



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

**Belgium French
Community**

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Belgium, Federation Wallonia-Brussels
Ministry of the Federation Wallonia-Brussels, DG for non-compulsory education and scientific research

Name(s) of the responsible BFUG member(s)

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Contributors to the report:

• Government representatives ""

Contributors to the report:

• Employer representatives ""

Contributors to the report:

• Student representatives ""

Contributors to the report:

• Academic and other staff representatives ""

Contributors to the report:

• Other representatives (please specify) "The following bodies have contributed: Directorate general for non-compulsory education and scientific research (ENIC-NARIC centre, legal unit, scientific research department), Higher Education Observatory, quality assurance agency (Agence pour l'évaluation de la qualité de l'enseignement supérieur), Agency AEF-Europe (Erasmus+ NA); the following bodies have been consulted: Bologna Experts team and BFUG-Federation Wallonia-Brussels (including HEIs representatives, students, social partners and ministers' cabinets)"

Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

No

I.1.1. How do these projections affect higher education policy planning?

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

The higher education system of the Federation Wallonia-Brussels is a binary system in which academic- and professional-oriented programmes are organised by the various higher education institutions (HEIs).

There are 4 types of HEIs:

- 6 universities organising academic programmes only;
- 20 university colleges (Hautes Ecoles) organising both professional- and academic-oriented programmes;
- 16 arts colleges (Ecoles supérieures des arts) organising both professional- and academic-oriented programmes;
- 102 'social advancement' education (enseignement de promotion sociale) institutions organising both professional- and academic-oriented programmes.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
 - Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!) universities, university colleges, arts colleges and 'social advancement' education institutions
- None of the above

I.3.1. What is the number of institutions in the categories identified?

As mentioned above, we generally make a distinction between the 4 types of HEIs. We also distinguish full-time higher education and part-time higher education, those being mainly – but not only – organised 'social advancement' education institutions.

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "99.6"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "0"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "0.4"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "99.8"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "0"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "0.2"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No ▼

L9.1. In which study fields do these study programmes exist?

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

L9.3. What percentage of first cycle students is enrolled in these programmes?

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "32.86"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS ""

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "66.57"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "0.57"

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

Only the master programme in medicine and the master programme in veterinary medicine include 180 credits.

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "15"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS ""

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "75.4"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "9.6"

L11.1. Please specify

Only the master programme in medicine and the master programme in veterinary medicine include 180 credits.

L12. Do integrated/long programmes leading to a second cycle degree exist?

No ▼

L12.1. Is the duration of the above programmes calculated in...

Please choose

L12.2. What is the typical duration of these degree programmes?

L12.3. In which study fields do these study programmes exist?

L12.4. What percentage of first cycle students is enrolled in these programmes?

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes ▼

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

As mentioned above, only the master programme in medicine and the master programme in veterinary medicine are "outside" the Bologna model, both including 180 credits.

L13.2. What percentage of second cycle students is enrolled in these programmes?

9,6%

L13.3. In which study fields do these study programmes exist?

Medicine and veterinary medicine.

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

No ▼

L14.1. What is the minimum duration of the Bachelor & Master together?

L15. Comments

Although there no minimum duration for the bachelor plus master programmes, the legislation mentions that bachelor's programmes should includes 180 credits at least and master's programme 60 credits at least. Furthermore, the general requirements for the access to doctoral studies is having been awarded with higher education degrees, corresponding to a total of 300 credits – basically a bachelor degree (180 credits) and a master degree (120 credits).

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

n/a

L16.1. Please provide a source for this information.

The article 111 of the Act of 7 November 2013 (http://www.gallilex.cfwb.be/document/pdf/39681_002.pdf) defines the general requirements for the access to master's programme as holding a bachelor's degree in the same field of study or, if it's in another field of study or another profile (for example professional-oriented bachelor programme), through bridging procedures.

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

51-75%

The figure is based on estimates, including both professional- and academic-oriented bachelor's degrees. However, we should consider the fact that professional-oriented bachelor's programmes generally prepare graduates to enter the labour market while academic-oriented bachelor's programmes generally prepare graduate to pursue a master's programme. Therefore, if you only take into consideration academic-oriented bachelor's programmes, the estimates would be 76-99%.

L17.1. Please provide a source for this information.

The Higher Education Observatory (Observatoire de l'enseignement supérieur, www.oes.cfwb.be)

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

The additional courses to be completed, depends on the study field of the first cycle degree obtained and the study field of the second cycle degree the student wants to access. For example, some master's programmes are accessible whatever the field of study of the first cycle degree.

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

51-75%

The Act of 7 November 2013 (http://www.gallilex.cfwb.be/document/pdf/39681_002.pdf) stipulates the different master's programme (60, 120 and 180 credits) organised by the recognised HEIs of the Federation Wallonia-Brussels. It also defines the general requirements for the access to doctoral studies, i.e. an initial higher education training corresponding to 300 credits at least. Based on this information, we can calculate the percentage of master's programme giving potential access to doctoral studies (around 70%).

L19.1. Please provide a source for this information.

The Act of 7 November 2013 (http://www.gallilex.cfwb.be/document/pdf/39681_002.pdf) stipulates the different master's programme (60, 120 and 180 credits) organised by the recognised HEIs of the Federation Wallonia-Brussels. It also defines the general requirements for the access to doctoral studies, i.e. an initial higher education training corresponding to 300 credits at least. Based on this information, we can calculate the percentage of master's programme giving potential access to doctoral studies (around 70%).

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

2.5000000000

L20.1. Please provide a source for this information.

There is no data collected by the Higher Education Observatory. These estimates are based on the number of doctoral candidates and the spreading over nationalities.

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

L21.1. Please specify the criteria

The article 115 §3 of the Act of 7 November 2013 (http://www.gallilex.cfwb.be/document/pdf/39681_002.pdf) stipulates that the admission jury of the university may admit holders of a qualification, that

gives in the system of origin access to doctoral studies.

L21.2. What percentage of third cycle students enter without a second cycle qualification?

1-5%

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

- The Act of 7 November 2013 (http://www.galilex.cfwb.be/document/pdf/39681_002.pdf)
- The Policy Declaration of the Government of the French Community 2009-2014 (http://www.gcf.be/dmdocuments/declaration_politique_communaire.pdf)

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "50"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "50"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes

L25.1. What are the main features of these schools and how many doctoral schools are there?

There are 21 "Graduate Colleges" (école doctorale) corresponding to the legally defined higher education study fields, whose main objectives are to host, coordinate and stimulate the development of "Graduate Schools" (école doctorale thématique). The Graduate Schools are training and research bodies, organising the doctoral training for each corresponding Graduate Colleges.

Related to question L24, it should be underlined that the situation in the universities of the Federation Wallonia-Brussels is a mix of traditional supervision-based doctoral education and structured doctoral programmes. While a thesis supervisor (and a possible co-supervisor) is always appointed and perpetuates the "Master/Apprentice" relationship, a supervisory committee takes now a more important role in the supervision of the doctoral studies – including the doctoral training programme of 60 ECTS (see infra) - of the PhD candidate.

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

100%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "180 credits"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "4-6"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes

L30. Comments

The purpose of doctoral training organised by the universities of the Federation Wallonia-Brussels is to consolidate the PhD candidate's specialist skills within his/her discipline by giving him/her specialised scientific training as well as a stimulating context to product and disseminate knowledge, while at the same time enabling him/her to develop transferable skills that are attractive to both the academic and private sectors.

The doctoral training programme of 60 ECTS is developed flexibly by the supervisory committee. Its content varies according to the needs of each PhD student, and it is built around three complementary dimensions:

- Specific scientific training: training in Graduate Schools including classes, seminars, conferences, summer schools, etc.;
- Scientific production: presentations, conference organisation, publishing of papers, compiling of research progress reports, etc.;
- Transferable Skills Training available to all PhD students and organized by a specific institution or a consortium of universities.

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

Higher Education Diploma (brevet d'enseignement supérieur, BES)

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?**Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....**

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

As defined by the article 49 of the Act of 16 April 1991 (http://www.galilex.cfwb.be/document/pdf/16184_011.pdf) organising the "social advancement" education, the Higher Education Diploma is specifically and exclusively organised in the institutions of social advancement education. The programmes are professional-oriented and give access to a clearly identified profession. Via bridging procedures, the holder of the higher education diploma can have access to a bachelor's programmes organised by any HEI. Those programmes specifically target adults since one of the access requirements is to be 22 years old at least. The "Bologna tools" are used for the organisation of those programmes as they include 120 credits to be acquired in 2 years at least and the diploma supplement will be delivered free of charge. Finally, the higher education diploma is positioned in the HE-QF and thus generic descriptors are defined for this qualification. In the overarching QF of the French-speaking Belgium, this qualification will be positioned at level 5.

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

Student-centred learning should be understood through the learning outcomes approach, which has been fully implemented and harmonised by the Act of 7 November 2013 (http://www.galilex.cfwb.be/document/pdf/39681_002.pdf). In this perspective, as mentioned in article 3 of this Act, HEIs should develop the appropriate learning and assessment methods in order to fulfil the learning/teaching objectives and support students in attaining the expected learning outcomes, while considering the specificities of each study field as well as the needs and skills of each student.

As further explained in point VI.4.1., the evaluation reference framework of the independent quality assurance agency (Agence pour l'évaluation de la qualité de l'enseignement supérieur, AEQES) fully integrate the learning outcomes approach, as the way to describe the objectives of all programmes, and the give evidence of their coherence.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- | | | | | | | | |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------------------------------|------------------------------------|---------------------------------|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Other | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- | | | | | | | | |
|--------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning | | | | | | | |

- outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

Support to successful completion

L35.4. Please provide a reference for your steering documents on student-centred learning

Act of 7 November 2013: http://www.galilex.cfwb.be/document/pdf/39681_002.pdf.

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answer

Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Not applicable

As mentioned in article 67 of the Act of 7 November 2013 (http://www.galilex.cfwb.be/document/pdf/39681_002.pdf), one credit corresponds to 30 hours of learning activities, including classes, personal work and research, study, projects, etc.

L41.1. What is the number of hours per credit?

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

Various tools has been developed to support HEIs in using learning outcomes when designing curricula, including a vade-mecum of good practices drafted by the Ministry and the Bologna Experts team (http://www.aef-europe.be/documents/EXBOLOVade-mecum_LOs_draft_2011_12_06_2.pdf), organisation of specific seminars/workshops, visit of the ministry to HEIs, financial support through the higher learning centres (centres de didactique supérieure), etc.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer

Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

No estimates available.

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

The evaluation reference framework of the independent quality assurance agency (Agence pour l'évaluation de la qualité de l'enseignement supérieur, AEQES) has been fully reviewed in 2012 to fully integrate the learning outcomes approach. In this perspective, the AEQES is assessing how this approach is implemented within the programmes, in particular as regards the relevance, internal consistency and the effectiveness and fairness of the programmes evaluated, as referred to by criteria 2, 3 and 4 of the new reference system.

The evaluation reference framework can be consulted on the following page: <http://aeqes.be/documents/REFERENTIELANGL5.pdf>.

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for all graduates of these programmes

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

Although there is no formal monitoring on the specific use of DS by HEIs, two recent initiatives might be mentioned:

- (1) In the framework of their work plan, the Bologna Experts (in close cooperation with the Ministry and the LLP Agency, AEF-Europe) gathered a focus group, comprising representatives of HEIs, students and employers to get some insights of the perspective, use and appropriation of the DS. Following the outcomes of this focus group, the Bologna Experts developed a promotional leaflet, targeting students and future graduates to increase their awareness on the relevance and usefulness of the DS.
- (2) The Ministry carried out a survey on the HEIs' practices and procedures for academic recognition. In this survey, HEIs' admission offices were asked about the use of DS for evaluating foreign degrees/qualifications. It appears that the DS is not often used in this perspective. HEIs will instead refer to the credits system in which the degree/qualifications was awarded.

In general, from those initiatives but also various contacts with HEIs leaders, it appears that the DS is seen as a too bureaucratic tool, whose structure is too narrow to describe properly the learning path of a student.

L52. In what language(s) is the Diploma Supplement issued?

French

L53. The Diploma Supplement is issued...

free of charge

L53.1. Please specify the categories of students**L53.2. Please provide the amount and the reason for the fee****L54. Comments****L55. Do national higher education steering documents mention joint or double degrees?**

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

Chapter IV (art.81-82) of the Act of 7 November 2013 (http://www.galilex.cfwb.be/document/pdf/39681_002.pdf) defines the modalities for the organisation of mobility schemes, joint organisation of programmes as well as joint programmes and degrees. Beyond the legislative framework, the Ministry, in close cooperation with the Bologna Experts and the AEF-Europe, is drafting a guidelines document on joint programmes/degrees whose main objective is to foster joint programmes/degree within the Federation Wallonia-Brussels, by underlining the main advantages, existing instruments, funding opportunities, legal framework, etc. This document should be ready by June 2014.

Moreover, the Ministry has developed a tool to support all HEIs in developing, implementing and assessing the internationalisation strategy, in which there is obviously a focus on joint programmes/degrees. DIES (for Descripteurs d'internationalisation pour l'enseignement supérieur in French) is a multidimensional tool supporting the institutional steering of the internationalisation of higher education, based on the use of 100 descriptors of internationalisation. Facing the growing challenges of internationalisation in fulfilling the 3 main missions of HE, DIES intends to stimulate reflection on the diversity of internationalisation activities and foster the development, implementation and evaluation of "fit-for-purposes" internationalisation policies, while contributing to the structuring and self-assessment of those internationalisation practices and activities. Further information: http://www.enseignement.be/download.php?do_id=10625&do_check

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
- ...from a joint programme** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "20"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "50"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "30"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

The AEQES plans external evaluations of clustered programmes (see <http://www.aeqes.be/documents/20140311AEQESplandecennal2014-2024.pdf>). A first insight on joint programmes is given on this planning wherever the number of programmes differs from the number of HEIs. For example, "2 (3)" means that three HEIs are involved in two programmes, therefore there's a collaboration between HEIs to provide jointly a programme. To have a more precise picture of these collaborations, when the Agency writes to the HEIs to inform them of beginning of the evaluation process, each HEI completes a detailed questionnaire to check the provision and mode of provision of the programmes.

L61. Comments**L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.**

10: The Framework has self-certified its compatibility with the European Framework for Higher Education. The Experts Committee met on 4 April 2013. The report on verification of the compatibility of the HE-QF with the QF-EHEA was thus presented and discussed. Stakeholders, representing the main HE sectors, participated in the meeting to share the appropriation at the institutional level. The report will be finalised by mid-June and published on the Ministry website: www.enseignement.be/cces-fw

L62.1. Please provide the date when the step was completed.

07-06-2014

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Yes

L62.3. Please provide the link to the website:

<http://www.enseignement.be/index.php?page=25784&navi=2760>
This web page will be replaced by: www.enseignement.be/cces-fw (under construction)

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

The referencing report was presented in December 2013 to the EQF Advisory Board and should be published soon on the EQF portal by the European Commission. However, the French-speaking Belgian QF (covering all sectors of education and training) has not been formally adopted yet since it requests a cooperation agreement between the three regional/community governments in the French-speaking Belgian entities. The draft cooperation agreement has been adopted by the governments and should be transmitted to the parliaments, following the May elections.

L64.1. Please provide a reference to official documents

The referencing report should be published on the EQF portal in September 2014.

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

Yes: short-cycle qualifications have been referenced against EQF level 5

The short-cycle qualifications are also positioned in the HE-QF and thus specific generic descriptors are defined for those qualifications. Those qualifications will be positioned at level 5 of the French-speaking Belgian QF, corresponding to level 5 of the EQF.

L65.1. Please provide a reference to official documents

The referencing report should be published on the EQF portal in September 2014.

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made without ENIC/NARIC centre advice

HEIs are autonomous for the admission decision of individuals holding foreign qualifications, but should respect the legal provisions regarding access and admission to higher education. HEIs might also ask the support of the Ministry/ DG non-compulsory education and scientific research (and more specifically the ENIC-NARIC Centre), in case of difficulties for assessing foreign qualifications.

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice

Within the DG non-compulsory education and scientific research, two units are dealing with recognition issues. The service for academic and professional recognition of foreign higher education degrees is responsible for informing applicants about the academic and professional recognition of foreign higher education qualifications and managing the requests for academic recognition of foreign higher education degrees. The ENIC-NARIC centre is part of the service for the management of the international dimension of higher education and is responsible for informing individuals, higher education institutions, employers, ENIC-NARIC centres but also the above mentioned service about the recognition/accreditation of higher education institutions, programmes and qualifications, the higher education systems of the Federation Wallonia-Brussels and abroad, etc. The ENIC-NARIC centre plays thus a role of expertise and support for a large number of users while the service for academic and professional recognition of foreign higher education degrees is dealing directly with recognition requests.

However, it is important to underline that the academic recognition of foreign qualifications for professional purposes is not necessary in most of the cases. Indeed, private employers are free to hire individuals with foreign qualifications without any formal decision by the Ministry. In the case of public employers, specific national qualifications (or comparable foreign qualifications) might be required and thus the applicants should request a recognition decision to the Ministry.

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

Articles 92-93 of the Act of 7 November 2013: http://www.galilex.cfwb.be/document/pdf/39681_002.pdf. Further information on the procedures and criteria (in French) on www.equivalences.cfwb.be, follow "enseignement supérieur ou universitaire".

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

The legal framework, including the execution texts, defines strictly those principles that should thus be applied by the Ministry. If not, applicants have right to appeal before the Ministry, the ombudsman or the administrative course. As mentioned above, HEIs are autonomous in their admission decision but should still respect the legal provisions defined for the access/admission to higher education. The legality of the decisions made by HEIs is controlled either by the Ministry or the Government commissioners and delegates. Moreover, the Ministry has initiated monitoring of the procedures and practices of HEIs, through surveys, seminars, specific support.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

The Ministry (DG compulsory education) is competent for the recognition of foreign secondary-school leaving certificates, giving access to higher education. Although the procedure is non-automatic and individualised, basically the rights a foreign certificate is giving to the holder will be recognised.

L69.1. Please specify

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L70.1. Please specify

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L71.1. Please specify

L72. Do higher education institutions typically:

make recognition decisions at central level (this may include employing or involving experts who are competent in various IIE systems and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

L72.1. Please explain

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

As mentioned above the legal framework is quite strict and the control is made by the Ministry and the Government commissioners and delegates. In terms of recognition of study periods abroad, the Bologna Experts, in close cooperation with the Ministry, the AEF-Europe and the Higher Mobility Council, have developed guidelines in order to guarantee fair recognition of study periods. This tool is accessible on-line (in French): http://www.aef-europe.be/documents/EXPBOLOGuide_2011.pdf.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review?

Formative advice on strengthening and enhancing quality

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

Public higher education institutions only
Public HEIs include all organised and/or subsidised HEIs, including "free" institutions.

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Programmes

It should be however underlined that, although programmes are legally the only focus of the external quality assurance system, the evaluation reference framework also includes elements of institutional evaluation, such as governance, internal quality assurance, internationalisation, material and human resources management, etc.

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

No ▾

II.6.4. Please specify

Only bachelor's and master's programmes are evaluated by the quality assurance agency (Agence pour l'évaluation de la qualité de l'enseignement supérieur, AEQES). Higher education diploma's (brevet d'enseignement supérieur), specialised bachelor's, specialised master's and doctorate programmes as well as the continuous training programmes are thus not assessed by the AEQES.

II.6.5. Are all institutions and all programmes included?

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|--------------------------|-------------------------------------|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

The following issues/dimensions are also evaluated: Institutional governance, including institutional communication and information, design, monitoring and review of programmes
Internal coherence of the programmes, including the definition and communication of learning outcomes, organisation of the programmes, etc.
Efficiency and equity of the programmes, including the allocation of human and material resources, data collection, etc.

Concerning the evaluation of research, the quality of research and research outputs are not assessed as such but mostly the articulation between teaching/learning and research, including the use of research outcomes in the programmes, their contribution to the relevance of the programmes, etc.

II.8.3. Additional comments

The reference framework for the evaluation of study programmes is available on the AEQES website in both French and English:

- <http://aeqes.be/documents/R%C3%89F%C3%89RENTIE9.pdf> (French)
- <http://aeqes.be/documents/REFERENTIELANGL5.pdf> (English)
- <http://aeqes.be/documents/REFERENTIELANGL5.pdf> (Drafting and evaluation guidelines, in French)
- <http://www.aeqes.be/documents/20121004AEQESCompilationAssessmentGuide2012.pdf> (Drafting and evaluation guidelines, in English)

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No

Although all bachelor's and master's programmes organised by the recognised HEIs should be assessed by the AEQES only, the legal framework enables HEIs and/or the institutional councils to request joint evaluation processes led by the AEQES with foreign partners. In this perspective, the engineering programmes were jointly evaluated by the AEQES and the French Commission des Titres d'Ingénieur and the music programmes are currently evaluated by the AEQES with the Association européenne des Conservatoires.

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

No, QA agency decisions are not recognised.

Decisions taken by foreign QA agencies are taken into account in the evaluation; however, legally only the AEQES is the competent body for the evaluation of programmes organised by HEIs of the Federation Wallonia-Brussels.

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
 - Yes, for an application to EQAR
 - Yes, for the purpose of ENQA membership
 - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
 - No

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the preparation of self evaluation reports** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?** YES, it is compulsory YES, it is advised NO In some cases No answer
- As full members in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- As observers in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- In the decision making process for external reviews** YES, it is compulsory YES, it is advised NO In some cases No answer
- In follow-up procedures** YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer

- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

The article 9 of the Act of 7 November 2013 stipulates that HEIs shall ensure the follow-up and the quality assurance of all their activities and take all necessary measures for an effective self-evaluation process and its follow-up. It was already stipulated in the Act of 31 March 2004 (http://www.gallilex.cfwb.be/document/pdf/28769_013.pdf).

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Combination of above

Considering the strict legal framework for QA in HE, as well as the methodology and the evaluation framework reference developed by the QA, the internal QA processes managed exclusively by HEIs are based on those external QA elements.

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

No

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

1 – 24%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

25 - 49%

II.26.1. Please describe what kind of arrangements are in place.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

1 - 24%

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Yes

Although there is no formal indication that recognition is systematically reviewed in internal QA processes, the fact that the evaluation reference framework of the AEQES strictly includes the recognition issue (for access and admission) pushes HEIs to monitor recognition of qualifications. Nevertheless, it is difficult to provide precise information on how recognition is internally quality assured.

II.29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

The Policy Declaration of the Government of the French Community 2009-2014 puts a strong emphasis on social dimension of higher education, in terms of access, retention and completion: http://www.gcf.be/dmdocuments/declaration_politique_communitaire.pdf.

The Policy Declaration has led to the adoption of various legal instruments, related to various elements of the social dimension of higher education:

- The Act of 19 July 2010 on free higher education and its democratisation (http://www.galilex.cfwb.be/document/pdf/35701_000.pdf) mainly targets the student population from lower socio-economic background;
- The Act of 7 November 2013 defining the landscape of higher education and the academic organisation of studies (http://www.galilex.cfwb.be/document/pdf/39681_002.pdf) is the main new structuring framework for higher education and thus many elements, including a unique student status, the flexibilisation of learning path, the student support service, the support for successful completion, etc.
- The Act of 30 January 2014 on the inclusive higher education (http://www.galilex.cfwb.be/document/pdf/39922_000.pdf) mainly targets student population with disabilities.

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

No, there are no specific quantitative objectives to be reached

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes ▼

III.3.1. Please provide a short description of the mechanisms in place:

Monitoring mechanisms are in place at two levels at least:

(1) In the external quality assurance system implemented by the quality assurance agency (Agence pour l'évaluation de la qualité de l'enseignement supérieur, AEQES), the evaluation reference framework specifically tackles the equity of study programmes. Through the dimension 4.3, the AEQES and the independent experts group evaluate the fairness in terms of student reception, progress monitoring and support. They assess how the HEI ensures that the arrangements set up for providing students with guidance, orientation and support in their learning paths are fair, adequate and suitable for achieving the programme's objectives. Further information:

(2) In the data collection on higher education carried out by the Higher Education Observatory (Observatoire de l'enseignement supérieur), various indicators concerning the student population are produced. These are produced based on the data provided by individual HEIs and cover mainly the socio-economic conditions, learning path, gender, nationality, prior education, etc. Further information (in French): <http://www.oes.cfwb.be/index.php?id=indic>.

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	<input type="text" value="0"/>
Disability:During HE studies	<input type="text" value="0"/>
Disability:At graduation	<input type="text" value="0"/>
Disability:After graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At entry to HE	<input type="text" value="0"/>
Labour market status prior to the entry to HE:During HE studies	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:After graduation	<input type="text" value="0"/>
Age:At entry to HE	<input type="text" value="1"/>
Age:During HE studies	<input type="text" value="1"/>
Age:At graduation	<input type="text" value="1"/>
Age:After graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="text" value="0"/>
Socio-economic background:At entry to HE	<input type="text" value="1"/>
Socio-economic background:During HE studies	<input type="text" value="1"/>
Socio-economic background:At graduation	<input type="text" value="1"/>
Socio-economic background:After graduation	<input type="text" value="0"/>
Gender:At entry to HE	<input type="text" value="1"/>
Gender:During HE studies	<input type="text" value="1"/>
Gender:At graduation	<input type="text" value="1"/>
Gender:After graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="text" value="0"/>
Religion:At entry to HE	<input type="text" value="0"/>
Religion:During HE studies	<input type="text" value="0"/>
Religion:At graduation	<input type="text" value="0"/>
Religion:After graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):After graduation	<input type="text" value="0"/>
Other characteristics:At entry to HE	<input type="text" value="1"/>
Other characteristics:During HE studies	<input type="text" value="1"/>
Other characteristics:At graduation	<input type="text" value="1"/>
Other characteristics:After graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="text" value="0"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

The other characteristics taken into account are:
 - Nationality
 - Residency

Concerning the monitoring after graduation, until now HEIs have been autonomous in monitoring graduates. Obviously, many HEIs have implemented track-in mechanisms, in particular in universities

and in some specific field. A cooperation agreement between the various French-speaking federated entities has been adopted in Spring 2014 and will enable a systematic monitoring at macro-level of learners before, during and after the learning experience.

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
Ministry/governmental body:At entry to HE	<input type="text" value="1"/>
Ministry/governmental body:During HE studies	<input type="text" value="1"/>
Ministry/governmental body:At graduation	<input type="text" value="1"/>
Ministry/governmental body:After graduation	<input type="text" value="0"/>
Independent bodies/agencies:At entry to HE	<input type="text" value="1"/>
Independent bodies/agencies:During HE studies	<input type="text" value="1"/>
Independent bodies/agencies:At graduation	<input type="text" value="1"/>
Independent bodies/agencies:After graduation	<input type="text" value="0"/>
Other:At entry to HE	<input type="text" value="0"/>
Other:During HE studies	<input type="text" value="0"/>
Other:At graduation	<input type="text" value="0"/>
Other:After graduation	<input type="text" value="0"/>
No systematic monitoring:At entry to HE	<input type="text" value="0"/>
No systematic monitoring:During HE studies	<input type="text" value="0"/>
No systematic monitoring:At graduation	<input type="text" value="0"/>
No systematic monitoring:After graduation	<input type="text" value="0"/>

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

The Higher Education Observatory (Observatoire de l'enseignement supérieur) is part of the Ministry of the Federation Wallonia-Brussels and is the main data collector for the higher education sector. As mentioned above, the AEQES – which is an independent quality assurance agency – is also collecting some data (mainly qualitative) through the external quality assurance system.

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer
...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

In general, the federal law of 8 December 1992 on privacy protection related to the processing of personal data forbids the use and publication of personal data. Therefore, all data, statistics and indicators produced and published by the Observatory are of general scope.

The federal law also forbids to collect, use and publish personal data related to:
- racial or ethnic origin, political opinions, religious or philosophical beliefs, trade-union membership, sexual life;
- health conditions;
- judicial status, prosecutions, suspicions and convictions.

Further information (in English): <http://www.privacycommission.be/en/privacy-act>.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is aggregated
Depending on the relevance of the data collected, information might also be aggregated by types of higher education (university, university college, arts college and “social advancement” institutions”), by study fields, etc.

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Website of the Higher Education Observatory (Observatoire de l'enseignement supérieur): www.oes.cfwb.be.

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

The establishment of the Higher Education Observatory is quite recent, as it was established by the act of 18 July 2008. Therefore it is difficult to provide a full picture of the main changes in the composition of the student population. However, we might underline:

- A significant increase of the student population in higher education, from about 114.000 students enrolled in 1990-91 to 170.000 students in 2010-2011 (see: <http://www.oes.cfwb.be/index.php?id=1660>);
- The gender parity index has remained quite stable during the period 2005-2011, being 1.28, namely 128 female students for 100 male students enrolled in higher education (see: <http://www.oes.cfwb.be/index.php?id=1470>);
- The student population has internationalised: in 2010-2011, about 20% of the student population were non-Belgian nationals (see: <http://www.oes.cfwb.be/index.php?id=1661>);
- There has been an increase of students with a public grant, from 24 389 in 2000-2001 to 34 165 in 2010-2011.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- | | |
|--|--------------------------------|
| a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities | <input type="text" value="1"/> |
| a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities | <input type="text" value="1"/> |
| a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities | <input type="text" value="0"/> |
| a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities | <input type="text" value="0"/> |
| a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities | <input type="text" value="0"/> |
| a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities | <input type="text" value="0"/> |
| a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities | <input type="text" value="0"/> |
| a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities | <input type="text" value="0"/> |
| no guaranteed right to higher education:Universities | <input type="text" value="0"/> |
| no guaranteed right to higher education:HEIs other than universities | <input type="text" value="0"/> |

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

The higher education system in the Federation Wallonia-Brussels is characterised by a high degree of democratisation, in particular in terms of access to higher education studies. Indeed, the Federation Wallonia-Brussels forbids the application of quotas. Holding an upper secondary school-leaving certificate (certificat d'enseignement secondaire supérieur, CESS), or any other foreign qualification recognised as equivalent, permits the admission to a first cycle programme.

There are nevertheless exceptions to this freedom of access, in specific study fields:

- Students seeking admission to first cycle programme in civil engineering sciences must pass a special entrance examination, jointly organised by all universities;
- Students seeking admission to first cycle programme in medical sciences must sit an orientation test, which is identical and simultaneous across all universities;
- Students seeking admission to a first cycle programmes organised by the arts colleges are required to pass an admission examination organised individually by each arts college.

III.10. Please explain on what basis higher education institutions most commonly select students:

- | | |
|---|--------------------------------|
| Level of achievement in standard entry requirements:Universities | <input type="text" value="0"/> |
| Level of achievement in standard entry requirements:HEIs other than universities | <input type="text" value="0"/> |
| Entry examinations for all programmes:Universities | <input type="text" value="0"/> |
| Entry examinations for all programmes:HEIs other than universities | <input type="text" value="0"/> |
| Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities | <input type="text" value="0"/> |
| Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities | <input type="text" value="0"/> |
| Other:Universities | <input type="text" value="0"/> |
| Other:HEIs other than universities | <input type="text" value="0"/> |

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Belgian upper secondary-school leaving certificate"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "Foreign upper secondary-school leaving certificate, depending on the equivalence decision made by the Ministry"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "Without any upper secondary-school leaving certificate, upon successful completion of an admission examination organised by HEIs or passing a jury organised by the Ministry"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "After successful completion of technical or vocation secondary education, an upper secondary-school leaving certificate is awarded with same effects as the one in general secondary education"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs / HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

The admission examination organised by HEIs and the jury organised by the Ministry might give access to specific higher education study fields.

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route
{III_11_SQ001}:Official data based on central level monitoring, including surveys
{III_11_SQ001}:Estimates 56
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ002}:% of students entering HE through this access route
{III_11_SQ002}:Official data based on central level monitoring, including surveys
{III_11_SQ002}:Estimates 16
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ003}:% of students entering HE through this access route
{III_11_SQ003}:Official data based on central level monitoring, including surveys
{III_11_SQ003}:Estimates 2
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ004}:% of students entering HE through this access route
{III_11_SQ004}:Official data based on central level monitoring, including surveys
{III_11_SQ004}:Estimates 26
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ005}:% of students entering HE through this access route
{III_11_SQ005}:Official data based on central level monitoring, including surveys
{III_11_SQ005}:Estimates
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

Yes ▾

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

Various structural elements enhancing the participation of non-traditional students should be underlined:

- (1) The "social advancement" higher education (enseignement supérieur de promotion sociale) is per se targeting 'non-traditional' students as only adult students can be admitted. The structure, the teaching and learning modalities and tools are enabling more flexible and personalised learning path.
- (2) All HEIs should legally recognise prior formal, non-formal and informal learning (valorisation des acquis de l'expérience, VAE) and provide the necessary support to those non-traditional students.
- (3) All HEIs might legally organise 'continuous training' programmes (formation continue), that are specifically targeting professionals in most of the cases.
- (4) Since the academic year 2011-2012, some university colleges are organised "dual" master's programmes (master en alternance), offering the possibility to students to acquire learning outcomes in both an HEI and an enterprise while earning a basic salary.
- (5) All HEIs are also offering part-time or "out-of-hour" programmes (programmes à horaire décalé), for which the learning activities are organised in the evenings or during the weekends.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard

upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

However, there are not programmes as such but admission examinations organised by HEIs and juries organised by the Ministry.

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

Yes, this is possible in all higher education institutions/programmes.

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

Articles 117-120 of the Act of 7 November 2013: http://www.galilex.cfwb.be/document/pdf/39681_002.pdf

III.19. Please choose the statement that best applies to your country-specific situation:

Access to the recognition procedures is a legal right for candidates and all/some HEIs (as indicated above) must provide relevant procedures.

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
 Yes, steering documents refer to requirements related to the duration of prior professional experience
 Yes, steering documents refer to other requirements
 No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

As stipulated in article 119 §1 of the Act of 7 November 2013 (http://www.galilex.cfwb.be/document/pdf/39681_002.pdf), the minimal duration of the professional or personal experience should be of 5 years.

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

Articles 117-120 of the Act of 7 November 2013: http://www.galilex.cfwb.be/document/pdf/39681_002.pdf

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

1-5%

III.21.1. Please indicate the source of this information

Estimates

III.21.2. Please specify:

III.22. Comments

The estimates are based on the activity report of the interuniversity LLL commission, available (in French) on: <http://www.vae-universite.be>. Thus, these do not include the recognition of prior learning made by other types of HEIs.

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes

III.23.1. Please specify how this objective is defined:

In the Act of 7 November 2013 (http://www.galilex.cfwb.be/document/pdf/39681_002.pdf), the support for successful completion (aide à la réussite) is defined as a set of supportive measures to enhance successful completion of the student population enrolled in the first year of a first cycle programme. Those measures encompass, in particular:

- The establishment of higher teaching centres (centre de didactique supérieur) in every academic cluster (pôle académique), whose main missions are to counsel, train and support teaching staff;
- The organisation of specific supportive activities for students in order to make them acquire new learning methodologies and skills;
- The provision of self-assessment tools for students;
- The organisation of specific remedial activities for students facing difficulties in their study programmes;
- The counselling of students in the orientation/re-orientation for further studies.

It should be underlined that the focus on dropout and completion is not new. Already in the 'Bologna Act' of 2004 (http://www.galilex.cfwb.be/document/pdf/28769_005.pdf) and the 'democratisation Act' of 2008 (http://www.galilex.cfwb.be/document/pdf/33275_002.pdf), specific measures – including additional funding for HEIs – were foreseen. The Policy Declaration of the Government of the French Community 2009-2014 puts also a strong emphasis on completion and retention (see p.65, http://www.gcf.be/dmdocuments/declaration_politique_communaire.pdf).

III.23.2. Please also provide the full reference(s) to all relevant document(s).

See above.

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Yes, underrepresented groups of students are targeted

III.25.1. Please specify the groups of students that are targeted:

The 1st generation students are specifically targeted by those measures, namely students enrolled for the first time in higher education.

III.25.2. Please also provide the full reference(s) to all relevant document(s):

Chapter XI of The Act of 7 November 2013: http://www.galilex.cfwb.be/document/pdf/39681_002.pdf.

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes

III.26.1. Please describe the measures:

See answer to question 22.

III.26.2. Please also provide the full reference(s) to all relevant document(s):

Chapter XI of The Act of 7 November 2013: http://www.galilex.cfwb.be/document/pdf/39681_002.pdf.

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

No, there are no incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

III.27.2. Please also provide the full reference(s) to all relevant document(s):

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

Yes

III.29.1. Please provide details:

Through the external QA system, the programmes evaluation carried out by the quality assurance agency (Agence pour l'évaluation de la qualité de l'enseignement supérieur, AEQES) is certainly an incentive to improve student completion and retention rate. In the evaluation reference system (<http://aeqes.be/documents/REFERENTIELANGL5.pdf>), the criteria 4 gives a strong emphasis on the capacities, resources, mechanisms implemented by individual HEIs to improve completion and retention.

III.29.2. Please also provide the full reference(s) to all relevant document(s):

Evaluation reference system of the quality assurance agency: <http://aeqes.be/documents/REFERENTIELANGL5.pdf>.

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Chapter XI of the Act of 7 November 2013: http://www.galilex.cfwb.be/document/pdf/39681_002.pdf

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

Yes

III.32.1. Please specify for which underrepresented groups data is calculated:

For 1st generation students.

III.32.2. Please also provide the full reference(s) to relevant document(s):

Chapter XI of the Act of 7 November 2013: http://www.galilex.cfwb.be/document/pdf/39681_002.pdf

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	Professional-oriented programmes organised by HEIs (except universities): 52%; academic-oriented programmes organised by HEIs (except universities): 57%
Completion rate of 1st cycle programmes, most recent available year:Year	2011
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	x
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	50%
Completion rate of 2nd cycle programmes, most recent available year:Year	2011
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	x
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	

Completion rate of programmes not divided into two cycles, most recent available year:Year

Completion rate of programmes not divided into two cycles, most recent available year:not available x

Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not available x

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

III.35.1. Please also provide the full reference(s) to relevant document(s):

The drop-out rates are followed through the tracking of students' path on a specific period of time. See indicator 3.2 (in French): <http://www.oes.cfwb.be/index.php?id=indic>.

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Yes

III.36.1. Please specify for which groups data is calculated:

For 1st generation students and male/female students.

III.36.2. Please also provide the full reference(s) to relevant document(s):

See indicator 3.2 (in French): <http://www.oes.cfwb.be/index.php?id=indic>.

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

Yes

III.38.1. Please specify by which organisation and how frequently:

The Higher Education Observatory (Observatoire de l'enseignement supérieur) collects annually the necessary data to develop specific indicators on the learning pathway of the student population. These indicators 3.1-3.4 can be found (In French) on: <http://www.oes.cfwb.be/index.php?id=indic>.

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

These indicators 3.1-3.4 can be found (In French) on: <http://www.oes.cfwb.be/index.php?id=indic>.

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	Professional-oriented BA programmes : 31,6%; academic-oriented BA programmes organised by HEIs, except universities : 23,1%; academic-oriented BA programmes organised by universities: 28,5%
Drop-out in first year of 1st cycle programmes, most recent available year:Year	2011
Drop-out in first year of 1st cycle programmes, most recent available year:not available	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	x
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	Professional-oriented BA programmes : 45%; academic-oriented BA programmes organised by HEIs, except universities : 35%
Drop-out in 1st cycle programmes, most recent available year:Year	2011
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	x
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes, most recent available year:Year	
Drop-out in 2nd cycle programmes, most recent available year:not available	x
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	x
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles, most recent available year:Year	

Drop-out in programmes not divided into two cycles, most recent available year: not available x

Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles 5 years earlier :Year

Drop-out in programmes not divided into two cycles 5 years earlier :not available x

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

Health service, social service, housing service, sports/culture service

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

by upper secondary schools: free of charge

by upper secondary schools: for a fee

by higher education institutions: free of charge

by higher education institutions: for a fee

by external services: free of charge

by external services: for a fee

by other service providers: free of charge

by other service providers: for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

As mentioned in article 53 of the Act of 7 November 2013 (http://www.gallilex.cfwb.be/document/pdf/39681_002.pdf), it is one of the main missions of every academic cluster (pôles académiques) to organise, coordinate and provide information and counselling to prospective students, students, international students, etc.

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

Those information, orientation and counselling services are provided to all students and will obviously offer individualised counselling depending on individual situations. Social services, though open to all students, will specifically target students from lower socio-economic conditions.

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses "See below"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes "See below"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills "See below"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

As mentioned in article 53 of the Act of 7 November 2013 (http://www.gallilex.cfwb.be/document/pdf/39681_002.pdf), it is one of the main missions of every academic cluster (pôles académiques) to organise and coordinate preparatory courses to prospective students coming from secondary education. Generally, HEIs organise preparatory courses during the summer break before the start of the new academic year.

As mentioned above, tutoring or mentoring programmes as well as methodological programmes are provided to all students enrolled in the first year of a first cycle programmes. Generally, there will be a counsellor designated in every faculty, department, etc. Some HEIs also implement 'buddy system' through which new students can received the help, support and guidance of older students.

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

Career guidance is part of the general information, orientation and counselling missions of the HEIs and the academic clusters. Thus, career guidance is financed through the public funding allocated to each HEI.

III.47.2. Please also provide the full reference(s) to relevant document(s):

Article 53 of the Act of 7 November 2013: http://www.galilex.cfwb.be/document/pdf/39681_002.pdf.

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No ▼

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 837€
1st cycle:Minimum amount 0€
1st cycle:Maximum amount 837€
2nd cycle:Most common amount 837€
2nd cycle:Minimum amount 0€
2nd cycle:Maximum amount 837€

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study
socio-economic conditions of the student

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount See comments in IV.8
1st cycle international students:Minimum amount 0€
1st cycle international students:Maximum amount See comments in IV.8
2nd cycle international students:Most common amount See comments in IV.8
2nd cycle international students:Minimum amount 0€
2nd cycle international students:Maximum amount See comments in IV.8

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

For first cycle programmes:

- Additional specific fees: 992€ (for professional-oriented programmes organised by university colleges and arts colleges)
- Additional specific fees: 1 487 (for academic-oriented programmes organised by university colleges and arts colleges)
- Fees at university should not exceed five times the registration fees (837€)

For second cycle programmes:

- Additional specific fees: 1 984€ (for programmes organised by university colleges and arts colleges)
- Fees at university should not exceed five times the registration fees (837€)

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

The system of education grants and loans (allocations et prêts d'études) was established by the Act of 7 November 1983 (http://www.galilex.cfwb.be/document/pdf/09990_000.pdf), following the federalisation of Belgium. Its main objective is to provide financial support to full-time students with lower economic backgrounds and enrolled in secondary and higher education. The Ministry of the Federation Wallonia-Brussels, Administration general of educations staffs, Service for education grants and loans, is the competent authority for providing student support. The main eligibility requirements are:

- Education programme/type (i.e. academic- vs. professional-oriented);
- Income of the legal tutors/parents;
- Internal/external (i.e. living in his/her own accommodation or living at the parents' home);
- Nationality;
- Number of children composing the family.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

Financial support (grants and loans) are portable to some extent. Indeed, the following additional requirements apply:

- Student's parents must be Belgian and have their residency in a foreign country where the student will be studying;
- Student must be enrolled in a programme that is not organised in the Federation Wallonia-Brussels.

It is important to underline that those additional requirements are not cumulative. It thus means that a student, whose parents have their residency in a foreign country, might be eligible for a public grant whatever the programme he/she is studying. And a student might be eligible for a public grant for a programme that is not organised in the FWB, wherever the parents have their residency.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 20% (estimates)

% of students receiving grants:Second cycle 20% (estimates)

IV.14. Can students use grants/scholarships for studying abroad?

All grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes ▼

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1 ▼

Citizenship:Grant 2 ▼

Citizenship:Grant 3 ▼

Citizenship:Grant 4 ▼

Residency:Grant 1 ▼

Residency:Grant 2 ▼

Residency:Grant 3 ▼

Residency:Grant 4 ▼

Recognised HEIs/programmes only:Grant 1 ▼

Recognised HEIs/programmes only:Grant 2 ▼

Recognised HEIs/programmes only:Grant 3 ▼

Recognised HEIs/programmes only:Grant 4 ▼

Course load (e.g. full-time):Grant 1 ▼

Course load (e.g. full-time):Grant 2 ▼

Course load (e.g. full-time):Grant 3 ▼

Course load (e.g. full-time):Grant 4 ▼

Only certain countries:Grant 1 ▼

Only certain countries:Grant 2 ▼

Only certain countries:Grant 3 ▼

Only certain countries:Grant 4 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 1 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 2 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 3 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 4 ▼

Equivalency condition:Grant 1 ▼

Equivalency condition:Grant 2 ▼

Equivalency condition:Grant 3 ▼

Equivalency condition:Grant 4 ▼

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

0,0001%, based on the statistics of the study grants and loans service.

IV.19. Can students use loans for studying abroad?

All loans are portable

IV.20. Are there any additional requirements for using the loan abroad?

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

Course load (e.g. full-time):Loan 1

Course load (e.g. full-time):Loan 2

Course load (e.g. full-time):Loan 3

Course load (e.g. full-time):Loan 4

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

1st cycle credit mobility:Living cost difference

1st cycle credit mobility:Language courses

1st cycle credit mobility:Other

2nd cycle credit mobility:Study costs/ fees abroad (host institution)

2nd cycle credit mobility:Travel costs

2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses

2nd cycle credit mobility:Other

1st cycle degree mobility:Study costs/ fees abroad (host institution)

1st cycle degree mobility:Travel costs

1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses

1st cycle degree mobility:Other

2nd cycle degree mobility:Study costs/ fees abroad (host institution)

2nd cycle degree mobility:Travel costs

2nd cycle degree mobility:Living cost difference

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

1st cycle credit mobility:Living cost difference

1st cycle credit mobility:Language courses

1st cycle credit mobility:Other

2nd cycle credit mobility:Study costs/ fees abroad (host institution)

2nd cycle credit mobility:Travel costs

2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses

2nd cycle credit mobility:Other

1st cycle degree mobility:Study costs/ fees abroad (host institution)

1st cycle degree mobility:Travel costs

1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses

1st cycle degree mobility:Other

2nd cycle degree mobility:Study costs/ fees abroad (host

institution)

2nd cycle degree mobility:Travel costs

2nd cycle degree mobility:Living cost difference

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

No additional loans.

IV.27. Additional comments

Additional public financial support for credit mobility are available through the Student Mobility Support Fund (Fond d'aide à la mobilité étudiante, FAME), which is managed by the Agency AEF-Europe (Erasmus+ NA) and the Higher Mobility Council (Conseil supérieur de la mobilité). This fund is allocated between the various HEIs, which are then granting this additional financial support to the mobile students. Further information (in French): <http://www.aef-europe.be/index.php?Rub=fonds&page=272>.

Additional public financial support for degree mobility is many provided by Wallonia-Brussels International through the various grant/scholarship/fellowship schemes. Those schemes mainly concern master, advanced master, doctoral and postdoctoral programmes, as well as staff mobility. Further information (in French): <http://www.wbi.be/fr/bourses>.

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

Grant 1 = FAME Grant

Grant 2 = WBI Grant/Scholarship/Fellowship

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

See above.

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Other

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

- (1) Work as a teaching assistant in a university with a status of scientific employee of the university
- (2) Benefit from a grant from the Scientific Research Fund (FNRS);
- (3) Receive incomes from a specific research contract

Besides those, more funding is available to facilitate the mobility of the doctoral researcher and to support his/her participation to international scientific events, such as: specific financing tools from the FNRS (open to all researchers, not only FNRS grantees), grants from universities (open to their respective PhD candidates), specific helps from the Ministry of the Federation Wallonia-Brussels and Wallonia-Brussels International.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

PhD Candidates only pay the full enrollment fees when they first enroll for their PhD. In each subsequent year, the only fees they pay are the registration and administrative fees. No extra fees are charged for the doctoral training programme if candidates have already paid their full enrollment fees.
Re-enrollment fees only include the registration and administrative fees.

Typical grants from the FNRS cover a period of 4 years.

University mandates (as teaching assistant) usually cover a period of 6 years (i.e. 3 mandates of 2 years).

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▾

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

The Act of 7 November 2013 (http://www.galilex.cfwb.be/document/pdf/39681_002.pdf) specifically stipulates that HEIs should prepare their students to “play an active role in their professional, social, economic and cultural life”. Moreover, the HE system being binary, the act also stipulates that university colleges, art colleges and “social advancement” education (enseignement de promotion sociale) institutions, offering (professional-orientated) programmes, should define them and carry out applied research in close cooperation with socio-professional actors. Moreover, professional-oriented programmes should integrate internships.

In the HE system, intermediary first cycle qualification (higher education diploma, brevet d'enseignement supérieur) are awarded by “social advancement” education institutions after a programme including 120 credits. Those programmes target specific professions and are thus designed in close cooperation with the socio-professional actors.

In the inter-institutional governance structures established by the Act of 7 November 2013, all bodies include systematically representatives of the socio-professional sectors.

As mentioned below, the steering committee of the quality assurance agency (Agence pour l'évaluation de la qualité de l'enseignement supérieur, AEQES) comprises representatives of the socio-professional sectors. In the same perspective, the experts' panel in charge of the external evaluation, comprises representatives of the socio-professional sectors. Further information: http://aeqes.be/english_about_us.cfm.

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No ▾

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▾

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▾

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes ▾

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

Considering the federal structure of Belgium, labour market/skills forecasting are mainly carried out at regional level. Therefore the Ministry of the Federation Wallonia-Brussels has no competence in this field. Two main bodies, covering the territory of the French Community/Federation Wallonia-Brussels, should be mentioned, namely: the Walloon Observatory for employment and the Brussels Observatory for employment. In their respective territory, both bodies cooperate with the public administrations, the training and education providers as well as the statistical offices to pursue the following main objectives: data collection, production of indicators, thematic analysis and study, prospective analysis. Further information can be found respectively (in French):

- <http://www.iweps.be/observatoire-wallon-de-emploi>

- <http://www.actiris.be/marchemp/tabid/209/language/fr-BE/Activites.aspx>

At federal level, the Federal Planning Bureau (FPB), as public agency, plays a crucial role in terms of forecasting although its missions cover mainly macro level by carrying out studies and projections on economic, social and environmental policy issues and on their integration within the context of sustainable development. For that purpose, the FPB collects and analyses data, explores plausible evolutions, identifies alternatives, evaluates the impact of policy measures and formulates proposals. Further information: <http://www.plan.be/index.php?lang=en>.

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

The Ministry of the Federation Wallonia-Brussels, as educational authorities, might take the forecasting into consideration at different level. For the teaching staff, an action plan was defined in 2002 to tackle the problem of teaching staff shortages in some fields and types of education. Following the action plan, the Act of 12 May 2004 was adopted. Further information is available here: <http://www.enseignement.be/index.php/index.php?page=24944&navi=1022>.

For the creation of new HE programmes and thus the authorisations given to HEIs to organise to new programmes, the advice of socio-professional sectors is requested as well as the forecasting is taking into consideration.

V.3. In your country, are employers involved in higher education planning and management?

Yes ▾

V.3.1. How are they involved?

Curriculum development in higher education

- Employers have to be involved Employers can be involved Employers are not involved No

answer

Teaching

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in governing bodies of HEIs

Employers have to be involved Employers can be involved Employers are not involved No answer

V.3.2. Please provide the details and the source of evidence here.

Employers have also to be involved in:

- quality assurance agency, including the steering committee and the evaluation experts' panel;
- the inter-institutional governance bodies, including the Research and Higher Education Academy (Académie de la recherche et de l'enseignement supérieur, ARES), its management board, advisory board and its commissions.

The creation of new programmes is done through new authorisations (habilitations) given to HEIs by law. HEIs are thus authorised legally to organise specific programmes and award the correspondent degree on a specific administrative territory. In this process, the ARES plays a central role as the ARES have to give a formal advice and can also propose a new authorisation (and programme) to the government.

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

Some initiatives can be mentioned:

- The Wallonia Export and Investment Agency (Agence wallonne à l'exportation et aux Investissements étrangers), in close cooperation with the FOREM, finances a internship programme for higher education students and graduates, focus on international trade. Through the programmes, students and graduates are offered with professional training opportunities, internships with Belgian enterprises abroad, personalised coaching and support. Further information (in French): <http://www.exploit.be>.
- Since the academic year 2011-2012, some university colleges are organised "dual" master's programmes (master en alternance), offering the possibility to students to acquire learning outcomes in both an HEI and a enterprise while earning a basic salary.

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

Generally, professional-oriented programmes organised by university colleges, arts colleges and "social advancement" education institutions, whose main objective is to prepare graduate to the labour market, are specifically developed in close cooperation with employers.

The programmes organised by the "social advancement" education institutions are specifically developed for the access to a specific profession or a set of professions, and lead to the award of the short-cycle (first cycle) qualification (brevet d'enseignement supérieur, higher education diploma).

Continuous training programmes are generally developed to answer needs, expectations, and demands from the labour market and employers. In this perspective, socioeconomic sectors might request HEIs (in particular "social advancement" education institutions) to organise specific programmes.

The "dual" master's programmes (master en alternance), offering the possibility to students to acquire learning outcomes in both an HEI and an enterprise while earning a basic salary, are necessarily organised in close cooperation with employers.

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

As defined in article 4 of the Act of 7 November 2013 (http://www.gallilx.cfwb.be/document/pdf/39681_002.pdf), professional-oriented programmes organised specifically by university colleges, arts colleges and "social advancement" education, includes work placements and practical training in order to better prepare students and graduates for the labour market. Some specific programmes, such as teaching programmes, include compulsory internships and practical training, as defined by law.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

Statistics on student population enrolled in 1st and 2nd cycle programmes, provided by the Higher Education Observatory (Observatoire de l'enseignement supérieur): www.oes.cfwb.be.

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

No

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Yes

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

(1) Most of the initiatives are taken by individual HEIs and focus specifically on alumni. However, it should be underlined that there is a great diversity between HEIs:

- Regularity: depending on HEIs, generally yearly
- Survey timing and target group: depending on HEIs, generally newly graduates
- HEI participation/sample: HEIs-based

(2) Based on data from the Council of Rectors (CReF), the CIUF (Conseil interuniversitaire de la Communauté française) publishes every year statistics students, researchers, staff in the French-speaking Belgian universities

- Regularity: yearly
- Survey timing and target group: university students, researchers, staff
- HEI participation/sample: all universities
- Results (indicators, publication, etc.): www.cref.be

(3) The Higher Education Observatory is collecting yearly data and statistics on various dimensions of higher education, including student population, socioeconomic conditions, learning path, etc.

- There have been ad-hoc graduate trackers initiatives
- Regularity: yearly
- Survey timing and target group: student population
- HEI participation/sample: all HEIs
- Results (indicators, publication, etc.): www.oes.cfwb.be

(4) A cooperation agreement between the Federation Wallonia-Brussels, the Walloon Region, the Brussels Region, the German-speaking Community as well as training, education and labour statistical bodies, was adopted in Spring 2014 to enable systematic tracking of learners during and after their learning path

- Regularity: yearly
- Survey timing and target group: pupils in secondary education, learners in VET sector, student population in higher education and graduates
- HEI participation/sample: all HEIs
- Results (indicators, publication, etc.): http://www.gallilex.cfwb.be/document/pdf/40250_000.pdf

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Although there is no systematic graduate tracking mechanisms yet, the Ministry of the Federation Wallonia-Brussels and the inter-institutional HE bodies are taking into consideration the statistics, data, indicators produced by the Higher Education Observatory. In the same perspective, the outcomes of the programmes evaluations by the quality assurance agency, (Agence pour l'évaluation de la qualité de l'enseignement supérieur, AEQES) are systematically sent to all HE stakeholders, as well as members of parliament (and its thematic commission), competent ministers in the field of higher education and research.

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

Although the Act of 7 November 2013 (http://www.galilex.cfwb.be/document/pdf/39681_002.pdf) does not include a formal definition of 'lifelong learning', the Act defines continuous training programmes (études de formation continue) as a "structured set of learning activities organised by a HEI that does not lead to the award of an academic degree and whose main objective is to expand, improve, update or improve learning outcomes of HE graduates or other individuals with professional or personnel 'recognisable' competences, skills and knowledge."

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

The Act of 7 November 2013 (http://www.galilex.cfwb.be/document/pdf/39681_002.pdf) stipulates strictly in its article 3, that all HEIs have as core mission to provide lifelong learning opportunities so to guarantee that students, graduates and citizens have the possibility to acquire, renew, expand their competences, skills and knowledge at all stages of their life.

In its Political Declaration 2009-2014 http://www.gcf.be/dmdocuments/declaration_politique_communaautaire.pdf, the Government puts lifelong learning at the centre of the developments for the higher education sector. Two domains have been specifically identified: the flexibility of the learning paths and the possibility to define coordination mechanisms for e-learning and distance learning already existing in some institutions.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Non-formal courses open to all (e.g. languages)

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Preparatory courses for HE entrance examinations

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Professionally-oriented upgrading of already achieved qualifications

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Tailor-made provision for industry

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VL4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

Yes ▼

VL4.1. Please explain these restrictions.

There is no restriction in the offer of continuous training programmes. However, the Act of 7 November 2013 stipulates that those programmes do not lead to the award of an academic degree but might lead to the award of a certificate and credits. In the case the programmes lead to a certificate and credits, the HEIs should respect the same criteria of organisation, access, structure and quality. Moreover, those programmes should at least include 10 credits.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "15"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "25"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "50"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "10"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "0"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

By definition, the 'social advancement' education (enseignement de promotion sociale) provides flexible learning paths for adults, works, unemployed, etc. In the same perspective, many initiatives have been taken by individual HEIs to offer blended learning.

VL7. Which of the statements on student statuses best describes the situation in your country?

There is only one status for all students (i.e. the status of student) without any further distinctions

The common status for a student is called "regularly enrolled student" (étudiant régulièrement inscrit) which refers to the fact that the enrolment of the student is respecting all legal modalities and can thus be taken into account for the funding of the HEIs in which he/she is enrolled.

VL7.1. Please explain what student statuses exist in your country and how you define them.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

Yes, HE students can change the pace of their studies and follow de facto part-time studies

VL7.3. Please indicate which fees apply to students studying part-time.

VL7.4. Please indicate which fees apply to de facto part-time students.

De facto part-time students pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

De facto part-time students are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

Most HEIs offer "out-of-hour" programmes (programmes à horaire décalé) whose learning activities are organised during the evenings or/and at weekends. Students pay the same amount of fees. 'Social advancement' education institutions provide all their programmes in modular structure. Therefore, all programmes are organised in a flexible way during the day, the evening or the weekend.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study
As mentioned above, the 'social advancement' education provides by definition flexible learning paths, including part-time studies.

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes
As stated in article 2 and further explained in article 119 of the Act of 7 November 2013 (http://www.galilex.cfwb.be/document/pdf/39681_002.pdf), HEIs should recognise competences, skills and knowledge acquired through personal and professional experience, being formal, non-formal and informal learning. In this perspective, all HEIs should organise an individualised supportive procedures allowing the recognition of prior non-formal, informal and formal learning. The personal and professional experience should correspond to a minimal duration of 5 years.

VL10.1. Please choose the statement that best applies to your country-specific situation.

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)
As stipulated in article 84 of the Act of 7 November 2013 (http://www.galilex.cfwb.be/document/pdf/39681_002.pdf), at least 60 credits of a programme should be effectively acquired by the student in the HEI organising the programme, to be awarded with the corresponding degree.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

See above, the Act of 7 November 2013: http://www.galilex.cfwb.be/document/pdf/39681_002.pdf.

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

Yes

VL10.4.1. Please specify these requirements.

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

As mentioned above, the article 119 of the Act of 7 November 2013 (http://www.galilex.cfwb.be/document/pdf/39681_002.pdf) stipulate that the personal and professional experience should correspond to a minimal duration of 5 years.

Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data but it is possible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

26-50%

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data but it is possible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

For university programmes only:

- In 2008, 185 students
- In 2009, 265 students
- In 2010, 302 students
- In 2011, 485 students
- In 2012, 662 students

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▼

VL11.1. Please specify what they are.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

- Specific Department in the Ministry responsible for Higher Education. If yes, please specify the name: The unit for the management of the international dimension of higher education, is a transversal department under the direct authority of the Director general for non-compulsory education (higher education) and scientific research. The main activities and tasks are to participate and follow-up the intergovernmental cooperation processes and international mobility and cooperation financing programmes, as well as to implement the decisions and measures taken in those contexts within the Federation Wallonia-Brussels.
- No agency for the internationalisation of higher education.
- Stakeholder organisations: within the Academy for Research and Higher Education, the International Relations Commission has been established by the Act of 7 November 2013. The website is under construction.
- Other: the Agency Wallonia-Brussels Campus was established in 2010, by the Ministry and Wallonia-Brussels International, with main objectives to inform and promote French-speaking Belgium higher education abroad. Further information: www.studyinbelgium.be.

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

51-75%

7.3.3.1. Please provide a source for this information:

No source of information, based on estimates

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

76-99%

7.3.4.1. Please provide a source for this information:

No source of information, based on estimates

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility

Credit mobility:Incoming mobility

Degree mobility:Outgoing
mobility

Degree mobility:Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▼

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No ▼

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

No ▼

7.5.1. Please specify:

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

In the framework of the Bologna Experts work programme, the Ministry has developed a tool to support all HEIs in developing, implementing and assessing their internationalisation strategy. "DIES" (Descripteurs d'internationalisation pour l'enseignement supérieur) is made of 100 non-prescriptive descriptors of internationalisation, widening the sphere of possibilities in higher education. Further information: http://www.enseignement.be/download.php?do_id=10625&do_check, www.enseignement.be/dies (in construction, available from September 2014).

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "2"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "4"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

Additional public financial support for credit mobility are available through the Student Mobility Support Fund (Fond d'aide à la mobilité étudiante, FAME), which is managed by the Agency AEF-Europe (Erasmus+ NA) and the Higher Mobility Council (Conseil supérieur de la mobilité). This fund is allocated between the various HEIs, which are then granting this additional financial support to the mobile students. Generally, this fund is used for non-EU credit mobility.

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

In terms of joint programmes/degrees, there is no priority set by the ministry in regard to the institutional autonomy. However, it should be underlined that, in the framework of the ASEM-Education

Process, the Federation Wallonia-Brussels is participating to the initiative to create an ASEM joint curriculum. Also in the framework of the Greater Region cooperation, initiatives are being taken to promote joint programmes/degrees between HEIs of the Greater Region.

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

As mentioned above, Wallonia-Brussels International (WBI) has a set of grant, scholarship, fellowship schemes for incoming and outgoing student and researcher mobility (at master, doctoral and postdoctoral level), for staff mobility, etc. Beside the focus on some regions and countries, WBI provides specialisation scholarships for students and/or graduates of the Federation Wallonia-Brussels for all countries in the world:

- Agreement between Wallonia-Brussels International and the Brazilian CAPES
- Scholarship/fellowship programme for doctoral students and post-doctoral researchers to China.

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

Yes

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America Staff mobility
- Asia Staff mobility
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

As mentioned above, Wallonia-Brussels International (WBI) has a set of grant, scholarship, fellowship schemes for incoming and outgoing student and researcher mobility (at master, doctoral and postdoctoral level), for staff mobility, etc. Beside the focus on some regions and countries, WBI provides specialisation scholarships for students and/or graduates of the Federation Wallonia-Brussels for all countries in the world:

- Staff mobility through a specific grant programme with priority for Argentina, Brazil, Chile, Colombia and Mexico;
- Staff mobility through the ASEM-DUO fellowship programme.

There are also many institutional and inter-institutional student mobility support schemes. For example, the interuniversity commission for development cooperation has developed grant/scholarship programmes for students from least developed countries: <http://www.cud.be/content/view/333/202/lang..>

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles** Yes No No answer
- Specific fields of studies** Yes No No answer
- Credit mobility** Yes No No answer
- Degree mobility** Yes No No answer

7.14.1. Please specify:

- Specific study cycles: first cycle programmes;
- Specific fields of study: teaching, law, medical sciences, sciences
- Degree mobility: funding

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

In terms of funding, as mentioned above, more and more grant/scholarship/fellowship schemes are being implemented by the various higher education stakeholders, in particular Wallonia-Brussels International. Moreover, the FAME intends to support mobility of underrepresented students, mostly from low socioeconomic background.

In terms of promotion/information, the AEF-Europe Agency has taken many initiatives to promote mobility amongst students but also to facilitate mobility by reducing the obstacles. For example, in close cooperation with the Bologna Experts and the Ministry, some instruments have been developed, such as a guide of good practices on academic recognition for HEIs, a vade-mecum on the development, organisation and assessment of joint programmes/degrees.

7.16. Has your country monitored the effects of these measures/programmes?

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:

Various websites exist depending on the mobility schemes and the target groups. But mainly, there are three websites:

- For international students: <http://www.studyinbelgium.be/en/financing-your-studies>
- For both national and international students: <http://www.wbi.be/fr/bourses>
- For national students: <http://www.aef-europe.be/index.php?Rub=erasmus>

7.18.2. Is the website linked to Bologna website?

Yes

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information exclusively on national programmes and higher education institutions

7.19.1. Please provide a link to such information:

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?

Please choose.. ▾

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

- The Minister did not participate in the 2012 BPF, but his advisor.
- The chief of cabinet participated in the ASEM-Education ministerial meeting in 2013
- Various Prince missions has been organised with the participation of the minister in charge of higher education, HEIs representatives and Wallonia-Brussels Campus: Vietnam (March 2012), Japan (June 2012), Australia/New Zealand (November 2012), USA (June 2013), South Africa (October 2013), India (November 2013), Colombia/Peru (October 2014).

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes ▾

7.25.1. Please specify and provide reference:

The Policy Declaration of the Government of the French Community 2009-2014 (see p.73, http://www.gcf.be/dmdocuments/declaration_politique_communautaire.pdf) puts the emphasis on three dimensions linked to staff mobility:

- Promote international dimension for both students and staff
- Further develop cooperation and partnership with Southern countries, including at staff level;
- Support the internationalisation of higher education.

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

For researchers mobility, there are various programmes and schemes:

- Mobility schemes developed by the Scientific Research Fund: <http://www.frs.be/index.php/mobilite-internationale>
- Specific grant/fellowship schemes developed by Wallonia-Brussels International: <http://www.wbi.be/fr/bourses>
- There are also various funding schemes for inward mobility, such as: BEWARE Fellowship, Ulysses Mobility (Mobilité Ulysse) Programme, Brains (Back) to Brussels.

For teaching staff mobility:

- Erasmus/Erasmus+ Programme (STA)
- Specific grant/fellowship schemes developed by Wallonia-Brussels International, in particular to Asia and Latin America: <http://www.wbi.be/fr/bourses>

For the other staff mobility:

- Erasmus/Erasmus+ Programme (STA)

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.1.1. Please specify any targets that exist:

Not relevant.

7.27.2. Does your country define quantitative targets for any outgoing mobility?

Researchers Yes No No answer

Teaching staff Yes No No answer

Doctoral candidates Yes No No answer

Teaching staff Yes No No answer

Administrative staff Yes No No answer

International officers Yes No No answer

Guidance counsellors Yes No No answer

Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

Not relevant.

7.28. For each staff group, is information collected on participation rates in mobility?

Researchers Yes No No answer

Teaching staff Yes No No answer

Doctoral candidates Yes No No answer

Technical staff Yes No No answer

Administrative staff Yes No No answer

International officers Yes No No answer

Guidance counsellors Yes No No answer

Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

For the researchers mobility, data are collected by the Scientific Research Fund.

For the staff mobility, data are collected by the Agency AEF-Europe and made public in their activity report:

- <http://www.aef-europe.be/documents/ERASMUSValo2011.pdf>

- http://www.aef-europe.be/documents/AEF_RA2012.pdf

7.29. Are there any mechanisms to reward staff who participate in mobility?

Career development advantages Yes No No answer

Financial benefits Yes No No answer

Non-financial benefits Yes No No answer

Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

There is no specific mechanism to reward mobile staff at the level of the Federation Wallonia-Brussels, i.e. developed by the Ministry. However, HEIs are autonomous to develop such mechanisms, which is a common practice especially in universities.

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "8"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "8"

7.31.2.1. Additional comments:

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

In terms of funding, as mentioned above, new grant/fellowship schemes have been developed by the various higher education stakeholders, in particular Wallonia-Brussels International (for example: ASEM-DUO and staff mobility in Latin America).

7.33. Has your country monitored the effects of these measures/programmes?

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: