



CASE STUDY SUMMARY: BELGIUM

Number	SUMMARY	SECTOR
CS 1	<p>CS1 Family Competences: The CS describes an initiative which enable individuals to validate competences acquired in family life, or in their roles as educators, home makers and care givers, The FamCompass is a portfolio-tool developed in a European partnership which validates these family competences. It aims to help adults to improve their knowledge and competences, develop their personal skills and increase their employability. Developed in accordance to profiles of educational curricula and of professions in the field of family science, social work, remedial pedagogy and care for children and elderly, it can be used both in procedures of Accreditation of Prior Learning (APL) and by job-coaching and career-counsellors. In APL procedures it proves competences in order to shorten educational careers in higher education and thereby lowers thresholds for minority-groups. In career counselling it empowers clients and enriches their application-portfolios. This CS, in our opinion, raises fascinating questions about the professionalisation of the private sphere, cultural issues about assessment of competences acquired in the family environment, as well as questions about what defines reliability and validity in this case.</p>	AE/ 3 rd Sector
CS2	<p>CS2 The VAE/RPL Counsellor-emerging profession: This CS charts the development of the new profession of the RPL Counsellor in French speaking universities, through interviews with four individuals, to “give a glimpse of what it means to work as a VAE Counsellor”, representing the three <i>Académies universitaires</i> in Wallonia. The VAE was set up in French speaking universities in 2008 in order to admit people who had not graduated previously to a Master’s Degree, or gain equivalences. The CS includes the list of questions asked and provides useful insights of the profession. It highlights the common characteristics found in the individuals involved, common disciplinary backgrounds and common experience of adult education, together with the articulation of personal values expressed in terms of equal opportunities to higher education.</p> <p>It also draws attention to the place and role of the counsellors within the university’s hierarchy, and their need to develop highly skilled strategies towards the university’s hierarchy and academic faculties. It also refers to the way counsellors develop their competences on-the-job, as well as the difficulties of expressing professional competences and knowledge in terms of specific curricula.</p>	HE