



Achieving coherent adult learning policy

How does it impact on the efficiency and effectiveness of adult learning policies ?

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"As long as you believe it is impossible, you will actually never find out if it is possible or not."

John Seymour (NLP)

AE in the FWB is typically very fragmented



=> Cooperation between federal, regional ministries, stakeholders at all levels is a necessity !

<i>Policy measure:</i>		<i>criteria</i>
centralized (3)	vs.	Decentralized (4)
top-down (2)	vs.	bottom-up (1)
targetting a specific problem (5)	vs.	meant to enhance broad targets in AE (6)

The FWB case

Main Cooperative trans-regional agreements / platforms in the FWB

- 1990 Council of Education and Training / CEF
- 2003 Consortium of competences validation / Cdvc
- 2005 Steering Comitee for the alphabetisation / Alpha
- 2009 Employment and Qualification sub-regional Areas /Bassins
- 2009 Professions and Qualifications Fr. Service /SFMQ

- 2013 New Steering Decree for Higher Education / Paysage
- 2014 New Steering Decree for the EPS /Pilotage
 - 2nd chance Education / formal certifications from basic skills to master

Impact ?

- **New non-formalized platforms and partnerships**
- **The “Competences Year” in 2013:**
Formal partnership between all stakeholders of formal, non formal, informal Education + Social Partners,
signed by the different ministers involved (9) !
- **The “Concertation Group” + Memorandum**
 - Decision makers Group including the same stakeholders
 - Common ongoing pilot project (ex: Quality)

An illustration of the FWB model

*The « Consortium of Validation »,
an example of
Coherence, Efficiency and Effectiveness ?*

(M. Deronchene (expert), A.Kock (Directeur))

Thank you for your attention !