



News skills for new jobs

EUNEC Seminar in Lisbon, October 2011
The Certification Per Units in French
Community of Belgium takes its place in
the 2020 European strategy





COMMUNAUTÉ FRANÇAISE DE BELGIQUE
W A L L O N I E | B R U X E L L E S

Valuing learning outcomes instead of punishing failures : an ambitious policy for vocational education in 2012

New skills for new jobs

New challenges for vocational education and training in the 21st century

Lisbon, 23-26 October 2011

‘Certification by units’ (CPU in French) : why a new project ?

■ Facts :

- Redoubling, school retardation and early school leaving are much too excessive in our educational system, especially in vocational education.
 - In the 11th year (normally for 17th years-old), only 20% of pupils are on time.
 - Rate of redoubling is 20 to 25% in 11th year,
- Vocational education is organized on a traditional and selective basis :
 - Each course is 50 minutes long,
 - There are exams at fixed periods : Christmas and June,
 - Teachers are forced to evaluate every year and to punish failures

‘Certification by units’ : why a new project ?

- **An opportunity : the European recommendation of June 18 2009**
- Aims :
 - To facilitate transfer, recognition and capitalisation of learning outcomes.
 - To increase readability of outcomes for the citizen (scholar and enterprise) within a system, between stakeholders, between European countries.
 - To promote lifelong learning without borders
 - To increase quality and attractiveness of vocational education and training

‘Certification by units’ : why a new project ?

- **An opportunity : the European recommendation of June 18 2009**
- Means :
 - To promote European Credits for Vocational Education and Training (ECVET).
 - To link this system to the ECTS system for Higher Education in the building of the French Belgian Qualifications Framework (the 8 levels of EQF)
 - To support the system by the principles of EQAVET (Quality Insurance for VET)

Context elements : an ambitious policy of promotion of Vocational Education

- The SFMQ (Service of Jobs and Qualifications) is working with a similar pattern of cutting up by units → In the short term, all the job descriptions will be presented in terms of Learning Outcomes
- The SFMQ will be the sole reference for all partners in VET
- A policy of equipment of vocational schools is growing and provides them with high quality facilities : in every school but also in Centres of Excellence (such as ‘Centres de compétence’, ‘Centres de référence’ and ‘Centres de Technologie Avancée’)

Objectives of the CPU ‘Certification by units’ (1/2)

- To propose another approach of vocational education : valuing learning outcomes instead of punishing failures. This approach makes redoubling useless.
- To propose students a more concrete, more motivating curriculum in which it’s easier to understand mid term and long term objectives, in which they can be more active, in which they can master their own route,

Objectives of the CPU ‘Certification by units’ (2/2)

- To propose an education structure more demanding in its aims and more supple in its organisation
- To propose a structure compatible with the objectives of lifelong learning and the implementation of EQF and ECVET

Experimentation : mobilizing resources

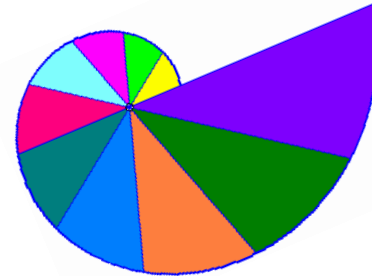
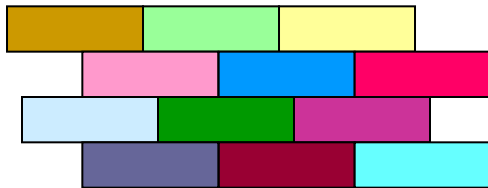
- 3 groups of trades : automobile – restaurants - beauticians
- Last two years of compulsory education (18 years old)
- Help from administration, inspection, schools...
- Close partnership with SFMQ and professional sectors
- Partnership with Adult Education and Training operators
- Mobilization of all system resources : teachers' training, teachers's guidance, students' guidance...

Learning Outcomes Unit (UAA in French), cornerstone of the system

- *Units* are described in terms of *Learning outcomes*
 - « Learning outcomes » : what a learner knows, understands and is able to do at the end of a learning process. Learning outcomes are defined in terms of knowledge, skills and competences
 - « Learning outcomes units » (units) : part of a qualification which consists of a coherent set of knowledge, skills and competences which can be assessed and certified

The UAA (Unit), cornerstone of the process

- Units are meant to :
 - ❑ Give sense to learning for the student and the teacher and to give sense on the labour market
 - ❑ Favour a progressive and varied learning (spiral model)



- ❑ Establish a unique schedule (units are to follow each other in a pre-determined order)

The UAA (Unit), cornerstone of the process

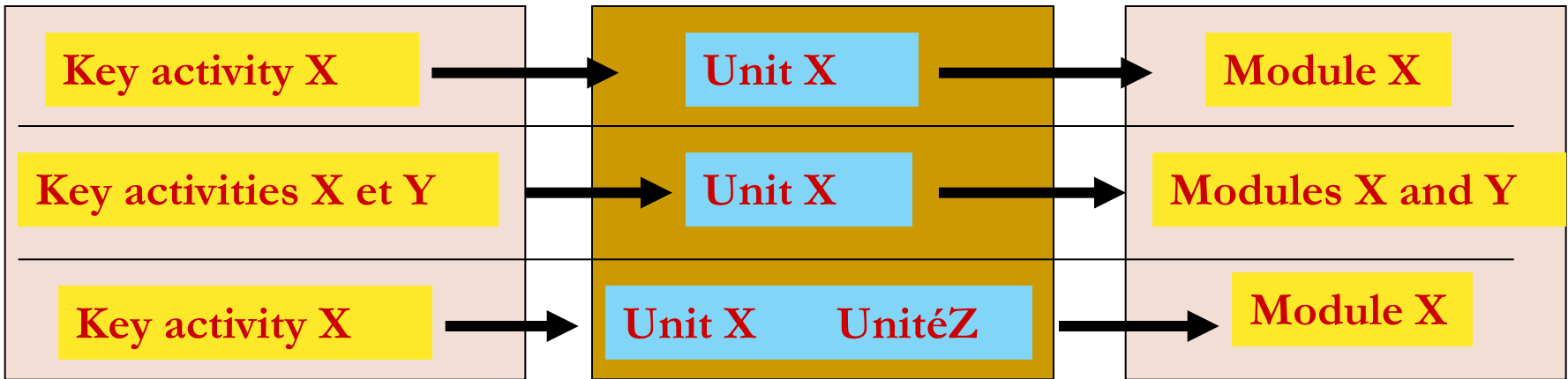
- Concrete organisation is the choice of the school (choice of courses, length of courses and activities, practical organization, programs...). **Units don't presume any particular methodology.**
- Besides learning outcomes, Units will include :
 - ❑ prerequisites
 - ❑ an indication of the length of time
 - ❑ indications about facilities needed
 - ❑ assessment standards

The UAA (Unit), cornerstone of the process

Key activity : one or more integrated professional activities, essential to fulfil the assignments of the worker in his function

Unit : learning outcomes who define a part of a qualification

Module : coherent set of learning activities (liberty of the school)



A new approach to assessment

- Assessment processes will match assessment standards.
- Assessments will not take place at traditional periods (Christmas and June) but at the end of each unit
- Each unit will be successful : there will be no redoubling, nor for the year neither for the unit
 - This implies that there will be enough structural means of catching up
 - It will be necessary to advise early reorientation if needed

A new approach to assessment

- Every student will receive a Portfolio containing the Qualification Certificate which will include :
 - The list of the units (description of each unit in a clear and brief language for students, parents and employers),
 - A free space for :
 - Assessment of foreign languages
 - Mobility certificates
 - Other certificates (participation in training activities...).

Conducting the experimentation

- A special team is hired to conduct the project.
- A permanent working group will pilot the project.
- Thematic working groups are put to work (experts from schools, administration, inspection, SFMQ and professional sectors)
- A special working group for dual system
- An international scientific committee will support the project (starting January 2011)

The challenges for tomorrow

- Information and orientation for young people : working now on the second degree (15-17 years) before CPU
- Part of the training should be conducted in companies
- Articulation of general training in vocational training
- Every school builds a plan of implementation of the CPU to specify his particular organization in means of catching up for students with problems and assessment