

## WORKSHOP

# **What is the role of social partners and other stakeholders in the EQF process and what are their future expectations?**

Gerd Goetschalckx  
Policy Advisor, VDAB

Sarah Bonte  
Educational advisor, Ministry of Education

# Content

- ▶ Competent as 'standard' on the Belgian labour market
- ▶ Professional qualifications
- ▶ The link between these two instruments

# COMPETENT AS 'STANDARD' ON THE BELGIAN LABOUR MARKET

- ▶ Is based on ROME v3
  - ▶ Common core of (structured) data
  - ▶ Contextualised to the Belgian laws and regulations
  - ▶ Enriched with some data from the occupational classifications of the Belgian PES
- ▶ development, validation and update of content in co-operation with social partners
- ▶ Competence based labour market services
  - ▶ Vacancies, candidates, matching
- ▶ Will be used by all Belgian PES for matching services
  - ▶ Facilitates high quality data exchange
  - ▶ Strengthens interregional job mobility
- ▶ Reference frame for definition of professional qualifications

# EDUCATION AND TRAINING IN FLANDERS

## Need for reforms

### Vocational education and training (VET)

- ▶ Need for qualification standards adapted to labour market needs

### Life long learning (LLL)

- ▶ Need for alignment between all types of education and training providers (formal education, adult education, higher education, training providers outside formal education)

### Validation of non-formal and informal learning (VNFIL)

- ▶ Need for uniform qualifications framework

# FLEMISH QUALIFICATIONS FRAMEWORK

## Shared interests

Transparency  
Interchangeability  
Mobility



### Labour market

- Immediate employability
- Trust in qualifications delivered by all providers
- Reference framework for competency-management

### Education and training

- Rationalization
- Revaluation of labour market oriented education

### Individuals

- Logical and flexible learning programs
- Guidance in choosing studies and professions
- Validation of non-formal and informal learning

# FLEMISH QUALIFICATIONS FRAMEWORK

## Two types of qualifications

### **Professional qualifications**

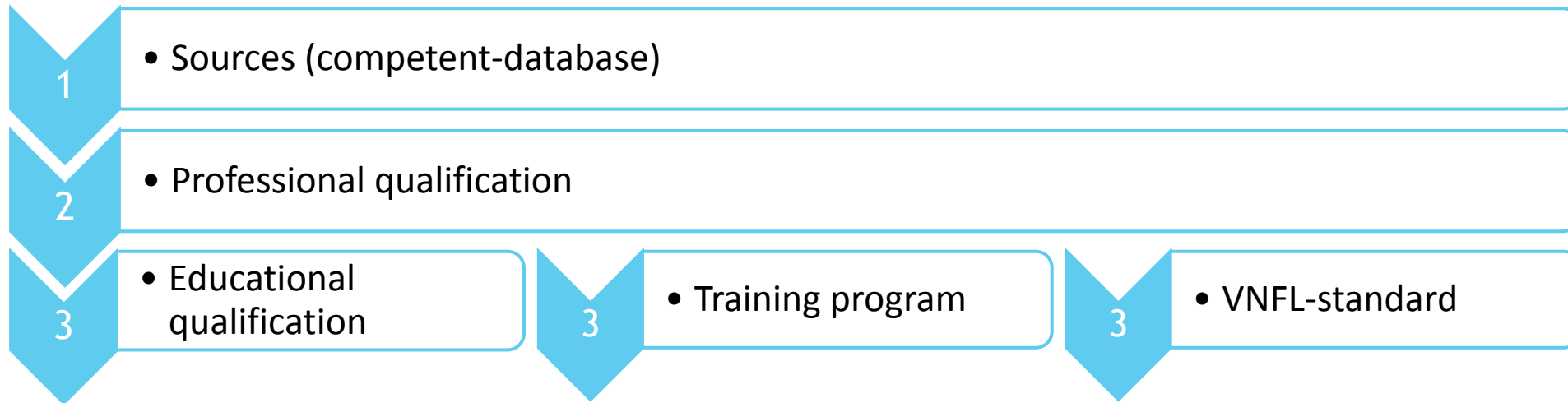
- An overview of the competences with which a profession can be exercised
- Can be acquired through vocational education and vocational training outside formal education

### **Educational qualifications**

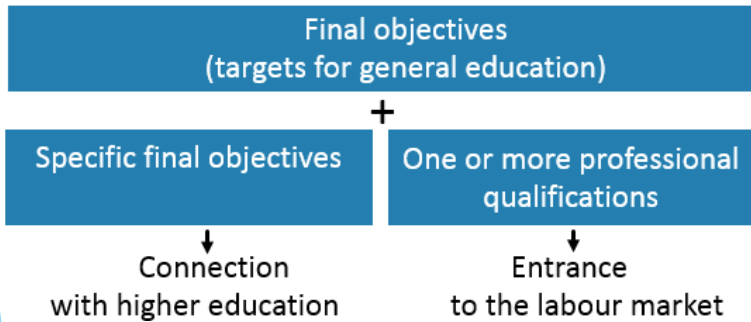
- An overview of the competences with which further studies in secondary or higher education can be undertaken or a profession can be exercised
- Can only be acquired through formal education

# FLEMISH QUALIFICATIONS FRAMEWORK

## Overall procedure

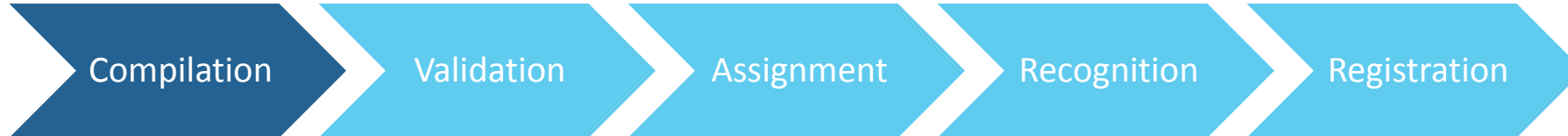


Three types of building blocks



# FLEMISH QUALIFICATIONS FRAMEWORK

## Procedure professional qualification

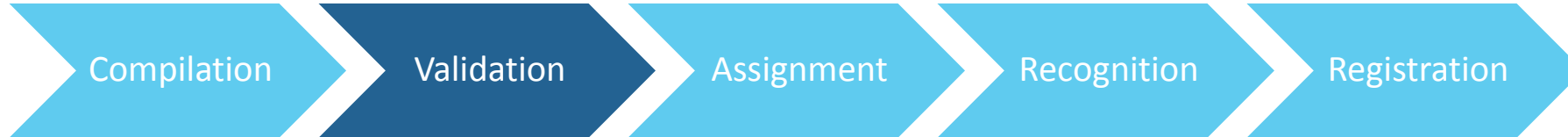


- ▶ A professional qualification consists of four parts:
  1. General information (title, definition, sectors and actors involved)
  2. Description of competences, using descriptor elements
  3. Labour market relevance/social relevance based on actual data
  4. Link with (an)other (potential) professional qualification
- ▶ Labour market actors (ministry of education: process facilitators)



# FLEMISH QUALIFICATIONS FRAMEWORK

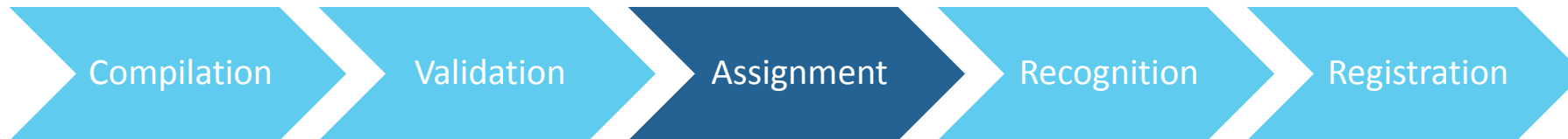
## Procedure professional qualification



- ▶ Checking whether the set of competences included in the professional qualification enables an individual to exercise a given profession
- ▶ two members of the social partners, one member of the PES (public employment service) and one member of Syntra Vlaanderen, the Flemish Agency for Entrepreneurial Training

# FLEMISH QUALIFICATIONS FRAMEWORK

## Procedure professional qualification



- ▶ Attributing a level of the Flemish qualifications structure to a professional qualification
- ▶ mix of labour market actors (SERV - Flanders' Social and Economic Council) and education and training providers (VLOR – Flemish education council, PES - public employment service, the Flemish Agency for Entrepreneurial Training)

# FLEMISH QUALIFICATIONS FRAMEWORK

## Competent and Qualifications

	COMPETENT		QUALIFICATIONS
GOAL	Labour market instrument Basis for vacancies,...	≠	Educational instrument Give content to education and training programs, standards for VNFL
CONTENT	Description of a group of related professions	>	Description of one profession
	Knowledge and skills	<	Knowledge, skills, context, autonomy and responsibility
STRUCTURE	Logic on the labour market - process of activities	≠	Logic of education - Competences are structured in a way they can be offered in education and training (didactics,...)
	Basic activities, specific activities - Basic: common for every professions described by the competent-file	~	Basic activities, specific activities - Basic: common for every qualification belonging to a group of related professions

! Link between is guaranteed by an Id-code at competence level (feedback-loop)