

# **COUNTRY POLICY REVIEW AND ANALYSIS**

**Belgium (French community)**



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The information in this document was current in March 2018.

Please note that legislation may have changed since the analysis grid was completed. Anyone using the grid should [contact the Representative Board Member](#) for more details.

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## Section 1: Country priorities for education

The text below presents the main country priorities in the field of education, with special attention to the development of inclusive education.

### Country priorities

Only the Wallonia-Brussels Federation has launched an action plan for better inclusive education. This is the work of the 'Pact for Teaching Excellence' that will be implemented in the coming years.

#### Provisions included in the 'Pact for Teaching Excellence'

The 'Pact for Teaching Excellence' has four main priorities

##### *Reform of 'orientation'*

The priority objective is to ensure detection and prevention much earlier, from kindergarten, instead of waiting for the child to be in a situation of failure before acting. The current process of referral to special education should be reformed in order to:

- Establish an evolutionary approach, verify strict compliance with the obligations imposed on the mainstream education institution in order to establish whether the school has sufficiently implemented the necessary and justified arrangements to accompany the learner, and provide for accompanying measures and any sanctions imposed on the school.
- Strengthen the procedure to avoid biases in counselling, particularly those related to the learner's sex, socio-economic status or whether they have a 'dys' disorder. In these cases, the guidance procedure needs to be further documented and evaluated upstream and downstream.
- Involve the co-ordinator of the territorial cluster in the process upstream of the proposal of orientation towards the specialist to ensure that the establishment receives the necessary support for the implementation of the reasonable accommodation. In this context, the process may also lead to the learner enrolling in another mainstream educational institution.

##### *Reform of the integration mechanism*

The current integration mechanism, which allows pupils in special education to attend mainstream education with assistance for four-week periods, will be suppressed.

The volume of assistance (600 teachers) will be maintained and managed thanks to the creation of territorial clusters. This is an important practical measure to improve the inclusion of learners with special needs in mainstream classes.

##### *Reform of 'type 8' special education*

All pupils with 'dys' disorders (except dysphasia) will remain in mainstream teaching and will no longer be oriented towards special education.

It will be necessary to ensure the implementation of reasonable educational



## Country priorities

accommodation.

Only learners with severe learning disabilities will still be referred to special education

According to Article 12 of the decree of 3 March 2004 organising specialised teaching, for types 1 (mild intellectual disabilities), 3 (behavioural disorders) and 8 (learning disabilities)', the enrolment report must describe the case in accordance with the modalities laid down by the government, to provide guidance and reasonable accommodations in mainstream education and to demonstrate that they have proved inadequate to ensure that learning is tailored to the specific needs of the pupil. A lack of mastery of the language of instruction or belonging to a disadvantaged social environment do not constitute a sufficient reason for orientation towards special education.

Reasonable accommodation must be permanent and systematic in all schools.

*Encourage the creation of special education establishments within mainstream schools*

For pupils with autism or who have significant intellectual disabilities, on the basis of experience already underway, multiply the number of special education classrooms established in mainstream schools and allow for sharing activities between learners.

Learners in special education will be accompanied by a special education teacher.

(Provisions included in Opinion No. 3 bis of the Central Group approved on 7 March 2017. Reference Covenant: OS 4.4: 'Breaking down barriers and recent special education')



## Section 2: Analysis grid

### Measure 1: To improve inclusive education and to ensure that good quality education is accessible for all

Agency recommendation	Findings
<p>1.1 There is a clearly stated policy for the promotion of quality in inclusive education.</p> <p><i>(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines how education policy-makers need to take responsibility for all learners.)</i></p>	<p>1.1.1 The decree defining the priority missions of basic and secondary education and organising structures to achieve them (24 July 1997) requires schools to fix the teaching choices and the priority actions for pupils who come from special education</p> <p>1.1.2 Since 2009, this measure has been extended, in the same decree: ‘The school project determines the pedagogical choices and the priority actions implemented to promote the integration of learners with special needs’.</p> <p>1.1.3 The decree on the organisation of mainstream primary and nursery education and the regulation of education (13-07-1998) in articles 12 and 13 make it possible to organise courses for deaf Immersion French – Sign language. There are two teachers in the classroom: one who teaches in French and one who translates into sign language and gives the necessary explanations.</p>
<p>1.2 Legislation and policy are consistent with the principles of the UNCRC and the UNCRPD.</p> <p><i>(Legislation and policy and upholds the right of all learners to full participation in school with their own local peer group.)</i></p>	<p>1.2.1 On 2 July 2009, Belgium ratified the United Nations Convention on the Rights of Persons with Disabilities. The annual report is drawn up by UNIA, formerly the Centre for Equal Opportunities, for the three Communities (Walloon, Flemish and Germanic).</p> <p>The Wallonia-Brussels Federation believes that it is in line with the principles of the Convention, since it allows all pupils to be enrolled in mainstream education, in special education or in mainstream education with specialist training.</p> <p>However, in practice, the orientation of pupils with special needs is still predominantly towards special education (38,000 pupils, i.e. 5% of the school population). Only 3,000 learners with special needs are integrated into mainstream education.</p>



Agency recommendation	Findings
<p>1.3 The concept of inclusion is clarified in education policy as an agenda that increases quality and equity for all learners.</p> <p><i>(Policy aims to address underachievement of all vulnerable groups including children with disabilities.)</i></p>	–
<p>1.4 Legislation and policy for inclusive education is cross-sectoral.</p> <p><i>(Policy outlines procedures to ensure the efficient co-ordination of services, as well as clearly defining roles and responsibilities.)</i></p>	–
<p>1.5 There is a long-term multi-level policy framework for implementing quality inclusive education at national, regional and / or organisational levels.</p>	–
<p>1.6 Policy outlines how education policy-makers need to take responsibility for all learners.</p>	–



Agency recommendation	Findings
<p>1.7 Policy has the goal of supporting all teachers to have positive attitudes towards all learners.</p>	<p>1.7.1 The priority objectives of the ‘Missions’ (1997) decree pursues this goal. Similarly, the latest work of the ‘Pact for Teaching Excellence’ goes in this direction.</p> <p>In practice, however, it is not certain that teachers include pupils with special needs when speaking about ‘all learners’. They see it as primarily the weaker learners.</p>
<p>1.8 Policy requires learning material to be accessible.</p>	<p>–</p>
<p>1.9 Policy describes an effective framework of support for schools to implement inclusive education.</p> <p><i>(Support structures focus on different forms of educational resource centres that are locally organised to offer support to individual or clusters of schools.)</i></p>	<p>1.9.1 Education policy is regionalised. The Wallonia-Brussels Federation is responsible for the arrangements through the decree for integration (2004, modified in 2009).</p> <p>The school director and the director of the PMSS (Assessment Centre) are responsible for managing integration.</p> <p>1.9.2 In the new decree of 3 March 2004 on the organisation of special education, there is a chapter concerning integration. To promote social adjustment and the education of pupils with special needs, temporary or permanent inclusion in a mainstream school for a pupil registered in special education can be organised. (OoP, p. 15)</p>
<p>1.10 Policies outline a continuum of support for children and young people in schools, to meet the full diversity of learners’ needs.</p>	<p>–</p>



Agency recommendation	Findings
<p>1.11 Policy outlines strategies for awareness-raising with all stakeholders in inclusive education.</p>	<p>1.11.1 There is a provision of information to schools and parents about their right to enrol their child with special needs in mainstream education. ('At the school of your choice with a disability', UNIA October 2016, third edition)</p> <p>1.11.2 The objective of the circular of the Wallonia-Brussels Federation is to raise awareness of the issue of integrating people with disabilities or chronic illnesses into compulsory education and to show the stakes for all stakeholders.</p> <p>A document attached to the circular explains the benefits for all of participating in a more inclusive school (Circular of the Wallonia-Brussels Federation, no. 1341 of 17 January 2006)</p>
<p>1.12 Policy outlines the development of the role of special schools as a resource to increase the capability of mainstream schools and improve support for all learners.</p> <p><i>(The specialist knowledge and skills of special school / resource centre are maintained and further developed so as to enhance support for learners, such as those with low-incidence disabilities.)</i></p>	<p>1.12.1 In the new decree of 3 March 2004 on the organisation of special education, there is a chapter concerning inclusion... temporary or permanent inclusion in a mainstream school for a pupil registered in special education can be organised.</p> <p>Full-time permanent inclusion concerns pupils of the special elementary school. Full-time permanent inclusion means that the pupil follows mainstream school education with support from the special school/special needs teacher according to their needs and with free travel between their home and the mainstream school. A pupil registered in the mainstream school and the special school receives four periods of support.</p>





### *Measure 1 evaluative comments*

The Wallonia-Brussels Federation seeks to establish a consensus on the intention to promote, include or maintain pupils with specific needs in mainstream education by:

#### *1. Implementing reasonable accommodation*

- Amendment of the decree of 3 March 2004 organising special education
- Proposal for a decree on the reception, accompaniment and maintenance of basic and secondary education for pupils with special needs.

The political organisation of Belgium does not allow for cross-sectoral work. There is no co-ordination between different levels of authority and the goal of inclusion is not clearly defined.

Education depends on the Wallonia-Brussels Federation (French community).

School transport for special education depends on the regions (Wallonia and Brussels).

The management of people with disabilities depends on the regions.

Public health depends on the federal level.

#### *2. Strengthening the dialogue between the two levels of education (mainstream and specialised)*

- At the level of the decree of 3 March 2004 organising special education, the main change is as follows:

In the case of types 1, 3 and 8, the enrolment report must, where appropriate, describe, in accordance with the procedures laid down by the government, the accompaniment and reasonable accommodation set up in mainstream education and demonstrate that these have proved inadequate to ensure that learning is tailored to the specific needs of the learner.

A lack of mastery of the language of instruction or belonging to a disadvantaged social environment does not constitute a sufficient reason for orientation towards special education.

Note: The modalities have not yet been established by the government, as there is at present no consensus on the precise concepts of reasonable accommodation. These will have to be determined following the work of the Covenant.



The present text of the Pact provides that ‘a precise and detailed typology of reasonable accommodation should be established in order to identify taxable developments and to distinguish them from the recommended improvements, and to distinguish between’ automatic ‘and/or ‘support through special education’.

- The proposal for a decree aims to formalise the establishment of ‘reasonable accommodation’ for the benefit of pupils enrolled in mainstream and secondary education and presenting ‘specific needs’ attested by a diagnosis made by specialists. Such accommodation may be material, organisational and/or educational. They will be the subject of consultation between the actors concerned. In so doing, this proposal recalls, among other things, the obligations contained in the Decree of 12 December 2008 on combating certain forms of discrimination and aims to provide for their effective implementation within the school setting.
- A general sheet: presentation of the project, common characteristics and suggestions for adaptations valid for ALL disorders and/or specific learning needs.

At present, a parents’ association has lodged a complaint about schools’ lack of involvement in the integration process. The follow-up to the complaint will help to clarify policy positions.

## Measure 2: To support improved co-operation, including greater involvement of parents and local community

Agency recommendation	Findings
2.1 The full involvement of families in all educational processes is outlined in legislation and policy.	<p>2.1.1 The provision is reproduced in the Decree of 3 March 2004 and in the Decree of 27 July 1997.</p> <p>Parents are involved and their opinion is always needed at all levels of education.</p> <p>2.1.2 The ‘Settlement project’ (decree of July 1997, articles 67 to 71) defines the set of pedagogical choices and particular activities that the school teaching team uses for the pedagogical plan. It is defined according to (among others) the ambitions pupils and parents having regarding the pursuit of studies and vocational ambitions.</p> <p>2.1.3 Before the registration of a pupil the principal gives the parents or guardian:</p> <ul style="list-style-type: none"><li>• the educational and pedagogical project of the government;</li></ul>



Agency recommendation	Findings
	<ul style="list-style-type: none"> <li>• the project of the school;</li> <li>• the regulations for studying;</li> <li>• the internal regulations of the school, including disciplinary measures and the possible procedures regarding these measures.</li> </ul> <p>Registration at the school means the acceptance of the above (Article 76 of the Decree of 27 July 1997).</p>
2.2 Policy for inclusive education places learners and their families at the centre of all actions.	2.2.1 In chapter X (of the decree of 2004) which governs integration, the presence of the parents is always specifically indicated (Article 134 and Article 150).
2.3 Sharing information among professionals and families is a policy priority.	<p>2.3.1 In the elementary school, the ‘project of educational establishment’ (July 1997) advises on how to promote communication between pupils, parents and members of the school team.</p> <p>Each school must revise the project every three years in co-operation with the participation council.</p> <p>Parents’ associations are present in the Higher Council for Special Education (Article 180 of the Decree of 3 March 2004)</p>
2.4 Policy has the goal of supporting parental interaction and communication with professionals.	<p>2.4.1 Decree on the missions, programmes and activity report of the psycho-medico-social centres (14-07-2006), CHAPTER II. – The basic programme common to psycho-medico-social centres. Section I:</p> <p>Article 8. The basic programme common to psycho-medico-social centres, paragraph 7: Support for parenthood</p> <p>Article 30. Through collective or individual actions, the centre provides support to parents by recognising and valuing family resources and skills.</p> <p>From this perspective, the centre:</p>



Agency recommendation	Findings
	<ul style="list-style-type: none"><li>• contributes, in its interface role, to facilitating and strengthening family-school dialogue;</li><li>• prioritises support activities for parents in the accompaniment of their child's school career;</li><li>• is part of a partnership and networking practice.</li></ul>
2.5 Schools are expected and supported to involve a wider range of partners and foster formal and informal networks that support their practice.	<p>2.5.1 The 'project of educational establishment' (decree July 1997, articles 67 to 71) defines the set of pedagogical choices and particular concrete activities that the school teaching team employs for use in collaboration with all partners and to realise the government's educational and pedagogical plan.</p> <p>It is defined according to:</p> <ul style="list-style-type: none"><li>• which school the children apply for, their cultural and social characteristics, special educational needs and their ability to learn;</li><li>• the ambitions pupils and parents have regarding the pursuit of studies and vocational ambitions;</li><li>• the natural environment of the district, city or village where the school is located.</li></ul> <p>In the elementary school, the 'project of educational establishment' advises on how to promote communication between pupils, parents and members of the school team.</p> <p>(Participation Council in Decree Missions July 1997 Article 69)</p>

*Measure 2 evaluative comments*

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**Measure 3: To develop monitoring strategies, establishing a comprehensive accountability and evaluation framework for inclusive education**

Agency recommendation	Findings
<p>3.1 Policy describes clear mechanisms to evaluate effectiveness and quality in inclusive education.</p>	<p>3.1.1 The task of permanent assessment concerning the integrative actions is assured by the general council for special education.</p> <p>Permanent assessment of the integrations is authorised by the application of Chapter X on the basis of the reports written by the teaching team and by the Wallonia-Brussels Federation Inspection Department.</p> <p>For pupils in permanent total integration (Decree of 3 March 2004, Article 145).</p>
<p>3.2 Monitoring procedures ensure that inequalities in access to educational resources at regional or organisational levels are addressed.</p>	<p>3.2.1 It is not in the educational services, but in UNIA (Centre for Equal Opportunities) and in the Department of the General Delegate for the Rights of the Child that these subjects are dealt with.</p>
<p>3.3 Accountability measures that impact upon educational professionals' work reflect the importance of wider learner achievements.</p>	<p>–</p>
<p>3.4 Policy outlines common standards for service and provision evaluation for use across health, education and social services.</p>	<p>–</p>
<p>3.5 Policy outlines how to involve families in the process of evaluating quality of services.</p>	<p>–</p>



Agency recommendation	Findings
3.6 Policy describes mechanisms to evaluate demand for services.	–
3.7 Policy supports opportunities for school teams to evaluate their practice through involvement in research and development activities.	–

#### *Measure 3 evaluative comments*

A university study (University of Louvain, 2016) has been carried out on integration, at the request of the Minister of Education: 'Inclusion and/or integration of children with disabilities in mainstream schools: Evaluation and development of good practice. Dynamisation of the process'.

#### **Measure 4: To improve the cost-effectiveness of the education system, combining efficiency, effectiveness, equity and inclusion**

Agency recommendation	Findings
4.1 National level inclusive education strategies are linked to long-term financial support.	4.1.1 Currently this is the case, thanks to the measures related to integration. According to Chapter X of the decree of 3 March 2004, funding is guaranteed for every pupil attending mainstream education through special education.
4.2 Funding policies and structures provide flexible resourcing systems that promote inclusion.	4.2.1 Refer to 4.1.1. A special budget of one million euros is reserved to resolve the difficulties related to the implementation of a new integration (Decree of 3 March 2004).



Agency recommendation	Findings
4.3 There are long-term funding commitments to support collaborative initiatives between various school-based, resource centre and research teams.	–
4.4 Policy outlines mechanisms for systematic data collection on expenditure and implementation that informs cost-effectiveness issues.	4.4.1 The decree of 27 March 2002 on the steering of the education system of the Wallonia-Brussels Federation entrusts the Steering Committee with the task of ‘endowing our education with a coherent system of indicators’ and ‘ensuring statistical monitoring of pupils in order to understand the barriers, the problems encountered, and the successive orientations, including articulation with other training operators’.

*Measure 4 evaluative comments*

The Wallonia-Brussels Federation has few systematic evaluations with an impact on piloting.

The complexity of the education system makes it difficult to track all learners. Parents can register a child with special needs in the school of their choice, but do not report that they have specific needs. Even if it is declared to the school's management, if the pupil is not being taught by a specialised school or by a service of the regions (people with disabilities), then in the statistics this pupil will not be identified as a pupil with special needs.



**Measure 5: To increase participation in good quality inclusive early childhood education and care and enrolment rates in pre-school education**

Agency recommendation	Findings
5.1 Policy clearly respects the rights and the needs of children and their families.	<p>5.1.1 Pre-primary education pursues all the general aims and in particular:</p> <ul style="list-style-type: none"><li>• to increase the pupil's awareness regarding their own potential and assist the pupil to be able to express themselves through creative activities;</li><li>• to increase socialisation;</li><li>• to increase cognitive, social, emotional and psycho-motor functional knowledge;</li><li>• to detect difficulties or disabilities and to ensure the necessary assistance (OoP, p. 1; article 12 of Decree 27 July 1997).</li></ul> <p>5.1.2 Education for 2½ to 6-year-olds is not compulsory, but 99% of children follow it regularly. In certain conditions, pupils can:</p> <ul style="list-style-type: none"><li>• start primary class at age 5 instead of 6;</li><li>• stay in the third pre-primary classroom until age 6 instead of 5;</li><li>• spend eight years, and exceptionally nine years, in elementary school;</li><li>• complete the second step of compulsory education in five years instead of four with one complementary year adapted to the individual needs of the pupil. This year cannot be repeated.</li></ul> <p><i>(Décret portant organisation de l'enseignement maternel et primaire ordinaire et modifiant la réglementation de l'enseignement, 28 août 1998)</i></p>





Agency recommendation	Findings
<p>5.2 Support is available for families to recognise and understand the needs of their child.</p> <p><i>(Support focuses upon and what is in the child's best interests.)</i></p>	<p>5.2.1 Decree of 14 July 2006 on the missions, programmes and activity reports of the psycho-medico-social centres</p> <p>Section VIII. – Support for parenting</p> <p>Article 30. – Through collective or individual actions, the centre provides support to parents by recognising and valuing family resources and skills.</p> <p>From this perspective, the centre:</p> <ul style="list-style-type: none"> <li>• contributes, in its interface role, to facilitating and strengthening family-school dialogue;</li> <li>• prioritises support activities for parents in the accompaniment of their child's school career;</li> <li>• is part of a partnership and networking practice.</li> </ul>
<p>5.3 Policy outlines how ECI services should be provided for children and families as early as possible and as quickly as possible, following identification of need.</p>	<p>–</p>
<p>5.4 Policy states that in risk situations, the child's rights should come first.</p>	<p>5.4.1 This is the function of the Youth Protection Service.</p> <p>If a child or young person is found to be in danger, if their health or safety is threatened, if they or their parents do not accept the assistance of the Youth Assistance Service (SAJ) or neglect to implement the Assistance programme, the Youth Court can impose a constrained aid measure.</p> <p>The Youth Court may:</p> <ul style="list-style-type: none"> <li>• subject the child and their family to educational accompaniment;</li> <li>• decide to temporarily withdraw the child from their family environment and entrust them to</li> </ul>



Agency recommendation	Findings
	<p>an institution;</p> <ul style="list-style-type: none"> <li>allow a young person of at least 16 years to live alone autonomously.</li> </ul> <p>After the decision of the Youth Court, it is the Judicial Protection Service (SPJ), through the Director of Youth Aid, that intervenes to implement the measure imposed in practice.</p>
<p>5.5 Policy measures and guidelines clearly define quality standards for early childhood services and provision.</p>	<p>5.5.1 Decree 27 February 2003, regulating reception centres for children aged 0–6 years, also refers to the reception of a child with disabilities. In particular, article 33 states:</p> <p><i>In compliance with the conditions, the reception of a child with a disability is encouraged with a view to promoting their integration in respect of their differences, provided that the host environment fulfils the conditions necessary for the child.</i></p> <p>It should be noted that the decree of the quality and reception code, a central element of our legislation for quality care for all, provides in Article 10 that ‘the host environment promotes the harmonious integration of children with special needs, respecting their differences’.</p> <p>5.5.2 In 2010, a task force was set up, through joint reflection in all its sectors. The objective of this task force is to reflect and implement actions to create places where everyone can be and feel welcomed without being considered unfit.</p> <p>If special medical attention is to be given to the child, it can only be given by qualified personnel.</p> <p>Before refusing to welcome a child, the host team is obliged to search among its local resources for assistance by specialised people (physiotherapist, speech therapist, etc.) and consider possible co-operation, in collaboration with the child’s parents. If the conditions are met for all children, the child can be accommodated.</p>



Agency recommendation	Findings
5.6 Early childhood guidance is developed jointly by departments of health, education and social services.	5.6.1 Two specialised institutions, AVIQ (Agency for a Quality Life in Wallonia) and PHARE (people with disabilities seeking autonomy in Brussels), play a role in helping reception professionals. They have set up mobile support units which, in close collaboration with ONE (Birth and Childhood Office in Wallonia and Brussels) agents, accompany the teams of reception centres who so wish, when they welcome a child with a disability.
5.7 Policy for early childhood services supports cross sectoral, multi-disciplinary working at regional and local levels.	5.7.1 ONE (Birth and Childhood Office) signed memoranda of understanding with AVIQ in 2010 and with PHARE in 2011. These protocols aimed, first of all, to get to know each other better. They also served to begin concrete work on the ground, both in the different Walloon provinces and in Brussels.
5.8 Policy ensures there are pre-school places offered to children coming from ECI services/provision.	5.8.1 Since the implementation of the decree of the quality code and reception (17 December 2003, Order of the Government of the French community defining the quality code for reception), a major step has been taken: it is required, through mandatory legislation, that all professional teams welcoming children from 0 to 3 years of age write and implement an educational (intake) project. The team must also indicate how it is 'promoting the harmonious integration of children with needs, respecting their differences'. It is even more important to ensure that conditions are put in place so that every child, whatever their specific characteristics, can, if their parents so wish, enjoy the conditions of a quality welcome.
5.9 Policy outlines how cost-free services/provision are made available for families.	5.9.1 Refer to document 4516 of 29 August 2013 on free access to pre-primary and compulsory education.
5.10 Policy ensures the same quality of service irrespective of differences in geographical location. <i>(Such as isolated or rural areas).</i>	–



### *Measure 5 evaluative comments*

ONE has taken account of diversity, which is one of the main thrusts of its three-year training programme for children (0–12 years of age). The impetus given is resolutely within an inclusive and non-deficit perspective that invites us to meet each child and their family, who are seen as competent and have resources to support and develop as appropriate.

Many modules related to the reception of a child with disabilities are proposed, consisting of:

- work on disability-related representations and fear;
- questioning of the encounter;
- taking into account families' expectations and the modalities of the work within a professional network.

Different studies conducted on inclusion experiments have shown that it is necessary, in certain situations, to propose supportive and complementary means to generalist services in order to enable them to adequately take into account the specific needs of those concerned. This may include advice on how to approach a child, exchange money, pay attention to eye movements, position the child well during meals to avoid potentially fatal choking, etc. These supports come, in part, from specialised services and benefit from being strengthened.

In Wallonia:

In order to support mainstream reception centres (of a collective or family type) in the care of children with disabilities, AWIPH, in close collaboration with ONE, supports eight projects known as early childhood initiatives. In short, Specific Initiatives (IS) projects, geographically distributed by province, were selected. These projects are supported by issues related to pervasive developmental disorders and autism spectrum disorders. Recently, this project has been subsidised in the same way as early childhood services.

The missions of these IS projects include:

- raising awareness among professionals to combat their fears and fears and 'take the step' in welcoming all children;
- supporting them in their basic skills (networking with specialised professionals, in agreement with the parents, etc.);
- developing a professional network.

In Brussels:

In 2012, the Observatory for the reception and accompaniment of people with disabilities carried out research on the inclusion of children with



disabilities in the Brussels reception centres approved by ONE. The results can be downloaded from the website of the PHARE (People with Disabilities) service.

**Measure 6: To improve student-focused measures such as mentoring, personalised learning approaches and improved guidance**

Agency recommendation	Findings
6.1 High expectations for all learners' achievements underpin policy for inclusive education.	–
6.2 Policy outlines that learners' voices should be listened to in decision-making that affects them.	<p>6.2.1 In the elementary school, the 'project of educational establishment (Decree of July 1997) advises on how to promote communication between pupils, parents and members of the school team. Each school must revise the project every three years in co-operation with the participation council.</p> <p>6.2.2 Decree of 3 March 2004, paragraph 19: Individual learning plan (PIA) tool: This is a methodology developed for each learner and adjusted throughout their schooling by the Class Council, on the basis of the comments provided by its various members and the data from the guidance body of the pupils. It lists specific objectives for a specified period. It is from the PIA data that each member of the multi-disciplinary team implements the work of education, rehabilitation and training. The pupil and their parents or, failing that, their delegate, are invited to draw up the PIA (Article 32 section 9).</p>
6.3 Teaching, support and guidance has the goal of empowering all learners.	<p>6.3.1 The French community of Belgium (Decree of 24 July 1997, Article 6) simultaneously and non-hierarchically pursues the following aims:</p> <ul style="list-style-type: none"> <li>• promote self-confidence and personal development in each pupil;</li> <li>• give all pupils the appropriate knowledge and help, enabling them to acquire competences that will give them the ability to continue learning and to take an active part in the economic, social</li> </ul>



Agency recommendation	Findings
	<p>and cultural life surrounding them;</p> <ul style="list-style-type: none"> <li>• prepare all pupils to be responsible citizens and to contribute to the development of a democratic, interdependent, pluralist and open international society;</li> <li>• ensure that all pupils receive the same chance of social emancipation.</li> </ul>
<p>6.4 Appropriate educational support is available as necessary and is fit for purpose in meeting personal learning needs.</p>	<p>6.4.1 Each school allows each pupil to progress at their own pace, using formative assessment and differentiated pedagogy.</p> <p>In mainstream education, a pupil who has to do the second step of compulsory education in five years instead of four, can do this complementary year adapted to their needs in the same school. The school organises this five-year period in the second step of compulsory education in such a way that this extra year will never be a year of repetition.</p> <p>In special education, a pupil progresses with learning at their own pace, taking their level of maturity into consideration, and in agreement with the class council.</p> <p>Appropriate educational materials are available in specialised schools (refer to Decree of 3 March 2004). in schools which integrate the pupils attended by the special schools, the specialised schools supply the equipment. For schools that accommodate learners with special needs who are not attended by specialised schools, nothing is foreseen.</p> <p>6.4.2 Full-time permanent inclusion (3 March 2004) means that the pupil follows mainstream school education with support from the special school/special needs teacher according to their needs and with free travel between their home and the mainstream school.</p> <p>Only in Wallonia (Decree of 1 April 2004 on transport and school travel plans), not in Brussels, a pupil registered in the mainstream school and the special school receives four periods of support. When a pupil begins at a mainstream school, they lose their registration at the school for special education and the costs are transferred to the mainstream school.</p>



Agency recommendation	Findings
	<p>6.4.3 The 'project of educational establishment' must contain elements which enable the organisation of inclusion.</p> <p>When the school has reached an agreement with the parents and the pupil, the head teacher of the special school finds a mainstream school willing to collaborate regarding inclusion.</p> <p>Following this, the class council of special education, the guidance service and the class teacher of the mainstream school draw up a written protocol, which includes:</p> <ul style="list-style-type: none"><li>• the pupil's plan for inclusion and file, the aims, the specific equipment needed, travel requirements, exemption from the mainstream programme if necessary and the method of communication between the two schools;</li><li>• information regarding co-operation between the support team of the special school and the teachers of the mainstream school and also how to organise the internal assessment of the full-time permanent inclusion;</li><li>• the agreement of the guidance service;</li><li>• the agreement of the parents;</li><li>• the opinion of the travel commission.</li></ul>
<p>6.5 The learning process is based on flexible curricula based on learner centred approaches and the development and implementation of individual learning plans as necessary.</p>	<p>6.5.1 Not to obtain certifications, the learner must follow a non-flexible programme. However, the 'project of educational establishment' (decree of July 1997, article 67) defines the set of pedagogical choices and particular concrete activities that the school teaching team employs for use in collaboration with all partners and to realise the government's educational and pedagogical plan.</p> <p>In the case of a mainstream school, the 'project of educational establishment' decides the pedagogical choices and actions required in promoting the inclusion of pupils from special schools.</p> <p>Each school must have a protocol that describes which tools are implemented in order for the pupils</p>



Agency recommendation	Findings
	<p>to reach the general and the particular aims of the decree regarding basic competences (OoP, p. 5).</p> <p>6.5.2 The individual learning plan (decree of 3 March 2004, article 4, 19) is a methodological tool that the class council drafts and adjusts for each pupil during the whole of their education, on the basis of observations made by different members and data from the guidance service. It lists the particular aims to be reached during a certain period. It is with the data of the individual learning plan that each member of the multi-disciplinary team organises educational work and training in collaboration with the pupil and the parents. The individual learning plan is the basis of a lifelong project for the pupil.</p> <p>According to Articles 32 (9) (basic fundamental education) and 80 (9) (secondary education), section 9, the pupil and their parents or, failing that, their delegate, are invited to draw up the PIA.</p>

*Measure 6 evaluative comments*

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**Measure 7: To improve the school ethos (such as the creation of supportive learning environments, adapting learning environments to specific learning needs)**

Agency recommendation	Findings
<p>7.1 Policy supports school leaders to value diversity among staff as well as learners, encourage collegiality and support innovation.</p>	<p>–</p>
<p>7.2 Policy outlines the responsibility of school leaders to effectively communicate</p>	<p>7.2.1 Decree of 2 February 2007, Article 8: The director is responsible for the school's relations with learners, parents and third parties.</p>





Agency recommendation	Findings
<p>their vision for inclusive education to the school teaching team and wider school community.</p>	<p>In this context, the director shall ensure, inter alia, the development of welcome and dialogue with pupils, parents and third parties.</p> <p>It aims to integrate all pupils, foster their good orientation and encourage the development of their civic expression.</p>
<p>7.3 Policy aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.</p>	<p>7.3.1 The policy accepts the recruitment of teaching staff from diverse backgrounds, including persons with disabilities.</p> <p>Decree of 30 January 2014 on inclusive higher education allows for the training of teachers with disabilities or impairments.</p>
<p>7.4 Policy supports schools to ensure teaching staff are able to meet diverse learning needs.</p> <p><i>(Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)</i></p>	<p>–</p>
<p>7.5 The school ethos and culture is guided by school strategic plans that have high expectations for the academic and social achievements of all learners.</p>	<p>7.5.1 Establish in each school the teaching choices and priority actions to support the reception of a pupil with specific needs (Included in the decree of 3 March 2004):</p> <ul style="list-style-type: none"> <li>• Set up experimental pedagogies in special education for children with autism, dysphasia or severe multiple disabilities.</li> <li>• Allow all children with specific needs to benefit from measures related to total permanent integration as in the decree of 3 March 2004 on the organisation of specialised teaching.</li> </ul>



Agency recommendation	Findings
	<ul style="list-style-type: none"> <li>• Allow parents and professionals to have clear, detailed information that specifies the rights and duties of each one, with procedures that make it possible to meet each child's specific needs as regards teaching. Guidelines for integration are available for all users.</li> <li>• Support the experiments aimed at integrating groups of pupils with specific needs accompanied by special teachers.</li> </ul>
7.6 School strategic plans describe how universal design for learning approaches are used to provide individualised learning tools and opportunities.	–
7.7 School strategic plans stipulate that all learners are entitled to be active participants in the life of the school and community.	<p>7.7.1 Decree of 24 July 1997, Article 69 section 2, (3): the Participation Council comprises the representatives of the pupils, except in basic education.</p> <p>The school project defines the pedagogical choices and priority actions implemented to promote the integration of learners with specific needs.</p>
7.8 School strategic plans have clear statements on the value of diversity.	–
7.9 School strategic plans describe mechanisms for shared leadership, teamwork and collaborative problem solving.	7.9.1 Yes, in the so-called 'consultative bodies', which include the representatives of the teaching staff (trade unions), the representatives of the educational networks and the services of the Administration. (Decree 3/3/2004).



### *Measure 7 evaluative comments*

There is a proposal for a decree on the reception, accompanying and maintenance of basic and secondary education for pupils with special needs. This decree aims to formalise the establishment of 'reasonable accommodation' for the benefit of pupils enrolled in mainstream and secondary education and presenting 'specific needs' attested by a diagnosis made by specialists.

Accommodation can be material, organisational and/or educational. It will be the subject of consultation between the actors concerned. In so doing, this proposal recalls, among other things, the obligations contained in the Decree of 12 December 2008 on combating certain forms of discrimination and aims to provide for their effective implementation within the school setting.

The aim of this proposed decree is to meet the specific needs of pupils attending mainstream, basic and secondary education, by developing reasonable, concerted and proportionate accommodation which will enable the learner not to find themselves in a situation or not to be disqualified by such a situation.

Potential beneficiaries of reasonable accommodation include learners with dyslexia or other 'dys' disorder, learners with attention deficit disorder with or without hyperactivity, learners with high potential, learners with autism or Asperger syndrome, learners with physical, intellectual or sensory disabilities, or all beneficiaries of a system of integration into mainstream education in collaboration with special education.

The Ministry of Education is also preparing a 'Tools' decree that will enable teachers to access appropriate teaching materials to meet learners' needs.



**Measure 8: To reduce the negative effects of early tracking (the early streaming of pupils by ability into different types of provision or schools) and to reduce the extensive use of grade retention<sup>1</sup>**

Agency recommendation	Findings
8.1 Legislation across relevant public sectors has the goal of ensuring educational services enhance developments and processes working towards equity in inclusive education.	–
8.2 Policy outlines how support structures that impact upon inclusive education are diverse and easily available. <i>(Support structures prevent early tracking and streaming of pupils at an early age).</i>	–
8.3 Assessment mechanisms are in place to identify the support needs of learners at an early stage.	8.3.1 Document 6087 of 24 February 2017 on Provisions concerning the Basic Education Certificate, following the joint external test for the school year 2016–2017. 8.3.2 The decision to graduate from one class, cycle or phase to another and the presentation of diplomas, certifications or attestations of success at school is the responsibility of the class council. The head teacher presides over the graduation and all the members of the teaching team who work with the pupils are present. Representatives from the psycho- and medical-social services attend the graduation as consultants. (Decree of 3 March 2004, articles 32 (primary education) and 80 (secondary education)).

<sup>1</sup> Early tracking means the early streaming of pupils by abilities into different types of provision or school; this includes placing children into separate schools. The extensive use of grade retention means holding students back to repeat school years, instead of providing flexible individual support.



Agency recommendation	Findings
	8.3.3 Before the decree 5/09/2009, the pupil would repeat the same year, but this was not efficient and created a feeling of failure. Therefore, it was decided to create a complementary year with an individual programme based on the pupil's failures and successes (OoP, p. 10).
8.4 Data is available relating to learners' rights to age appropriate education.	–

#### *Measure 8 evaluative comments*

The structures are very numerous and there is no co-ordination among them.

#### **Measure 9: To support improvement in schools with lower educational outcomes**

Agency recommendation	Findings
9.1 Clear mechanisms exist to identify schools with lower educational outcomes. <sup>2</sup>	9.1.1 The management of education and the Basic Education Certificate (CEB), Certificate of Lower-Secondary Education (CE1D), Certificate of Upper-Secondary Education (CESS) and non-certified external assessments are managed by the piloting of the education system of the French Community (Decree of 27 March 2002).
9.2 Policy outlines how methods of assessment, inspections and other accountability measures contribute to school improvement processes.	9.2.1 Schools with a high repetition rate are schools that do not meet the objectives. 9.2.2 Decree concerning the piloting of the education system of the French Community, D. 27-03-2002, Article 3 – the tasks of the Commission.

<sup>2</sup> This recommendation does not directly come from the Agency work covered in the CPRA activities. A number of project recommendations have implicitly, but not explicitly referred to this issue. However, the piloting work and detailed discussions with PG countries showed it is necessary to have this explicit recommendation linked to this measure.



Agency recommendation	Findings
<p><i>(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)</i></p>	<p>The Inspection has the numbers of the repetition. In the educational paths that could be proposed to remedy this situation, inclusive education is not included.</p>
<p>9.3 Policy aims to increase the capacity of all schools to meet a greater diversity of needs and support learners within their local communities.</p> <p><i>(Schools are supported to use innovative teaching methods, practical learning approaches and individual plans, focusing on learners' capabilities.)</i></p>	<p>9.3.1 The decree of 1998, modified in 2002, aims to ensure the equality and social emancipation of all pupils through positive discrimination. The aims are:</p> <ul style="list-style-type: none"> <li>• to distribute funding to schools who welcome pupils from a disadvantaged environment;</li> <li>• to improve the use of this funding and revise it each year;</li> <li>• to establish a list of schools in areas with a poor environment, unemployment and a migrant population and make them priority zones;</li> <li>• to prevent school dropouts and violence;</li> <li>• to co-ordinate the actions of the different partners.</li> </ul> <p>The school of positive discrimination is where extra funds are allocated on the basis of social, economic, cultural and pedagogical criteria.</p> <p>In elementary education, 12.5% of the pupils are recognised as being of 'positive discrimination' covering 395 school units.</p> <p>9.3.2 The innovation with the Decree of 24 July 1997 is that it is common for education to be on all levels in both mainstream and special education schools; this can be particularly helpful regarding inclusion. This Decree created the idea of the school for success. It is a school which does not exclude but promotes inclusion; it wishes to be equitable and ambitious. It is equitable, as the school aims for each pupil to be successful. It is ambitious, as for pupils to achieve success, complex and various competences are required. The principal approaches are the continuum of learning, differentiated pedagogy, formative assessment, the pedagogic team, the group of pupils, the organisation of the</p>



Agency recommendation	Findings
	teachers' work, and the complementary year.
9.4 Policy outlines clear incentives for schools to take all learners from their local community.	9.4.1 Decree of 3 March 2004 organising special education: there are additional means (one million euros) to implement integration.
9.5 Policy requires school strategic plans to outline preventive educational action against dropouts. <i>(Including necessary measures so that learners who become disengaged find new educational alternatives.)</i>	9.5.1 The Decree of 4 February 2016 inserted in the decree of 24 July 1997 on the pilotage plan section 2 d: the school's strategy to combat school failure, dropping out of school and repetition.  Also refer to 9.3.

*Measure 9 evaluative comments*

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**Measure 10: To improve the quality of school staff, focusing on the quality of teachers, quality in continuing professional development, developing teacher competences and reinforcing school leadership**

Agency recommendation	Findings
<p>10.1 Policy outlines how all school staff develops the skills to meet the diverse needs of all learners.</p> <p><i>(Appropriate training and professional development is provided to all school staff including teachers, support and administrative staff, counsellors, etc.).</i></p>	<p>10.1 Decree of 11 July 2002 on in-service training:</p> <p>Article 12, section 1:</p> <p>Each educational team meets to draw up, according to the methods determined by the government, a training plan. The training plan must at least:</p> <ul style="list-style-type: none"> <li>• formulate the desired training orientations;</li> <li>• link to the establishment project referred to in Article 67 of the Missions Decree (1997).</li> </ul> <p>Article 19 – section 1:</p> <p>Before 15 September, the educational team sends the Wallonia-Brussels Federation its training plan, which specifies:</p> <ul style="list-style-type: none"> <li>• the objectives pursued in terms of training;</li> <li>• the link with the plan of establishment referred to in section 67 of the decree of 24 July 1997 defining the priority missions of education and organising the structures to achieve them.</li> </ul>
<p>10.2 Policy supports the development of high quality and appropriately trained teacher educators.</p> <p><i>(With improvements in recruitment, induction and continuing professional development.)</i></p>	<p>–</p>





Agency recommendation	Findings
<p>10.3 Policy supports flexible training opportunities in initial and continuing professional development, for all teachers.</p> <p><i>(Schools and teacher education institutions will work together to ensure good models in practice schools and appropriate placements for teaching practice.)</i></p>	<p>10.3.1 Decree on In-Service Training of Staff of Regular Basic Education Institutions (Decree of 11-07-2002).</p> <p>Decree on in-service training in special education, mainstream secondary education and psycho-medico-social centres, and the establishment of an institute for in-service training (Decree of 11-07-2002).</p>
<p>10.4 All teaching staff are supported and develop a clear understanding of effective learning strategies.</p> <p><i>(Such as learning to learn and active learning approaches.)</i></p>	<p>10.4.1 According to the ‘Pacte scolaire’ (6 November 1958), pedagogical choices are the responsibility of the organising authorities.</p> <p>Each organising authority is responsible for the pedagogical methods used. Only the final objectives are defined, but the pedagogy to achieve them remains the competence of the networks.</p>
<p>10.5 Policy supports schools to develop strategic plans of staff training in inclusive education.</p>	<p>10.5.1 Policy supports schools to develop strategic plans for staff training. However, each school is responsible for its training plan (decree of 1997).</p>
<p>10.6 Policy outlines the specialised training pathways for specialists who support school communities to implement inclusive education.</p>	<p>–</p>
<p>10.7 Policy supports research into the</p>	<p>–</p>



Agency recommendation	Findings
<p>effectiveness of different routes into teaching.</p> <p><i>(Including course organisation, content and pedagogy to best develop the competence of teachers to meet the diverse needs of all learners.)</i></p>	

*Measure 10 evaluative comments*

There is no policy on the quality of teacher educators. According to the 'Pacte scolaire' (6 November 1958), pedagogical choices are the responsibility of the organising authorities. It is not general policy that supports this type of development; it is the different education networks that have the responsibility, but not the obligation.

**Measure 11: To improve transition from education to work by increasing the coherence between employment incentives, education and VET; improving the quality and accessibility of apprenticeships; promoting cross-sector co-operation; simplifying the systems of qualifications**

Agency recommendation	Findings
<p>11.1 Policy ensures that VET programmes should address labour market skill requirements.</p>	<p>11.1.1 The SFMQ (French Service for Professions and Qualifications) is the result of a co-operation agreement set out in the Decree of 29 October 2015 (repealing the previous agreement of 30 April 2009).</p> <p>It encompasses:</p> <ul style="list-style-type: none"> <li>• Public Employment Services (PES);</li> <li>• Social Interlocutors;</li> <li>• all qualified education, training and socio-professional integration operators, as well as the</li> </ul>



Agency recommendation	Findings
	<p>Competence Validation Consortium (CVDC) for French-speaking Belgium.</p> <p>The SFMQ's objectives are:</p> <ul style="list-style-type: none"> <li>• to produce profiles that reflect the reality of the concrete exercise of the different professions;</li> <li>• to produce training profiles that correspond to the business profiles and thus to ensure the coherence of training delivered with the needs of the world of work;</li> <li>• to provide education and training operators (OEF) with common training profiles and to enable permeability between OEF, ensuring that learners' prior learning is taken into account and thus promoting their mobility;</li> <li>• to establish a link between the profiles and the structures of the PES and to improve the readability of the systems of qualifying education, training, validation of skills and job opportunities;</li> <li>• to have common references and language for all the partners: social partners, PES, vocational education and training, validation of skills.</li> </ul>
<p>11.2 Policy aims at matching labour market skill requirements and learners' skills, wishes and expectations.</p>	<p>–</p>
<p>11.3 Policy outlines the development of partnerships and networking structures.</p> <p><i>(Partnerships with a pool of local employers to ensure close co-operation with regard to learners' supervised practical training and finding employment)</i></p>	<p>–</p>



Agency recommendation	Findings
<i>after graduation.)</i>	
11.4 Policy outlines how transition from education to employment is supported by adequate provision.	–
11.5 Policy supports the availability of meaningful VET options for learners to choose from.	11.5.1 Policy supports the availability of meaningful VET options for learners to choose from and seeks to open up new options (Decree of March 2004).
11.6 Policy supports the availability of supervised practical training.	11.6.1 Specialised secondary education and internships in specialised secondary education (decree of 3 March 2004)
11.7 Policy outlines how sustainable employment opportunities are supported through the availability of appropriate, on-going support.	11.7.1 For Wallonia: Wallonia Code of Social Work and Health, title 9, Chapter 5, section 8, workstation layout.
11.8 Policy outlines how VET programmes are reviewed periodically. <i>(Both internally and/or externally in order to adapt to current and future skill needs.)</i>	11.8.1 Yes, via the French Service for Trades and Qualifications (SFMQ). The SFMQ is the result of a co-operation agreement set out in the Decree of 29 October 2015 (repealing the previous agreement of 30 April 2009). It encompasses: <ul style="list-style-type: none"> <li>• Public Employment Services (PES);</li> <li>• Social Interlocutors;</li> <li>• all qualified education, training and socio-professional integration operators, as well as the Competence Validation Consortium (CVDC) for French-speaking Belgium.</li> </ul>



Agency recommendation	Findings
	<p>The SFMQ's objectives are:</p> <ul style="list-style-type: none"><li>• to produce profiles that reflect the reality of the concrete exercise of the different professions;</li><li>• to produce training profiles that correspond to the business profiles and thus to ensure the consistency of the training delivered with the needs of the world of work;</li><li>• to provide education and training operators (OEF) with common training profiles and to allow permeability between OEF, ensuring that learners' prior learning is taken into account and thus promoting their mobility;</li><li>• to establish a link between the profiles and the structures of the PES and to improve the readability of the systems of qualifying education, training, validation of skills and job opportunities;</li><li>• to have common references and language for all the partners: social partners, PES, vocational education and training, validation of skills.</li></ul>

*Measure 11 evaluative comments*

The 'Information and Job Centre' [*Cité des métiers*] (these are projects proposed by the provinces of Wallonia, subsidised and supported by the Walloon Government) helps learners:

- to better know and identify areas of interest;
- to be informed about existing careers in order to choose a path;
- to learn about the careers of the future and the areas that are recruiting in the Wallonia-Brussels Federation;
- to be guided towards the choice of a first job;
- to change career.



**Measure 12: To improve educational and career guidance across all phases of inclusive education**

Agency recommendation	Findings
<p>12.1 Policy outlines the mechanisms for ensuring effective transition across educational sectors and phases.</p> <p><i>(There are well-organised transition processes among services to ensure continuity in the support required when learners move from one form of provision to another.)</i></p>	<p>12.1.1 Decree of 3 March 2004, Article 4, section 1 30 – Individual transition plan (PIT): the PIT, integrated into the individual learning plan, is a reflexive approach that tends to establish the necessary links between different partners to develop and foster the school-adulthood continuum.</p>
<p>12.2 Policy outlines how career counsellors/officers support learners and employers regarding employment possibilities.</p> <p><i>(Support is provided with job applications, inform and support employers and facilitate contact between both parties.)</i></p>	<p>–</p>

*Measure 12 evaluative comments*

<p>Actions in place and on-going projects:</p> <ul style="list-style-type: none"> <li>• The EFE (Qualifying Education-Training-Employment) ‘Bassin’ Institutions (10 in the French-speaking area) have been set up with the aim of piloting the training offer in the geographical area concerned.</li> </ul> <p>Action is taken with the education, training and employment actors in collaboration with the professional sectors at sub-regional level. The</p>
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objective is to optimise supply and demand by fostering the opening or strengthening of job creation options.

- The French Service for Trades and Qualifications (SFMQ), set up on the basis of a European recommendation, produces profiles in line with the needs of the professional sectors and the technological evolution of the business lines.
- Per Unit Certification (CPU) produces certification profiles by allowing learners to acquire their skills in a modular way. This process goes hand-in-hand with the requirement for internships in companies.
- The ‘corporate immersion’ pilot project aims to bring the world of business closer to the world of education by intensifying collaboration and awareness of mutual responsibilities in training. This experience requires the real involvement of the professional sector concerned.
- The co-operation agreement on the ‘post-educational path’ aims to follow learners on their journey to their profession. The objective is to evaluate the quality of the courses and to act on them in the hope of improving the transfer rate.