

*Boosting employability by designing
qualifications en terms of defined groups of
learning outcomes*

**The Certification Per Units (CPU)
project in the French speaking
Community of Belgium**

The learning outcomes revolution

What is the reform ?

- Certification is organized in units, which consist of coherent sets of knowledge, skills and competences (learning outcomes) which can be measured, assessed and certified.
- 5 or 6 « Learning outcomes units» in the last two years of secondary education.
- The objectives are more concrete, better defined, with short terms goals, whilst they are more related to the needs of the enterprises.
- Each unit can be validated independently. Certification is valid when all units are acquired.
- Redoubling is forbidden (except very exceptionally).
- Catching up (remediation) and support are at the heart of the process.
- Additional time (a third year) is available and is conceived as an individualised program for students who need more time. This complement can last from one week to one year.

Why and when ?

- Vocational Education is, most of the time, not the first choice (technical jobs are not attractive).
- **Redoubling, school retardation and early school leaving** are much too excessive in our educational system.
- Entreprises do not always find the skilled workers they need.
- Pathways between education and training are not flexible.
- The reforms started with 4 curricula (2 in automobile, 1 hairdressing, 1 beautician) in 2013 ; 15 curricula in 2018.

ECVET and flexible VET pathways

Units receive ECVET points (120 points for a two-year curriculum).

Validation of units must give more chances to young people:

- For early school leavers , possibility to pursue the training by valuing units:
 - In the adult education;
 - In the dual system;
 - In the training system.
- For those wanting to study or work in other countries, possibility to clarify their learning outcomes and have them validated if agreements exist between countries.

Vocational Education shall be able to face tomorrow's challenges: mobility, dynamism, lifelong learning, strong requirements, emancipation.

How ?

- Testing period : 2011-2013 – voluntary basis – 4 curricula
- 4 curricula compulsory in 2013
- 1 more curriculum in 2015
- 10 more curricula in 2018
- Permanent assessment of the reform
 - Ex : Meetings with 12 schools in 2017 to bring changes in 2018, to build tools
- Special cell of 4 people in the administration
- Training of the teachers and school managers
- Information meetings with the professional sectors

Major achievements & successes

- Redoubling has drastically fallen down.
- Less students leave the cursus before the end.
- Students receive more support (schools receive means based on the economy made by lowering the redoubling).
- Teachers know better what to teach and what to assess.
- Teachers work more in team.
- Assessment is better and more demanding : the students must acquire all the learning outcomes.
- Use of new pedagogical and administrative tools (student's personal learning file, CPUpass (including Europass), Units'certificate, School's plan of implementation)
- In the meantime, a new service has been created to produce jobs profiles and training profiles (programs) for all providers of VET which is the basis for more flexible pathways.

Challenges & solutions

- Students and parents must change their culture : students have to manage their own pathway and not wait to catch up -> training of the teachers is needed in some schools.
- Pathways with other providers are not totally effective at this time -> we need to work together.
- Two-years curricula are too short -> we will pass to three-years curricula in 2018 (starting with students one year younger).