



EUROPEAN  
Higher Education Area

**National Report regarding the Bologna  
Process implementation  
2009-2012**

**Belgium**  
French Community

## Part 1.0 BFUG Data Collection: administrative information

### For which country do you fill in the questionnaire?

Belgium, French Community

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### Contributors to the report

Government representatives = Ministry of the French Community of Belgium, DG for non-compulsory education and scientific research; Ministry of the French Community of Belgium, Service for study grants and loans; Wallonie-Bruxelles International; HE Minister's Cabinet

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Employer representatives =

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Student representatives = Federation of French-speaking Students and Students' Union of the French Community

### Contributors to the report

Academic and other staff representatives = Interuniversity council of the French Community of Belgium; Rectors' Conference of the French-speaking Universities of Belgium, General council of the Hautes Ecoles, Higher Council for artistic higher education, Higher Council for social advancement education.

### Contributors to the report

Other (please specify) = Agency for the assessment of the quality of higher education; Bologna Experts Team; Observatory for Higher Education; AEF-Europe

## Part 1.1 BFUG Data Collection on Context and Structures

**1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?**

No

**2. How do these projections affect higher education policy planning?**

**3. Which of the following statements correspond to your higher education system?**

Higher education institutions can be either academically or professionally oriented

The higher education system of the French Community of Belgium is a binary system in which academically and professional higher education institutions (HEIs) coexist. University institutions only offer academic programmes, based on a close linked between teaching, research and innovation. Hautes Ecoles and Higher Art Schools offer both short- and long-type programmes. Short-type programmes are professionally oriented, organised in one cycle and prepare students for their integration to the labour market. Long-type programmes are academically oriented and of university level. Institutions for social advancement education offer both short- and long-type programmes, specifically for an adult population.

Higher education institutions are only academically oriented

Higher education institutions are either public or private

All higher education institutions are public

In the French Community, education, including higher education, comprises two major categories/networks (réseaux) of education institutions, depending on the “organising authority” (pouvoir organisateur): ? Public education institutions that are organised, managed and subsidised by the French Community or the local public authorities (municipalities or provinces); ? “Free” denominational or non-denominational education institutions that are organised under the legal responsibility of associations (non-profit organisations) but subsidised by the French Community. Despite this distinction, it is important to understand that all HEIs, that wish to award recognised qualifications and benefit from subsidies from the French Community must comply with the provisions of laws, decrees, and regulations. Moreover, only recognised HEIs are strictly mentioned by the legislation. Therefore, all recognised HEIs are organised and/or subsidised by the French Community and should thus be viewed as public institutions.

**4. What is the number of institutions in the categories identified?**

7 university institutions; 21 hautes écoles; 17 higher art schools; 88 social advancement education institutions awarding corresponding higher education degrees

**5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS**

**5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:**

180 ECTS = 99.7

240 ECTS = 0.3

Other number of ECTS = 0

**5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:**

180 ECTS = 98.8

240 ECTS = 1.2

Other number of ECTS = 0

**5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?**

**These may include integrated/long programmes leading either to a first or a second cycle degree.**

Yes

**5.4. In which study fields do these study programmes exist?**

Since 2008-2009, social advancement education institutions also offer short programmes within the first cycle, including 120 credits and leading to the award of a higher education diploma (brevet d'enseignement supérieur). Those programmes are professionally oriented and give students access to a profession clearly identified by the Higher Council for social advancement education. The programmes can be integrated in one of the following study field or category: technical, economics, agronomy, paramedical, social, pedagogical, marine and applied arts. Currently, 4 programmes leading to a higher education diploma are organised: BREVET D'ENSEIGNEMENT SUPERIEUR D'ANIMATEUR EN ACTION COLLECTIVE POLITIQUE, CULTURELLE ET SOCIALE, BREVET D'ENSEIGNEMENT SUPÉRIEUR DE CONSEILLER EN ADMINISTRATION ET GESTION DU PERSONNEL, BREVET D'ENSEIGNEMENT SUPÉRIEUR DE GESTIONNAIRE D'UNITÉS COMMERCIALES, BREVET D'ENSEIGNEMENT SUPÉRIEUR DE GUIDE TOURISTIQUE – GUIDE RÉGIONAL.

**5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?**

See above.

**5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?**

No data available at the moment

**5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:**

60-75 ECTS = 11

90 ECTS = 0

120 ECTS = 88.4

Other = 0.6

**5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.**

60-75 ECTS = 7

90 ECTS = 0

120 ECTS = 85

Other = 8

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

Yes

**5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?**

The master's programme in veterinary medicine includes 180 credits and the master's programme in medicine includes 240 credits.

#### 5.11. What percentage of all second cycle students is enrolled in these programmes?

8

#### 5.12. In which study fields to these programmes exist?

Veterinary medicine and medicine.

#### 5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

### 6. PROGRESSION BETWEEN CYCLES

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

100%

The general requirement for accessing a master's programme is holding a bachelor's degree in the same field of study or, if it's in another field of study, through bridging procedures. The general requirement is mentioned in art. 51 of the Act of 31/3/2004.

##### 6.1.1. Please provide a source for this information.

[http://www.galilex.cfwb.be/document/pdf/28769\\_005.pdf](http://www.galilex.cfwb.be/document/pdf/28769_005.pdf)

#### 6.2. What percentage of first cycle students continue to study in a second cycle programme after graduation from the first cycle (within two years)?

>25-50 %

No data are available at the moment. However, we can consider that all graduates with an academic bachelor's degree (university level) do continue to study a second cycle programme while a minority of graduates with a professional bachelor (non-university higher education level) does also continue to study a second cycle programme. Therefore, we estimate that around 50% of the graduates continue to study a second cycle programme.

##### 6.2.1. Please provide the source for this information.

Estimates by the Observatory of Higher Education, based on the database SATURN (Ministry of the French Community and the database of the Rectors' Conference of the French-speaking universities of Belgium.

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

All students (Scale 1)  Yes  No  Some  No answer

All students (Scale 2)  Yes  No  Some  No answer

Holders of a first degree from a different study field (Scale 1)  Yes  No  Some  No answer

Holders of a first degree from a different study field (Scale 2)  Yes  No  Some  No answer

Holders of a first degree from a different higher education institution (Scale 1)  Yes  No  Some  No answer

Holders of a first degree from a different higher education institution (Scale 2)  Yes  No  Some  No answer

### 6.3.1. When you selected 'some' in any of the answers above, please explain.

In order to promote and facilitate flexible study paths, the Government adopted several acts allowing automatic bridging procedures ("passerelles" in French). Bridging is not only possible between different study fields, but also from one type of HEI to another. In general terms, we can distinguish three possibilities of bridging: 1. The master's programme is directly accessible for any bachelor graduate, whatever the study field of the degree; 2. The student must follow a preparatory year including 60 credits before acceding to the second cycle programme; 3. The student must undergo an admission procedure in which the required knowledge, competences and skills are examined. The admission procedure can be organised through a university or inter-university examination. Depending on the results of the examination, the student will be granted direct access to the second cycle with the possibility of 15 additional credits maximum, or will not be granted access to the second cycle and must follow a preparatory year.

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

>75->100 %

#### 6.4.1. Please provide a source for this information.

The general requirement for accessing doctoral studies is holding a master's degree (120 credits). The general requirement is mentioned in art. 55 of the Act of 31/3/2004.

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

No data are available at the moment.

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

No

#### 6.6.1. Under which criteria is this possible?

### 6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

### 6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

Recognition of prior formal, informal or non-formal learning is possible in the higher education system of the French Community. More specifically, the "Bologna Act" of 31/03/2004 introduced the possibility for HEIs to recognise experience informal or non-formal learning through the process of valorisation des acquis de l'expérience. Through this process, HEIs assess and/or recognise knowledge, skills and competences acquired by an individual who wish to enter a higher education programme. The VAE permits admission to second cycle programmes or to non-degree granting training programmes, or exemptions in any higher education programme.

## 7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

### 7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

#### 7.1.1. Please explain the differences.

#### 7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

#### 7.2.1. Please specify how it is regulated.

#### 7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

#### 7.3.1. Please specify for which graduates.

### 8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

#### 8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

The legislation does not distinguish various types of doctoral programmes. However, the “Bologna Act” foresees that doctoral studies should include, on one hand, a doctoral training (60 credits) under supervision of teams associated in a Graduate College and leading to the research training certificate; and, on the other hand, the work related to the preparation of the doctorate thesis. The academic degree of doctor is therefore awarded after the public defence of a thesis demonstrating the doctoral candidate’s capacities of creativity, of undertaking scientific research and disseminating its results. The doctorate examination consists thus of the drafting of an original dissertation in the discipline in the form of either a thesis of individual character, or an dissertation highlighting the interest of a coherent set of publications and results for which the candidate is an author or co-author; and the public presentation of this work highlighting its qualities, its originality as well as the candidate’s abilities for scientific popularization. The doctoral student has a double status: he/she has to register within a university but his/her activities as a researcher make him/her a member of the university staff and give doctoral training the characteristics of actual professional experience. However, we should mention that the doctoral programme will also depend on the type of funding received by the young researcher.

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

#### 8.2.1. What are the main features of these schools and how many doctoral schools are there?

The Government has legally established 20 Graduate Colleges (écoles doctorales près le F.R.S.-F.N.R.S.). Those inter-university and inter-academy Graduate Colleges are managed by the National Fund for Scientific Research and are in charge of hosting, coordinating and promoting the creation of Graduate Schools. Within the Graduate Colleges, one or more Graduate Schools may be established focusing on specific research field(s). Since a Graduate School may depend on one or more Graduate Colleges, the focus is clearly put on interdisciplinary research. Currently there are 50 recognised Graduate Schools. The Graduate Colleges offer numerous possibilities of doctorates in various disciplines. This range of programmes has been evolving constantly since the implementation of the "Bologna Act" Graduate Schools presently offer few interdisciplinary training but some do so, such as the development of research or drawing up of research projects in the framework of the 7th EU Framework Programme ; the aim of the French Community is to favour transversal trainings that can be developed with the private sector within Graduate Colleges. The commissions of the F.N.R.S. guarantee the quality of doctoral trainings and provide Doctoral Schools with accreditation. Graduate Colleges are to submit an annual report to the FRS-FNRS commission of the Graduate Schools. Graduate schools themselves are regularly assessed by the FNRS every 5 years. The first assessment has taken place in 2010. See <http://www2.frs-fnrs.be/fr/financer-les-chercheurs/ecoles-doctorales-congres-publications/ecoles-doctorales.html>

#### 8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

No

**8.3.1. Please specify the number of years.**

**8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?**

4.91

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

Yes

The third cycle is included within the HE Qualifications Framework established by the Act of 9 April 2008. It corresponds to level 8 which puts forward the interdisciplinary aspects of the knowledge, the most advanced and specialised skills and techniques as well as the authority, the innovation and the autonomy in terms of competences.

**8.5. Are ECTS credits used in doctoral programmes?**

Yes

The third cycle corresponds arbitrarily to 180 credits in which 60 credits correspond to the doctoral training made under supervision of teams associated in a Graduate College and leading to the research training certificate.

**8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.**

**9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES**

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

Yes

**9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.**

**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

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

Yes, part of higher education

**9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.**

As defined by the article 49 of the Act of 16 April 1991 organising the social advancement education, modified by the Act of 14 November 2008, the Higher Education Diploma is specifically and exclusively organised in the 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 first cycle's programme. Those programmes specifically target adults since one of the access conditions is to be 22 years old at least. Finally, those programmes are using the "Bologna instruments" as they include 120 credits to be acquired in 2 years at least and the diploma supplement will be delivered free of charge, in French and English.

## 10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

### 10.1. Does national higher education legislation mention joint degrees?

Yes

#### 10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

See art.28 and following of the Bologna Act of 31/03/2004: [http://www.galilex.cfwb.be/document/pdf/28769\\_005.pdf](http://www.galilex.cfwb.be/document/pdf/28769_005.pdf).

### 10.2. Does higher education legislation allow:

- Establishing joint programmes  Yes  No  Legislation not clear  Legislation doesn't mention joint degrees  
 No answer
- Awarding joint degrees  Yes  No  Legislation not clear  Legislation doesn't mention joint degrees  
 No answer

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

- Award joint degrees  > 75-100%  > 50-75%  > 25-50%  > 10-25%  > 5-10%  > 0-5%  
 0%  No answer
- Participate in joint programmes  > 75-100%  > 50-75%  > 25-50%  > 10-25%  > 5-10%  > 0-5%  
 0%  No answer

### 10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- 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

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

No

#### 10.5.1. Please explain briefly.

### 10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

The Ministry, in cooperation with the Minister's Cabinet and the institutional councils, is preparing a new act that will specifically define and organise modalities for joint programme/degrees. The main objective is to foster those programmes and make it more transparent for higher education institutions. Some financial incentives could also be implemented.

## Part 1.2 BFUG Data Collection on student-centred learning

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

Yes

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

Despite the fact that the steering documents (mainly legal acts and the Political Government Declaration 2009-2014) do not include a formal definition of student-centred learning, many characteristics of our higher education systems as well as legal modalities, institutional initiatives, etc. are aiming at reinforcing student-centred learning. The main characteristics include autonomous/independent learning, initial and continuous training of teachers centred on students, learning activities in small classes, individualised tutoring, etc. Admission and progression between cycles are possible through recognition of prior learning (through bridging procedures which are legally defined) as well as recognition of non-formal and informal learning (through the "valorisation des acquis de l'expérience"). As explained below, the HE QF includes generic descriptors for each three levels/cycles to which ever recognised degrees awarded in the French Community are referred. Those levels are described in terms of learning outcomes and imply therefore that every programme should be defined in learning outcomes. The QF has therefore brought a change of paradigm towards a student-centred learning where higher education should not be anymore based on the transmission of inputs from the teacher to the students and on the assessment of the "good command" of those inputs by the students; but higher education should be based on the learning outcomes to which the teacher wants to bring the students. Another characteristic of our higher education systems revealing the student-centred learning approach, concerns specifically one type of higher education, i.e. the social advancement higher education. This type of higher education is fully integrated within the three-cycle structure and other reforms implemented in the context of Bologna Process. Social advancement higher education targets adult students and is thus offering many modalities and tools for a flexible and personalised learning paths. The pedagogic approach is based on modules teaching and evaluation, through which students are at the centre of learning processes.

#### 1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- |  |                       |   |                                  |   |                                  |   |                                  |   |                                  |   |
|--|-----------------------|---|----------------------------------|---|----------------------------------|---|----------------------------------|---|----------------------------------|---|
| Independent learning                                 | <input type="radio"/> | 1 | <input type="radio"/>            | 2 | <input type="radio"/>            | 3 | <input type="radio"/>            | 4 | <input checked="" type="radio"/> | 5 |
| Learning in small groups                             | <input type="radio"/> | 1 | <input type="radio"/>            | 2 | <input type="radio"/>            | 3 | <input type="radio"/>            | 4 | <input checked="" type="radio"/> | 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> | 1 | <input type="radio"/>            | 2 | <input type="radio"/>            | 3 | <input type="radio"/>            | 4 | <input checked="" type="radio"/> | 5 |
| Assessment based on learning outcomes                | <input type="radio"/> | 1 | <input type="radio"/>            | 2 | <input checked="" type="radio"/> | 3 | <input type="radio"/>            | 4 | <input type="radio"/>            | 5 |
| Recognition of prior learning                        | <input type="radio"/> | 1 | <input type="radio"/>            | 2 | <input checked="" type="radio"/> | 3 | <input type="radio"/>            | 4 | <input type="radio"/>            | 5 |
| Learning outcomes                                    | <input type="radio"/> | 1 | <input type="radio"/>            | 2 | <input type="radio"/>            | 3 | <input checked="" type="radio"/> | 4 | <input type="radio"/>            | 5 |
| Student/staff ratio                                  | <input type="radio"/> | 1 | <input checked="" type="radio"/> | 2 | <input type="radio"/>            | 3 | <input type="radio"/>            | 4 | <input type="radio"/>            | 5 |
| Student evaluation of teaching                       | <input type="radio"/> | 1 | <input type="radio"/>            | 2 | <input type="radio"/>            | 3 | <input checked="" type="radio"/> | 4 | <input type="radio"/>            | 5 |

#### 1.3. Are there any other important concepts on student-centred learning in your steering documents?

No

#### 1.4. Please specify.

#### 2. Please provide a reference for your steering documents covering student-centred learning.

See below.

#### 3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

Despite the fact that the steering documents (mainly legal acts and the Political Government Declaration 2009-2014) do not include a formal definition of student-centred learning, many characteristics of our higher education systems as well as legal modalities, institutional initiatives, etc. are aiming at reinforcing student-centred learning. The main characteristics include autonomous/independent learning, initial and continuous training of teachers centred on students, learning activities in small classes, individualised tutoring, etc. Admission and progression between cycles are possible through recognition of prior learning (through bridging procedures which are legally defined) as well as recognition of non-formal and informal learning (through the "valorisation des acquis de l'expérience"). As explained below, the HE QF includes generic descriptors for each three levels/cycles to which ever recognised degrees awarded in the French Community are referred. Those levels are described in terms of learning outcomes and imply therefore that every programme should be defined in learning outcomes. The QF has therefore brought a change of paradigm towards a student-centred learning where higher education should not be anymore based on the transmission of inputs from the teacher to the students and on the assessment of the "good command" of those inputs by the students; but higher education should be based on the learning outcomes to which the teacher wants to bring the students. Another characteristic of our higher education systems revealing the student-centred learning approach, concerns specifically one type of higher education, i.e. the social advancement higher education. This type of higher education is fully integrated within the three-cycle structure and other reforms implemented in the context of Bologna Process. Social advancement higher education targets adult students and is thus offering many modalities and tools for a flexible and personalised learning paths. The pedagogic approach is based on modules teaching and evaluation, through which students are at the centre of learning processes.

## **4. LEARNING OUTCOMES**

### **4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.**

Learning outcomes concept is not explicitly defined in the legal texts. However, the HE QF does refer to learning outcomes which are defined in terms of competences, skills and knowledge. Furthermore, within the work of the Bologna Experts, a policy paper was prepared in the view of drafting a vade-mecum, which is expected to be published in June 2011 and aims at facilitating the implementation of the QF and the use of learning outcomes at the institutional level. This non-paper includes a glossary where learning outcomes is defined as: "Enoncé de ce que l'apprenant est supposé savoir, comprendre et être capable de faire au terme d'une période d'apprentissage." This definition is a translation of the definition of the concept adopted in 2005 by the WG on QFs within the Bologna Process. Finally, the Ministry and the Minister's Cabinet, in close cooperation with the institutional councils, are currently preparing legal amendments which should include an explicit mention and definition of the concept of "learning outcomes" within the Bologna Act, as well as an obligation for higher education institutions to define all their programmes in terms of learning outcomes. The institutional councils will have also a crucial role in monitoring some harmonisation of key learning outcomes by study field and/or category. The non-paper, mentioned above, can be found on the following link: <http://www.aef-europe.be/documents/EXBOlocadre certifications16.11.doc>

### **4.2. 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 some (5-50 %) programmes

In the fall 2010, the Ministry launched a survey amongst all higher education institutions, (from institutions leaders to teachers) with the objective to get an overview of the understanding, the actual use, the relevance, the expectations and the needs of institutions concerning the implementation of learning outcomes. The results showed that about half of the respondents assert that the programmes are defined in terms of learning outcomes. However, the survey also showed that, in most of the higher education, those projects are in development and therefore the number of programmes defined in learning outcomes linked to the credits is increasing. The evolution has been also reinforced by initiatives led by institutional councils, such as the General Council for the "Hautes Ecoles" which has coordinated the harmonisation of key learning outcomes by category. Moreover, as mentioned above, the Ministry and the Minister's Cabinet, in close cooperation with the institutional councils, are currently preparing legal amendments which would introduce a systematic definition of all higher education programmes in terms of learning outcomes. Further information on the survey can be found on the following link: <http://www.aef-europe.be/documents/EXPBOLOenqueteadquis16.11.ppt>

### **4.3. 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.)

#### 4.3.1. Does your country provide specific support measures on the national level?

As explained above, the measures taken by the Ministry are either compulsory or advisory ones. More precisely, the Ministry and the Minister's Cabinet, in close cooperation with the institutional councils, are currently preparing legal amendments which would introduce a systematic definition of all higher education programmes in terms of learning outcomes. On the other hand, in particular in the framework of the Bologna Experts group, the Ministry is developing various advisory measures and/or implementation tools. Based on the non-paper mentioned above but also based on the results of the survey carried on in the fall 2010, the Bologna Experts group and the Ministry are preparing a vade-mecum, which would include an agreed glossary as well as examples of good practice and methodologies that have been developed and implemented by institutions. The vade-mecum will be published in June 2011 and will be followed by information and dissemination activities and workshops from September 2011 on.

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

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

As mentioned above, the vade-mecum will include examples of good practice and methodologies that have been developed and implemented by institutions. Some of those examples provide tools for re-thinking assessment procedures to focus on learning outcomes.

#### 4.5. 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

#### 4.5.1. Please specify for whom and give approximate % that participate.

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

No

#### 4.6.1. Please explain how, and provide a reference to further information.

#### 4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

Higher education institutions are autonomous to organise pedagogical training focusing on learning outcomes and/or student-centred learning. From the survey as well as the work done by the Bologna Experts in preparing the vade-mecum, we have observed that many institutions organise such training programmes. All institutions have a pedagogical councils, whose main functions are to support all staff in implementing the new tools or, at least, updating their teaching and assessment methods. Although the external quality review led by the Quality Assurance Agency does not include specific indicators related to learning outcomes, the Agency has set up a specific working group on those indicators and one of the current discussions concerns the inclusion of learning outcomes in the set of indicators. Moreover, the Agency is participating actively in the projects of the Ministry, the Bologna Experts and, in some cases, the institutional councils concerning the implementation of learning outcomes.

### 5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

#### 5.1. In your country, do you use

ECTS

#### 5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

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

100%

**5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?**

100%

**5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?**

Combination of learning outcomes achieved and student workload

**5.4.1. Please specify.**

**5.4.2. For student workload, is there a standard measure for the number of hours per credit?**

Yes

**5.4.3. What is the number of hours per credit?**

30

**5.4.4. What is the number of student teacher contact hours per credit?**

0

**5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.**

As mentioned by article 26 §2 of the Bologna Act ([http://www.gallilex.cfwb.be/document/pdf/28769\\_000.pdf](http://www.gallilex.cfwb.be/document/pdf/28769_000.pdf)), one credit corresponds to 30 hours of learning activities, including classes, personal work and research, study, projects, etc.

## 6. DIPLOMA SUPPLEMENT

**6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?**

- |                            |   |                                      |                                      |                                     |                          |                                 |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---------------------------------|
| All students               | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Some students              | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Upon request               | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| In certain fields of study | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| No students                | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |

**6.1.1. Please identify those fields.**

The DS is issued by all HEIs to all students in all fields of study. We completed the other points since it was made compulsory.

**6.1.2. Please specify to which students.**

The DS is issued by all HEIs to all students in all fields of study. We completed the other points since it was made compulsory.

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

Yes

**6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.**

No specific mechanism has been put in place to monitor how employers use the DS. However, the contact point for the DS within the Ministry is working in close cooperation with the Europass contact point in order to enhance synergies. One of the main actions to be taken from fall 2011 is to evaluate how DS are used and perceived by the various stakeholders i.e. higher education institutions, students and employers.

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

Yes

**6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.**

No specific mechanism has been put in place to monitor how higher education institutions use the DS. However, as mentioned above, through a close cooperation between the DS and the Europass contact points, instruments should enable to evaluate how DS are used and perceived by the various stakeholders i.e. higher education institutions, students and employers. Moreover, the Bologna Experts group is supporting higher education institutions in applying to the DS (and ECTS) labels awarded by the European Commission. Annual thematic sessions and workshops have been organised in the last 4 years to disseminate good practices but also answer the questions of institutions regarding the DS. Through those actions, we have been able to monitor implicitly the use of the DS by higher education institutions.

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

French and English (if requested)

**6.5. Is the Diploma Supplement issued**

free of charge

**6.5.1. Please provide the amount and the reason for the fee.**

**6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to [data.collectors@ehea.info](mailto:data.collectors@ehea.info)**

**6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.**

Please find an example of diploma supplement awarded by the University of Liège on the following webpage:  
[http://www.ulg.ac.be/upload/docs/application/pdf/2011-02/diplomes\\_2.pdf](http://www.ulg.ac.be/upload/docs/application/pdf/2011-02/diplomes_2.pdf).

**7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)**

**7.1. Have you started the process to develop a National Qualification Framework in your country?**

Yes

**7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.**

Please choose below the stage that best describes your national situation.

#### 9. Qualifications have been included in the NQF

With the adoption of the Act of 9 May 2008, the French Community of Belgium established its higher education qualifications framework. The HEQF describes all three levels/cycles of higher education, based on generic descriptors which correspond to those defined by the EQF-LLL. At each level are placed the degrees awarded by the recognised higher education institutions of the French Community. They are the only recognized degrees of the French Community and they are reviewed externally by the independent quality assurance agency. The legal definition of the HEQF results from a ministerial decision taken in March 2007, in close consultation with higher education stakeholders represented within the Bologna Experts group. Initially, it was foreseen to develop and implement an overall QF covering all sectors of education and training. A high level experts group was established, representing all sectors of education and training of the French-speaking entities of Belgium (French Community, Walloon Region, and Brussels) in order to adopt a common action plan for the QF development and implementation. However, considering the ongoing reforms in the higher education sector, it was decided to proceed to a referencing by block, based on the compatibility of all three cycle degrees with the level 6, 7 and 8 of the EQF-LLL. Actually, the legal provision does not make the use of learning outcomes for every programme compulsory for all higher education institutions. The fact that all degrees are referenced to one specific level, and thus to specific generic descriptors, implicitly means that all higher education institutions should define their programmes in terms of learning outcomes. As explained above, the survey carried out by the Ministry in fall 2011 have shown that about the half of the programmes are defined in terms of learning outcomes. The need of implementation instruments and the necessity of having a compulsory legal framework have been pointed out by the respondents to the survey. Therefore, as described above, the actions taken by the Ministry, in cooperation with the various stakeholders, concern first a modification of the current legal framework and the development and dissemination of implementation instruments, such as a vade-mecum of good practices. Once those two main actions will be achieved, a self-certification of the HE QF vis-à-vis the Bologna QF will be launched by the end of 2011. Furthermore, in October 2010, the francophone ministers responsible for education and training (including primary school, secondary education, higher education, vocational training, etc.) decided to re-launch the process of developing and implementing the overall francophone QF. An expert group, comprised of representatives of all sectors, has been thus established. It has defined a proposal for the QF development and a methodology for qualifications referencing. The working document was analysed by a pool of international experts. Based on their comments, the expert group will discuss the proposals and finalise the development of the QF by the end of 2011.

#### **7.2.1 Please provide the date when the step was completed.**

09.05.2008

#### **7.2.2. Please provide a reference for the decision to start developing a NQF.**

Please see the comments above.

#### **7.2.3. Please provide a reference outlining the purpose of the NQF.**

#### **7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.**

#### **7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.**

#### **7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.**

#### **7.2.7. Which stakeholders have been consulted and how were they consulted?**

**7.2.8. Please provide a reference document for the adoption of the NQF.**

**7.2.9. Are ECTS included in the NQF?**

Please choose..

**7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.**

**7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.**

**7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.**

There is no formal reference outlining the purpose of the NQF. However, as mentioned above the Bologna Experts group drafted a paper on the implementation of QF and learning outcomes. This document can be found here: <http://www.aef-europe.be/documents/EXBOlocadrecertifications16.11.doc>

**7.2.13. Please provide a reference to the self-certification report.**

**7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?**

Yes

**7.3.1. Please provide the link to that website.**

<http://www.enseignement.be/index.php?page=25784&navi=2760>

## **8. RECOGNITION OF QUALIFICATIONS**

**8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?**

- Recognition for academic study
- Higher education institution
  - Central government authority (e.g. ministry)
  - Regional government authority (e.g. ministry)
  - National ENIC/NARIC centre
  - Regional/local specialised independent institution
  - Social partner organisation (employers' organisation, trade union etc)
  - Individual employers
  - Other
  - No answer
- Recognition for professional employment
- Higher education institution
  - Central government authority (e.g. ministry)
  - Regional government authority (e.g. ministry)
  - National ENIC/NARIC centre
  - Regional/local specialised independent institution
  - Social partner organisation (employers' organisation, trade union etc)
  - Individual employers
  - Other
  - No answer

### 8.1.1. Please specify.

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

Applicant's right to fair assessment of qualification

The academic recognition of foreign qualifications for professional purposes is an individualized and non-automatic procedure. The Ministry of the French Community is competent for the full academic recognition of second cycle degrees (university education), for the full and partial academic recognition of short- and long-type degrees (non university higher education) and for the equivalence of level of second-cycle degrees. Following the advice of an inter-university or higher education commission gathered by study field, a decision of equivalence is taken under the form of a legal act by the Director General for non-compulsory education and scientific research. Appeal procedures are in place: either the re-examination by the commission on the basis of new information, or the appeal before the State Council. The main criteria taken into account for granting academic recognition are: - the access requirement for to the qualification; - the duration of the programme; - the number of study hours and credits covered by the programme; - the content of the programme including classes, traineeships, practical exercises, dissertations and theses; - the marks obtained; - the recognition and/or accreditation of the HEI and the programme by the foreign competent authorities. Following the ratification of the Lisbon Recognition Convention, it is foreseen to review the current legislation organisation recognition of foreign recognition. Amongst the main amendments, it is expected to modify outdated terminology, to include references to transparency instruments such as diploma supplement, QFs and learning outcomes, to define substantial differences, etc.

### 8.2.1. Please provide a reference to the relevant legislation.

- Bologna Act of 31/03/2004: [http://www.gallilex.cfwb.be/document/pdf/28769\\_000.pdf](http://www.gallilex.cfwb.be/document/pdf/28769_000.pdf) - Government Act of 30/09/1997: [http://www.gallilex.cfwb.be/document/pdf/21885\\_000.pdf](http://www.gallilex.cfwb.be/document/pdf/21885_000.pdf) - Government Act of 28/08/1996: [http://www.gallilex.cfwb.be/document/pdf/28769\\_000.pdf](http://www.gallilex.cfwb.be/document/pdf/28769_000.pdf) - Law of 19/03/1971: [http://www.gallilex.cfwb.be/document/pdf/02163\\_000.pdf](http://www.gallilex.cfwb.be/document/pdf/02163_000.pdf)

### 8.3. What measures exist to ensure that these legal statements are implemented in practice?

Appeal procedures are in place: either the re-examination by the commission on the basis of new information, or the appeal before the State Council.

### 8.4. Do higher education institutions typically:

make recognition decisions in faculties/departments

### 8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

### 8.5.1. Please explain.

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

The Bologna Experts group, in cooperation with the Ministry, has organised various thematic sessions and workshop on the recognition of study periods abroad. From those activities, it has been decided to draft a guide of standards and good practices on fair recognition. This guide is mainly based on concrete situations met in higher education institutions and it was prepared by a working group, including Bologna Experts, international officers from higher education institutions and the NARIC centre. The first version was published in October 2009 and disseminated to all higher education institutions. The guide can be found here: <http://www.aef-europe.be/documents/GuideExpBolo.pdf>. The Bologna Experts are currently updating the guide which should be published in the fall 2011.

### 8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

## Part 1.3 BFUG Data Collection on Quality Assurance

### 1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

#### 1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

Belgium is a federal state, where Communities and Regions have exclusive competences in specific fields. Communities has the exclusive competence in education, including higher education. Therefore, the French Community has a single independent national agency, which was established by the Act of 14 November 2002 and operational since 2004. The Agency for the Assessment of the Quality of HE (AEQES) saw its independence reinforced as well as its financial means increased through the Act of 22 February 2008.

**1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?**

**1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.**

#### 1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

#### 1.3. What is the main outcome of an external review?

Formative advice on strengthening and enhancing quality

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

No

#### 1.4.1. Please specify the normal impact of an external review.

#### 1.5. Does the agency cover:

Public higher education institutions only

#### 1.5.1. Collectively, do the agencies cover:

Please choose..

#### 1.6. What is the main "object" of the external evaluations undertaken?

Programmes

#### 1.6.1. Are all institutions subject to external evaluation?

Please choose..

#### 1.6.1.1. Please specify

#### 1.6.2. Are all programmes in all cycles subject to external evaluation?

No

#### 1.6.2.1. Please specify

Third-cycle programmes are not concerned, they are assessed by the Research Fund.

#### 1.6.3. Are all institutions and all programmes subject to external evaluation?

Please choose..

#### 1.6.3.1. Please specify

#### 1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

At the end of a study programme evaluation, the review reports (for each institution) and the system-wide analysis containing the strengths and weaknesses, best practices and recommendations are posted on the Agency's website (<http://www.aeqes.be>) as well as the follow-up action plans written by each institution assessed.

#### 1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

Proposals to improve the quality of teaching are communicated to the persons in charge of the institutions in a preliminary report.

#### 1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify) Internationalisation

#### 1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

A self assessment is being carried out, involving the main actors of the programme being evaluated. This self assessment leads to the drafting of a report whose framework follows a reference list of performance indicators). In a second phase, independent experts analyse the self assessment report, pay a visit to the institution and meet the stakeholders. A special focus is put on the quality assurance processes currently in place within the department and the institution. The experts first draw up a draft report intended for the academic authorities who can exercise their right of reply. This can involve the correction of any factual errors and/or content observations. So, the draft report becomes the review report that is published on the Agency's website. In a third phase and within 6 months, each higher education institution concerned must inform the Agency on a calendar and follow-up of the recommendations of the experts. The Agency then makes public a system-wide analysis of the quality of the evaluated programmes on its website.

**1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.**

## **2. CROSS-BORDER EVALUATION**

**2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?**

No

**2.1.1. If some institutions are able to choose, please specify which ones.**

**2.1.2. If no, please go to section XVII.**

**2.2. Which conditions apply to the choice of a quality assurance agency from another country?**

Other (please specify)

Not relevant, as the answer to the previous question was "no".

**2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.**

## **3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)**

**3.1. Has the agency been evaluated against the European Standards and Guidelines?**

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

**3.2. If an evaluation has been conducted, was the application successful?**

This evaluation is currently taking place (April 2011).

## **4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE**

**4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.**

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports

- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify

**4.2. Is there a formal requirement that international peers/experts are involved in any of the following:**

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

**4.3. Is there a formal requirement that academic staff are involved?**

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

**4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.**

Yes

In each panel of experts, there's at least one expert representative of a profession connected with the programme to be assessed. Besides, employers are met by the external review team on the site visits. Moreover, the Acts of 2002 creating the Agency for the Quality Assessment of higher Education and that of 2008 provide for 3 representatives of professional, social and cultural fields to be members of the managing Committee of the Agency.

**4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.**

The Acts above mentioned also provide for teacher unions to be represented in the Managing Committee of the Agency.

**5. INTERNAL QUALITY ASSURANCE**

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

Yes

**5.1.1. Please specify these requirements and the relevant source.**

The Acts of 2002 and that of 2008 provide for the following measures: The Management of each institution has to create a Quality Commission and appoint a Coordinator. This commission includes members from the different sectors of the institution: academic, scientific, administrative and technical staff and students. Other members of the institution and former students (who graduated less than 3 years before) may be invited. This Commission is responsible for drawing up the internal assessment report which contains, among other things: - A description of the general and specific objectives of the programme and the means to reach them; - A description of the general and specific objectives of the research programmes linked to the education provided in the institution and the means to reach them; - A list of the strengths and weaknesses noticed at the level of the assessed

programmes - The means of improvement - More information points concerning the environment, the programmes, the students, services to the society, etc.

## 5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Combination of above

### 5.2.1. Please specify.

The Ministry, through the legal acts, has launched the frame in which quality has to be assessed. Then HEIs and/or academic authorities implement the acts and add some element they may find relevant in the field. Finally, based on the assessment of the QA Agency and the recommendations made by the experts panel, higher education institutions have to define a follow-up plan.

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

Yes

### 5.3.1. Please go to Question 5.6.

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

Yes

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

No

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

25-<50%

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

25-<50%

### 5.5.1. Please describe what kind of arrangements are in place.

HEIs are autonomous to use other quality enhancing tools, such as Quickscanproza, ISO (International Standard Organization), EFQM (European Foundation for Quality Management), CAF (Common Assessment Framework), etc. Moreover, in specific fields of study, many institutions are seeking (or obtained) for sectoral accreditation.

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

All

## 5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

25-<50%

### 5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

[http://www.ulg.ac.be/upload/docs/application/pdf/2011-03/rapport\\_2011\\_12\\_2011-03-21\\_15-17-5\\_126.pdf](http://www.ulg.ac.be/upload/docs/application/pdf/2011-03/rapport_2011_12_2011-03-21_15-17-5_126.pdf)

## 5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

## Part 1.4 BFUG Data Collection on Lifelong Learning

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

Yes

### 2. How do your steering documents define lifelong learning?

See below

### 3. What is the common understanding of lifelong learning in your country?

In its Political Declaration 2009-2014, 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 de

### 4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Amongst the missions of the HEIs defined in the "Bologna" Act, the development of flexible learning paths, lifelong learning opportunities and the "formations continues" (adult HE programmes) is central. The Act of 20 April 2007 has defined new modalities for financing programmes known as "formations continues". In this framework, HEIs which organise lifelong learning programmes and recognition of non-formal and informal learning (through the "valorisation des acquis de l'expérience") may obtain additional financing. The Act of 16 April 1991 reorganising Social Advancement Education provides for flexible learning paths leading to Learning Outcomes that can be sanctioned by degrees in long or short-type cycles. The Act of 2 July 2007 ([http://www.gallilex.cfwb.be/document/pdf/32114\\_000.pdf](http://www.gallilex.cfwb.be/document/pdf/32114_000.pdf)) defines LLL as an integrated Community action programme aiming at contributing through education and training to the development of the European Union's society of knowledge characterized by a sustainable economic development, more numerous and better jobs and a greater social cohesion while protecting environment for the future generations. In particular it aims at favouring the exchanges, the cooperation and the mobility between the education and training programmes of the European Union for them to become a world reference in terms of quality. In its Political Declaration 2009-2014, 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.

### 5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

### 6. For which institutions is lifelong learning a recognised mission?

### 7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

### 8. Please provide a reference to the relevant legislation or regulation.

- The "Bologna" Act of 31/03/2004: [http://www.gallilex.cfwb.be/document/pdf/28769\\_000.pdf](http://www.gallilex.cfwb.be/document/pdf/28769_000.pdf) - The Act of 20/04/2007: [http://www.gallilex.cfwb.be/document/pdf/28769\\_000.pdf](http://www.gallilex.cfwb.be/document/pdf/28769_000.pdf)

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

Yes

### 10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

The same Act of 20 April 2007, in its Article 4 says that only those institutions that implement the VAE can obtain the additional financing of LLPs.

**11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?**

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications
- Other, please specify

**12. Where does the funding of lifelong learning provision in higher education come from?**

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

**13. To what degree is the provision of lifelong learning in higher education funded from the public budget?**

The maximum rate of additional financing is 5% of the total annual budget of the HEI.

## Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

### 4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

The Policy Declaration of the Government of the French Community 2009-2014 and the Act of 19 July 2010 on the free access to and the democratisation of higher education lay the bases for determining the policies to better meet the needs of low-income students and students with disabilities.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Low-income students: The Policy Declaration of the French Community of Belgium 2009-2014 was at the basis of the Act of 19 July 2010 which drastically reduces or even abolishes tuition fees for students and provides for additional funding to those HEIs with a high number of low-income students. The student's or (his/her parents') income serve as a basis for determining the amount of the fees. The Act also provides for the gratuity of the printed courses for low-income students. Disabled students In the same Declaration the Government promises to coordinate efforts to make all HE studies accessible to disabled students; to plan basic equipment and fittings and methods of evaluation of identified needs and obstacles; to develop the training of sign language coaches.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Low-income students have to provide their latest income tax declaration or that of their parents. For students with disabilities, institutions are satisfied with a self-declaration.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

The Act of 19 July 2010 provides for financial compensation to the HEIs for the fees that can no longer collect.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

No

**4.5.1. Please explain these targets briefly and name the groups to which they apply.**

**4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?**

Yes

**4.6.1. Please specify and identify variation between different groups, where they exist.**

The Act of 19 July 2010 provides for financial compensation to the HEIs for the fees that can no longer collect.

**4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?**

No

**4.7.1. Please specify.**

**4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.**

**4.8.1. What data is collected?**

**4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?**

No

Various data and indicators are collected by the statistics department of the Ministry, the Observatory for higher education and the HEIs themselves. Those data are mainly describing prior education, nationality, gender, etc. of the student population, and are therefore linked to the conditions for grants and loans. However, privacy regulation still impedes more systematic and sophisticated data collection.

**4.10. When are data generally collected?**

Please choose..

**4.10.1. Where an approach different from the general approach is used for any group, please specify.**

**4.11. Where is information provided by this monitoring system published (provide a reference and link)?**

## **5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION**

**5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.**

As explained above, the main instruments are financial ones, through study grants and loans as well as reduction or abolition of registration fees. Basically, students eligible for a study grant will see the registration (and any complementary) fees abolished while students of modest socio-economic conditions but not eligible for a study grant, will see the registration (and any complementary) fees reduced by more than 50%.

**5.2. How does your country's policy explicitly identify the obstacles that it addresses?**

As explained above, the socio-economic conditions of students are calculated based on the income tax declaration or that of their parents.

### 5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

It is mainly assessed through the number of students enrolled in higher education as well as the composition of the student population.

### 5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

#### 5.4.1. Who monitors on the basis of which criteria?

The Rectors' Council (<http://www.cref.be/Statistiques.htm>), the Observatory for Higher Education and the statistics department of the Ministry, ETNIC (<http://www.statistiques.etic.be/publications.php>) manage the databases. The criteria used are gender, nationality, age, study field, access paths.

### 5.5. How is this data used in higher education policy?

At the request of the Government or Parliament, the Observatory has to carry out scientific studies on the student population and give indicators concerning the measures taken in the field of higher education; in particular, to follow and to analyze from a statistical point of view the measures taken to favour of the successful completion of the studies.

### 5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

## 6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

### 6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

### 6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

#### 6.2.1. Please describe these obstacles.

### 6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

#### 6.3.1. Please describe these groups.

### 6.4. What measures does your country's policy take?

**6.5. How does your country assess whether its policy has been successful?**

## **7. COMPLETION OF STUDIES**

**7.1. Does your country have policies aiming to increase the level of completion of studies?**

Yes

**7.1.1. Please describe the main features of these policies.**

The "Bologna" Act of 31 March 2004 ([http://www.galilex.cfwb.be/document/pdf/28769\\_000.pdf](http://www.galilex.cfwb.be/document/pdf/28769_000.pdf)) and its subsequent amendments provides for increased financial subsidies to institutions that have developed procedures to increase the level of completion of studies. Among other things: - a pedagogical centre in the academy to advise, train and supervise teaching staff; - specific activities for students to acquire methods and techniques to increase their chances of success; - self assessment tools and advice to point out the students' competences and shortages; - innovative teaching techniques - the possibility offered to students to spread the duration of their studies - remediation programmes The Act of 18 July 2008 ([http://www.galilex.cfwb.be/document/pdf/33275\\_002.pdf](http://www.galilex.cfwb.be/document/pdf/33275_002.pdf)) provides for general policy orientation and financial means to enhance the completion of studies.

**7.2. Are student completion rates monitored in your country?**

Yes, at national level

**7.2.1. What use is then made of the data?**

Reports are regularly presented to the Minister in charge of Higher Education in order to take specific measures to enhance the completion of studies.

**7.3. Are there any incentives for higher education institutions to improve student completion rates?**

Yes

**7.3.1. Please specify the nature of these incentives.**

HEIs receive financial compensation for implementing measures aiming at the successful completion of studies.

**7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?**

## **8. STUDENT SERVICES**

**While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.**

**8.1. What kind of student services are commonly provided by higher education institutions?**

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

### 8.1.1. Please specify.

Social services are provided by all HEIs to help, support, inform, orientate and accompany students during their studies. Direct and indirect financial supports are provided directly by the HEIs through those services.

### 8.2. Who are the main users of the services?

All students

### 8.2.1. Please specify.

### 8.3. Please provide the main source(s) of funding.

Funding primarily comes from the “closed” envelope of the HEIs but the Act of 18 July 2008 provides for additional subsidizing.

### 8.4. What are the main tasks of the services?

Social services are provided by all HEIs to help, support, inform, orientate and accompany students during their studies. Direct and indirect financial supports are provided directly by the HEIs through those services.

### 8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

### 9. Do you want to answer this section now or later?

Now

### 10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

### 10.1. Please provide details of specific policy measures.

Specific measures are foreseen in the "Bologna" Act of 31 March 2004 to promote flexible provision of learning and successful completion. For example, article 85 stipulates that a student can choose to spread the courses of an academic cycle over a number of academic years that is superior to the years of study planned in the programme subject to the academic authorities' approval. Remediation programmes can also be organized in the second or the third 4-month period of the academic year. Moreover, HEIs also offered part-time or “out of hours” study programmes. All HEIs also use e-learning instruments, through virtual campus, etc. Furthermore, as mentioned part 1.2 of the report dedicated to student-centred learning, the social advancement higher education targets specifically adult students and is thus offering many modalities and tools for a flexible and personalised learning paths. The pedagogic approach is based on modules teaching and evaluation, through which students are at the centre of learning processes.

### 11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

### 11.1. Please explain how higher education policy aims to attain this goal.

Although the question is very unclear, we would like to mention again that the social advancement higher education targets specifically adult students and is thus offering many modalities and tools for a flexible and personalised learning paths since this population is working. Furthermore, work placements are largely integrated within the higher education programmes offered in the French Community. Especially in the non-university sector, which is offering professional-oriented programmes, work placements are an essential component of the studies.

**12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?**

Yes

**13. Please provide details of these measures.**

Although the question is very unclear, we would like to mention again that the social advancement higher education targets specifically adult students and is thus offering many modalities and tools for a flexible and personalised learning paths since this population is working. Furthermore, Work placements are largely integrated within the higher education programmes offered in the French Community. Especially in the non-university sector, which is offering professional-oriented programmes, work placements are an essential component of the studies.

**14. 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) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.**

Route 1: = an upper secondary school leaving certificate (from one of the secondary education stream) gives access to higher education studies. The following percentages describe the proportion of students who have obtained a Belgian upper secondary school leaving c

Route 2: = a degree awarded by another HEI

Route 3: = a certificate, diploma or degree of higher education awarded by an institution providing social advancement education

Route 4: = evidence that an entry examination organized by a HEI or by a Jury of the French Community has been passed with success

Route 5: = a foreign diploma or certificate duly recognized as equivalent to the others

**15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?**

Yes

**15.1. Please briefly describe these measures.**

As mentioned just above, although the general requirement for entering higher education is a secondary school-leaving certificate (or equivalent), it is possible for individuals to enter higher education without this certificate by passing successfully entry examinations organised by HEIs or by the Jury of the Ministry of the French Community. Additionally, recognition of non-formal and informal learning ("valorisation des acquis de l'expérience") will enable credits exemptions in any higher education programmes and access to second cycle programmes.

**16. PART-TIME STUDY**

**16.1. In your country, is there any official status other than full-time student?**

Yes

**16.1.1. If yes, what formal status does exist?**

The Act of 16 April 1991 and its subsequent additions organising social advancement education also organise short-type and long-type programmes. Classes are usually given in the evening or on Saturdays. Other HEIs can organise part-time programmes.

### 16.1.2. How do you define it?

As mentioned above, social advancement education is a real opportunity for adults to train. It is the ad-hoc tool to assure, on one hand a process of training in the course of a career - whether by personal choice or to face (... no more space available)

### 16.1.3. What are the reasons for offering a different student status?

It mainly aims at widening higher education participation and promoting lifelong learning.

### 16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

There is no difference in treatment, except of course concerning the organisation of the study programmes (including classes, evaluation, etc.)

### 16.1.5. Please describe the most common understanding/concept of part-time studies.

## 16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

Yes

### 16.2.1. Please describe briefly the main elements and provide the source.

As mentioned above, the social advancement education targets specifically adult students and is thus offering many modalities and tools for a flexible and personalised learning paths. All social advancement HEIs are subsidised or organised by the French Community. Since the inception of the Bologna Process and the implementation of the reforms in the French Community from 2004, this type of HE has been fully integrated within the reform process. It includes the introduction of the three-cycle structure, the external assessment by the QA agency, the use of credits, the deliverance of the diploma supplement, mobility opportunities, etc. Lately, short programmes within the first cycle have been introduced. They include 120 credits and leading to the award of a higher education diploma (brevet d'enseignement supérieur). Those programmes are professionally oriented and give students access to a profession clearly identified by the Higher Council for social advancement education.

## 16.3. Which one of the following statements best describes the current situation in your country?

Other

### 16.3.1. Please specify

As mentioned above, the social advancement education institutions organise higher education programmes for an adult population, and therefore in a part-time scheme. Other HEIs organising full-time study programmes, have the autonomy to organise all those programmes in a part-time scheme. And we can observe that a majority of HEIs do organise part-time programmes.

## 17. RECOGNITION OF PRIOR LEARNING

### 17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

#### 17.1.1. How does your legislation in higher education define prior learning?

The article 1 of the "Bologna" Act of 31 March 2004 defines RPL ("valorisation des acquis de l'expérience") as the process of assessing and recognizing knowledge and skills of an applicant in the process of accessing higher education.

**17.1.2. Do your steering documents in higher education define prior learning?**

Please choose..

**17.1.3. How do your steering documents in higher education define prior learning?**

**17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?**

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

**17.3. Prior learning as defined by your steering documents can ...**

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

**17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?**

Legislation expressly permits higher education institutions to implement procedures for validation of non-formal and informal learning

**17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:**

Standard practice in most higher education institutions (75% +)

**17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?**

The institutional councils (representing each type of HEI) have taken various measures to guarantee harmonised procedures and principles for RPL.

**17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?**

Yes

**17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.**

## Part 2.2 BFUG Data Collection on student contributions and support

### 1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. 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.

#### 1.1. Do you want to answer this section now or later?

Now

#### 2. 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

#### 3. In which currency are contributions to higher education institutions and other study costs paid in your country?

In euros

#### 4. In principle, which home students at public higher education institutions have to pay fees?

- During studies  All students  Specific groups of students  No answer
- After studies  All students  Specific groups of students  No answer

#### 4.1. Which main exemptions to this principle exist in your country?

The Act of 19 July 2010 on the democratization and free access to higher education provides exemptions to this principle for students benefiting from grants. Basically, students eligible for a study grant will see the registration (and any complementary) fees abolished while students of modest socio-economic conditions but not eligible for a study grant, will see the registration (and any complementary) fees reduced by more than 50%.

#### 4.2. Which of the following criteria determine whether a student has to pay fees?

- Need  Merit  Part-time/Full-time/Distance learning  Field of study
- there is no fee to be paid after the studies. We filled it because it was compulsory!

#### 5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

#### 5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies  All students  Specific groups of students  No answer

After studies  All students  Specific groups of students  No answer

## 5.2. What main exemptions to this principle exist in your country?

## 5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

## 6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 0€

Maximum amount = see below

Most common amount = not available

### 6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

- Maximum student fees at university for student without any support: 835€ - Maximum student fees at non-university HEIs for student without any support: 836,96€ - Maximum student fees at university for student with lower income but not eligible for grant: 374€ - Maximum student fees at non-university HEI for student with lower income but not eligible for grant: 374€ Students with a grant (because their income is too low) pay no fee; an intermediate amount is for students with lower income but no eligible for grant; the other students pay the maximum amount.

### 6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

Reliable data are not available. However, according to our estimates, 25% of the student population does not pay any fee, 10% pays half of the total fees and 65% pays the full registration fees. Reliable data should be available in one or two years.

## 7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 0€

Maximum amount = see below

Most common amount = not available

### 7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Students with a grant (because their income is too low) pay no fee; an intermediate amount is for students with lower income but no eligible for grant; the other students pay the maximum amount.

**7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)**

- Maximum student fees at university for student without any support: 835€ - Maximum student fees at non-university HEIs for student without any support: 836,96€ - Maximum student fees at university for student with lower income but not eligible for grant: 374€ - Maximum student fees at non-university HEI for student with lower income but not eligible for grant: 374€

**7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.**

According to our estimates, 25% of the student population does not pay any fee, 10% pays half of the total fees and 65% pays the full registration fees. Reliable data should be available in one or two years.

**8. Concerning fees, are international students treated differently in your country from home students?**

**8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?**

Minimum amount = n/a

Maximum amount = n/a

Most common amount = see below

**8.2. According to your country's steering documents, students from which countries are considered international students?**

In addition to the fees asked to home students (including EU students), complementary fees are asked to international students: - Maximum amount for student from developing countries (based on OECD list: [http://www.oecd.org/document/16/0,3746,fr\\_2649\\_34447\\_15811408\\_1\\_1\\_1\\_1,00&&en-USS\\_01DBC.html](http://www.oecd.org/document/16/0,3746,fr_2649_34447_15811408_1_1_1_1,00&&en-USS_01DBC.html)) , enrolled in a first or second cycle programme at university: 1.923€ - Maximum amount for student from industrialised countries, enrolled in a first or second cycle programme at university: 3.845€ - Maximum amount for student from developing countries, enrolled in a second cycle advanced/specialised programme at university: 0€ - Maximum amount for student from industrialised countries, enrolled in a second cycle advanced/specialised programme at university: 3.845€ - Maximum amount for student from developing or industrialised countries, enrolled in doctoral studies: 0€ - Maximum amount for international student, enrolled in a professional first cycle programme in a non-university HEI: 992€ - Maximum amount for international student, enrolled in a first cycle programme in a non-university HEI: 1.487€ - Maximum amount for international student, enrolled in a second cycle programme in a non-university HEI: 1.984€ Basically, international students are those from outside the European Union.

**9. Who defines the fee amounts for any student in the first cycle?**

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

**10. Who defines the fee amounts for any student in the second cycle?**

- Each higher education institution defines its own fees

- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

**11. Do students have to pay compulsory contributions to student unions/representations?**

No

**11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.**

**12. Do you want to answer this section now or later?**

Now

**12.1. Please identify the main focus of your country's student support system.**

A combination of grants and loans for students

The Act of 19 July 2010 focussed on arrangements for students with grants. The tax benefit for parents is that they may continue to consider the student at their charge until the age of 25.

**12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.**

**13. PUBLIC GRANTS AND SCHOLARSHIPS**

**13.1. Does any student receive public financial support in the form of grants and/or scholarships?**

Yes, students of all cycles

Students are entitled to grants and loans only if their income or their parents' is under a legally fixed amount.

**13.2. Which first cycle students are eligible for grants and/or scholarships?**

Specific groups of students

**13.2.1. Which groups of students receive grants and/or scholarships?**

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

**13.2.2. What percentage of first cycle students receives a grant and/or scholarship?**

**13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?**

Minimum = 390€

Maximum = 4.519,95€

Most common = 1.027,72€-NB: concerning the previous question, no distinction is made between first cycle and second cycle students in that matter. Figures for 2009-2010 show that 25% of students benefited from scholarships.

**13.4. Which second cycle students are eligible to receive grants and/or scholarships?**

Specific groups of second cycle students

No distinction between 1st and 2nd cycle students. Only the student's or the parents' income matters.

**13.4.1. Which groups of students receive grants and/or scholarships?**

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

**13.4.2. What percentage of second cycle students receives a grant and/or scholarship?**

25

**13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?**

see above

**13.5. What percentage of all students receives a grant and/or scholarship?**

25

**14. STUDENT LOANS**

**14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?**

Yes, students of all cycles

**14.2. Are all first cycle students eligible to receive loans?**

No

**14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?**

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.

- Field of studies
- Based on cycle the student is enrolled in

**14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.**

Minimum first cycle = 743,68€

Most common first cycle = not available

Maximum first cycle = 1.239,47€

**14.2.3. Are all second cycle students eligible to receive loans?**

No

**14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?**

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

**14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.**

Minimum second cycle = 743,68€

Most common second cycle = not available

Maximum second cycle = 1.239,47€

**14.3. If different types of loans exist in your country, please provide the details here.**

Publicly subsidised loans may be granted to families, not to the students themselves. The amount depends on the reimbursement possibilities. Private banks may also grant loans.

**14.4. What percentage of students takes out loans?**

In the first cycle = 0

In the second cycle = 0

Of all students = 0.02

**14.5. Are student loans publicly subsidised or guaranteed?**

Yes

**14.5.1. Please explain the form of this guarantee/subsidy.**

The service of study grants and loans of the Ministry French Community is the responsible body. Loans are thus directly guaranteed by the Ministry of the French Community.

**14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?**

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

**14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.**

The total amount of loans granted by the Ministry is constantly decreasing.

**15. Do you want to answer this section now or later?**

Now

**16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?**

- 1st cycle    Yes    No    No answer
- 2nd cycle    Yes    No    No answer

**17. Which students' parents are eligible to receive such non-tax based benefit?**

All

**17.1. What are the criteria upon which eligibility is decided?**

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

**17.1.1. Please specify.**

**17.2. Are parents of students in the first or in the second cycle treated differently?**

No

**17.2.1. Please explain the difference.**

**18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?**

No

**19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.**

**19.1. Is there a difference for parents whose children are first or second cycle students?**

Please choose..

**19.2. Please explain the difference.**

**20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).**

With the document proving that the student attends higher education courses for a minimum of 27 credits family allowances are provided to parents until the age of 25. The amounts depend on the structure of the family and the age of the student.

**21. Do you want to answer this section now or later?**

Now

**22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?**

- 1st cycle  Yes  No  No answer  
2nd cycle  Yes  No  No answer

**22.1. What are the criteria to determine who is eligible?**

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

**23. In your country, do any forms of public non-cash student support exist?**

- 1st cycle  Yes  No  No answer  
2nd cycle  Yes  No  No answer

## 24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

### 24.1. Please specify the details of existing subsidies.

HEIs may provide accommodation at lower rates than private owners.

## 25. Who is eligible to receive such non-cash support?

Subsidised accommodation  All students  Specific groups of students based on pre-defined criteria  No answer

Subsidised health insurance  All students  Specific groups of students based on pre-defined criteria  No answer

Other subsidies  All students  Specific groups of students based on pre-defined criteria  No answer

### 25.1. What are the criteria to determine who is eligible?

Income of parents too low

Income of student too low

Age of student

Disability

Parenthood of student

### 25.2. Is there a difference in eligibility between first and second cycle students?

### 25.3. Please explain the difference.

n/a

## 26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

The availability of subsidized accommodation is limited.

## 27. Do you want to answer this section now or later?

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

- Student
- They hold and employment contract with a HEI

**28.1. Please explain why you selected multiple options?**

As explained in part 1.1 dedicated to context and structure, there are various streams of financing doctoral studies. One is being employed by the university institutions as assistant.

**28.2. Are there differences between students of different subject areas?**

No

**28.3. Please explain the difference.**

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

There are many funding sources proposed to doctoral candidates. Generally, we can distinguish funding based on a specific mandate and funding linked on a specific project. Here is a non-exhaustive list of funding sources. Funding based on a specific mandate - Mandate "research fellow-FRS-FNRS" (Scientific Research Funds and Scientific Research National Fund) - Mandate "research fellow-FRIA" (Research Funds in Industry and Agriculture) - Mandate as assistant in a university - Mandate "FIRST DEI" (from the Walloon Region in partnership with an enterprise) - Mandate "Prospective Research for Brussels" (from the Brussels region) - Institutional grants for doctoral candidate Funding linked a specific project: - Actions of Concerted Research, - Interuniversity Attraction Centres, which aims at supporting fundamental research led by the university research teams of the various regions of the country working in a network within the framework of collaboration projects; - Mobilising Programmes of the Walloon Region, which aims at strengthening the scientific potential of universities and HEIs and valuing it in the Walloon industrial context; - European Initial Training Network in the Marie Curie framework - Télévie programme, which concerns research on cancer; - Thematic programme of the Federal Research Policy

**30. Please explain any differences in the fees they 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.**

The fees are identical to those for a second cycle programme at university, i.e. 835€

**31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.**

A researcher might be employed by the university institutions as assistant, so part of the teaching staff.

**32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.**

Every year, the doctoral candidate has to pay the registration fees described above.

**33. Please provide any additional relevant comments for consideration regarding your doctoral education.**

# Questionnaire on student and staff mobility

## A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: [secretariat@ehea.info](mailto:secretariat@ehea.info).

## **B Details on the completion of the questionnaire**

### **B.1. Who contributed to the completion of this report? Please provide the names and functions.**

#### **B.1.a** Government representatives

Ms Chantal Kaufmann, Director general, Directorate general for non-compulsory education and scientific research, Ministry of the French Community

Ms Françoise Bourdon, chargée de mission, Directorate general for non-compulsory education and scientific research, Ministry of the French Community

Mr Kevin Guillaume, attaché, Directorate general for non-compulsory education and scientific research, Ministry of the French Community

Ms Nathalie Jauniaux, Director, Higher education observatory, Ministry of the French Community

#### **B.1.b** Stakeholder representatives

Bologna Experts, including representatives of university institutions, hautes écoles, arts schools and students' organisations

#### **B.1.c** Other contributors

Ms Mélanie Delbascourt, attachée, AEF-Europe

Ms Catherine Devlamminck, responsible for Erasmus, AEF-Europe

## C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

### C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

#### C.1.a If yes, please provide a reference.

Although no quantitative target has been defined to foster the mobility of students and staff in higher education, the Government has defined a number of priorities in the Governmental Declaration for the period 2009-2014. The priorities mainly concern the financing of students mobility (via an expansion of the grants system for a broader population), increase of students mobility through the promotion of new mobility schemes (especially double, joint, multiple programmes), information of the added-value of mobility amongst students and their parents.

Please find the Government Declaration 2009-2014 on the following website:  
<http://www.cfwb.be/index.php?id=1774>. Pages 64-79 concern higher education, with a special focus on mobility on pages 73-75

#### C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted:2009

Most recent revision: n/a

### C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility <sup>1</sup>	Degree mobility <sup>2</sup>
Inbound			
Outbound			
No target	x	x	x

<sup>1</sup> Mobility to a different country in the context of a programme in the home institution for which credits are awarded

<sup>2</sup> Mobility for an entire degree programme

**C.2.a** Please provide a reference for the target.

n/a

**C.2.b** Are these targets the same for students in all cycles or are there differences?

Same

Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

n/a

**C.3. Does your country's national strategy/action plan include staff mobility in higher education?**

Yes

No

**C.3.a** If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

**C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?**

Yes

No

**C.4.a** If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				

Asia				
Other (please specify)				

**C.4.b** If you have regional priorities, please give reasons.

A specific attention is given to the students coming from the Southern hemisphere, especially developing countries. The measures foreseen should include the fair and smoother recognition of their qualifications, the improvement of reception and support facilities as well as the financing of these students.

**C.5. Does your country monitor the impact of your national strategy or action plan?**

Yes

No

**C.5.a** If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Even if no monitoring process has been established up to now, it should be underlined that since 2009 the Higher Education Observatory has been operational. The Observatory is mainly responsible for collecting systematic data and statistics on students population and mobility flows. The Observatory will therefore allow systematic monitoring of the measures implemented to foster mobility.

**C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?**

Yes

No

**C.6.a** If yes, please explain and/or give examples.

Here are some examples of strategies taken by individual institutions to foster mobility:

In 2002, the Catholic University of Louvain (UCL) initiated a programme named "MERCATOR" providing funding for outgoing credit mobility in HEI in countries not covered by Erasmus, mainly US, South America and Asia. It also allows UCL to guarantee funding for credit mobility at masters level even in case the student already benefited from an Erasmus grant at bachelor level.

In 2009, the Haute Ecole Paul-Henri Spaak participated in a project aiming at assessing the impact of participation short-time international events and their impact on students' careers, the so-called "Intercareer". Through electronic survey, the following dimensions were analysed: the expectations of students towards Euroweek conference, the career perspectives of students one year after the conference, the evolution of the professional career since the first conference in 1994, etc.

**C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?**

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

**C.7.a** If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other	not applicable	not applicable

countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)	Grants/scholarships will be awarded only if the programme followed abroad is not organized by any recognized institution of the French Community.	
Other restrictions apply (please specify)	The prerequisites for awarding grants and loans are identical to those for students studying in the French Community i.e. it depends on the socio-economic conditions of the student and his/her parents.	
No restrictions apply		

**C.8. Has your country implemented any of the following financial support measures to foster student mobility?**

Measure	Credit mobility	Degree mobility
loans for incoming students		x
grants/scholarships for incoming students		x
Loans for outgoing students	x	x
Grants/scholarships for outgoing students	x	x Grants/scholarships will be awarded only if the programme followed abroad is not organized by any recognized institution of the French Community.
Other: (please specify)		

**C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)**

International students can benefit from non-financial support, including subsidised accommodation, subsidised meals, subsidised public transports and various price reductions. These different subsidies are generally offered by the Walloon Region, the HEIs or the French Community, depending on the type of subsidies.

Concerning recognition of credits acquired in mobility, the team of Bologna Experts published in 2009 a guide of good practices to the destination of HEI international offices. This guide clarifies the regulation in vigor, provides examples of good practices at institutional level and reminds the main principles of recognition, including the ECTS.

The Mobility Higher Council ("Conseil supérieur de la mobilité étudiante") was established in 2007. The Council, comprising representatives of HEIs, students and the administration, is in charge of the management of the Mobility Fund, the Erasmus-Belgica programme as well as the European sectorial mobility programmes (Erasmus and Jean Monnet). The Council also plays the role of advisory body on mobility policies. Currently, two main issues are discussed: the possibility of including a compulsory mobility period within any HE programme, and the enhancement of joint programmes.

The Foundation of King Baudouin have been developing various actions to promote students mobility between the three Communities of Belgium, through the funding of various projects.

In September 2010, the Ministry of the French Community and Wallonia-Brussels International decided to establish a specific body for the information and promotion of higher education abroad. The so-called "Wallonia-Brussels Campus" will therefore be

**responsible for developing and supporting information and promotion strategies, in cooperation with the various stakeholders.**

## D Identifying and removing obstacles to mobility

**D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?**

Yes

No

**D.1.a If yes, please provide** references to those surveys and/or research that have influenced your policy on mobility?

Since 2007, the Ministry of the French Community has been an active member of the Bologna working/coordination group on mobility. Therefore, the different measures taken so far have been certainly influenced by the results of the above mentioned working group. In this context, a seminar was organized in May 2007 on "Fostering Student Mobility: next steps?" to analyze different aspects of mobility from the government, stakeholders and institutions' points of view: the inequitable balance of mobility in the EHEA, the portability of grants and loans and attractiveness of HEIs. Further information can be found on the following link: [http://www.enseignement.be/index.php?page=25072parametres\\_page](http://www.enseignement.be/index.php?page=25072parametres_page).

In 2006, the previous Minister in charge of higher education and research, Marie-Dominique Simonet, mandated a study on the practices of HEIs in terms of international mobility of students holding grants of the French Community. The study comprises two main parts: a survey amongst HEIs in order to describe the practices in place; a compendium of interviews of mobile students holding grants of the French Community. The main objective of the study was to assess how important the financial obstacle is to students' mobility as well as to assess quantitatively and qualitatively the policies implemented by the Ministry of the French Community (in particular through the Higher Mobility Council).

In the framework of the "tables rondes" amongst HE stakeholders, initiated by the current Minister in charge of higher education, Jean-Claude Marcourt, a specific group tried to list the obstacles to mobility, taking thus into consideration the results of the above mentioned study.

In 2009, the Foundation King Baudouin mandated a study on the joint degrees and programmes organised by Belgian HEIs from each of the three communities. The study describes the current state of this issue in Belgium, providing information concerning the legal framework, giving examples of good practices and making a series of recommendations. The study and further information can be found on the following link: <http://kbsfrb.be/publication.aspx?id=254596&LangType=2060>.

**D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)**

<b>Obstacles to student mobility</b>	Incoming mobility	Outgoing mobility
Funding	1	1
Recognition		3
Language	3	
Curriculum/Study organisation	2	2
Legal issues		
Motivating and informing students		
Other, please specify:		

**D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?**

Yes

No

**D.3.a** If yes, please specify.

The issue of the curricula/programmes organisation is particularly important for first cycle's professionalizing programmes that are organised by non-university institutions. Indeed, the main components of these programmes are defined in the legislation (through the "grilles horaires minimales"). It therefore means that a student should have followed all legally required courses to obtain his/her final qualification. However, through the good cooperation between the administration and the HEIs, but also thanks to the work achieved by the Bologna Experts through the publication of a guide of good practices, difficulties are more easily resolved.

**D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?**

Yes

No

**D.4.a** If yes, please specify.

**D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?**

Yes

No

**D.5.a** If yes, please specify.

As explained in D.3.a, recognition of credits acquired abroad might be difficult because of the organisation of the curriculum/programme, and the inclusion of legally required courses.

**D.6. Are the obstacles that you ranked above particularly important for degree mobility?**

Yes

No

**D.6.a** If yes, please specify.

**D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?**

**Concerning the funding obstacle, complementary means have been put in place i.e. FAME, Erasmus complement, etc.**

**Concerning the language obstacle, the legislation of the French Community is quite restrictive in the use of foreign languages in recognised HE programmes: in a first cycle programme, a maximum of 20% of the learning activities can be organised in a foreign language; in a second cycle programme, a maximum of 50% of the learning activities can be organised in a foreign language). However, in 2007, the legislation was amended allowing HEIs to organise an entire programme in a foreign language in case of joint programmes with HEIs outside the French Community.**

**Concerning the recognition and the curriculum/programme organisation, as explained in point D.3.a, cooperation between the administration, the Government's delegates and the non-university institutions has been reinforced to tackle this "problem" of legally required courses. The Bologna Experts have also participated in tackling this issue via the setting-up of a working group on recognition which led to the drafting of a guide of good practices.**

**Concerning the information and motivation, different measures have been taken at the institutional level through information sessions for students and their parents. At the level of the French Community, the establishment of the information and promotion agency (Wallonia-Brussels-Campus) will foster the development and the following-up of common information and promotion strategies amongst the various institutions and stakeholders.**

**D.8. Has your country monitored the effects of these measures/programmes?**

Yes

No

**D.8.a** If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

As explained in C.5.a, there is no specific monitoring process.

**D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?**

Yes

No

**D.9.a** If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

As mentioned in D.1.a, in the framework of the "tables rondes" amongst HE stakeholders, initiated by the current Minister in charge of higher education, Jean-Claude Marcourt, a specific group has tried to list the obstacles to mobility (both students and staff), taking thus into consideration the results of the above mentioned study.

**D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)**

<b>Obstacles to staff mobility</b>	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues	2	2
Incompatibility of pension and/or social security systems	3	3
Legal issues		
Other, please specify:	1 career development	1 career development

**D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?**

**So far, no specific measure has been taken to tackle and remove the obstacles to staff mobility.**

**D.12. Has your country monitored the effects of these measures/programmes?**

Yes

No

**D.12.a** If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

## E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

### E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students	x	x	x
more outgoing than incoming students			
approximately the same number of incoming and outgoing students			
No information available			

#### E.1.a What is the statistical source for this information? Please supply statistical data.

The Higher Education Observatory informs that we cannot precisely answer the question as no reliable data are available regarding the outgoing credit mobility. This information depends indeed on the data and statistics provided by the hosting countries and so far, there are great difficulties to even agree on a same definition of mobility, as most of the indicators are nationality-based.

However, if we compare proportionally the data regarding outgoing credit mobility in the whole Belgium and data regarding incoming credit mobility, there is clearly more incoming than outgoing credit mobility.

### E.2. Is the situation described above regarded as balanced mobility?

Yes

No

**E.2.a** Please explain and include a definition of “balanced mobility” as it is used in your country.

**There is no specific definition of balanced mobility. However, we most generally refer to the degree mobility and then the flows of incoming and outgoing students. A balanced degree mobility is understood as a situation where the number of incoming foreign students (i.e. with a qualification awarded in a foreign country) equals the outgoing students.**

**Besides the numerical balance between incoming and outgoing students, the Government considers also the balance between North and South hemispheres. A particular attention is given to the recognition of foreign qualifications, to the reception of the students as well as to the harmonization of registration fees. Regarding this last specific issue, the Interuniversity council agreed on harmonised registration fees for non-EU students last month. It will certainly avoid discrepancies between HEIs and favour international students enrollment.**

**E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?**

Yes

No

**E.3.a** If yes, with which countries or regions are mobility flows most imbalanced?

**French students are enrolling in paramedical or veterinary medicine programmes, generally after having failed at the admission in France.**

**E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?**

Yes

No

**E.4.a** If yes, what are the main concerns addressed?

**The main concerns are related to the access of resident students to these programmes, to the financing of these programmes and to the fact that the non-resident students, once they have obtained their qualifications, go back to their countries of origin.**

**E.4.b** If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: The decree of 16 June 2006 regulates the number of non-resident students in the following first-cycle programmes: bachelor in veterinary medicine, bachelor in physiotherapy, bachelor in psychology (option logopedy); bachelor in midwifery; bachelor in occupational therapy; bachelor in speech therapy; bachelor in chiropody/podiatry; bachelor in physiotherapy; bachelor in audiology; bachelor in specialized education.

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## National Report regarding the Bologna Process implementation 2009-2012 – Belgium, Federation Wallonia-Brussels

### ERRATA

Brussels, 30 March 2012

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**p.3, question 4:** There are 113 social advancement education institutions awarding higher education degrees.

**p.4, question 5.7:** For the “other” length, it should be mentioned that 0,3% of master’s programme including 180 credits (veterinary medicine) and 0,3% of master’s programme including 240 credits (doctor in medicine).

**p.20, question 3.2:** It should be indicated that following the review by ENQA, the AEQES is full member of ENQA.

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