



VET CURRICULA REFORM IN CROATIA

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Modernization of the system of vocational education and training

- The Agency for Vocational and Adult Education has completed a project entitled "Modernization of the system of vocational education and training". This project was co-financed by the European Social Fund (Operational Program "Effective Human Resources 2014-2020"), with a total value of EUR 17.693.850,91.
- Implementation period: November 2017 – December 2023
- The project aims to develop innovative and flexible sectoral and vocational curricula based on labour market needs and to strengthen the competencies of teachers to implement the curricula.



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Modernization of the system of vocational education and training - RESULTS

- 108 occupational standards were completed by 66 workgroups with 265 members, including 132 VET teachers, 66 representatives of the workforce, and 67 representatives from related sectors.
- 142 qualification standards were developed in collaboration with 20 entities across 6 procurement circuits.
- 14 sectoral and 132 vocational curricula were developed by 65 workgroups with 252 members, including VET teachers and directors.



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Modernization of the system of vocational education and training - RESULTS

- 31 curricula that integrate general education into vocational curricula were developed by 31 workgroups with 103 members, including VET teachers and stakeholder representatives.
- 13 guidelines for the implementation of vocational curricula aimed at VET teachers were developed by 13 workgroups with 64 members.
- Total number of project workgroups during the implementation period: **198** (**1330** individual engagements of working group members)
- Design and development of 2525 educational materials



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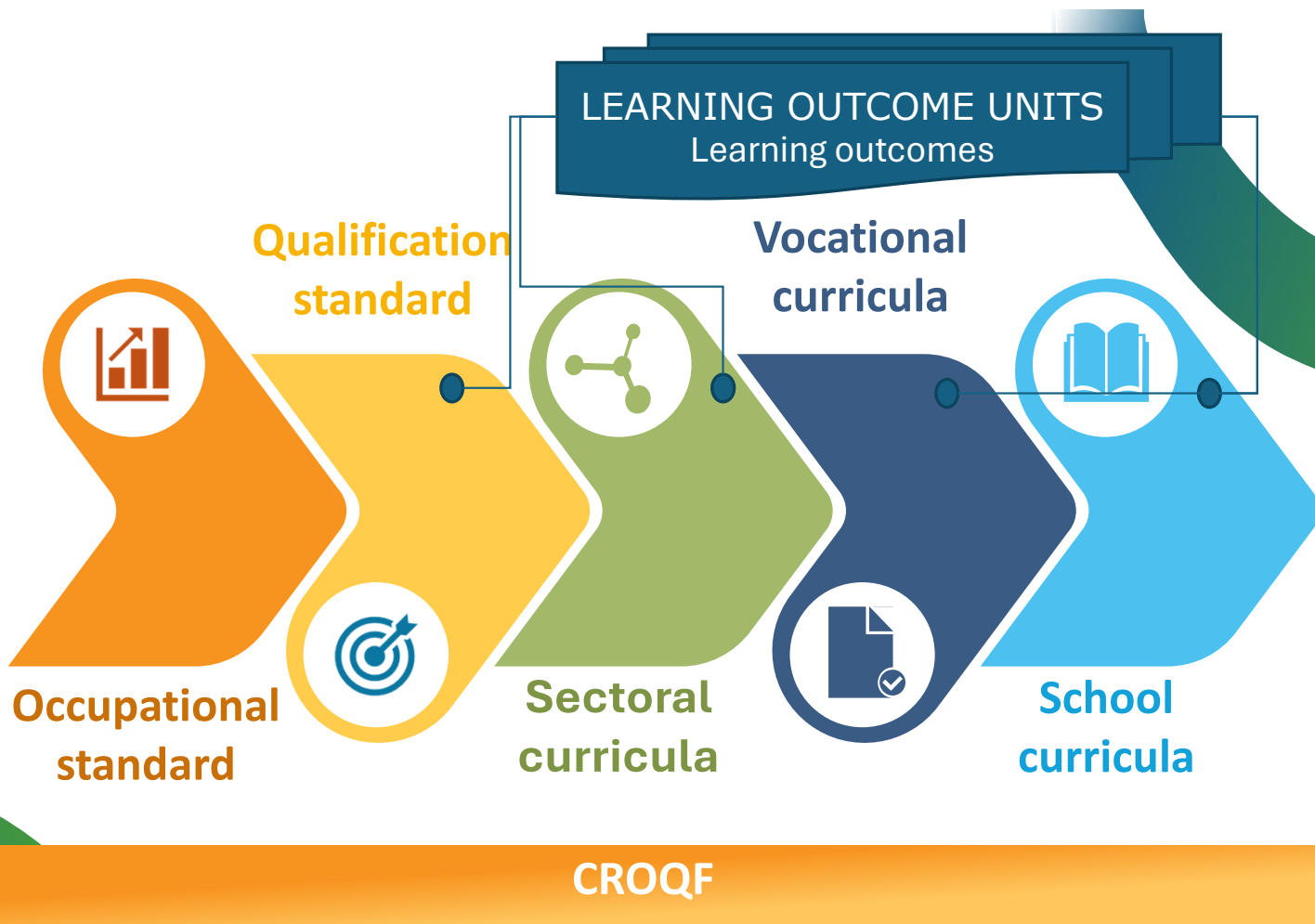
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Vocational curriculum

COMPONENTS

GENERAL EDUCATION PART

Common to all vocational curricula at the same qualification level, serving the function of developing vocational, key, and generic competencies.

MANDATORY VOCATIONAL MODULES

The modules consist of learning outcomes units defined by the qualification standard, have undergone an evaluation process, and are part of the CROQF Registry.

ELECTIVE VOCATIONAL MODULES

The modules consist of learning outcomes defined by the qualification standard or elected from the learning outcomes units that have undergone an evaluation process and are part of the CROQF Registry.



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School curriculum

- The school curriculum is a document developed and adopted by the vocational school. It is developed based on the sectoral and vocational curricula in cooperation with stakeholders at the local and regional levels.
- The school curricula determine the plan and time sequence for acquiring learning outcomes and identify joint activities and cross-curricular topics that contribute to learning outcomes and the schools' visibility.



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Modules in the Vocational Curriculum

- A module is a comprehensive structure that links specific learning outcomes units. It facilitates the acquisition of competencies necessary for independent and safe work in a particular profession or qualification, including related work processes. This structured approach ensures a logical and meaningful learning experience.
- It is not the same as a teaching subject.



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Volume of the module (CSVET credit points)	One CSVET credit point encompasses 25 working hours of 60 minutes each required to achieve the appropriate learning outcomes		
Method of acquiring learning outcomes units (from –to, percentage)	Guided learning and teaching process	Forms of work-based learning	Independent student activities
	30 – 40 %	40 -50 %	10 – 30 %



Emphasis is on student activities



Direct learning and teaching process, exercises, presentations...



The world of work, institutions, regional centres of competence, simulations, and actual project tasks in the business sector



Seminar tasks, presentations, projects, homework, exercises for written or oral exams, e-learning...

AT THE END OF THE PROJECT...

- 113 VET curricula have been developed as a complete offering of vocational education in the Republic of Croatia at levels 4.1 and 4.2 CROQF
- 33 curricula for students with special needs (level 3 CROQF)



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CHALLENGES

- Although the CQF process provides a structured framework for developing and updating educational programs by market needs, its complexity makes it time-consuming and sometimes inefficient for quickly responding to rapid changes in industry and technology.
- Employers are crucial for identifying current and future skill needs in the industry. Still, they often need to respond more promptly to competency surveys, which affects need analysis and the development of relevant programs.
- Length of Procedural Steps: Each step, from initial analyses and consultations to final approval and curriculum implementation, requires a timeframe that can last months or even years.



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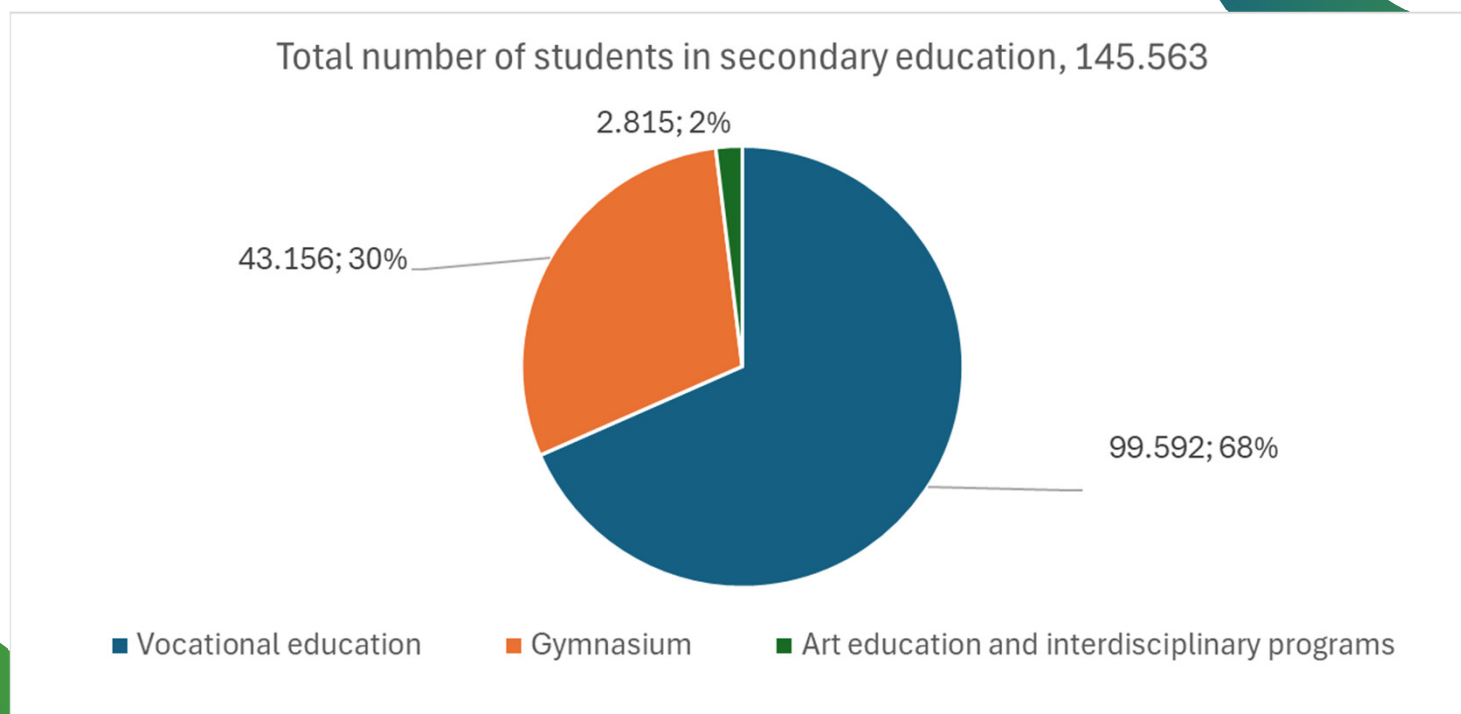


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WHY THIS WAY?





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PROJECT DETAILS

- Funding: European Social Fund+, Operational Programme Efficient Human Resources, 16.999.466,64 EUR;
- Duration: 70 months (29 Feb 2024 – 29 Dec 2029)
- Main goal: To further strengthen the VET system in Croatia, in order to introduce, implement and revise curricula.

PROJECT DETAILS

- Specific objectives:

1. Supporting VET institutions, as well as AVETAE, in introducing new curricula through training, conferences and workshops
2. Developing educational materials
3. Revision of occupational standards, qualification standards and vocational curricula
4. Developing IT systems that will support the implementation and revision of curricula, occupational and qualification standards, based on the Croatian Qualifications Framework

THANKS!

QUESTIONS?



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