

Working and Learning Together: Rethinking Human Resource Policies for Schools

BELGIUM (French Community)

Country profile

What types of staff work in schools?



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Further information can be found on the project website:

www.oecd.org/education/schoolresourcesreview.htm

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Belgium (French Community)

This country profile describes the central framework for the provision of staff, working primarily within schools (with the exception of resource centres), for lower secondary education (ISCED 2). It is based on information available through country background and country review reports as well as Eurydice descriptions of national education systems. Resource centres refer to institutions operated by education authorities that provide centralised services and specialised staff, typically to ensure effective provision of staff to schools and communities. Responsibility for employment describes the natural or legal person with whom the employee has an employment relationship and with whom the employee has established an employment contract. For the definition of types of staff and levels of governance and administration, see Annex B in the full report.

Instructional and leadership staff

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Teachers	x	At discretion of school providers, based on state regulations	School providers (state, regional or local education authority depending on the school network)
Teacher aides	x	x	x
School leaders	Promotion positions: Principals Selection positions (e.g. Deputy principals)	Based on state regulations (school size)	School providers (state, regional or local education authority depending on the school network)

Professional support staff

Staff positions primarily created directly in schools

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Professional pedagogical support staff	x	x	x
Health and social support staff	x	x	x

Resource centres providing specialised staff for

Professional pedagogical support	Centres for Psychological, Medical and Social Services (<i>Centre Psycho-Médico-Social</i> , CPMS) (run by state education authorities): Career guidance through educational psychologists
Professional health and social support	Centres for Psychological, Medical and Social Services (<i>Centre Psycho-Médico-Social</i> , CPMS) (run by state education authorities): Psychologists, Social workers, Nurses, Care co-ordinators, Paradedical staff Service for Health at School (<i>Services de Promotion de la Santé à l'école</i> , PSE) (run by state education authorities) School-reintegration services (<i>Services d'accrochage scolaire</i> , SAS) (run by state education authorities)

Administrative, maintenance and operations staff

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Administrative staff	Economic advisers (<i>Éducateurs économes</i>), Executive secretaries, (<i>Secrétaires de direction</i>), Secretaries (<i>Secrétaires</i>)	At discretion of school providers, but within state regulations	School providers (state, regional, local education authorities depending on the school network)
Maintenance and operations staff	Maintenance staff, Caretakers (<i>Concierges</i>)	At discretion of school providers, but within state regulations	School providers (state, regional, local education authorities depending on the school network)

x: not applicable

1. For public schools, the school providers are the state, regional and local education authorities (depending on the school network). Teachers are employed by school providers, but salaries are paid directly by the state authorities.
2. Each school has a total number of teacher-periods (*nombre total de périodes-professeurs*, NTPP), which may be distributed by stage, grade, or group of grades, based on the number of regular students attending the school on 15 January of the previous school year. Teacher-periods can be used by each secondary school, with a maximum of 3% of the total number of teacher-periods, for activities such as class council, class administration and co-ordination. The teacher-periods calculated in this way can be allocated according to students' educational needs, in consultation with the educational team, without prejudice to the programming rules that define the conditions required for the opening of new options and sections.
3. In vocational upper secondary education, selection positions include also workshop leadership roles (*Chef de travaux d'atelier* and *Chef d'atelier*) are employed.
4. The economic adviser (*Éducateur économe*) supports the school principal in resource management and accounting, and manages the administrative and maintenance staff. The executive secretary supports administrative management.
5. The staff of Centres for Psychological, Medical and Social Services (*Centre Psycho-Médico-Social*, CPMS) play an important role within schools, collaborating closely with teachers and school principals.