Vocational education in Estonia
GATHER AND USE OF INFORMATION
Qualification framework

- Biggest share of students are studying at the level 4
- Vocational secondary education gives access to higher education (level 6)
VET in Estonia's education and training system

TERTIARY LEVEL

- PhD programmes (3-4 years)
- Master programmes (1-2 years)
- Bachelor programmes (3-4 years)
- Higher professional programme (3-4.5 years)
- Integrated bachelor and master programmes (5-6 years)

NON-FORMAL ADULT LEARNING

- Training for employees
- Specialised programmes for unemployed and other vulnerable groups
- Liberal adult education

POST-SECONDARY LEVEL

- Mainly school-based VET, 0.5 to 2.5 years, WBL: min. 50%
- Mainly school-based VET, 0.5 to 2.5 years, WBL: min. 50%

SECONDARY LEVEL

- General programmes (gymnasium) (5 years)
- Mainly school-based VET, up to 3 years, WBL: min. 35%
- Integrated lower and upper secondary programmes for adults

AGE (years in EST)

- 19+ 12+
- 19 12
- 18 11
- 17(*) 10
- 16 9
- 15 8
- 14 7

LEGEND

- General education programmes
- VET programmes
- Programmes combining VET and general education
- Also available to adults (full- or part-time or distance education)
- Officially recognised vocational qualifications
- Qualifications allowing access to the next educational level

END OF COMPELLARY EDUCATION (WITH COMPLETION OF LOWER SECONDARY EDUCATION; IF UNSUCCESSFUL, STUDENTS MUST CONTINUE TO AGE 17)

NB: ISCED 1997 was used on the chart. Conversion to ISCED 2011 is ongoing.
Source: Cadetmap and Ruder/Net Estonia.
Organisation of VET

- Vocational education can be acquired in vocational education centres. In few cases also in professional higher education institutions.
- Schools can be owned by state, local municipality or be based on private funds.
- At least one vocational education institution operates in every Estonian county.
- In the 2015/2016 academic year, there are 37 vocational educational institutions (29 of them are state owned) and 5 professional higher institutions active in Estonia that offer a range of 160 specialities.
- There are about 25,000 students studying at different levels of VET.
- Most of vocational education studies are school-based.
• Since 2014 there are no separate development plans and strategies for separate education levels. These have been replaced by the Estonian Lifelong Learning Strategy 2020. The Lifelong Learning Strategy is a document that guides the most important developments in the area of education. It is the basis on which the government will make its decisions for educational funding for the years 2014-2020 and for the development of programmes that support the achievement of necessary changes.
The general goal of drafting the Lifelong Learning Strategy is to provide all people in Estonia with learning opportunities that are tailored to their needs and capabilities throughout their whole lifespan, in order for them to maximize opportunities for dignified self-actualization within society, in their work as well as in their family life.
The five main objectives in this strategy are:

A change in the approach to learning.

The goal is to implement an approach towards learning that supports each learner’s individual and social development, learning skills, creativity and entrepreneurship in the work of all levels and types of education.

Competent and motivated teachers and school leadership

The objective is to make the evaluation and compensation of teachers and school leaders proportional to their professional qualifications and their effectiveness in the performance of their work.

The concordance of lifelong learning opportunities with the needs of the labour market.

The objective is to create study opportunities and career services that are of a good quality, flexible and diverse in their selection, and that also take the needs of the labour market into account, to increase the number of people with professional education for different age groups and regions.

A digital focus in lifelong learning.

The objective is to apply modern digital technology in learning and teaching in a more efficient way and with better results, to improve the digital skills of the general population and to guarantee access to the new generation of digital infrastructure.

Equal opportunities and increased participation in lifelong learning.

The objective is to create equal opportunities for lifelong learning for everyone.
Biggest challenges........
# The objectives of VET 2020

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Targets</th>
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<tbody>
<tr>
<td>The rate of primary school graduates continuing their studies at VET full-time training</td>
<td>35%</td>
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<tr>
<td>Distribution of students in general secondary and vocational secondary education</td>
<td>60%/40%</td>
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<tr>
<td>25+ learners in VET</td>
<td>31%</td>
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<tr>
<td>Dropout rate in VET schools (vocational upper secondary level, 1 school year)</td>
<td>&lt;20</td>
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<tr>
<td>The proportion of students passed Professional Examination successfully</td>
<td>85%</td>
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<td>The number of participants in workplace-based learning</td>
<td>8000</td>
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<tr>
<td>The proportion of learners who use a computer or other personal digital tool every day in teaching</td>
<td>100%</td>
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<tr>
<td>The number of modernized state and municipal vocational schools</td>
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Meeting the needs of labour market
OSKA

The lack of information about labour market needs has been identified as one of the main problems in professional education. We are building up an coordination system for the monitoring and forecasting of the labour market needs and the development of skills – OSKA. The system will be based on the existing occupational qualifications system.

- The results of OSKA analysis and forecasts will be used as:
  - input to the qualification and career counselling system
  - curriculum development of educational institutions
  - financing of educational institutions (allocation of study places).
OSKA seeks answers to the following questions:

• How many people and which skills are needed in our labour market today and tomorrow?
• Where and how to acquire those skills?
• What should be changed in today’s educational system and in lifelong learning system to meet the future needs?
Renewal of quality assurance system

Respective principles and procedures have been established in the Occupational Qualifications Act. The quality assurance in the Estonian initial VET system is made up of:

- internal assessment conducted by the VET institution
- external assessment conducted by independent experts – how can we improve the external assessment procedures?
Input

Student

Vet school

Information collected during internal and external assessment

Low

State

Funding

Research and analyses

Grades, other information about results

Movement of data
The Ministry of Education and Research collects education-related data through EHIS. This is a State register which is run by automated data processing and the data are stored digitally. The input is given by education institutions, including VET institutions. The ministry publishes a selection of education statistics on the web page Haridussilm (Education Eye).
• The visual educational statistics database **HaridusSilm** consists the statistical data about education, research and development, language policy and youth field in Estonia.

http://www.Haridussilm.ee

• State register of occupational qualifications: database. [Riiklik kutseregister].

http://www.kutsekoda.ee/et/kutseregister/tutvustus

• Different analyses related to education, research and other fields under the government of the Ministry can be found in the research database DSpace of the University of Tartu.
Survey of satisfaction about LLS

• Survey of satisfaction about lifelong learning strategy was started in March 2017
• 21 different target groups (parents, employers, teachers, different types of school etc)
• Systematic approach replaces different researches
• The information about the Programme for International Student Assessment (PISA), Programme for the International Assessment of Adult Competencies (PIAAC) and Teaching and Learning International Survey (TALIS) can be found from separate webpages in this section.

• **Annual analysis by the Ministry of Education and Research 2015**

• **Annual analysis by the Ministry of Education and Research 2016**
• Historical background
• Web based information system (2005)
• Connected to other databases
• Public and secured information
• All data about education in one IS
• Individually registered data
Data involved

- Preschool education (2008)
- General education (2001)
- Vocational education (1998)
- Higher education (1998)
- Hobby education (2008)
- Adult education (?)

- Students
- Pedagogical staff
- Institutions
- Curricula
- School leaving certificates
EHIS

Data Exchange Layer X-Road

School

Local government

Ministry of Education

LMS, SMS

Partners

Student
EHIS

Population database

State examination database

Credit institutions

Student

Social Insurance Board

Admission information system (SAIS)

Defense forces and police

Health Insurance Fund
• [http://www.haridussilm.ee/](http://www.haridussilm.ee/)

• State order for VET schools - data and decision
### Number of students

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<th>ŕppeasutus</th>
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<th>08/09</th>
<th>09/10</th>
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### Number of students

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VET learners by age, 2010/11-2016/17 study years

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<th>25 and older</th>
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<td>2011/12</td>
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<td>2014/15</td>
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<td>2015/16</td>
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<td>2016/17</td>
<td>11 562</td>
<td>4 708</td>
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However, gender proportions differ significantly between different types of programmes. For example, in ‘upper-secondary VET’, the share of males has constantly been 2/3.
Content with the acquired profession

**Diagram: JOonis 11. Rahulolu omandatud erialaga**

- Väga rahu: 32%
- Pigem ei ole rahu: 51%
- Nii ja naa: 15%
- Pigem rahu: 2%
- Ei ole üldse rahu: 2%
Implementation in the labour market

- 53.4% Töötab õpitud erialal või sarnasel erialal
- 15.1% Töötab muul erialal
- 9.5% Läks edasi õppima
- 8.4% Sõjaväes või lapsega kodus
- 7.7% Andmed puuduvad
- 3.2% Töötab ja õpib edasi
- 2.6% Töötuv
School level

• Schools are required to collect information from the alumni (0.5 after graduating) and the results are being forwarded to the Estonian Ministry of Education and Research.

• Schools also collect information from the students and alumni who graduated 3 years ago. Surveys are being conducted electronically and collected information is being used in accreditation reports, to organise the learning process more effectively and to develop curricula.
Where we are?
Where we are going on?

WHAT WE HAVE TO DO?
Method PDCA (quality circle)
Participants 2014

• In 2014 gave feedback 651 students
• In 2012 gave feedback 800 students
• In 2010 gave feedback 992 students
• In 2008 gave feedback 941 students
• In 2006 gave feedback 970 students
Our school supports my strengths

Keskmine hinne skaalal 1 - ei nõustu üldse, 5 - nõustun täiesti

Küsimusele ei osanud 13,1 % õpilastest
Our school considers my interests

Keskmise hinne skaalal 1 - ei nõustu üldse, 5 - nõustun täiesti

Küsimusele ei osanud 10,3 % õpilastest

Keskmine
IV kursus
III kursus
II kursus
I kursus
Põhikooli baasil
Gümnaasiumi baasil
Vene keel
Eesti keel
Teachers are role models for the students

Keskmine hinne skaalal 1- ei nõustu üldse, 5 - nõustun täiesti

Küsimusele osanud 5,4% vastata õpilastest (6,2%)
I am content with the school efforts to arrange my practical training
Which learning methods you like the best?

- praktika: 4.4
- praktised tööd: 4.4
- tund arvutiklassis: 4.2
- töökokkohapohine õpe: 4.2
- diskussioon õpetaja ja õpilase vahel: 4.1
- rühmatöö: 4.1
- paaristöö: 4.0
- muud meetodid: 3.7
- loeng: 3.6
- rollimängud: 3.6
- seseisev töö: 3.5
- õpilaste ettekanded: 3.3
- referaadid-uurimustööd: 3.2

Keskmne hinne skalaal 1 - ei nõustu üldse, 5 - nõustun täiesti
I am content with the school

2.8 3.0 3.2 3.4 3.6 3.8 4.0 4.2 4.4 4.6 4.8 5.0

Keskmise hinne skaalal 1- ei nõustu üldse, 5 - nõustun täiesti

Küsimusele ei osanud vastata 2,3% (1,7%) õpilastest
I recommend studying in our school

Keskmine hinne skaalal 1- ei nõustu üldse, 5 - nõustun täiesti
Summary about the contentment with my school

• Proud feeling about learning in the school and the contentment with the school are almost the same level which they were 2 years ago
• Opinion about the school’s reputation has slightly fallen
• The biggest critics are the IV course students and the biggest supporters are the I course students
• Students with the Estonian mother tongue recommend their school with more enthusiasm than 2 years ago
• Thank You!