

## FLASH REPORT

### Event name

**Development and implementation of modular training programmes, 27 March 2019, Kyiv**

### Main objective/s

Discuss the development and implementation of modular training programmes by schools or groups of schools and local companies.

### Background

Since 2016 there has been a radical departure from a centralized approach to a decentralized approach to VET. This coincides with the introduction of competency-based education and the New Ukrainian School, integrating VET at level 3-5 NQF in the last phase of “profiled secondary education” and a strong emphasis on learning outcomes based on occupational standards.

As a consequence, the traditional qualification characteristics, state educational standards and the detailed framework training plan, timetabling the workload per subject per semester and the training programme for subjects will be replaced by occupational standards, education standards, education programmes and modular training programmes and independent assessment.

VET providers will develop the education programme (covering the whole profile) and the modular training programmes. They will receive support of regional training-methodological centres.

This was the first time the modular programmes were discussed with all the regional training and methodological centres and some schools and other stakeholders. Different examples from regions were presented showing different stages of development and perspectives on what is a module.

ETF started to work on clarifying the standards and curricula approaches, and our work will be continued in the EU4Skills programme. The cooperation with Estonia and Finland was really useful, building as well a bridge with the EU4Skills project.

### SHORT DESCRIPTION OF THE EVENT

The seminar looked at four blocks of questions:

1. What is a module?
2. How do we develop a module?
3. How do we implement/teach a module?
4. How do we prepare teachers and trainers for modular competence based VET?

Pavlo Khobzey, the Deputy Minister for Vocational Education and Training, opened the event and updated participants on the rapidly evolving policy context.

Modules are not the same everywhere, but there are common elements, colleagues from Estonia, Finland and Ukraine, showed how they understood modules as a flexible tool for designing and delivering VET, and how new developments, build on previous experiences.

Five examples from different regions showed how gradually VET is moving away from a subject oriented approach split in theoretical and practical chunks, to more integrated approaches, based on competences or learning outcomes. This process is raising many issues about methodologies and about modularising subjects or creating more integrated modules. The experience showed that there were many challenges, but also opportunities in creating modular curricula.

Finland has made their VET system very flexible and people can combine optional and compulsory modules in their individual learning programmes. Modules are central in the electronic and distance learning practices that exist in Ukraine and which a number of schools demonstrated (the electronic lesson, the online classroom, online resources) and more integrated forms of learning (integrating theory

and practice). The example from the school in Lugansk oblast was particularly striking, showing how quickly such developments can take place, if there is a particular need. Some very professional solutions are already available and could be shared much wider.

What actually changes for the learners needs more attention. VET teachers, masters and trainers will spend less time on classroom teaching, and more time on coaching students in their learning and in collaborating more to connect different parts of the curriculum. It seems that theory and practice will be more integrated in the future.

How to prepare teachers, masters and trainers in companies for their future role is not yet fully clear, but it is clear that teachers that actively exploit the new opportunities will drive the process.

**Participants:** All Regional Training Methodological Centres, IMZO (the Institute for the Modernisation of the Content of Education), Ministry of Education (Deputy Minister, VET Directorate), Some schools to demonstrate current practice, experts on qualifications, State Employment Services (also use modular approaches), international experts from Estonia, Finland, ETF and GiZ. ETF organised this seminar in cooperation with the Ministry of Education, IMZO and the Finnish and Estonian partners in the upcoming EU4Skills project.

## KEY OUTCOMES/CONCLUSIONS

In the future VET curricula developed by schools in cooperation with companies will be a common feature, but right now, subject oriented curricula are still more widespread. There is experience with both the design and implementation of modules that should be disseminated, while it is also important to consolidate the key features of modules. ETF is committed to develop a guide that covers the issues discussed in the seminar that will be shared later this year. The EU4Skills project will provide many opportunities to develop and implement modular VET curricula. Estonia and Finland can offer very useful experiences, but Ukraine will need to develop its own approaches that will evolve when there is more experience of schools in developing and implementing modules. The regional training methodological centres can support and encourage schools to move forward with developing and implementing modular curricula.

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