

COUNTRY FACTSHEET BELGIUM

D2.1 State of the Art Report

Country Factsheet: Belgium

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Conceptual approaches and specific national /regional policies promoting transversal competences in validation and guidance processes:	
Situation in Belgium	<p>The 2019 Cooperation Agreement (signed by all 3 French-speaking Belgian governments) setting the mandate of CVDC uses the following definition of a competence : “la compétence : l'aptitude, mesurable, à mettre en oeuvre les savoirs - savoir, savoir-faire, savoir-faire comportemental - strictement nécessaires à l'accomplissement d'une tâche dans une situation de travail”. Translation: competence: the –measurable- ability to make use of one’s knowledge – knowledge, know-how and behavioural know-how- strictly necessary to perform a task in a working situation). This definition explicitly includes transversal skills in the scope of CVDC’s action. However, transversal competences are most of the time implicit in CVDC reference frames in that they are not explicitly addressed in the evaluation grids, but are still necessary to pass the tests. As such, transversal competences are not assessed per se and not certified either.</p> <p>In education, the 2013 document from Fédération Wallonie-Bruxelles listing the “socles de compétences¹” (learning objectives in terms of competences) for primary and first-level of secondary education lists transversal competences that will be developed in schools. These transversal competences are however not assessed.</p> <p>In its Notice n°99 of February 22nd 2008, the Education and Training Council (French speaking Belgium) recommends that VET “organises the mobilisation of non-technical skills and make them operational, without them becoming social control elements or social selection of labourers”.²</p> <p>Bruxelles Formation has elaborated a transversal competences framework that serves as a tool for trainers to identify the TC that need to be mobilised in a specific training. It explicitly stipulates that “Not all TC can be assessed using objective indicators, but they can be mobilised in a training context with a view to formative assessment [...]”³. This framework distinguishes social TCs, methodological TCs and contributinal TCs.</p>

¹ <http://reajustonslecole.be/textes/SoclesDeCompetences.pdf> , pp. 8-9, last visited on 25-05-2021

² https://step4-sfc.eu/IMG/pdf/cef_avis_099.pdf, last consulted on 08/06/2021

³ https://step4-sfc.eu/IMG/pdf/triptyque_bruelles_formation_competences_transversales.pdf , last consulted on 08/06/2021

Users (Providers and beneficiaries) and uses (purposes) of validation of transversal competences	
What type of organisations offer VNFIL for transversal competences and at which stages of guidance and validation processes?	<p>Missions Locales (Local Missions) are local initiatives funded by the CPAS (Social Action Public Centres) in every Brussels commune. The LM offer support to candidates to CVDC VNFIL tests. The majority of the LM's public is composed of people that have very low qualifications (if any) and are usually in the process of (re-) integrating the labour market from which they often were apart.</p> <p>LM are involved in In the guidance (including) personalised support phase. LM practitioners conduct an individual interview using a positioning tool (created by CVDC). This tool consists in a list of questions aiming at assessing whether the candidate has the technical competences necessary to pass the test. During this interview, LM practitioners also address the candidates' soft skills (such as punctuality, interpersonal skills, etc.), but without any tools or reference; it very much is done on an intuitive basis.</p>
How are practitioners made aware of the focus on validation of transversal competences?	<p>The RECTEC project and results have been presented in June 2019. It was attended by (amongst others) validation and guidance practitioners. The information remains available on the RECTEC project website.</p>
Do practitioners have access to training and guidelines on the use of frameworks and tools setting out transversal competences?	<p>To the extent of our knowledge, there is no specific training on transversal competences; the practitioners operate on an intuitive manner. However, we are still waiting on more information about this topic at the moment.</p>
How are employers engaged in validation of transversal competences as stakeholders and users (e.g. in helping to define relevant transversal competences).	<p>Employers take part in the elaboration of CVDC referentials. As mentioned before, these most of the time do not explicitly include transversal competences, but are nonetheless present. One particular referential can however be mentioned as interesting because it is intrinsically transversal: Production Operator on Industrial lines. This referential encompasses different sectors (textile, wood, food and technology industry), all of which were around the table. The competences listed in the referential are therefore all transversal to these sectors.</p>
How are educators/trainers engaged in validation of transversal competences as stakeholders e.g. in helping to define relevant	<p>As mentioned here above, guidance practitioners operate on an intuitive basis, they are solely in charge of defining the transversal competences they will be addressing.</p>

<p>transversal competences or in supporting learners to develop these competences).</p>	
<p>How are learners engaged in VNFIL processes that include the validation of transversal competences (e.g. self-assessment, peer assessment)?</p>	<p>Candidates to VNFIL have the ability to conduct a self-assessment of their competences using the guidance tool that CVDC produces for every VNFIL test.</p>
<p>General awareness: Are there national campaigns to promote VNFIL service? How and where people can find information on this service?</p>	<p>Info can be found at the Cité des Métiers, a joint entity in Brussels founded by Actiris⁴, Bruxelles Formation⁵ and VDAB⁶, available to anyone wishing to have information on education, training, labour and VNFIL. In Wallonia, there also exist Cités des Métiers that offer the same services.</p> <p>CVDC also organises national campaigns to promote VNFIL system, but not with a focus on transversal competences.</p>

<p>Quality assurance</p>	
<p>Are quality assurance arrangements focused on VNFIL process (and supporting the implementation of relevant national strategies) in place? Is a specific organisation in charge of conducting quality assurance?</p>	<p>CVDC has a very strong quality process in place. It relies on several mechanisms : i) referentials are developed so they are in line with the official training and certifications organism (SFMQ), ii) they are continuously monitored and feedback from the evaluators is integrated when referentials are reviewed, iii) they are elaborated in collaboration with social partners (employers and trade unions).</p> <p>However, there is no official assessment of transversal competences (as mentioned here above), so no quality process specifically for them.</p>
<p>How are validity and reliability of assessments ensured?</p>	<p>The assessment is conducted with the use of an assessment grid that is the same for every test (regardless of the centre), an exterior observer is also part of the jury that decides at the end of the test whether the candidates have been successful. Once more, it is important to note that transversal competences are not part of the grids.</p>

⁴ Brussels public labour service

⁵ Brussels public training provider

⁶ Flanders public labour service

Are there any evaluations on the use of competence frameworks you have identified? On their impact?	An impact study on CVDC VNFIL has been conducted in 2012 and another one has been launched in 2021. They will not address transversal competences, as they are not explicitly part of CVDC referentials.
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