

# Recent trends in VET in Estonia

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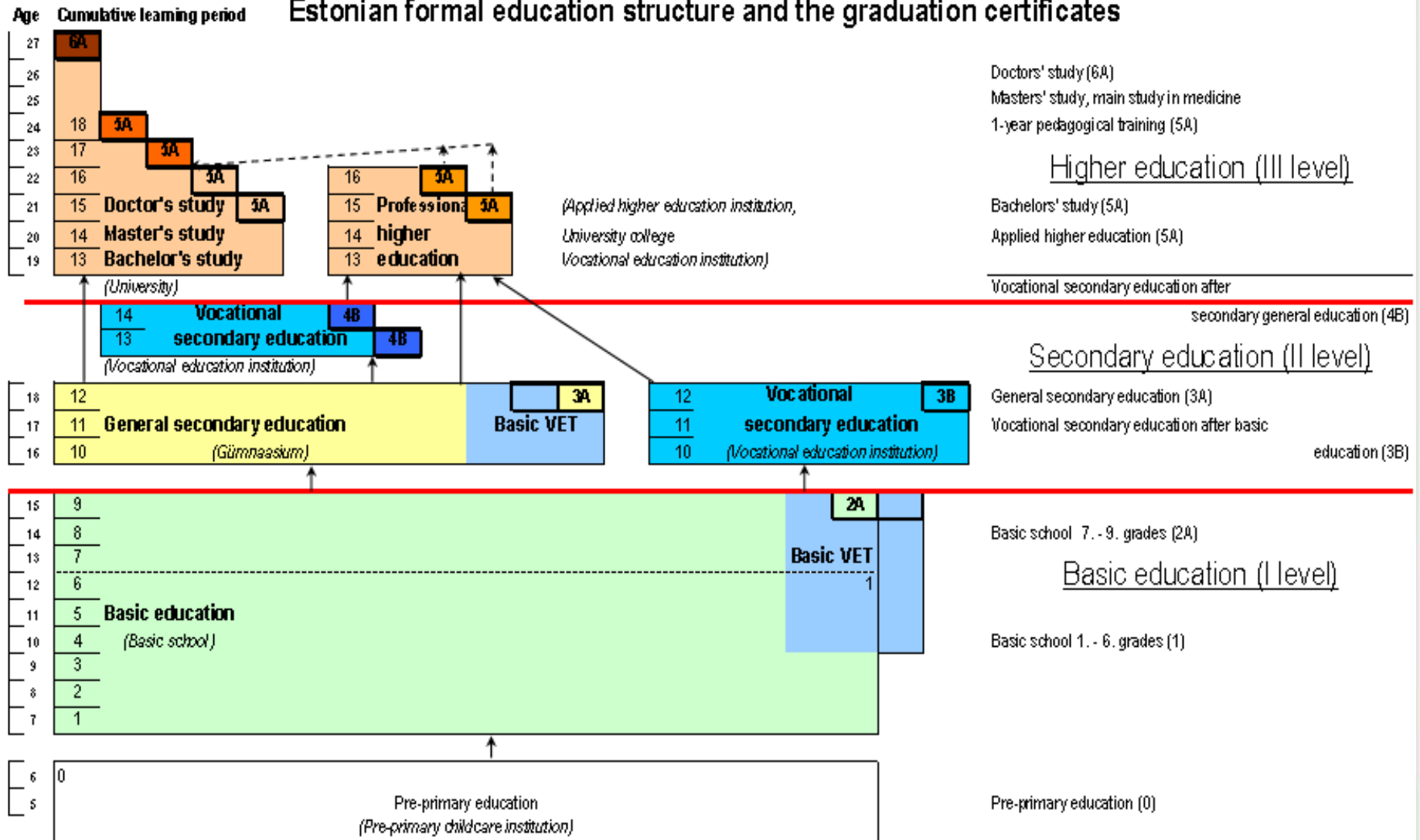
Ministry of Education and Research

RIGA, 12. 12. 2011



# Estonian Education System

## Estonian formal education structure and the graduation certificates



# Estonian VET in figures

- About 28 000 students in initial training
- 30% of students in VET colleges and 70% in gymnasiums on upper secondary level
- About 25 000 adults in continuous and retraining in VET colleges
- About 7000 initial students studying in Russian
- 44 VET colleges – 30 state owned, 3 municipal and 11 private
- About 2000 teachers

# Reforms in Estonian VET

- Began in 1996
- Action Plan for Developing Estonian VET System in 2001-2004
- Unfortunately many aims and objectives were not realized
- Bigger changes have taken place from 2005
- Development Plan for the Estonian Vocational Education and Training System 2005-2008
- Good results:

# VET strategy for 2009 - 2013

- Improved by Estonian Government at 11. 09. 2009
- 3 main objectives:
  - The VET system is flexible and available and corresponds to the needs of learners
  - Education is of high quality and competitive
  - The VET system is coherent with society, economy and labour market
- Preparation for establishing a new act for VET

# Main challenges for Estonian VET in coming period 2009-2013

- Improving quality of studies
- Introducing Quality Assurance system
- Enlarging continuing training and retraining
- Rising attractiveness of VET
- Developing qualification system
- Improving financing
- Updating the infrastructure of VET colleges

# Improving quality of studies 1

- We need complex approach:
  - Improvement of content of VET
  - Improvement of infrastructure
- Quality of VET – one of key factors in creating innovation and knowledgebased economy
- We hope that all coming investments into developing of VET system will cooperate for regeneration of Estonian VET

## Improving quality of studies 2

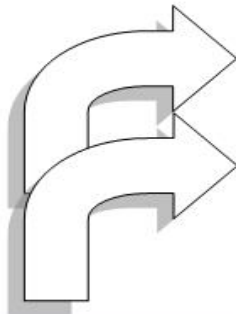
- 2 ESF programmes in amount of 12,7 m EUR
- Curriculum development
- Teacher training
- Preparation of methodological and study materials
- E-learning development
- Introducing quality assurance system
- We need excellency in VET if we want to act fruitfully in knowledgebased economy



# Development of qualification system

- Anticipation of skills need
- Qualitative level – how are the competencies changing and what are the new competencies
- Quantitative level – what is the jobs demand
- National prognosis up to 2018
- ESF programme for developing national qualification system ca 3,2 m EUR

# Quality Assurance Framework for VET



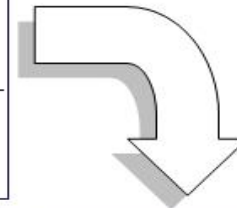
## Planning

### Framework for VET:

1. Legislation
2. Strategy for VET
3. Other national strategies
4. EU strategies for VET
5. State Budget's share for VET
6. National Investments Plan for VET

### Planning of VET bases on:

7. Research, prognosis
8. National Qualification System (prof. standards)



## Feedback

### Activities:

1. Monitoring of evaluating processes and implementation of these results
2. Publishing of evaluations' results and summaries

### Institutions:

3. **Advisory Board of VET**
4. **Regional co-operation bodies on VET**
5. Providers' proprietors (owner)
6. Social partners / stakeholders

## Methodology

1. Management by processes and facts
2. Basing on agreed indicators
3. Internal and external evaluation of providers
4. Avoiding from double control mechanisms
5. Involving social partners in all aspects of VET
6. Transparency of VET system and vocational education and training
7. On the government level considering sectors and regions, considering national aims on sector and regions level

## Implementation

1. Legislation – lower level acts
2. **Licensing of providers**
3. Professional standard for VET teachers
4. Teacher training system
5. Development programs for administrative workers in VET
6. Professional exams / professional or vocational graduation exams
7. Practicing and on-job-training system
8. Quality Award Model for VET and other recommendations for quality improvement



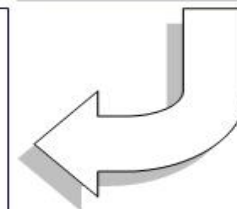
## Evaluation

### Activities:

1. Collecting and analysing statistics
2. Research
3. Quality Award Model for VET
4. Analysis of realisation of VET strategy
5. Aggregated analysis of providers development plans and activity reports

### Systems:

6. **Accreditation system** (int. and ext. evaluation)
7. Monitoring system (case by case)
8. System of audits



# Introducing accreditation system

- One of the main new policy initiatives
- We have already established self-evaluation system for VET institutions
- Now we are developing the new accreditation system of teaching and learning
- The results of accreditation will be linked to licencing system of providers

# Accreditation 1

- Widely used in higher education
- Accreditation of curricula and/or institutions
- Accreditation of studies by study fields
- Pilot phase in 2 study fields (curriculum groups):
  - Construction
  - Hotel and catering
- 1. phase – preparing self-evaluation report
- 2. phase – compiling of expert commission
- Expert commission – 3-4 experts representing sectoral and pedagogical expertise

## Accreditation 2

- Experts are working with self-evaluation report and making site visit
- Main attention to study process and results
- Feedback report and proposal for result
- Evaluation board makes final decision
- 3 possible outcomes: fully, partly or not accredited
- Minister of education and research accepts decisions by giving his directive about accreditation
- Licencing will depend on the results of accreditation

# Study possibilities for different target groups - flexibility

- Variety of target groups increases
- Sometimes they are very specific ones: people in prisons, without basic education, with special needs together with high-level students and adult people, who need extra-class training
- Each target group needs specific approach
- Special programs and study groups for adults, also for low qualified with flexible organisation of studies
- Very high demands for teachers and trainers – we need different types of them

# Enlarging continuing training and retraining of adults

- One of key activities in coming years for our VET schools
- Participation in LLL: 2008 – 9,8%; 2009 - 10,6; 2010 – 10,9
- Estonian economy needs restructuring - from cheap bid production to products and services with higher added value
- Very high need for continuous training and retraining
- 3 ESF programmes in our ministry – 11,5 m EUR
- Our VET colleges have become a really functioning centres for lifelong learning – the number of adult learners is practically equal to initial students!
- One of our main challenges – qualification level of workforce!



# Rising attractiveness of VET

- A special ESF programme for it – 1,7 m EUR
- Developing national skills competitions' system as the main activity in this programme – 1st joint event in Dec 2009
- Skills competitions in 27 fields
- WorldSkills and EuroSkills
- Skills competitions:
  - Good stimulus for competitors
  - Setting higher standards for training
  - Main attracting tool



# Improving financing and updating the infrastructure

- Our aim – to realize the ratio 1,5 : 1 in financing study process in VET in comparison to general education
- Investments of ERDF into VET colleges' infrastructure in 2008-2013 - 230 m EUR
  - Priorities are facilities for practical training and equipment for it
  - student hostels
- Extremely big contribution to regional development

# Main problems in Estonian VET system

- Low attractiveness – few motivated students (70 : 30!)
- Demographic challenge
- Teaching is not up-to-date and of high quality in every school
- Not enough motivated teaching staff yet
- Educating and retraining of VET teachers and trainers is not established systematically yet
- Methodological development of textbooks and teaching materials is insufficient
- Very high dropout rate – 14,7% per year!
- Not renovated and modernised learning environment in many cases

**Thank you for your attention!**

Haridus- ja Teadusministeerium