



Postsecondary Vocational Education and Training in Flanders Strengths and Challenges

STRENGTHS

- Decentralisation and local autonomy supports an innovative and entrepreneurial approach at institutional and local level.
- The adult education system is strong, with centres for adult education throughout the country playing a key role in second chance education as well as in higher level vocational skills development.
- Recent policy initiatives aim to improve strategic coherence in the system without damaging its diversity.
- The qualifications framework provides a systematic means of organising and relating different programmes of study.
- Recent legislation supports the development of recognition of prior learning in Flanders.
- Transitions from vocational programmes to both the labour market and higher education are relatively smooth.

CHALLENGES

- Some programmes are insufficiently informed by the needs of the labour market.
- The involvement of employers in the content and the organisation of programmes may remain a challenge.
- Workplace training is insufficiently integrated into some programmes.
- There are too few data, particularly on labour market outcomes.
- The qualification requirements for teachers and trainers may not give sufficient weight to industry knowledge and experience.

FURTHER INFORMATION

Increasingly countries look beyond secondary school to more advanced qualifications to provide the skills needed in many of the fastest growing technical and professional jobs in OECD economies. The OECD study, *Skills beyond School*, is addressing the range of policy questions arising, including funding and governance, matching supply and demand, quality assurance and equity and access. The study will build on the success of the previous OECD study of vocational education and training *Learning for Jobs* which examined policy through 17 country reviews and a comparative report.¹ The study also forms part of the horizontal OECD Skills Strategy (OECD, 2012).²

Full country policy reviews are being conducted in Austria, Denmark, Egypt, Germany, Israel, Korea, the Netherlands, Switzerland, the United Kingdom (England), and the United States (with case studies of Florida, Maryland and Washington State). Shorter exercises leading to an OECD country commentary will be undertaken in Belgium (Flanders), Canada, Iceland, Romania, Spain, Sweden and in Northern Ireland and Scotland in the United Kingdom. Background reports will be prepared in all these countries, and in France and Hungary.

[A Skills beyond School Commentary on Flanders, OECD Reviews of Vocational Education and Training](#) (P. Musset, 2013) was published on 19 December 2013.

Further information about the policy review and reports on VET systems in other countries is available on the OECD website: www.oecd.org/education/vet

1. OECD (2010), *Learning for Jobs*, OECD Reviews of Vocational Education and Training, OECD Publishing.
doi: <http://dx.doi.org/10.1787/9789264087460-en>

2. OECD (2012), *Better Skills, Better Jobs, Better Lives: A Strategic Approach to Skills Policies*, OECD Publishing.
doi: <http://dx.doi.org/10.1787/9789264177338-en>