education and the German – speaking Community education;

2) the subsidised publicly run schools comprise municipal education organised by the municipalities and the provincial education organised by the provincial administrations and

3) the subsidised privately run schools deliver education organised by a private person or private organisation on private initiative. Privately run education mainly consists of catholic schools. Hence, the competent authority receives financial means for the operation of the schools through funding or subsidies.

The Communities in Belgium also receive financial means for the financing of educational and training projects from the European Social Fund. (Initial and Continuing Education and Training).

Industrial training courses

The '*leertijd*' (an apprenticeship system) (*Syntra Vlaanderen* - IFAPME) or initial vocational training allows apprentices from the age of 15-16 to learn the basics via an apprenticeship contract with a manager -trainer to work as an employee in a company. This apprenticeship comprises a practical training course in a company or with a self-employed person for a period of 4 days a week and 1 day of theoretical training in a centre. The target groups are the apprentices older than 15 and all future or already established entrepreneurs in the context of the entrepreneurship training.

1.9 References

Refernet Belgium (2008): Overview of the Vocational Education and Training System Report within the Framework of ReferNet Belgium.



2 VOCATIONAL EDUCATION AND TRAINING (VET) FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

1. Population

This definition (for the Flemish-speaking part of Belgium) roughly corresponds with the segment of the population with SEN, but there is a more specific definition for SEN with VET:

There are two educational programmes within special secondary education for pupils with SEN who wish to follow a VET programme:

- Category of education 3 (types 1, 3, 4, 6, 7¹): for the acquisition of knowledge and skills with a view to the pupils' integration into a regular living and working environment (with the entire focus on VET).
- Category of education 4 (types 3, 4, 6, 7): for the acquisition of the same knowledge and skills as in mainstream secondary education, in which the focus on VET only arises in secondary vocational education (BSO).

Pupils may follow special secondary education between the ages of 13 (or, exceptionally, 12) and 21 years (or longer, if necessary).

In mainstream secondary education, for ages 12 to 18 years (or older, if necessary), integrated education (GON) and inclusive education (ION) are available.

- integrated secondary education offers pupils the opportunity to follow the standard secondary education programme with special education supervision. A group of these pupils follow the secondary vocational education programme (BSO) and the part-time secondary vocational education programme (DBSO), in which the focus lies on VET.
- A small group of 100 pupils with a mild to serious mental handicap (type 2) are involved in the inclusive education project (ION project). A limited number of these pupils are in secondary education and follow the vocational secondary education (BSO) programme, in which the focus lies on VET.

2. Organisation and Provision of Vet programmes

2.2.1 IVET system options for SEN learners: lower and upper secondary levels, apprenticeship training and other youth programmes.

- Special secondary education:

There were 11,576 pupils in category of education 3 of special secondary education (in 2010 - 2011), i.e. 59% of the total of 19,487 special secondary education pupils.

There are 385 pupils in category of education 4 of BSO, in which the focus lies on VET, i.e. 39% of, and the biggest group within, the total of 988 pupils in education form 4.

=> There is a total of 11,961 pupils in special secondary education with a focus on VET

=> i.e. 61% of the 19,487 pupils in special secondary education

¹ Types: education adapted to the educational and developmental needs of children (7 types in special secondary education):

- with a mild mental disability (type 1);
- with a moderate or severe mental disability (type 2); - with serious emotional and/or behavioural problems (type 3);
- with a physical disability (type 4); - admitted to hospital or in quarantine for medical reasons (type 5); - with a visual impairment (type 6); - with a hearing impairment (type 7).



- Mainstream secondary education:

In integrated education (GON) there are 714 pupils in BSO and 34 in DBSO. This amounts to a total of 748 (16%) of the 4,740 pupils (in 2010-2011) that comprise the integrated education segment within mainstream secondary education.

In the project for inclusive education (the ION project) there are 17 pupils (in 2010-2011) in mainstream secondary education, all of whom are in BSO (VET).

=> A total of 765 pupils in mainstream secondary education are in GON or ION, with a focus on VET

=> i.e. 16% of the 4,757 pupils in GON and ION (2010-2011)

=> i.e. 3.8% of the 12,320 pupils in BSO and 7,871 of DBSO (a total of 20,191 in 2010-2011)

2.2.2 Different types of educational/VET settings

Information specific to the public sector and the Flemish community (in Belgium) only:

The statistics of question 2 make it clear that most pupils fall under category (c), namely schools for special education (separately located) with VET for pupils with SEN: the entire category of education 3 and the BSO segment of category of education 4: (11,576 + 988 =) 11,961 pupils in 2010-2011

There are also pupils who fall under category (a), i.e. schools for mainstream education, with pupils in integrated and inclusive education in BSO and DBSO: (748 + 17 =) 765 pupils in 2010-2011.

2.2.3 The curricula of VET programmes, the assessment procedures, types of qualifications and assessment criteria (e.g. flexibility on curricula composition and individual adaptations, diploma etc.)

- Special secondary education:

- Curriculum:

Taking into account the development goals (drawn up by the Government of Flanders and enacted by the Flemish Parliament), the class council in special education draws up a learning plan for one pupil or a group of pupils on the basis of their developmental and educational needs. This plan contains the pedagogic-didactic plan for a student or group and defines, among other things, the setting of developmental goals that the class council will pursue with regard to that pupil/group on behalf of the school board.

Category of education 4 uses the same learning plan as mainstream secondary education (see mainstream secondary education, above)

- Evaluation:

- In the case of a pupil who has completed category of education 3 up to and including the qualification phase, the class council can award the following:

- a letter of reference for completion of the education programme

- a letter of reference listing acquired competencies in relation to a completed segment within a programme (that realistically enables application of those competencies in the labour market). The acquired competencies are derived from the education programme profile.



- a certificate of acquired competencies: the certificate lists all competencies in the education programme profile that have been actually been acquired.

- a vocational education certificate: the certificate only records periods of class attendance.

The class council may award the following certification to a pupil who has completed category of education 3 up to the work-linked training, vocational education stage or the integration phase (the phase following the qualification phase):

- a letter of confirmation of work-linked training, if the pupil has successfully completed the work-linked training or the integration phase

- a certificate of work-linked training, if the pupil has not successfully completed the work-linked training, or integration phase, or did not complete the training

A pupil who, without a letter of reference for completed training, is nevertheless admitted to work-linked training or to the integration phase, may still obtain a letter of reference of completed training or of the completed segment thereof, or a certificate of acquired competencies, if the class council so decides.

- Category of education 4 is evaluated and certificated as per mainstream secondary education

Pupils may therefore obtain the same certification in category of education 4 as in mainstream secondary education

- In mainstream secondary education (BSO):


- Curriculum:

Attainment goals are set for the basic educational requirements in the second and third grades of BSO (excluding the contemplative life subjects). Attainment goals are the minimum goals for pupils that are regarded by government as necessary and attainable (as laid down by the Government of Flanders and enacted by the Flemish Parliament).

In addition to final attainment levels for the basic education subjects, recognised, vocational qualifications are also provided. Recognised vocational qualifications are completed and graded competency modules that enable a vocation to be practised at beginner level. The SERV (vocational) competency profiles are recognised as vocational qualifications by the Government of Flanders. They are acquired via a specific section of a vocationally oriented course element. Until there are recognised vocational qualifications, the Government of Flanders will determine a set of competencies for the specific section of a vocationally oriented course element using a recognised frame of reference. (A course element is a combination of an academic year or level and a course or subject descriptor, e.g. second year, BSO third grade, subject - care.)

In each course element, every school applies one or more government-approved curricula for the achievement of basic education levels and the specific section. As in the case of timetables, each school board may determine its own curricula for its schools.

A school board may decide to exempt a pupil or group of pupils from following particular components of a course for part or the whole of the school year and replace such components with other components that do not negatively affect the final form of that course element. This may only take place on approval of the



admissions or supervisory class council and with the agreement of the parents, in the case of pupils with special learning needs as a result of learning disabilities.

Such exemption from and substitution of components of the curriculum is also possible in the case of GON pupils.

The curriculum for pupils in the project for inclusive education (ION project) is individually determined by the class council (basic education, attainment goals, etc. do not therefore apply to ION).

- Evaluation:

Pupils in mainstream secondary education, and therefore also pupils in integrated education, can obtain a letter of reference at the conclusion of the first and second grade and, on completion of the third grade, a diploma. However, BSO pupils receive a letter of reference for the second school year of the third grade at the end of the third grade (provided the grade was successfully completed). The diploma is only awarded at the end of the third school year of the third grade (provided the grade was successfully completed).

An orientation certificate is provided for every school year. (In the final year only a C-certificate: for pupils who fail to pass.)

An orientation certificate reflects whether a pupil has completed the year in question successfully and indicates the opportunities for advancement. Specifically:

the orientation certificate

A = pass

B = pass, with advancement limitations

C = fail.

The deciding class council makes the decision as to whether a pupil has passed a course element. A pupil has passed if the class council determines that he/she has achieved the goals of the curriculum to a sufficient degree.

The intention is that the class council evaluates pupils during the whole school year. The school autonomously decides how this evaluation is to take place. Possibilities are on the basis of daily work, short tests, work experience, periodic exams, etc. In the final years of BSO the school is obliged to organise an integrated examination. This is a practical test and external experts are involved in evaluating it. The result of that test forms an important element in the final decision of the deciding class council.

Every decision must be based on sound principles and argument.

Pupils from the project for inclusive education (ION project) fall outside this method of certification and evaluation. These pupils, who follow an individual programme, receive annual certificates of acquired skills. These pupils do not qualify for the regular system of certification.

3. VET programmes and employment

2.3.1 Strategies and practices used to match the local labour market needs with skills acquired by learners in the course of the VET programmes

- Mainstream secondary education (and category of education 4 of special secondary education):



In addition to final attainment levels for the basic education subjects, the BSO also provides recognised, vocational qualifications (mainstream secondary education). Recognised vocational qualifications are completed and graded competency modules that enable a vocation to be practised at beginner level. The SERV (vocational) competency profiles are recognised as vocational qualifications by the Government of Flanders. They are acquired via a specific section of a vocationally oriented course element. Until there are recognised vocational qualifications, the Government of Flanders will determine a set of competencies for the specific section of a vocationally oriented course element using a recognised frame of reference. (A course element is a combination of an academic year or level and a course or subject descriptor, e.g. second year, BSO third grade, subject - care.)

Work experience may be undertaken in the third grade of BSO. (Pupil work experience is also possible in second grade, as from the 2010-2011 school year, providing the pupil is 15 years of age and is no longer obliged to follow full-time study). Work experience serves, among other things, to create a better “fit” between education and the professional world.

- Special secondary education (category of education 3):

The SERV (vocational) competencies are the basis for the education profiles for the 28 courses within category of education 3, as decreed by the Government of Flanders on 6 December 2002 with regard to the organisation of special secondary education in category of education 3. The intentions hereof include increased transparency for employers.

Category of education 3 makes work experience compulsory from age 16 and in the qualification phase (the 3rd phase). Work experience serves, among other things, to create a better “fit” between education and the professional world.

Category of education 3 includes a final, optional phase (the integration phase or work-linked vocational training) in which, on a weekly basis, 2 days of training at school alternate with 3 days of work experience in a regular business. This to create a better “fit” between education and the professional world.

2.4 Data (relating to learners with SEN aged between 14 and 25 years old and enrolled in VET programmes in the academic year 2010/2011 and relating to their transition to employment)

2.4.1 Data on the number of learners with SEN aged between 14 and 25 years old who are enrolled in VET programmes, at national and/or local level.

See question 2.2.1

2.4.2 Data on how many of these learners are enrolled in mainstream VET programmes, how many are enrolled in special units within mainstream VET settings and how many are enrolled in special VET programmes.

See question 2.2.1

2.4.3 Data on the number and percentage of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the number and percentage of the general youth population of the same age enrolled in VET programmes, at national and/or local level

See question 2.2.1



2.4.4 Brief definition and explanation of “drop out”. Data concerning the drop out rate of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the drop out rate of the general youth population, at national and/or local level.

No data available.

2.4.5 Data on the transition rate of learners with SEN from VET to employment in comparison with the transition rate of the general youth population from VET to employment at national and/or local level

No data available.

2.5 Legislation and policy

2.5.1 Brief description of existing legislation

Education:

- Legislation OV3: - Codex Secondary Education of 7 December 2010 (Art. 335.)
<http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=14289>
- Decree of the Government of Flanders of 6 December 2002 regarding the organisation of special secondary education, category of education 3 (in full)
<http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=13343>
- Legislation OV4: - Codex Secondary Education (Art. 350.)
- Royal decree of 28 June 1978 regarding the description of the types and the organisation of special education laying down the admission and retention criteria at the various levels of special education Art. 45.)
<http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=12926>
- Legislation GON Codex Secondary Education (Art. 351 to 356)
- Regulation ION: Decree of the Government of Flanders of 12 December 2003 regarding the integration of pupils with a mild to serious mental handicap in mainstream lower and secondary education (in full)
<http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=13454>

- Work:

- Flemish support grant (VOP): Decree of the Government of Flanders of 18 July 2008 regarding the professional integration of persons with an occupational handicap.

2.5.2 Main objectives and priorities of the national/regional policy relating to VET for learners with SEN and the transition from VET to employment

- Work: A Flemish support grant (VOP) is being provided to promote employment of persons with an occupational handicap:

The VDAB (public employment service of Flanders) pays a support grant to your employer because your employer employs and retains you. This makes you, as an employee, very attractive to your employer. Specifically:

Your employer receives a premium, quarterly, for a period of five years from VDAB. Your



employer may thereafter apply for an extension for another period of five years.

The amount of the grant depends on your salary. It normally amounts to 40% of your salary but, if your employer does not find this sufficient, it may apply for an increase after one year. If this is approved by VDAB, the grant is increased to 60% of your salary.

This grant applies if you are domiciled in Flanders or Brussels and work in the private sector, education, or if you entered the employment of a province, municipality, CPAS or independent agency or association after 01-07-2008. The grant does not apply if you work for the government or in a sheltered workshop.

2.5.3 Roles and responsibilities within the institutional framework

See question 2.2.3.

2.5.4 The actors involved in improving standards and evaluating the VET programmes on offer for learners with SEN, relating to the job market

See question 2.2.3.

2.6. VET teachers, trainers and other professionals

2.6.1 Information on the VET staff (teachers, trainers, career counsellors, transition officers, etc.)

Education:

A) +B) To follow a career in secondary education you must have:

a bachelor's degree in education: secondary education or the earlier diplomas of the "GVSO group" 1 (aggregated for secondary education - group 1) (= the earlier "regentaat")

or a master's degree; or an earlier qualification at the "basic education in 2 cycles" level (tertiary level, post graduate, academic/university level education - e.g. licentiate, industrial engineering degree) and proof of pedagogic abilities

or a profession-oriented bachelor's degree or an earlier qualification at the "basic education in 1 cycle" level (tertiary level, undergraduate - e.g. graduate diploma) and proof of pedagogic abilities

or a higher, secondary, technical/vocational/arts teaching diploma with three years of recognised and useful experience and proof of pedagogic abilities

or a diploma at lower, secondary, technical or vocational education and six years of recognised, useful experience and proof of pedagogic abilities

or 9 years of recognised, useful experience and proof of pedagogic abilities.

2.6.2 Information on the careers/employment guidance and counselling services offered to learners with SEN who are enrolled in VET programmes

Education:

The CLB (Centre for Student Guidance) provides guidance for all pupils, including those with SEN in the VET programmes. There are currently 72 CLBs.

2.7 Funding

Education: on average each pupil in special secondary education is subsidised in the amount of EUR 18,641.20 by the government, while a regular pupil in mainstream secondary education is, on average, subsidised in the amount of EUR 8,194.98.

A secondary-level school requires no direct (on registration) or indirect (periodic invoicing



of large amounts) fees, but may request a financial contribution to cover study costs incurred.

A secondary-level school provides parents with an overview of the required financial contributions in its house rules. The school's house rules, and therefore also the rules applying to financial contributions, are discussed in the meetings of the school board.

Research conducted by the Higher Institute for Labour Studies (Hiva) in the field of secondary education shows that, on average, study cost contributions of EUR 987 were requested per school, per year/pupil, in the second and third grades of BSO in 2006. <http://www.ond.vlaanderen.be/obpwo/projecten/2004/0407/eindrapport.pdf>

- Work: A Flemish support grant (VOP) is provided for persons with an occupational handicap (see question 12)