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| **Template for submission of examples for the study on critical factors for the implementation of lifelong learning strategies**Note: If the information requested below is contained in the documents you provide as evidence, please just refer to the document (chapter number, page, etc.)  |
| ***The title/name of the strategy/ policy*** | Flexibilization (“modularisation”) of the curricula in lifelong learning in Flanders (Belgium) |
| ***What is the main objective, in terms of LLL, of this example?*** | In order to raise the attractiveness of life long learning education programmes in Flanders, in 1999 a new decree lay a basis for a more flexible organisation of the programmes within the “education for social promotion”. These education structures offer programmes for adults in order to obtain a qualification (be it occupational or be it a diploma of secondary / short cycle higher education). There was evidence that these programmes would enhance their attractiveness if they were organised in a more flexible way using units that can be capitalised. This educational approach suits better for adults having limited time for education and it can be better tailored to the educational needs of adults. Secondly this exercise was also meant to rise the relevance of programmes for access to labour market. Within the Flemish education council a project started to modularise these programmes with a great involvement of all education providers and with a link to social and economic partners.  |
| ***What main actions are being implemented?*** | Between 1999 and now nearly all curricula in this educational field are modularised. The results of that work are structured schemes for modularisation/program profiles. This is a framework all providers have to use in order to get recognition for their training by government .  |
| ***What target groups are concerned and why?***  | The target group of the reform are adults involved in lifelong learning at the secondary and higher (short cycle) education level.  |
| ***When was the policy designed and implemented ?***  | 1999 – until 2012  |
| ***Is this a national/regional/local initiative?*** | This is an regional initiative (Belgium, Flemish community).  |
| ***Is it related to a broader national strategy/ approach? If yes which one?*** | This project is part of a broader process of reform of lifelong learning. Adult learning in Flanders was reformed in two phases: * In 1999. A process started with projects for modularisation.
* In 2007 . The main objective then was the exclusive use of modular program profiles in order to obtain more cohesion between different trajectories of lifelong learning (alphabetisation, secondary level and short cycle higher education) . At this moment the project on modularisation was turned into regular policy.
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| ***Did the implementation make use of European funding (ESF or the LLL programme?)******If yes, please specify which funding source was used (ESF, LLL programme or other) and provide the reference to the funding contract.***  | No |
| ***Is there are specific focus on social inclusion? If so please describe briefly.*** |  |
| ***Who are the main types of stakeholders/actors involved in the implementation (e.g. local authorities such as city council, a network of education and training institutions, guidance centres, etc.)?***  | Education experts representing educational stakeholders in Flanders. These stakeholders are school principals, teachers unions, school boards, pupils and students, employers, NGO’s, but also institutional providers of labour market oriented training programs … A key role was played by the education providers and the social partners. The representatives of the Flemish ministry and the inspectors of Flemish education were also important partners in the realisation of the project.  |
| ***What are their roles and responsibilities?*** | It is necessary that educational stakeholders were responsible in the design process because of * Legal reasons. The fundamental law in Belgium guarantees educational freedom to all providers. This means they are responsible for the pedagogic content and pedagogic methods within the frames prescribed by the law (or decree).
* Expertise. Education providers and social partners have each a specific expertise needed to “modularise” the educational programmes.
* Implantation and success. In Flanders the coordinating structures (“koepels”) of providers are responsible for implementation of education innovation.

For all these reasons, the role of the education council as a platform for common understanding and for coordination was crucial and necessary to make the project a success;  |
| ***What results have been obtained?*** |  |
| ***What evidence of success is available?*** | About 95 % of all the programmes in adult education is now modularized. The resting 5% will be modularized before 1/1/2012.We note a much higher participation from adult learners to the modular programs, and also the number of diplomas and certificates that adults reached, has increased sensitively over the past 10 years.Source: the official statistic information on Flemish education at www.ond.vlaanderen.be/onderwijsstatistieken. |
| ***Sources of further information (hyperlink or a report)*** | [www.vlor.be](http://www.vlor.be)  |
| ***Please provide further information if this is crucial for the understanding of the case*** |  |
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