DITOGA

**Digital tracking of VET graduates via auto-analytics
to enhance the quality and sustainability
of vocational and educational training programmes**

National Report – Belgium

A.   Questionnaires - Results

1. Companies: demands of the world of work beyond the educational horizon.

The below answers were gathered from five totally different companies in technical, logistic and educational sectors.

Vives	University College
3M Team	Technical Service and Maintenance
Filip Lagrou	Technical Service and Maintenance
Skilliant	Technical training provider
Portilog	Logistical training provider

A. EMPLOYMENT

A EMPLOYMENT	1 very good	2 good	3 satisfactory	4 sufficient	5 not sufficient
A1. Can the apprentices/trainees/new workers adapt to the job requirements/job profile?		2	2	1	
A2. Can the apprentices/trainees/new workers identify unique selling propositions (USP) about themselves? Can they differentiate from others in order to convince?		2	3		
A3. Can the apprentices/trainees/new workers portray themselves and their competences professionally in front of employers?		2	2	1	
A4. Do the apprentices/trainees/new workers have a clear understanding of the tasks/knowledge, skills, competences required by the occupation?		2	2	1	

According to our interviewees, students, apprentices and new workers adapt quite well to job requirements, in addition they seem to have a clear understanding of task/knowledge, skills and competence requirements. When applying, the defined target group is said to be able to differentiate quite well from others. They can more than sufficiently portray themselves and their competences professionally in front of the interviewed employers.

B. SOCIAL INTERACTION

B SOCIAL INTERACTION	1 very good	2 good	3 satisfactory	4 sufficient	5 not sufficient
B1. Do the apprentices/trainees/new workers take initiative?			3	2	
B2. Do the apprentices/trainees/new workers seem to be openminded and willing to improve?		1	3	1	
B3. Are the apprentices/trainees/new workers punctual and are willing to follow break times and working hours?			5		
B4. Are the apprentices/trainees/new workers able to co-operate and cope with feedback/criticism? (Please also comment below.)			4	1	

Regarding social interaction, taking initiative seems to be the hardest (not being less than sufficient, but the smallest score of all the questions in this domain). Young recruits or trainees are able to cooperate well and also deal with feedback or criticism. According to all employers, one student is not the other but normally they tend to respect hours and are willing to work.

C. SELF PERCEPTION

C SELF PERCEPTION	1 very good	2 good	3 satisfactory	4 sufficient	5 not sufficient
C1. Do the apprentices/trainees/new workers ask questions when they are unsure? Are they afraid of admitting uncertainty?			2	2	
C2. Do the apprentices/trainees/new workers seem aware of their own strengths and weaknesses?			3	2	
C3. Can the apprentices/trainees/new workers clearly express what they like and dislike about the tasks and profession?			3	2	
C4. Are the apprentices/trainees/new workers able to estimate their own abilities realistically? (Please also comment below.)			2	3	

In general, students are good at certain aspects from the job, and they love doing them. The more difficult aspects they do not like so much, and therefore they take less initiative. We can conclude from the above table that self-perception of students leaves quite some room for improvement.

D. WORK ENVIRONMENT

D WORK ENVIRONMENT	1 very good	2 good	3 satisfactory	4 sufficient	5 not sufficient
D1. Are the apprentices/trainees/new workers capable of dealing with the demands of the physical environment (height, heat, cold, noise, isolation,)?		3	2		
D2. Do the apprentices/trainees/new workers have a realistic understanding of the demands of the workplace?		2	2	1	
D3. Do the apprentices/trainees/new workers recognise and adapt to the values of the company?		3	2		
D4. Do the apprentices/trainees/new workers interact with customers appropriately and in a good manner?		3	2		

Overall, the general impression is that the conditions of the work environment are quite clear to the students, trainees, young recruits. They might have a limited idea at the start, but once employed, they seem to be complying.

E.   EDUCATION AND TRAINING

E EDUCATION AND TRAINING	1 very good	2 good	3 satisfactory	4 sufficient	5 not sufficient
E1. Do the apprentices/trainees/new workers have sufficient language skills to carry out their work properly? This includes both oral and/or written skills depending on the job tasks.	2	2	1		
E2. Do the apprentices/trainees/new workers possess and demonstrate sufficient digital skills?	2	2	1		
E3. Are the apprentices/trainees/new workers willing to improve their occupational specific knowledge and skills?	2	2	1		
E4. Do the apprentices/trainees/new workers have any skill gaps that hinder their performances? (Please also comment below.)			4		

This is foremost the best perceived domain in the questionnaire. The job-technical competences seem to be well controlled. The difference between expectations (standards) and own performance seems to be a yet relatively unknown aspect.

Additional wishes being expressed by the interviewed employers were the following:

- Insight, engagement, initiative

- Eagerness, ambition to learn new techniques. Be socially skilled, address people, say goodmorning and goodnight. A smile does not cost anything but can do miracles. Communicate!! Be prepared to work, if you want it, you can do it.

- Cooperation, stress resilience, intrapreneurship

- Flexibility, taking initiative, communication

- Taking experience, speed of work, accuracy and punctuality

2. VET Professionals/Teachers/Trainers: perspective on the key factors and relevant requirement necessary for aligning their training programmes to the current needs of the work field.

For this part of the questionnaire, different types of functions were interviewed within Syntra West.

1	Marie Van Looveren	Campus manager
2	Patrick Ghyselinck	Campus manager
3	Tom Balcaen	Campus manager
4	Patrick Huyghe	Director Projects and Products
5	Emanuel David	Business Developer
6	Lieselotte Verplancke	Project Manager
7	Joke Six	HR Consultant
8	Indyra Olivier	Teacher Trainer/Internal trainer
9	Veerle Breemeersch	Head of Academy of the Future
10	Hermien Wittouck	Project Manager

A. EMPLOYMENT

Job requirements are made extremely clear during training as curricula are transcribed into competency profiles, i.e. the required knowledge, skills and competences for the job. During VET trainings in our institution, these job profiles are being assessed three times during a school year, by three parties: the student, their teachers, the enterprise where they intern. Via these 360° assessments, they gain insight in their performances and eventually are able to present themselves, portray themselves in an excellent manner when applying for a job.

B. SOCIAL INTERACTION

During the training, we focus a lot on soft skills, being a set of entrepreneurial skills that allow a student to be able to communicate, cooperate well and efficiently. Taking initiative is part of that set of skills. Yet, we do notice that taking initiative, being assertive and use an open style of communication, is difficult in young students/recruits lacking experience. Therefore it is so important to integrate internships and traineeships in companies in the trainings, so that students learn these very relevant (life and work) skills by doing in the

workplace. This also includes respecting break times and working hours in a realistic (authentic) work environment.

C. SELF PERCEPTION

In the course of the training, the self-assessment tends to gain a surprising result, namely that students who rated their skills quite well in the beginning of the school year, rate the same skills a lot lower after a few months in school. This is due to the fact that they learn to understand what a specific skill comprises and that they gain better insight in the gap between their own performance and the skill standard. We teach them self-insight and show them how to capitalise on strengths and adjust or compensate for weaknesses.

D. WORK ENVIRONMENT

Before entering the work place, students are fully orientated and well aware of the requirements of the work field they have opted for. Yet, at the enrolment stage of a training, this is not always the case. Many times we have to orientate our students to trainings, and therefore jobs that do match their expectations regarding working hours, constraints and physical conditions.

E. EDUCATION AND TRAINING

Since many years, the curricula of our trainings are validated by sector commissions, their members being current representatives of the work field. They co-create our curricula with all its contents and exams regarding required knowledge, skills and competences. In this way, there is already a good link between work field expectations and our trainings. However, the work field with its requirements changes so fast, sometimes not even rendering the time to reflect on changing conditions and skills requirements that we do find graduates being under-skilled upon graduation after all. Digital literacy, critical and computational thinking, complex problem solving, research and information fluency, etc. are all 21st century skills that are becoming more and more requested yet still under offered today in our educational pathways.

In the following, a summary is given from the feedback that was gathered on the questionnaire itself that might be relevant for the project as well:

1. To gauge the level of control of the student. Can the student practice the acquired competences at the right level (see Taxonomy Bloom)? (Can they effectively create / initiate / evaluate / analyse their own ideas when necessary, or do they remain at the level of knowing / remembering / applying?). This is one of the biggest challenges of training: it is usually easy to determine "what" needs to be learned, but it is much more difficult to let the students acquire the required knowledge to the right level.

2. What may also be missing (see EU project Skills Navigator): are the acquired competences sufficiently future-oriented? They only learn what they now need to know in 2018 (e.g. making furniture in the traditional way) or can they also teach things in the workplace (forward thinking, new insights, or a new vision of how things can be done in the future). E.g. How can we tackle this in 5 - 10 years? More sustainable? Better? Faster? This is because it is perhaps too much in one direction: has the student acquired the competences that the employer knows he needs in his company, while the student should in principle already bring things that the employer does not yet realize he needs? In short, the employee helps to grow the company towards the future.

3. A general remark is that it is very difficult to make a questionnaire that works well for both the low-skilled and the higher-skilled. Certain questions will - as simple formulated as they may already be – be too difficult for people who come from vocational education or come from an executive profession (e.g. garden contractor, painter, construction, …).

4. Another comment is that a number of questions are not unequivocal. E.g. question A2. Can he / she identify USPs about himself? Does he / she distinguish himself from the others? These are two different things, so that should also be questioned separately. There are, for example, a few more in the questionnaire and they should all be clearly worded unambiguously.

5. It might be difficult for the supervisor to assess which competences the alumnus exhibits on the work floor are taught in the program and which competencies have been acquired through other work and training experiences, which generic skills belong to the personality of the alumnus, etc. If you ask the alumni themselves, they will of course be able to attribute the competencies much better to either the study program or other experiences / study programs / personality. This will again provide a more accurate feedback on our vocational training.

B. Desk Research

A. Describe initiatives in your country that focus on tracking of VET graduates and their future career paths in the working world.

Very interesting European overview document of present initiatives in Europe:

1) **Bruxelles Formation – Ulysses Survey**

- The 'Ulysses Survey' is a survey conducted by Bruxelles Formation through telephone interviews. Bruxelles Formation is a public training organisation responsible for the vocational training of researchers, job seekers and workers, who are Brussels-Capital-based workers in Brussels. Ulysses is a telephonic survey that maps the career paths of job seekers in the year after they followed a training in the centres of Brussels Formation. This survey exists since 2004. The option of telephonic surverys was preferred to ensure that respondents fully understand the questions. Administrative data collected by Brussels Formation is used to establish the social background of the surveyed individuals (age, gender, nationality, etc.). Bruxelles Formation is currently looking into the possibility of updating the tracking system by making use of available administrative data (on employment and re-entry into education or training) to complement the survey data. This would remove survey bias as well as response subjectivity

  Sources:
  http://www.bruxellesformation.be/Actupress/2017/12_decembre/ulysse_2017.pdf
  Source:
  ec.europa.eu/social/BlobServlet?docId=19209&langId=en

2) **Study on the labour market integration and longitudinal follow-up of VET learners in the Walloon Region Survey regional VET IVET/CVET.**

  Source:
  https://portail.umons.ac.be/FR/universite/facultes/fpse/serviceseetr/methodo/recherches/recherches_finalis%C3%A9es/Documents/rapport%20sysfal.pdf
  https://web.umons.ac.be/fr/alumni/lenquete-insertion-professionnelle/

3) **Study of young people's trajectories during and after VET in the French speaking system of the Brussels region**. Period 2012-2014.

Over a period of 2 years, the METICES-ULB research center conducted a study on the trajectories of young people graduating at CEFA Brussels and the efp between 2003 and 2012. This study aims to answer the following questions: beyond the measurements/surveys at a fixed date, how many graduates enter alternating learning trajectories? What is the profile of young people who opt for these trajectories? What trajectories do they prefer? What is the future of these young people on the job market after they have completed those trajectories?

The study is innovating because it links and interprets data from different databases.

Source: https://ccfee.be/fr/publications/alternance/2012-2014-etude-sur-les-trajectoires-des-jeunes-dans-les-dispositifs-bruxellois-francophones-d-alternance

4) **VDAB School Leavers Study**

The VDAB School Leavers Study provides insight into labour market transitions of recent school leavers in Flanders. The study uses administrative data from the VDAB (Flemish Public Employment Service), the Department for Education and Training and SYNTRA, the Flemish Agency for Entrepreneurial Training. The study looks at the whole population of school leavers across the Flemish education system (i.e. not just VET), including both graduates and early school leavers. It covers school leavers from lower secondary education up to university. Every year the study looks at a cohort of recent school leavers and tracks whether they registered as jobseeker with the VDAB during the year after leaving school; whether they were still registered as a jobseeker after one year and whether during this year they had signed off at any point (assuming they gained work experience during this time). As an illustration, the results published in 2018 look at the cohort that left school in June 2016and checks whether they registered as jobseekers between June 2016 and June 2017.

Sources:
https://www.vdab.be/sites/web/files/doc/schoolverlaters/schoolverlatersrapport2018.pdf
https://www.vdab.be/trends/schoolverlaters.shtml

5) **Effectiveness measurement conducted by Syntra West** to track the effectiveness of the followed vocational trainings after graduating. What is measured: Number/percentage of graduates that become self-employed within 5 years after graduation, rate of professional acitivity, unemployment rate, acquisition of new competences and wages.

Results in Dutch report.

6) **Report on career paths of qualified VET Graduates.**

As relatively little is known about this in Flanders, the report focuses on the professional career of VET graduates. Different VET levels are compared and discussed, also in relation to general education.

Source: https://steunpuntssl.be/Publicaties/Publicaties_docs/ssl-2015.05-4-0-hoe-doen-de-afgestudeerden-van-TSO-en-BSO-het-op-de-arbeidsmarkt

7) **Questionnaire drafted by University of Hasselt to track graduates' career paths (University Education, not VET)**

Source: **https://www.uhasselt.be/Documents/UHasselt/onderwijs/intranet/kwaliteitszorg/VI_Vragenlijst_Opleiding_Alumni.pdf**

B. Do the above-mentioned initiatives also include EU- initiatives and concepts?

The initiatives stand alone, but some of them are discussed and compared to other EU-initiatives in this report: „Mapping of VET graduate tracking measures in EU Member States - Final Report."
Source:
ec.europa.eu/social/BlobServlet?docId=19209&langId=en

Interesting EU sources mapping the realities in different EU Countries:

"Carrying out tracer studies - Guide to anticipating and matching skills and jobs Vol. 6"
Source: https://www.etf.europa.eu/en/publications-and-resources/publications/carrying-out-tracer-studies-guide-anticipating-and-matching

„Education and Training monitor 2018 - Country analysis on training and education indicators, the main strengths and challenges of the country's education and training system, innvestment in education and training for EU countries":
Source: https://ec.europa.eu/education/sites/education/files/document-library-docs/volume-2-2018-education-and-training-monitor-country-analysis.pdf

C. What initiatives are there in your country to define skills and competences?

1) EVC = Previously Acquired Competences

Knowledge and skills gained during trainings, in education, at work etc. can be validated by different recognized EVC providers. The result of these (often practical) tests are translated into a qualification certificate or a certificate of competencies. This can be used this for exemptions in a course or on the labor market.
Source: http://erkennenvancompetenties.be/wat-is-evc/

2) Employment Agency Database – competence reports

Guidelines for job seekers or graduates for making an online competence report that can be uploaded on the national websites of the Employment Agency VDAB.

Source:
https://partners.vdab.be/sites/web/files/doc/partners/cvs/Handleiding%20Co mpetenties.pdf

3) Guidelines for drafting competences and competence profiles in the food industry:
   - Guidelines on defining competences:
http://www.competentindevoeding.be/competentiebeheer.aspx?url=p_1181.htm
   - Guidelines for measuring competences:
http://www.competentindevoeding.be/competentiebeheer.aspx?url=p_1183.htm
   - Guidelines for describing competences:
Source:
http://www.competentindevoeding.be/competentiebeheer.aspx?url=p_1294.htm

4) Practical Guide on strategic and operational competence Management for companies. Guidelines, roadmap, competence dictionary by VOKA (Representing Flemish Network of Entrepreneurs and Chambers of Commerce).

Source:
https://www.talentontwikkelaar.be/sites/default/files/uploads/toolbox/Wegwijs_ in_competenties.pdf

5) Tools to describe competences (by HrWijs)
   - 360° feedback-tool
   - Personal Development Plan and guidelines
   - SAM Scale to stimulate, orientate, coaching employees/graduates
   - Coaching instruments for low skilled job seekers/employees

http://hrwijs.be/thema/ontwikkeling-personeel/talenten-competenties

D. Do the above-mentioned initiatives also include EU- initiatives and concepts?

No, they stand alone.

E. Does your organization have and use standardized curricula/concepts, maybe self-developed ones, to define skills and competences?

Defining skills:

The curricula that are being used are validated by both Syntra Flanders, our certifying body as well as by the sector commission, who, being a representative from the work field, gives input for the content (knowledge, skills and competences) and examination.

Sector commissions and our Syntra members in it, always rely also on official sources set out by institutions such as professional qualifications and professional competence profiles of the social economic council of Flanders.

F. How do you identify skill mismatches and skill gaps in your organization?

To start with, our organization used job descriptions, or function profiles. It contains the specific field in the organization and the supervisor of the field or domain, a description of tasks as well as a description of general and job-specific (technical) competences accompanied by their behavioral indicators.

Those competence profiles that are included in there, are used for our 360° competence assessments that take place every two years.

For this purpose, we use the Comet for all competence measurements. This is an online COmpetence MEasurement Tool, which can be customized, depending on the set goals and trainings. The tool

- enables the user to conduct a self-assessment – based on the 360°feedback model;

- enables the trainer/teacher/peer/colleague to give a score for each competence;

- enables the coach/supervisor (depending on the and) at the work place to rate the performance linked to the competency profile as well.

All results can be presented in a visually attractive way, both on an individual and team level.

An example can be found in the annex nr. 1 attached.
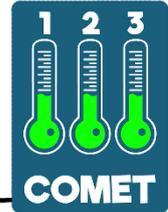
Tringa Sopi

VDO Accountmanager

04/02/2018 17:16

Competenties

Bestaan uit gedrag, vaardigheden en kennis.
Als je de juiste competenties hebt …

• voer je je takenpakket met zelfvertrouwen uit,
• beschik je over de juiste tools om jouw geplande resultaten te bereiken,
• is jouw werkgedrag succesvol, en jouw klant of werkgever tevreden.

Competenties

Tijdens je opleiding krijg je de kans om op verschillende tijdstippen jouw persoonlijke en professionele competenties in kaart te brengen met de COMET-tool. Je docenten helpen je daarbij.

RAPPORT

In dit rapport vind je het resultaat van jouw meting(en):
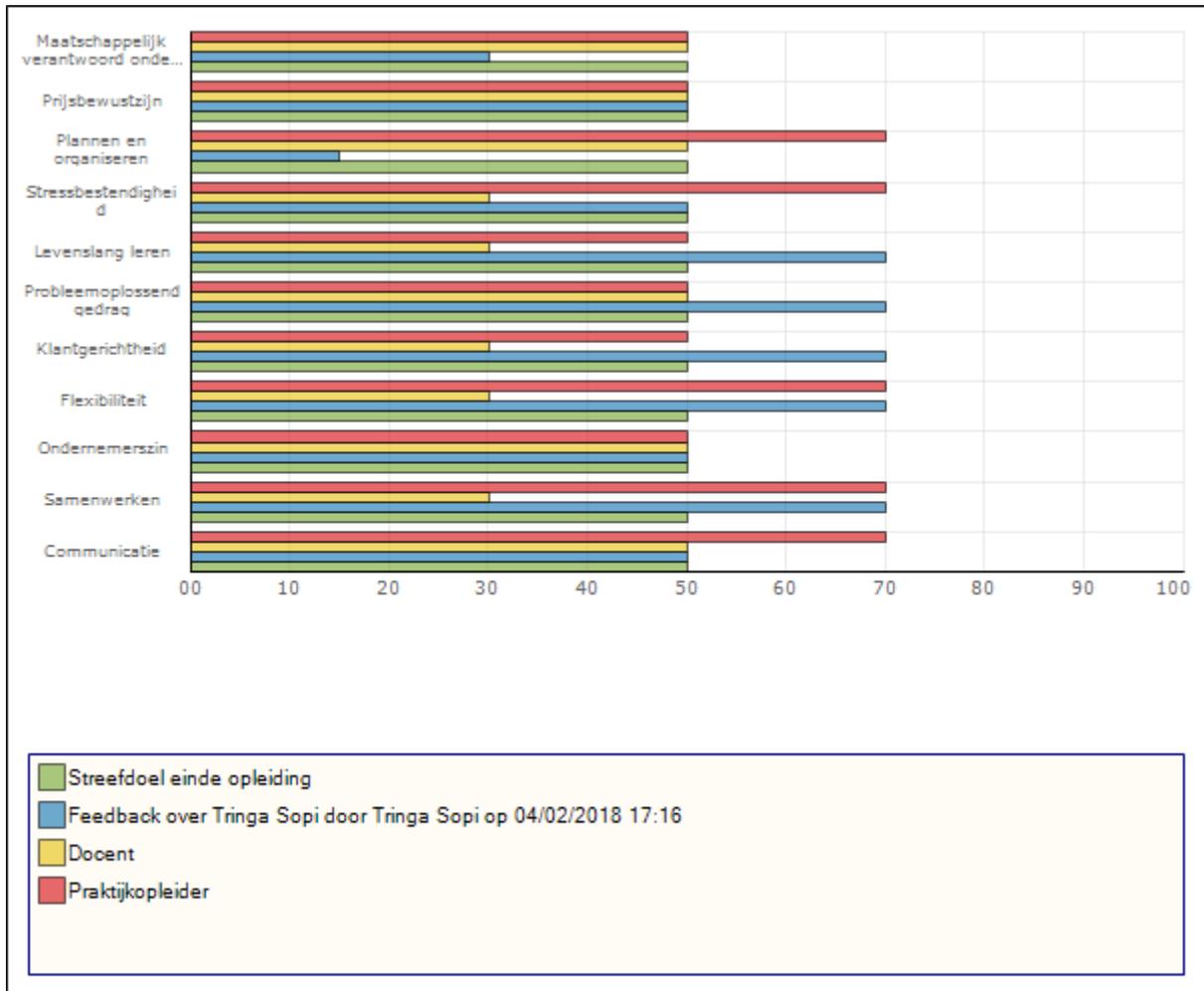
- Jouw eigen beoordeling;
- De beoordeling van de docent
  (of een gemiddelde van de docenten samen);
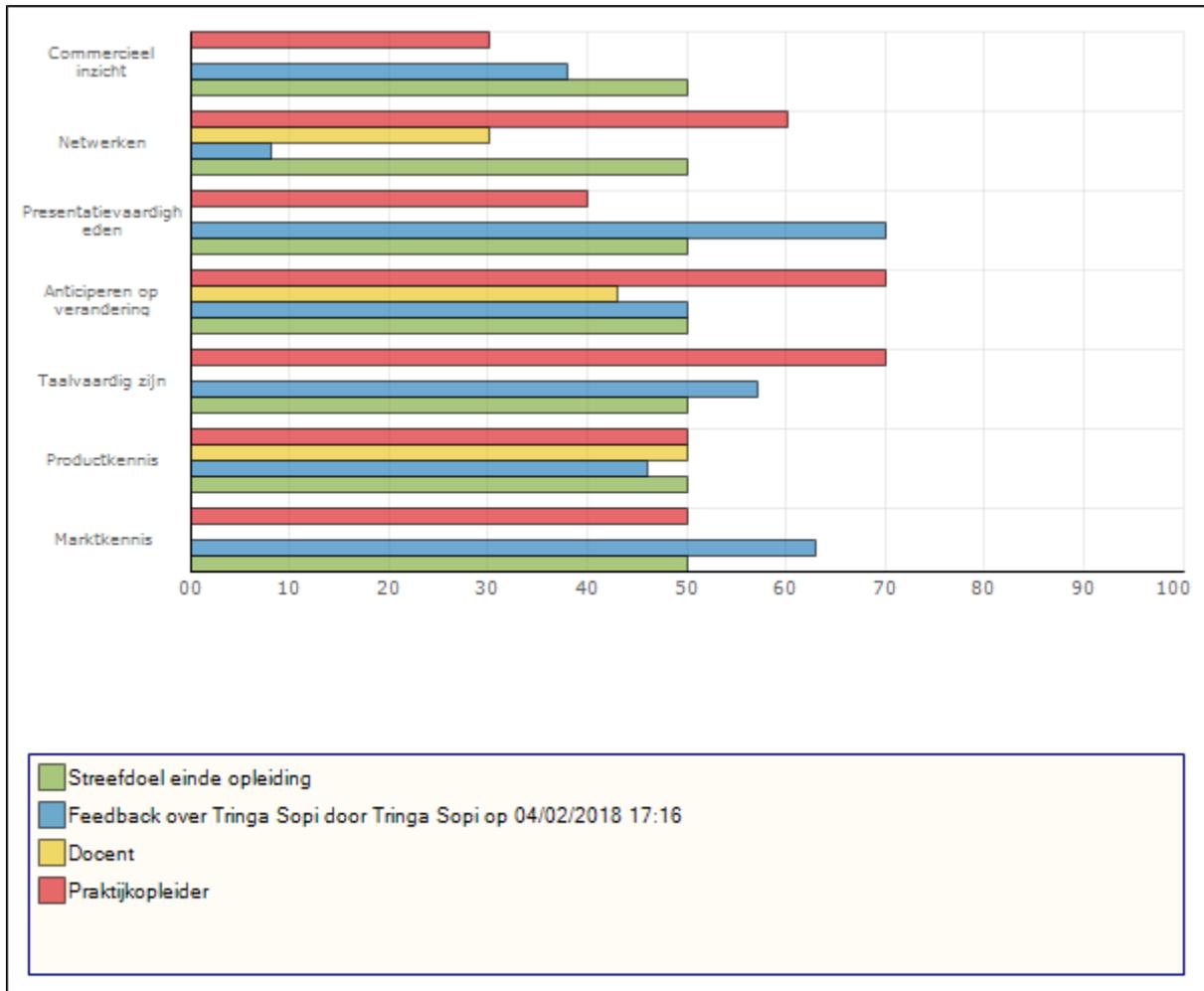- De beoordeling van je stagementor (indien je stage liep).

STAAFDIAGRAMMEN

De resultaten worden weergegeven in twee aparte staafdiagrammen. Enerzijds krijg je zicht op jouw ondernemerschapscompetenties (zoals samenwerken, communiceren, etc.) en anderzijds op je vaktechnische competenties. In één oogopslag kan je jouw beoordeling (en die van de docent en/of stagementor) vergelijken met de norm (= het streefdoel op het einde van de opleiding).

Ondernemerschapscompetenties

Streefdoel einde opleiding
Feedback over Tringa Sopi door Tringa Sopi op 04/02/2018 17:16
Docent
Praktijkopleider

Vaktechnische competenties

Legend:
- Streefdoel einde opleiding
- Feedback over Tringa Sopi door Tringa Sopi op 04/02/2018 17:16
- Docent
- Praktijkopleider

FEEDBACK

De docenten hebben, waar ze dat nodig vonden, wat extra feedback gegeven per competentie. Deze kan je hieronder terugvinden en is zeker het lezen waard! Check ook geregeld jouw digitale competentiedossier op bijkomende feedback van je docent en/of mentor.

• Ondernemerschapscompetenties

  - Hoewel Tringa zeer zeker over de intellectuele capaciteiten beschikt om het te maken als account manager, mist ze een beetje de "drive" om te presteren. Ze geeft zelf aan dat ze een praktijkgerichte opleiding zocht en toch heeft ze geen stageplaats gezocht.

• Marktkennis

  - onzeker en het werk was verre van volledig

• Productkennis

  - Eens Tringa de branche heeft gevonden waarin ze actief wil zijn, zal ze zich zeker in de producten en hun technische eigenschappen verdiepen. Ze ziet er het belang van in om de voor-en nadelen van haar product/assortiment duidelijk in kaart te brengen.

• Anticiperen op verandering

  - Tringa ziet kansen als ze zich aanbieden en zal haar aanpak daarop afstemmen. Toch heb ik niet altijd het gevoel dat ze haar aanpak aanpast aan de behoeften van het ogenblik of de situatie.

• Netwerken

  - Zowel op sociaal vlak als op professioneel vlak is netwerken nog een werkpunt.

UPSKILLEN?

Het inschalen van competenties heeft weinig zin als je er daarna niets méér mee doet. Met het resultaat moet je ook echt aan de slag! Daarom wordt gevraagd om hier even bij stil te staan (Reflectie) en te noteren welke punten je voor jezelf wil verbeteren of nog meer in de verf wil zetten (Actieplan onder elke Meetmoment in het Digitale Competentiedossier). Daarnaast kan je een individueel gesprek aanvragen met je docent of cursusbegeleider om te bekijken hoe je jouw werkpunten in en naast de les kunt verbeteren.

Hoe je het stuk Reflectie en het Actieplan invult, vind je terug in je digitale competentiedossier.

Indien je aan het einde van je opleiding nog niet helemaal tevreden bent, kan je je competenties verder verbeteren. Je docenten en cursusbegeleider helpen je hier graag mee verder!

SYNTRA WEST EEN **WENST JE SUCCESVOLLE, PROFESSIONELE CARRIÈRE!**