

The evaluation and certification of CISP's learning outcomes in Wallonia

A review of selected practices, challenges and successful
factors



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1 Introduction

« Il n'y a pas d'évolution sans évaluation ! »

Respondent to the OECD Survey on CISP Training

While most of vocational training for jobseekers is provided by the public sector in Wallonia, the non-governmental sector – and more specifically the CISP (“Centres d’Insertion Socioprofessionnelle”) – also plays a central role, as it has developed a training offer specifically targeting low-qualified adults. CISP centres aim at promoting, through an integrated approach, the socio-professional integration of trainees. To this end, CISP use a specific non-formal pedagogical approach and offer orientation and guidance programs, basic skills training, and/or vocational training. CISP also provide trainees with social support and educational support throughout the training process.

However, learners at CISP face important challenges to embark on further training. In particular, the current legal framework does not allow CISP to issue their own certifications. As a result, CISP learning outcomes are not systematically recognised by other public training centres and this prevents participants from leveraging the skills acquired in CISP to pursue further training – up to the extreme cases, where CISP trainees have to restart their training from scratch. To remedy this problem, some CISP have set up cooperation agreements with public sector institutions to facilitate certification/validation of the learning outcomes for their trainees, but the development of such partnerships also presents a number of challenges.

This document reviews the existing practices for the assessment, recognition, and certification of CISP’s learning outcomes in Wallonia with the aim of informing the development of proposals to improve on the existing systems. In particular, it aims at shedding light on the existing skills assessment systems of CISP and current collaboration schemes between CISP and public training entities for the delivery of certifications and validations. Information has been gathered through a questionnaire circulated to training centres in September-October 2019 and through in-depth face-to-face interviews organised in eight CISP in October 2019. As such, it is important to remember that the information included in this report reflect only subjective views and opinions, and they do not, by any mean, intend to represent the perspective of the whole CISP sector, nor they want to be considered factual truth..

The remainder of this report is structured as follows. The next section provides some background information on the questionnaire and the study visits. Section 3 presents CISP practices regarding the assessment of learning outcomes, while Section 4 focuses on validation and certification. Throughout the document, particular attention is paid to the challenges and shortcomings faced by CISP, as well as to innovative solutions put in place by centres to overcome them and their success factors. A summary section concludes.

2 Background information

Setting the scene: The CISP sector in Wallonia

The CISP (*Centres d'Insertion Socioprofessionnelle*, Socio-Professional Integration Centres) are vocational training operators ensuring training of adults with low levels of education and jobseekers. Their public is not only secluded from employment, but often also from society. CISP trainees are frequently vulnerable and marginalised individuals, with many issues going beyond the lack of qualification, and spanning from financial problems to loss of self-confidence. Consequently, CISP adopt a specific pedagogical approach aimed not only at allowing trainees to obtain general and technical competences, but also at benefiting from strong psychosocial support. As such, CISP's objectives include fighting against inequalities, promoting people's integration and self-confidence, developing social cohesion and breaking isolation.

CISP's pedagogy is anything but academic, especially for what concerns their focus on the techniques of learning by doing – putting trainees in specific situations of very intense practical training. Moreover, the learning paths in CISP are truly personalized and based on the personal goals of trainees. CISP characteristically have a whole support system in place to help participants achieve their intended objectives. Psychosocial work is essential, with efforts put in removing trainees' mental obstacles, but also supporting them psychologically and practically during hard times, for instance when they have to pass formal exams.

There are currently 153 approved CISP in Wallonia, offering over 400 courses of study. CISP training activities are carried out according to two types of approach, each of which has a methodological framework set by the decree. On the one hand, 52% of CISP follow the *Défi* (*Démarche de Formation et d'Insertion*) approach, organising classes centred on practical exercises and internships (Table 2.1).¹ Their pedagogical approach is participatory and adapted to a public of adults (training through experience). On the other hand, 39% of CISP are *EFT* (*Entreprise de Formation par le Travail*), training participants through real work situations and the commercialisation of goods and services, with the integration of classes and internships in a company. In addition to this dichotomy, it is possible (and relatively frequent in practice, 9% of the cases) that the same CISP have one *filière* (training programme) in *Défi* and another *filière* as *EFT*.

¹ Before 2017, *Défi* were called *OISP* (*Organismes d'Insertion Socioprofessionnelle*).

Table 2.1. Distribution of CISP types in 2019

	Frequency	%
Défi	80	52%
EFT	60	39%
Défi + EFT	13	9%
Total	153	100%

Source: Service public de Wallonie (2020).

The “Survey on the Existing Practices of Evaluation, Recognition and/or Certification of CISP Training” (in French, “*Questionnaire sur les Pratiques Existantes en Matière d’Évaluation, de Reconnaissance et/ou de Certification des Aquis d’Apprentissage en CISP*”) was administered to all CISP training centres during the months of September and October 2019. Both paper and digital versions of the questionnaire were shared, and centres could choose which version to fill. Out of the existing 157 CISP, the number of questionnaires retained for the analysis in the present report (i.e. questionnaires with answers for the majority of questions) is 55, approximately 35% of the sector.²

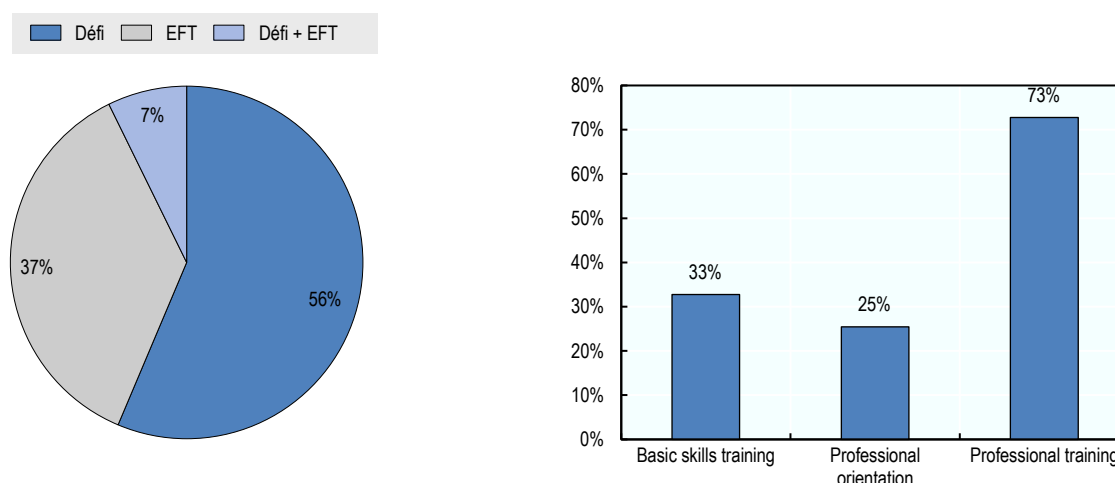
This response rate calls for a note of caution. Although not trivial, especially given the short time frame allowed to complete the questionnaire, the Survey does not cover the whole CISP spectrum. Responding to the questionnaire was not compulsory so the responding CISP represent a selected sample not entirely representative. Consequently, the information presented in this report should not be seen as a representative inventory of all the existing practices of CISP in Wallonia, but rather as a snapshot of the practices of a sub-sample of training centres.

Well over half of respondents work as a *Défi* (“*Démarche de Formation et d’Insertion*”) (left panel of Figure 2.1). Typical sectors of activity of this category of CISP are literacy, digital skills, sale, tourism, and personal development. In contrast, 37% of the CISP that responded to the Survey are *EFT* (“*Entreprise de Formation par le Travail*”). Typical *EFT* sectors are construction, hotels and restaurants services, and horticulture. The remaining 7% of respondents combine both *Défi* and *EFT* pedagogical approaches – this is for example typically the case when centres propose different *filières*. Overall, this distribution of CISP types stemming from the Survey closely resembles the one provided by the official statistics (see Table 2.1 above), suggesting that at least in terms of broad typologies the restricted sample of the Survey does not overestimate a specific category of CISP.

CISP training can cover three dimensions: (i) basic skills training (“*formation de base*”), (ii) professional orientation (“*orientation professionnelle*”), and (iii) professional training (“*formation professionnalisante*”). Several centres undertake activities across more than one dimension. Overall, a third of respondents of the Survey offers basic skills training, that is a general or technical training aimed at acquiring competences and behavioural skills needed for finding a job but not directly linked to a specific occupation (right panel of Figure 2.1). Only a fourth of CISP covers professional orientation, i.e. activities allowing learners to consider different career paths or to reflect on their professional and personal projects. Finally, the vast majority of respondents (73%) offer some kind of professional training, that is training specific to a well-defined job.

² In total, 47 questionnaires have been received in digital format and 15 in paper format.

Figure 2.1. Characteristics of Survey respondents



Source: OECD Secretariat's calculations.

Fact-finding visits

To complement information gathered through the Survey, the OECD undertook fact-finding visits to eight CISP centres across Wallonia during which in-depth face-to-face semi-guided interviews were held. The meetings lasted between two and three hours during which training centres could detail their practices regarding assessment and validation/certification of learning outcomes, the challenges they face, and the facilitating factors they used to overcome existing barriers. Other types of recognition, such as grant of equivalence, credit waivers, or exemptions were also mentioned.

Interviewed CISP offer both training in basic skills and vocational courses in various sectors (food service industry, construction, health sector, ...). They all present interesting yet different practices regarding assessment and certification.

Funoc (*Formation pour l'Université Ouverte de Charleroi*) was created in 1977 and offers several training programmes for low-educated adults in the Charleroi region. It initially started with literacy courses only, and now proposes training in numerous sectors (basic courses, clerks, sales, horticulture, construction). It also offers classes for French as a Foreign Language (FLE) following the Common European Framework of Reference for Languages (CEFR). Regarding certification, Funoc offers its basic courses' learners the possibility to pass a CEB exam ("*Certificat d'Etudes de Base*"), usually undertaken by students in initial education around the age of 12 years old. In 1983, Funoc started with the "*examen cantonal*" for CEB (i.e.

same CEB exam for adults as for pupils in initial education). In the late 80's, an evaluation methodology specifically designed for adult learners was developed. This methodology is the one used nowadays and involves writing and presenting a project on a theme of the learner's choice.

Germoir was set up in 1982 to help women in need in the region of Charleroi. Nowadays it operates as an EFT ("*Entreprise de Formation par le Travail*"), where learners are trained in real working conditions. It offers training in two sectors: *horeca* (food service industry) and cleaning services. It has developed a partnership with IFAPME (*Institut wallon de Formation en Alternance et des indépendants et Petites et Moyennes Entreprises*) to offer their learners the possibility to enter the 1st year of training for cooks or waiters without following the preparatory courses that generally last one year. After the three-years training, learners can obtain a diploma. Some learners in cleaning services pass the VDC ("*Validation des Compétences*") for housekeeper.

Based in Namur, **Perron de l'Ilon** is also an EFT specialized in the *horeca* sector. Perron de l'Ilon trains learners in four different restaurants: one restaurant-brasserie, one canteen, one self-service, and one catering service. Training is offered for both cooks and waiters. In addition, the centre offers social life skills classes and optional basic skills courses (French, maths, etc). Perron de l'Ilon has developed a booklet in order to follow learners' progress regarding the competences required of cooks and waiters. This instrument is presented in detail in Section 3. The centre also has an interesting experience of recognition and validation, having developed two partnerships with different operators. More information on these partnerships is offered in Section 4.

Two centres, **Futur H** and **Alter Form**, offer training in the health sector. In both centres, each module of the training for assistant nurse is validated in partnership with an *Ecole de Promotion Sociale* so that learners can get the official diploma, which is a pre-requisite to work in the health sector.

Alter Form also offers training in construction, and its certification practices greatly differ for this type of training compared to the one for assistant nurse. Indeed, no partnership has been developed for the construction sector since the primary aim of this training for Alter Form is labour market inclusion, and not certification.

Also operating in the construction sector as EFT, **Trusquin** was established in 1997. Its main activity is construction and renovation, with a focus on eco-construction. The centre has not developed formal evaluation procedures, but relies on informal assessments. The most important challenge faced by Trusquin does not reside in evaluation and certification, but rather consists in recruiting motivated learners and in dealing with financial issues.

The **Edit** centre in Verviers has developed training courses in electricity and other sectors (sales, cleaning, cooking, logistics) which include work-based learning spells in local firms. It also offers guidance and orientation activities. It has developed different types of evaluations: self-evaluations on a continuous basis during the training complemented by the trainers' opinion, an evaluation of the time spent in work-based learning, by the student and by the workplace instructor. Trainee electricians also regularly undertake a multiple-choice questionnaire on RGIE ("*Réglement General des Installations Electriques*"), to prepare for the VDC exam. For this exam, the *Ecole de Promotion Sociale St Laurent* in Liège is an accredited validation centre and Edit has worked in partnership with them for more than 10 years.

Finally, **T-Event** is an EFT training technical assistants for the performing arts. In order to motivate learners and give the training an official recognition, several possibilities have been investigated, including establishing a partnership with a learning centre abroad, which however proved too complicated to maintain in the long term. The turning point was when, in 2007, the *Consortium* of VDC solicited T-Event as external experts to reflect on a VDC for the cultural sector. After 2 years of discussions, the first validation of this type took place in 2009. Nowadays, T-Event is the only CISP that also operates a validation centre. Two-third of VDC candidates to the VDC exam are learners from T-Event, while the remaining third are external. Almost all the learners from T-Event choose to pass the validation exam.

Table 2.2. Overview of visited CISP

Name of CISP	Défi/EFT	Sector	Evaluations	Validation
Funoc	Défi	Basic courses (<i>remise à niveau</i>)	Formal and non-formal	<i>Certificat d'Etudes de Base</i> specifically designed for adult learners
		Clerks	Formal and non-formal	Partnership with the <i>Centre de Validation des Compétences</i> IFAPME Gilly for VDC for administrative employee
		Sales	Formal and non-formal	-
		Horticulture	Formal and non-formal	-
		Construction	Formal and non-formal	Security certificate (VCA)
		Literacy	Formal and non-formal	-
		French as Foreign Language	Formal and non-formal	<i>Test ELAO v2</i> in partnership with <i>FOREM</i> ; <i>Diplôme Élémentaire en Langue Française (DELF)</i> in partnership with <i>Alliance Française</i> .
Gerموir	EFT	Horeca	Formal and non-formal	Partnership with IFAPME to allow learners from Gerموir access a three-year course delivering a diploma
		Cleaning services	Formal and non-formal	VDC for housekeeper
Perron de l'Ilon	EFT	Horeca	Formal and non-formal	Partnerships with <i>Promotion Sociale</i> and with <i>Centre du Fonds de Secteur</i> in Jambes for certification for cook
Furtur H	Défi	Assistant nurse	Formal and non-formal	Partnership with <i>Promotion Sociale</i> to allow learners obtain the official diploma necessary to get a job as assistant nurse
		Cleaning services	Formal and non-formal	-
Alter Form	Défi	Assistant nurse	Formal and non-formal	Partnership with <i>Promotion Sociale</i> to allow learners obtain the official diploma necessary to get a job as assistant nurse
		Construction	Formal and non-formal	Security certificate (VCA)
Trusquin	EFT	Construction	Non-formal only	-
		Sustainable urban development	Non-formal only	-
		Driver	Non-formal only	-
		Ironwork	Non-formal only	-
Edit	Défi	Electricity	Formal and non-formal	Partnership with the <i>Centre de Validation des Compétences</i> <i>Promotion Sociale</i> St Laurent in Liège for VDC for electrician
		Multi-sector	Formal and non-formal	-
T-Event	EFT	Performing arts	Formal and non-formal	VDC developed by the <i>Centre de Validation des Compétences</i> T-Event.

Source: Information collected from interviews held during the fact-finding visits and from answers to the questionnaire.

3 Assessment and evaluation practices of CISP training

Setting the scene

The assessment of learning outcomes is defined as the “process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes)” (CEDEFOP, 2011)³. In English, the term “assessment” usually refers to individuals, while the concept of “evaluation” concerns the appraisal of training methods or providers. However, in the French literature, assessment and evaluation (“évaluation”) correspond to the same concept and, in the present report, the two terms are used interchangeably.

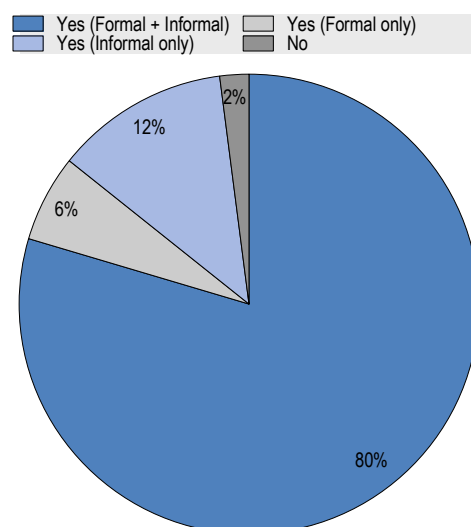
The evaluation of learning outcomes of participants in CISP training is a priority for all surveyed centres. Almost nine in ten respondents believe that evaluations are very important to ensure the quality of their training, with the remaining respondents stating that evaluations are somewhat important.⁴ Consequently, it comes as no surprise that all – except one – CISP that responded to the Survey have already put in place some form of evaluation (Figure 3.1). What is remarkable is that existing evaluations have at least a formal component in the vast majority (86%) of cases. Formal assessment practices refers to systematic tests, which measure what trainees have learned. The main examples of formal evaluations are positioning tests⁵, validation of competences, entry tests, etc. Such a high level of formality points to the fact that evaluations are already rooted in the core of CISP activities.

³ Cedefop (2011). Glossary: Quality in education and training. Luxembourg: Publications Office.

⁴ Precise wording of the question in French is: “*Dans quelle mesure pensez-vous que les pratiques d'évaluation des acquis de l'apprentissage sont importantes pour assurer la qualité de la formation des adultes éloignés de l'emploi et de la formation et suivant un parcours de formation en CISP ?*”.

⁵ Positioning (or placement) tests are examinations intended to assess the initial level of competences of a learner in order to determine which trainings a student should initially take.

Figure 3.1. Type of evaluation practices existing in the surveyed CISP



Note: Exact question in French is: “Existe-t-il dans votre CISP des pratiques d’évaluation formelles et/ou non formelles des acquis d’apprentissage ?”.

Source: OECD Secretariat’s calculations.

Evaluations are typically developed by the trainers themselves, with the support of the entire pedagogical team of the CISP. Many respondents stress that this is the only way to ensure that assessments reflect the reality of their local context. Yet, certain federations, like CAIPS (“*Concertation des Ateliers d’Insertion Professionnelle et Sociale*”), provide training centres with a pedagogical toolbox including templates for different types of evaluations, which appear to have served as inspiration for the assessment material of several CISP. Furthermore, many centres base their technical assessments on the competences frameworks (“*référentiel métiers*”) elaborated for specific jobs by external bodies – such as the Interfédé.

Insights from the field

The development of formal evaluations

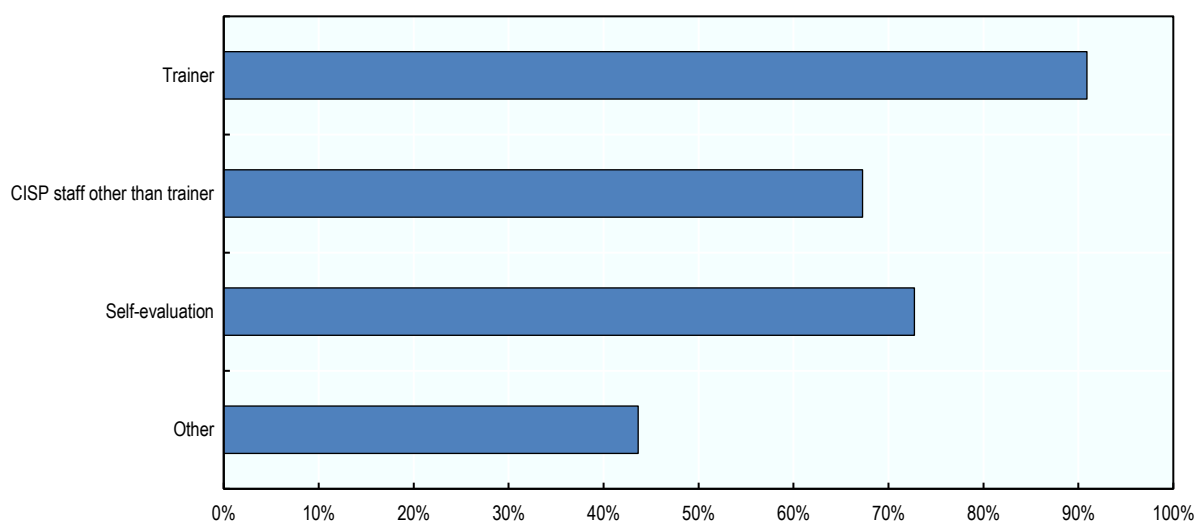
Trusquin has not developed formal evaluation procedures and relies only on informal assessment. However, in the eco-construction sector, *Trusquin* has contributed to develop a competences framework (“*référentiel métier*”) in collaboration with AID and ACFI thanks to European funds. This competences framework could form the basis of formal evaluations for their training in eco-construction. Nevertheless, the centre mentioned that this has been a very time-consuming process, as the competences framework had to be adapted to CISP learners. However, the tool is not currently used because, in turn, the training would have to be adapted to the novel competences framework.

Not only the evaluation is typically designed by the trainer, but in 9 out of 10 cases trainers themselves conduct the assessment too (Figure 3.2). This is a peculiarity of the CISP sector, which encourages personal relations between trainers and trainees. Yet, only three centres report that the only form of evaluation is assessment by trainers. In all the other cases, additional types of assessments are conducted too. For instance, both evaluations by other CISP staff and self-evaluation by the learner are very frequent

among respondents. 24 centres also report having an external person evaluating their trainees – in most cases, either a representative of the *Promotion Sociale* or the internship supervisor when relevant.

It is worth stressing that when CISP staff conducts the evaluation, they should receive specific training regarding assessment methods and tools to make sure evaluations are undertaken properly and efficiently. This is done in 38 centres, thanks also to the organization of specific workshops and to training provided by CISP federations. The remaining 24% of respondents, however, report that they do not train people in charge of evaluation. This latter group of CISP may require additional support from their federations in order to ensure that evaluation training is provided in the future.

Figure 3.2. Who conducts evaluations?



Note: More than one answer are possible.

Source: OECD Secretariat's calculations.

All existing evaluations are done at the individual level, although in most cases (69%) collective evaluations are also conducted, especially to assess competences in an informal setting. Training centres use a variety of supports to implement evaluations, including in most cases both written, oral and practical tests. In certain sectors – such as construction and *horeca* (“*hôtellerie, restauration et cafés*”) – particular attention is given to assessments in a work setting during internships. When a written test is involved, it is generally conducted and archived on paper. Some centres have started using IT supports to archive tests, although this often implies manually scanning large amounts of paper documents. In spite of such heterogeneity in the support for conducting the evaluations, the way evaluation procedures are communicated to trainees is the same in all surveyed CISP: learners hear of and about assessment procedures through oral discussions with their trainers. Only few CISP report having evaluation procedures detailed in written form in the guidelines that learners receive at the start of the training (the so-called ROI, “*Réglement d’Ordre Intérieur*”).

Each centre has a different frequency for evaluations, although practices can be mostly aggregated in three groups. A first group of CISP conducts evaluations in three stages: beginning of the training, somewhat halfway, and end of the training. A second group of centres performs evaluations after each module/unit of its training. The length of each module is variable, but it can be approximated to roughly 8 weeks. Finally, a third group of CISP conducts evaluations with a precise frequency, that is typically each month or every two months. In addition, some centres specify that such frequency pertain to formal evaluations only, since informal assessments are done on a daily basis through discussion and observation by the trainers.

Insights from the field

Timing and purpose of evaluations

Funoc implements numerous formal and non-formal evaluation procedures, before, during, and at the end of the training. At the beginning of the training, using positioning tests, interviews and immersion days, trainers assess learners' needs, and the feasibility and coherence of their project.

During the training, evaluations have a formative purpose and are based on the competences frameworks (*référentiels métier*). They may take different forms: collective or individual procedure, self-evaluation or evaluation by a trainer, based on projects, simulated work situations, or internships.

At the end of some specific courses (e.g. training for clerks and administrative assistants), an (informal) certificate, based on the curriculum and detailing the skills acquired during the training, is delivered to learners. The document will be different for each individual based on the specific competences acquired. This type of informal document may prove very useful for learners to measure their progress, and show their achievements to both potential employers and providers of further training. It may also be particularly important for learners in courses that do not offer the possibility to obtain an official certificate.

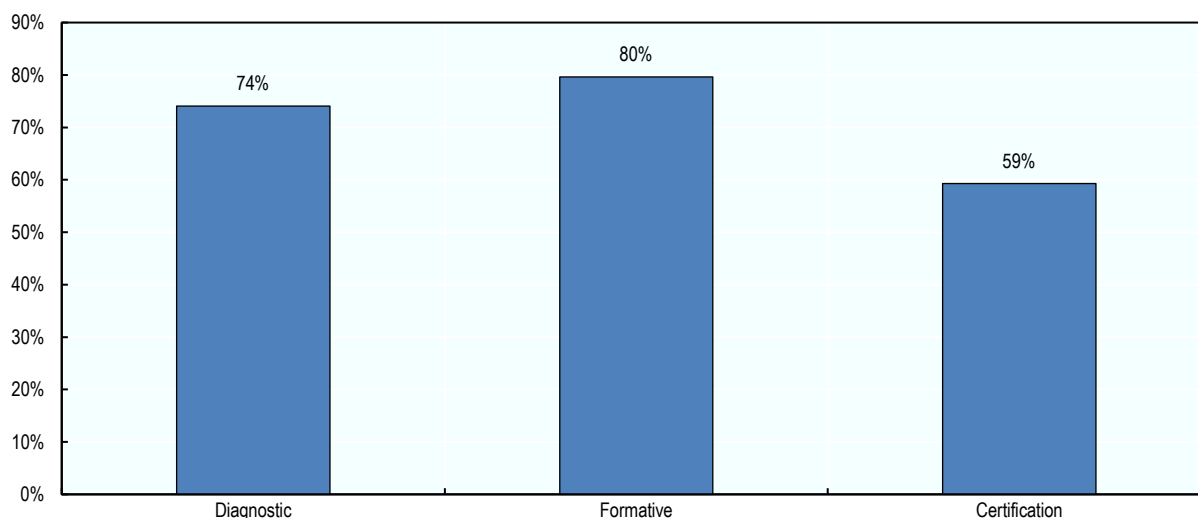
Most evaluations in the CISP sector have a formative objective: they are meant to help trainees as they progress through the course (Figure 3.3). A similarly large segment of CISP (74%) also reports using assessments for diagnostic purposes, i.e. to determine the prior learning and proficiency of trainees. This is reflected in the fact that almost all surveyed CISP have an entry-positioning test, used to understand the initial level of the learner. Only 59% of centres report having evaluations at the end of the training to attest the knowledge and skills acquired.

Insights from the field

Evaluations to prepare for validation or to obtain certification

Edit has developed several types of evaluations. First, on a continuous basis during the electrician training, learners are asked to self-evaluate their progress on different electrical installations, which is then compared with the assessment of the trainer. Time spent in a work setting is also evaluated, both by the student and by the supervisor in the company. These assessments are used for regular reviews with support teachers, and may be entered into the PIF ("Programme Individuel de Formation"). Learners also regularly undertake a multiple-choice questionnaire on RGIE ("*Réglement General des Installations Electriques*"), similar to one learners have to take at the end of the training to officially validate their competences (i.e. when they pass the *Validation des Compétences*).

Futur H has in place 12 different formal evaluations for their diploma of assistant nurse, which are validated by the *Promotion Sociale*. Learners undertake these evaluations throughout the 18 months training.

Figure 3.3. Use of existing evaluations

Note: More than one answer are possible.

Source: OECD Secretariat's calculations.

Benefits, challenges and factors of success

The reported benefits of evaluation for both the learners and CISP are numerous. Evaluations allow learners to be key players in their own training. In particular, for an audience that has often experienced academic failure, evaluations allow focusing on the bigger picture and gauging the evolution of achievements. This gives meaning to the study, a taste for effort, and a desire to accomplish. When learners' competences are validated, individuals feel empowered and capable of achieving their goals. On the other hand, if some skills still need to be acquired, evaluations are a way of identifying knowledge gaps and setting clear goals in the short term. In the labour market, this translates into a greater capacity to explain their own potential to employers.

Some respondents to the Survey emphasise that, although most of CISP learners had a rather chaotic school career and often reject the traditional school system, they are still keen to undertake classical assessments. Evaluations are often seen by trainees as a formal recognition of their learning. Putting down in written forms assessments that were so far only informal allows trainees to see how far they have come, and regain confidence.

Surveyed CISP report a plethora of benefits of evaluation practices for their organization and their personnel too. Continuous assessments allow trainers to adapt their pedagogy, and they encourage a constant questioning of the classes, their rhythm, and their coherence. They also make it possible to adapt training to the needs of trainees and to adjust courses to each individual. In fact, regular assessments help avoid keeping trainees at a level that no longer suits them, and a better knowledge of the trainee and his learning process allows the co-construction of a learning path that best corresponds to the individual. In a way, evaluations ensure that there is a match between training and trainee's expectations and needs. CISP staff also value the fact that evaluations permit the recognition of their work by different stakeholders, especially through the good performance of candidates at the end of the training.

Despite all the benefits of evaluations identified by the CISP, several challenges still exist. Inputs from the respondents to the Survey can be grouped in four categories: (i) challenges related to the evaluation act itself; (ii) challenges experienced by the CISP; (iii) challenges experienced by the trainers; and (iv) challenges experienced by the trainees. First, the act of assessment itself is challenging. The transversal

and multidisciplinary nature of the training makes the evaluation complex. Building an assessment grid for transversal skills is particularly difficult as these skills are difficult to monitor and measure. Recording an evaluation in terms of professional skills is also considered challenging: for example, one can evaluate the level of mastery of written French but it is complicated to translate it in terms of competences to be acquired for a specific profession. Difficulties also arise when establishing evaluation grids related to the “*référentiel métier*” and when evaluating the competences of those professions that involve working outdoors (such as in building sites).

Second, CISP find several administrative difficulties too. Respondents have overwhelmingly identified economic constraints as one of the major obstacles to evaluation. This is particularly the case if centres want to assess frequently or want to undertake practical evaluations. Throughout the Survey, EFTs have been very vocal about not having the financial means to hire the additional staff that would be required if evaluations were to be systematic.⁶ As a consequence, production constraints are the priority in EFTs and often interfere with the time required for the evaluation procedure. A similar picture emerged from interviews with several EFT conducted during the fact-finding visits. This seems to be particularly true in sectors such as *horeca* and construction where the number of competences to evaluate is large.

Time is also another central concern of CISP. Centres report needing more time to evaluate learners, especially when internships and complementary external training (such as driving licence classes or French language courses) are also involved. Again, this is reported especially by EFTs. The PIF (“*Plan Individuel de Formation*”) is also considered to take a lot of time away from the trainers. In addition, those CISP that welcome trainees throughout the course duration have difficulties in respecting assessment schedules, since – with students entering at different times – this would require formal evaluations to be organized almost daily. Finally, it has been noted that administrative constraints sometimes impose an assessment schedule that is difficult to reconcile with the best time content-wise.

Third, evaluations are challenging for trainers as well. On the one hand, some trainers do not believe in the formative value of evaluations. On the other hand, even when trainers are fully on-board on the assessments’ importance, there is often the problem of introducing bias, since trainers maintaining a close relationship with learners are sometimes too empathic to make objective assessments. Some trainers find it difficult to express the reality to the trainee, so they give them a positive assessment even when it is negative. It is therefore necessary to teach the trainer to express things correctly, without hurting trainees, in order to help them progress. Training teachers about the practice of evaluation is also key for them to be precise rather than confuse trainees further with an inaccurate evaluation. Two additional challenges have been identified by respondents: (1) it is sometimes difficult to evaluate trainees in the form of marks of appreciation, hence some trainers still use grades; (2) in general, trainers find it more difficult to evaluate very practical courses (e.g. sale modules).

⁶ For instance, a Survey respondent reported: “*Le contexte économique et politique dans lequel évoluent les EFT actuellement (sous-financement, incertitude politique, remise en cause récurrente de nos actions, etc.) nous oblige à toujours davantage de productivité. Il est de plus en plus difficile de consacrer du temps à l'évaluation des acquis d'apprentissage. Nous voudrions en faire plus mais les contraintes économiques nous en empêchent.*” Another respondent also argued: “*Un processus d'évaluation formalisé demanderait un financement particulier pour permettre le temps nécessaire à cette pratique. Or le financement par heure de formation octroyé au secteur est insuffisant. La seule manière d'obtenir un équilibre financier est d'avoir une activité économique forte et par conséquent.*”.

Insights from the field

Implementing assessment procedures to maximize objectivity

Several training centres insisted on the necessity to preserve assessment objectivity, particularly regarding general competences and soft skills. Indeed, trainers and learners often develop strong personal and affective relationships throughout the training, and this may make it difficult for the trainer to focus on objective aspects during an evaluation, without taking into consideration the personal background of the individual. This is even more problematic when the evaluation has a certification purpose and a negative result may disqualify the learner from pursuing further training, especially if no reorientation possibility can be proposed.

In order to allow trainers to stay neutral in their evaluations while maintaining students' self-confidence and trust in instructors, debriefings of evaluations are often carried out with the help of a support worker. This is for instance the case in *Perron de l'Ilon*, where every six months, transversal competences are assessed through a semi-annual review ("*bilan*"), held by all the trainers together who give a collective perspective on each learner. At the same time, the learner is asked to fill a self-evaluation. The support worker presents the conclusions from their review to the learner and compares it to the self-evaluation.

T-Event is currently developing a new evaluation tool to improve their quarterly review. In fact, quarterly evaluations may suffer from evaluators' recall bias. To address this, *T-Event's* new evaluation instrument will allow the daily assessment of learners' professional competences and soft skills. Daily assessment would not replace quarterly reviews but help remedy the issue of recall bias providing additional information to evaluators. Granting learners' access to the information would also allow them to correct problems or address skills gap earlier.

Fourth, an important challenge to effective evaluations that has been mentioned by most CISP is linked to the learners themselves. Given their background of academic defeat, learners' fear of failure is often a factor of demotivation and stress that does not always allow a good evolution or to keep a positive self-image. The growing number of dropouts or failure has led many CISP trainers question their pedagogical approach. Moreover, several additional difficulties may arise when learners do not possess some basic and soft skills. For instance, written self-evaluations, even when adapted as much as possible to a low literacy level, require learners to be able to read and write in French, which is not always the case. This issue can be partly alleviated by the fact that most training centres organize an oral debriefing with the trainer and/or a support worker after the self-evaluation.

Insights from the field

Developing evaluations tools in-house to accommodate the needs of CISP learners

The necessity to adapt formal evaluation procedures to CISP learners is considered as one of the most important challenge identified in the context of formal evaluations. Different strategies have been adopted by training centres; two particular approaches are worth detailing.

First, the centre *Perron de l'Ilon*, specialized in the *horeca* sector, gives each learner a booklet at the beginning of the training that lists and describes every competence the individual needs to acquire. It

is based on the competency framework (“*référentiel métier*”) that has been simplified in order to make it accessible to low-educated learners. Every competence is divided in single tasks / micro-competences. Each three weeks, the trainer selects five competences that are priority for the learner to tackle during the following weeks. After the three weeks, the learner self-evaluates himself on the aforementioned five competences, the trainer produces an independent evaluation, and the two are compared during a meeting. The evaluation does not involve proper grading, but relies on an *ad hoc* system of visual items and progressive learning achievements that never points to the skills a learner lacks but rather focuses on progresses (see the Annex for examples of the tool to assess general and specific micro-competences). Similar systems have been implemented in *Gerموير* for training courses in the cleaning and *horeca* sectors, and by *Alter Form* for the training for construction workers.

At first, the long list of micro-competences may appear cumbersome to some trainers (the booklet in *Perron de l'Ilon* contains 152 pages) but the division of each competence into smaller tasks has proved crucial to make it more practical. Indeed, it is by developing the instrument themselves that trainers have realized the importance of having such a detailed tool. In addition, the two years development process has been crucial to increase trainers' engagement and motivation to use it. *Alter Form* has adapted this idea for their training in the construction sector. More details on the instrument can be found in a publication by *Perron de l'Ilon* and *AID*.⁷ The booklet can serve as a basis to write the *Programme Individualisé de Formation* of each learner, since parts or all of it can be inserted in the PIF. However, the booklet is usually more precise compared to the entries of the PIF. For instance, in *Perron de l'Ilon*, while the trainer identifies every three weeks five competences that are priority for the learner to tackle during the following weeks, only two are transcribed in the PIF.

A different – less formal – initiative has been developed in *Edit Verviers*, where evaluations in the electricity sector assess learners' progress towards objectives they have set themselves, in agreement with the trainer. No grade is attributed, learners are not compared to their peers, and results are not public; this process minimizes learners' disappointment and helps preserve trust developed between learners and trainers. In general, the trainers' involvement in the development or adaptation of the evaluation tools is crucial to ensure uptake and motivation to use the tools.

⁷ « Micros compétences et auto-évaluation au coeur de la formation », available at https://www.aid-com.be/sites/default/files/upload/espace_media/20160302%20-AID%20Auto-evaluation_BaT.pdf (accessed 31st October 2019).

4 Recognition, certification and validation practices of CISP training

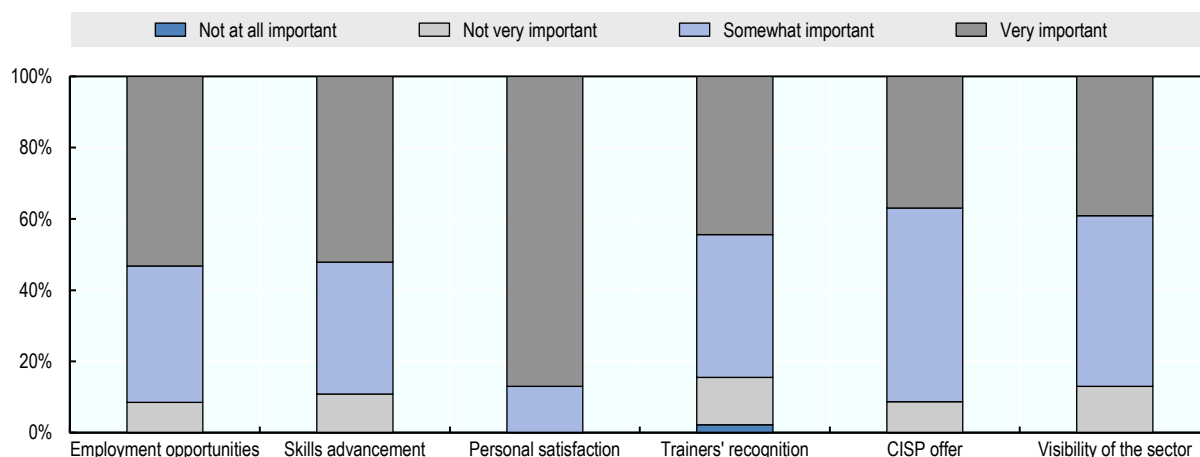
Setting the scene

Recognition of trainees' learning outcomes is considered very important for learners' upskilling by 68% of the Survey respondents. Approximately 3 in 5 CISP believe that recognition is very important for improving trainees' perspectives on the job market, and an overwhelming 92% states that it is also very important for the learners' personal satisfaction. Yet, only half of the surveyed CISP include evaluation results in the documentation that learners receive at the end of the training.

A meaningful way to formally recognise learning outcomes is through validation and certification. In the context of this report, validation refers to the passing of the exam of the *Validation des Compétences* (VDC) offered by the *Consortium de Validation des Compétences* in Wallonia. Certification is the "process of issuing a certificate, diploma or title formally attesting that a set of learning outcomes acquired by an individual have been assessed and validated by a competent body against a predefined standard" (CEDEFOP). The VDC is a form of certification, but other certification possibilities exist for some CISP learners. This is particularly the case for learners in sectors where obtaining an official diploma is compulsory to access the profession (this is the case, for instance, for nursing assistants).

Over half of Survey respondents believe certification to be very important for both trainees' employment opportunities and skills advancement (Figure 4.1). 87% of them also state that certification is very important for the satisfaction of trainees, while this share halves to 44% for those who believe certification is very important for the recognition of trainers' work. Some respondents finally argue that the possibility of certifying training can have positive repercussions on both the view on the training offer of CISP and on the overall visibility of the training offer of the CISP sector.

Figure 4.1. The importance of certification of CISP training for different outcomes



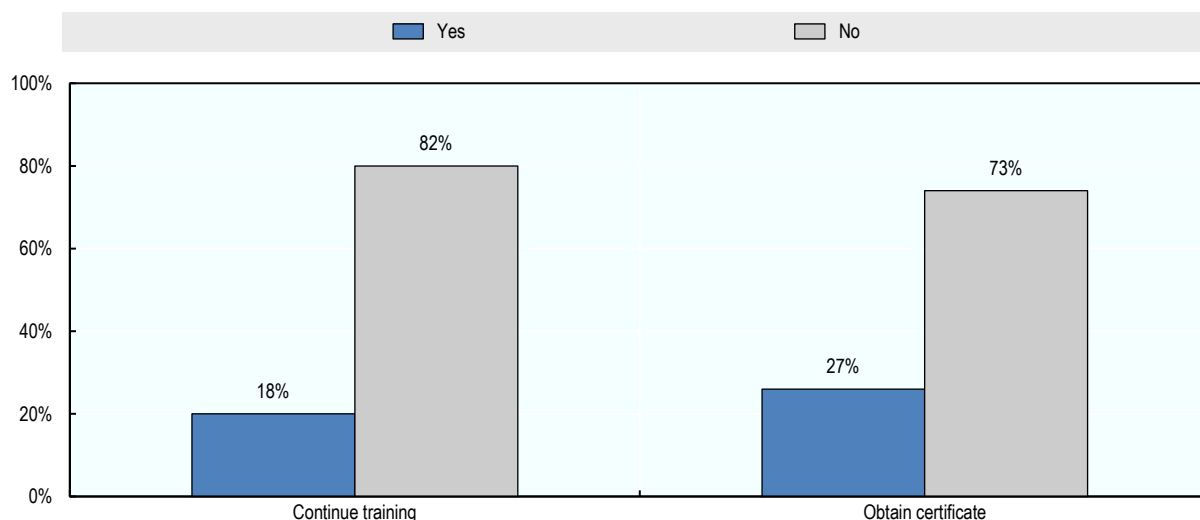
Source: OECD Secretariat's calculations.

There is therefore a clear enthusiasm towards certification, which is overall believed to have numerous positive effects for the trainees, the CISP and the whole sector. Yet, the current legal framework does not allow CISP to issue their own certifications. Therefore, some centres have set up cooperation agreements with public sector institutions to facilitate certification or validation of the learning outcomes of their trainees. The extent to which this practice is common is unclear. To get a better understanding of it, the Survey asks CISP whether they have an agreement with a school or a training centre in order to allow their trainees to obtain a certificate, title or diploma. It turns out that only 27% of respondents do have in place such partnerships (Figure 4.2). Most agreements are with schools from the *Promotion Sociale* and with *Centres de Validation*, although others partnerships exist too, such as with the *Alliance Française* for the DELF (*"Diplôme d'Etude en Langue Française"*), with the *Fédération Wallonie Bruxelles* for the CEB (*"Certificat d'Etude de Base"*), with the *Centre Européen pour la Sécurité* for the VCA (*"Brevet sécurité"*), and with the *Groupement des Entreprises Agréées de Contrôle Automobile et du Permis de Conduire* for driving licenses.

The *Titre de Compétences* obtained after passing the VDC exam permits to access further trainings offered by different providers (*FOREM Formation, Bruxelles Formation, l'Enseignement de Promotion Sociale, l'IFAPME, l'Espace Formation PME*) thanks to a cooperation agreement with the *Consortium*. In some cases, obtaining the *Titre de Compétences* even grants credit units or waivers, which allows learners to lighten their training burden. These waivers can range from a few hours of training to a whole year, depending on the number of credentials obtained in relation to each specific training and the rules of accessibility and exemptions negotiated with the relevant training institution.

However, if the goal is to allow participants to embark in upskilling pathways and continue their training elsewhere, there may not be the need to issue certifications. A simpler partnership with further training providers might suffice. Yet, it seems that even less CISP (18%) have a convention of this type. There is therefore scope for improving and expanding partnerships between CISP and public sector institutions for the recognition of learning outcomes of CISP trainees.

Figure 4.2. Share of CISP with a convention with another training organization



Source: OECD Secretariat's calculations.

Challenges and factors of success

What are the challenges faced by CISP when offering their learners the possibility to obtain certificates or to continue their training through collaborations with other institutions? Responses to the Survey can be grouped in four categories: (i) difficulties in developing and maintaining relations with public institutions offering to pass the VDC, to obtain certificates, or to pursue further training; (ii) differences in training style and programmes; (iii) certification, validation, or further training possibilities not existing for a given training; (iv) certification or validation not needed.

First, some CISP report that attempts of partnerships with external centres had been made in the past but have resulted in multiple failures. Different reasons are put forward. There is a lot of paperwork and back-and-forth exchanges that cost time and money to centres.⁸ Furthermore, this process is often not very rewarding according to a respondent, because of a certain condescension of the trainers of the public sector. Moreover, CISP are often reluctant to establish partnerships because they do not have enough information on what is required in entry tests, so they are afraid to send trainees that might be set to fail. Some respondents blame public schools for not being very collaborative, which might be due to competition between public and private training operators, the complexity of the Walloon institutional landscape, or the absence of an integrated approach at the sector's level.

Insights from the field

The development of partnership represents an additional financial burden for many training centres

⁸ In the words of a respondent, "le coût qu'engendre un tel processus de validation des compétences n'est absolument pas couvert par la subvention horaire attribuée au centre".

Almost all training centres interviewed during the fact-finding visits indicated that developing formal or informal partnerships is time-consuming and financially expensive. Indeed, the process generally involves preparation of and participation to several meetings, adaptation of the course curriculum, etc. Furthermore, CISP sometimes buy teaching units from *Promotion Sociale* to prepare learners to the exam (this is the case for instance in *Futur H*), and some centres have special teachers to help their learners adapt to the training and support them along the process. The financial issue is even more pronounced for EFTs that need to be profitable to exist. This may leave little time and resources to focus on certification. For example, in the past, *Trusquin* attempted to set up a partnership with the *Promotion Sociale* to develop a VDC for drivers. Their idea was to invite trainers from the *Promotion Sociale* to give lectures to *Trusquin*'s trainees. However, they quickly realized that they would have needed to buy units from the *Promotion Sociale* in order to have their trainers' help, so they had to abandon the project, as they did not have enough funding.

Second, CISP stress that their teaching style and programmes are very different from the ones in public sector institutions. To start with, validation and entry tests are performed according to the standardized way of examining school performance, which means that for a person without a certain level of language skills or confidence, the test is very difficult, even if they have the required technical skills. As argued by a respondent, trainees come to CISP precisely to avoid this school-type approach. The difficulty of the tests is mentioned frequently in the questionnaires, with a centre bringing up an example of validation exam requiring even nomenclature in Latin. One factor facilitating partnerships in view of offering VDC is to have curricula developed around similar competences frameworks ("*référentiels métiers*") as other centres (CISPs or other type of providers), adapting it to the different type of learners when necessary.

Insights from the field

A range of solution to manage the differences between skills acquired in CISP and those tested in VDC or necessary to embark on further training

Several centres mentioned the fact that some VDC exams require a level of basic skills which CISP learners often lack. *Germoir*, for instance, does not currently offer the possibility of passing a VDC in the *horeca* sector since the only option they could identify is the barman exam of the *FOREM*, and this exam includes too stringent requirements for CISP learners, notably regarding knowledge of foreign languages such as English and Dutch, and specific knowledge such as oenology.

The centre *Perron de l'Ilon* has faced a similar issue. Indeed, they developed a partnership with the *Ecole de Promotion Sociale* for their learners to access a training for cook ("*commis de cuisine*"). After six months of training within *Perron de l'Ilon* and after passing two tests (a written test on the knowledge of the *horeca* sector, and a practical test on professional techniques), learners can enter the second year of the four years training offered in by the *Ecole de Promotion Sociale*. At the end of the second year, there are two additional tests: one test is to continue to the third year (very seldom used), and the other test is to obtain the diploma of "*commis de cuisine*". However, the diploma of *Promotion Sociale* also includes basic skills testing (such as French and maths), which are very challenging for many CISP learners. In order to tackle this issue, *Perron de l'Ilon* collaborated with the *Centre de Formation du Fond du Secteur* in Jambes that proposes VDC for "*commis de cuisine*" – as well as for "*commis de salle*" – focused only on technical competences. Moreover, after assessing the chances that learners

have to succeed in the VDC, the *Centre de Formation du Fond du Secteur* in Jambes also proposes additional classes to fill the eventual gaps.

The problem is even more critical when, instead of a VDC, individuals pass an exam to obtain a diploma. When these diplomas have been designed for students in initial education, they are not well adapted to adults that left school several years ago. In several instances, CISP have been involved in the adjustment of the diploma to adult learners. For instance, *Funoc* offers learners enrolled in literacy courses the possibility to pass a CEB exam. For several years, learners had to pass the same exam than the one designed for 12 years-old pupils, but nowadays a CEB for adults exist for which learners submit and present a project on a theme of their choice (called "*chef d'oeuvre*"). Furthermore, CISP training courses are usually broader than what is evaluated by VDC. Several centres such as *Germoir* or *T-Event* argued that VDC is too technical and small in scope compared to what the CISP teaches and that soft and transversal skills should also be taken into account in the certification process.

CISP learners do not always possess the main assets to succeed in further formal trainings, in particular regarding learning methods. To remedy this problem, *Funoc* buys teaching units from the *Ecole d'Enseignement de Promotion Sociale Marcinel* and offers to its learners in literacy courses additional methodology modules taught by a teacher from the *Promotion Sociale*. However, to access this training, learners have to pass an entrance exam. Similar initiatives exist to offer learners English or Dutch classes. Another approach adopted by *Funoc* to facilitate further training of their learners is to develop concomitant courses with formal providers. In particular, they offer a course in basic management ("*Connaissance de Gestion de Base*") for individuals who want to be self-employed or create an enterprise. A teacher from *Promotion Sociale* comes to *Funoc*'s premises, and learners are supported by the trainer from *Funoc*.

CISP also mention other practical issues such as differing calendars, and different administrative procedures. For instance, *Promotion Sociale* asks to have a group of minimum 14 participants and in the surveyed CISP the maximum number of participants is capped at 8. Furthermore, regarding the usefulness of VDC or CISP training to access further training, one challenge identified by several CISP is that VDC exam or end of CISP training may happen anytime during a year (in *Funoc*, for example, CEB exams are in December; however, in *Germoir*, trainees can start, and hence finish, at any given moment) while most training courses in public institutions start in September.

Insights from the field

Helping learners deal with stress and fear of failure

CISP learners are often not comfortable with formal evaluations, and even less when these evaluations happen in the context of a validation or to obtain certification. Training centres have thus put in place several procedures to help individuals relieve stress and fear of failure.

First, during a preliminary guidance interview realized individually, each potential candidate receives information about the VDC and his chances to succeed the exam. The evaluator discusses with the candidate about his knowledge and his experience of the job. The use of a positioning tool (a multiple-choice questionnaire) also allows the candidate to become aware of the skills to be demonstrated in order to pass the test. This step has been designed specifically to avoid failure.

Second, familiarity of candidates with people, places, and procedures in relation to the formal exam may also be critical, and several centres discussed different initiatives in this area. For instance, in most

cases, learners are supported by CISP trainers throughout the process. In the context of the CEB, *Funoc* also organizes mock sessions and holds Q&A sessions with inspectors before the final exam to make sure that learners have correctly understood the examination procedure. In some cases, the tests take place in CISP premises (*Futur H*, *T-Event*), and – although rarely – CISP trainers may even act as examiners, as it is the case in *Futur H*. In order to comply with the requirement that a trainer from the *Promotion Sociale* has to do the examination, *Promotion Sociale* officially hires a teacher from *Futur H* for several hours.

Third, certain centres argue that validations of competences and/or further training possibilities do not exist for the type of training they offer. For instance, certification and validation possibilities do not seem to exist for interior carpentry (*menuiserie d'intérieur*) and permaculture. There also seems to be information problems in some centres about the existence of VDC, at least in their region. While Perron de l'Ilon has developed two partnerships for certification for cooks and waiters, Gerموir mentioned that the VDC that would correspond to their training in *horeca* would be too complicated for their learners.

Insights from the field

Improving knowledge of further training possibilities

Access to further education may sometimes be hampered by a lack of knowledge regarding existing training offers available for low-qualified adults. To attempt remedying the problem, *Funoc* has developed a web portal bringing together the training offers of the 29 communes of the Charleroi greater area for adults who do not have the CESS diploma.⁹ The tool is simple, readable and easy to use by low qualified adults.

Fourth, some centres even argue that certification or validation is not needed. For instance, a CISP working on pre-training (*formation de remise à niveau et processus d'accompagnement social*) claims not to need structured partnerships, because these are organized on an *ad hoc* basis when a trainee requires it. There also seems to be some confusions among centres, with a respondent arguing that DEFIs do not need certification/validation.¹⁰ Some centres seem to believe that certification and validation are not relevant for finding a job. In fact, in the questionnaire they argue that they could potentially establish partnerships with external institutions but their trainees do not need a diploma to find a job. This is the case of a CISP with training in sales and another CISP in the construction sector. Another centre also stresses that businesses in their sector (cultural activities) do not hire on the basis of a certification but of having *savoir faire* and *savoir être* competences. Internships are also believed to count more than certificates in certain sectors in order to find a job after the training.

Additional insights can be collected from replies to the question about the potential difficulties that would rise if the surveyed CISP were to put in place partnerships for the recognition, certification or validation of their training. In particular, two issues are recurrent. Certain centres believe that certifying institutions are often very cautious vis-à-vis the CISP sector and do not sympathise with the idea of sharing qualification

⁹ <https://cformaplus.be/>, accessed 24th October 2019.

¹⁰ “*Je suis un CISP DEFI donc pas nécessaire*” (cit.).

and certification practices with CISP. This is thought to be due to a mix between ignorance of the CISP sector, mistrust, and disinterest. On the other side, centres mention the lack of time, resources and personnel to meet with potential partners, discuss and then write individual conventions. They are aware that as of now, many partnerships depend on interpersonal relationships – and therefore are likely to change in the future. They would therefore like to see the creation of a single standardized convention between the CISP sector and external partners that can be modulated according to the circumstances.

In contrast, the feedback from those centres that already have a partnership established with a public institution for the certification/validation of their training is quite positive. CISP argue that, in spite of some initial suspicions and the presence of several challenges, relations with partners are now well maintained and efficient.¹¹ These collaborations have also been useful to inform public schools and institutions about CISP's work and realities. This suggests that, although difficult to establish, partnerships are considered valuable and smoother once in place.

Insights from the field

Examples of discussions to develop and maintain formal and informal partnerships

The development of partnerships is particularly tedious and time-consuming. While several providers are very open to discussions with CISP, a number of centres have encountered resistance. In general, CISP report that partnerships are easier to build when the initiative comes from the *Consortium* or *Promotion Sociale*. Usually, discussions happen on a case-by case basis, between one CISP and the *Consortium* or an *Ecole de Promotion Sociale*. However, it is not always the case. In 2008 for example, when the diploma of “*aide-soignante*” began to be required to access the profession, *Alter Form* initiated discussions with the SEGEC (Catholic network of schools, also including the *Enseignement de Promotion Sociale*), and the meetings gathered several CISP.

Another initiative currently underway in the *Bassin Hainaut Sud* aims at developing integrated training pathways for six professions by combining the complementary trainings offered by the different actors (FOREM, Social Promotion, IFAPME CISP, ...). The purpose of such integrated pathways is to offer learners the possibility to undertake a complete training, that goes from literacy to higher education, with psychosocial support throughout the modules. At each level, an opportunity for skills validation will be offered. For these six sectors, it would therefore be necessary to rely on a common “*référentiel métier*”. Six working groups looked into existing training standards to identify opportunities for waivers and bridges, as well as the construction of complementary training modules when necessary and common assessment tests. In the context of these discussions, particular attention was given to low-skilled adults that often find it difficult to access formal training offers. In particular, the essential behavioural know-how of each of these six professions has been studied at length.

Furthermore, often, partnerships rely on mutual trust between a small number of individuals in the two organisations. This implies that these informal partnerships are at risk of termination if one individual leaves the organization. Furthermore, the absence of formal rules around the partnership may hamper communication in some cases. For instance, the training centre *Edit* recently realized that communication with *Promotion Sociale* did not work as well as they thought. In particular, when the test for VDC changed, they were informed only several months after.

¹¹ As mentioned by one Survey respondent, “*la confiance mutuelle mise en place entre les différentes équipes de travail ont permis à chacun de trouver sa place au sein de cette collaboration*”.

One interesting remedy to these communication problems has been implemented by *Funoc*. In the context of their partnership with IFAPME Gilly, trainers of clerk classes have received an agreement to act as examiner for the VDC (although not for their own students). To keep the agreement, an audit is carried out every year. This means that trainers are fully aware of the requirements of the exam.

To safeguard against the risks posed by informal partnerships, several CISP have written official conventions. However, this approach is even more demanding in terms of time and resources, especially as very often the CISP is responsible for the legal document even though they do not have the necessary expertise to do so. *Perron de l'Ilon* has not signed an official convention with the *Centre de Formation du Fond du Secteur* in Jambes for a different reason: they mentioned that obtaining the validation of such convention by the board of stakeholders that gathers different economic actors with sometimes conflicting interests would be very demanding.

5 Reflections and conclusions

In sum, in both the Survey and face-to-face interviews, the different CISP all expressed great interest in evaluation and certification practices. Several evaluations practices taking different forms (written versus oral, formal versus informal, individual versus collective, regular versus ad hoc, formative versus diagnostic, etc.) emerged. In contrast, in the area of certification, one specific model – the development of partnerships with an *Ecole de Promotion Sociale*, either formally through conventions or informally relying on mutual trust – seems to prevail. In some cases, CISP work directly with the *Consortium* for the VDC. Regarding other types of recognition of learning outcomes, in a number of cases, obtaining a *Titre de Compétences* offers automatic exemptions to access training by other providers (*FOREM Formation, Bruxelles Formation, l'Enseignement de Promotion Sociale, l'IFAPME et l'Espace Formation PME*).¹² Various CISP centres also have negotiated additional exemptions with *Ecole de Promotion Sociale* on a case-by-case basis.

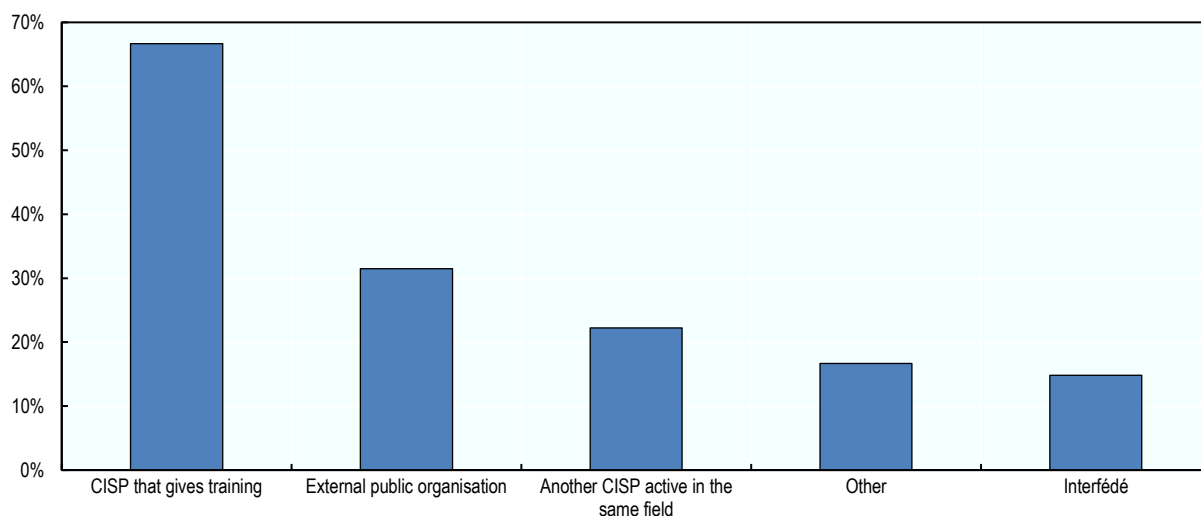
Training centres reported similar concerns regarding the development and the working of these partnerships. Among the most significant challenges identified by CISPs, administrative, financial, and time constraints appear to be major issues. Training centres also mentioned the necessity to adapt to CISP learners and the frequent discrepancy between learners' needs and capabilities and the requirements of formal providers.

Given the long list of challenges cited by CISP in setting up cooperation agreements, it is interesting to understand who – according to them – should certify learning outcomes of CISP trainees. In two thirds of the cases, Survey respondents believe that certifications should be handled directly by the CISP that provides the training (Figure 5.1). Some people (22%) would also accept that another CISP active in the same field gives certificates for them. In contrast, less than a third of CISP (31%) would envisage the intervention of an external public organisation (mostly, *Centres Validation des Compétences* or *Promotion Sociale*), as it is the case in the current framework.

Other certifying bodies are less frequently mentioned. For instance, only eight respondents see the *Interfédé* as the right body to provide certifications for the whole CISP sector. Similarly, only few respondents propose the involvement of a group of professionals from different workplaces evaluating the trainees or the involvement of a – newly established or already existing – control/inspection agency.

¹² <http://www.cvdc.be/sites/default/files/public/passerelle.formation.pdf>

Figure 5.1. Who should certify learning outcomes of CISP trainees?



Note: More than one answer are possible.

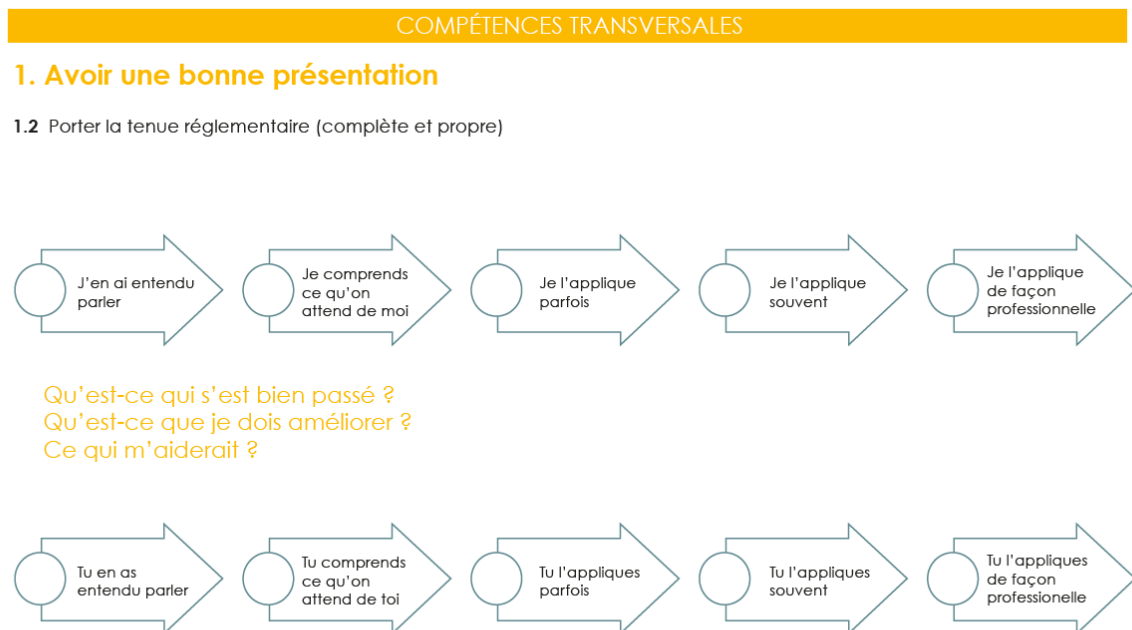
Source: OECD Secretariat's calculations.

Even during the fact-finding visits, the majority of interviewed training centres discussed the possibility to recognize learning outcomes themselves. For instance, *Funoc* argued that in order to facilitate participation in further trainings, training undertaken within CISP might replace entry tests. *Perron de l'Ilon* even mentioned that certain aspects of the training should be validated directly by the CISP, and that this could be done by dividing the training into smaller modules to be assessed separately. Finally, some centres referred to the possibility of developing a convention with the *Communauté Bruxelles-Wallonie* to recognize CISP trainings.

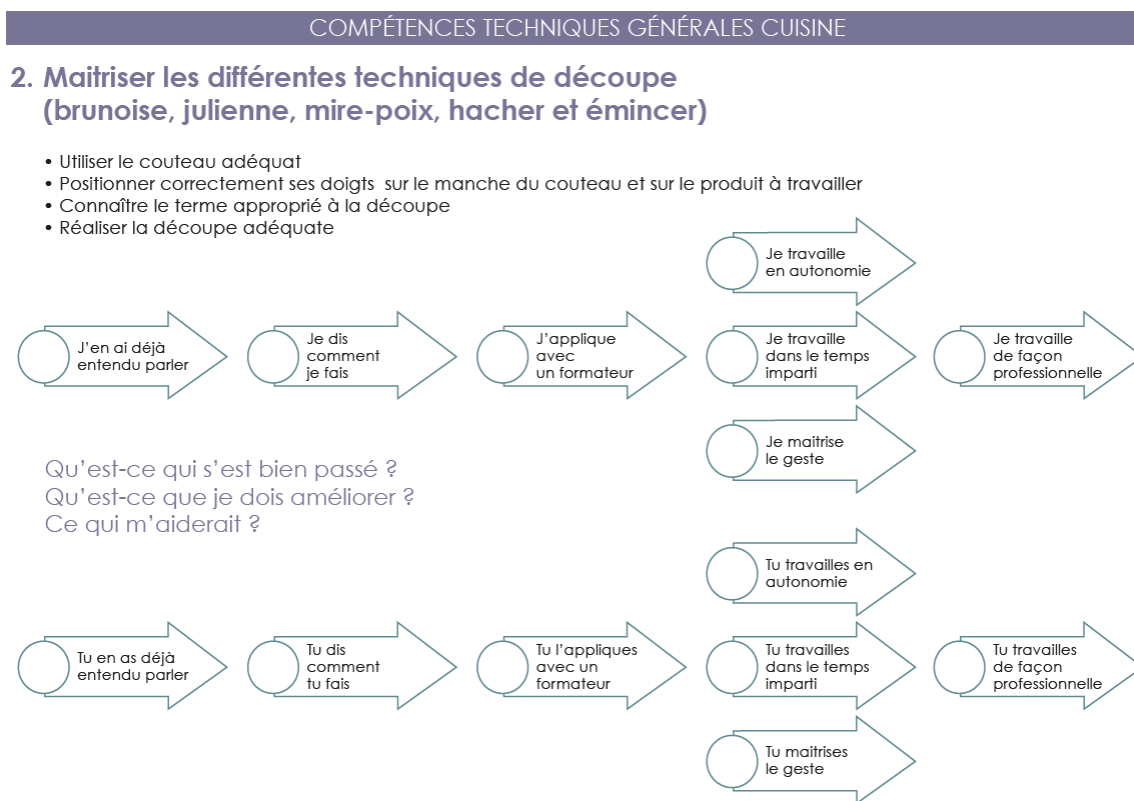
However, it is important to note that this would imply verifying trainers' competences, being subject to regular inspections, ensuring minimum quality standards are met, and so forth. Some CISP are more advanced than others on these aspects. For instance, while trainers in CISP often lack official diplomas, *Alterform's* trainers all have a *Certificat aux Aptitudes Pédagogiques*. Furthermore, *Edit* centres in Verviers and Liège are certified ISO 9001. One person is responsible for quality in each centre, and they are subject to regular internal and external audits for quality. They mentioned that the procedure to be certified ISO 9001 helped them harmonize practices and develop new tools for quality.

Annex A.

Figure A.1. Evaluation of transversal competences in *Perron de l'Ilon*



Source: « Micros compétences et auto-évaluation au coeur de la formation », available at https://www.aid-com.be/sites/default/files/upload/espace_media/20160302%20-AID%20Auto-evaluation_BaT.pdf (accessed 31st October 2019).

Figure A.2. Evaluation of technical competences in *Perron de l'Illon*

Source: « Micros compétences et auto-évaluation au coeur de la formation », available at https://www.aid-com.be/sites/default/files/upload/espace_media/20160302%20-AID%20Auto-evaluation_BaT.pdf (accessed 31st October 2019).