

Vocational education in Estonia GATHER AND USE OF INFORMATION











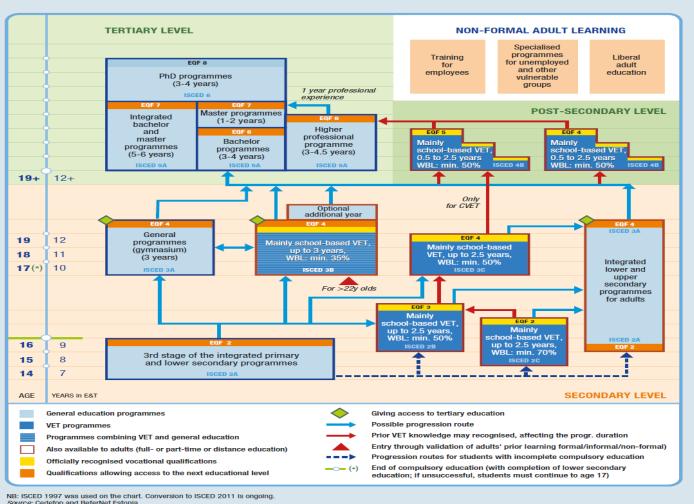
Qualification framework

- Biggest share of students are studying at the level 4
- Vocational secondary education gives access to higher education (level 6)

VET qualifications till 01.09.2013	Levels of Estonian qualification framework	VET qualifications since 01.09.2013
	1	
Vocational education without the requirement for basic education	2	2. level vocational education
Vocational education based on basic education	3	3, level vocational education
Vocational secondary education Vocational education based on secondary education	4	4. level vocational education (incl. vocational secondary education)
	5	5. level vocational education
	6	
	7	
	8	



VET in Estonia's education and training system



Source: Cedefop and ReferNet 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 profesional higher institutions active in Estonia that offer a range of 160 specialities
- There are about 25 000 students studing at different levels of VET
- Most of vocational education studies are school-based

Lifelong Learning Strategy 2020 tseharidus

 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 These have been replaced by the Estonian Lifelong Learning Strategy 2020.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.



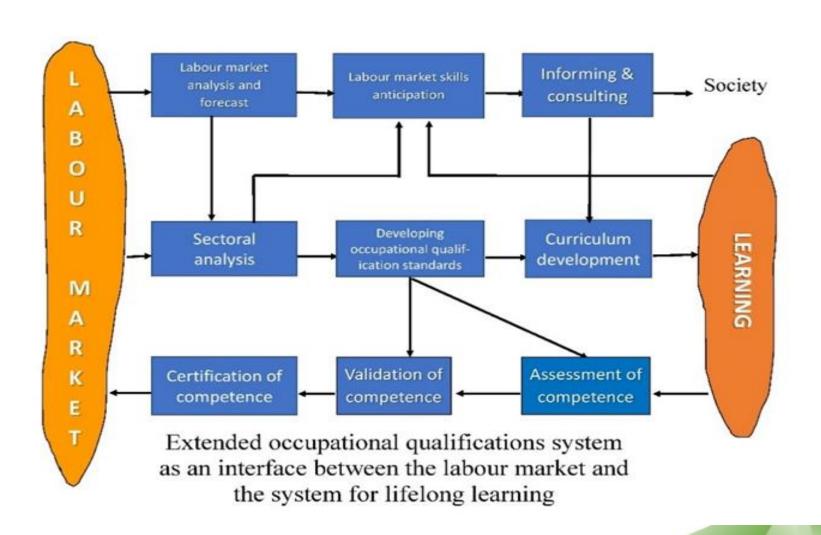
Biggest challenges.....



The objectives of VET 2020

Objectives	Targets
The rate of primary school graduates continuing their studies at VET full-time training	35%
Distribution of students in general secondary and vocational secondary education	60%/40%
25+ learners in VET	31%
Dropout rate in VET schools (vocational upper secondary level, 1 school year)	<20
The proportion of students passed Professional Examination successfully	85%
The number of participants in workplace-based learning	8000
The proportion of learners who use a computer or other personal digital tool every day in teaching	100%
The number of modernized state and municipal vocational schools	24

Meeting the needs of labour marketidus





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



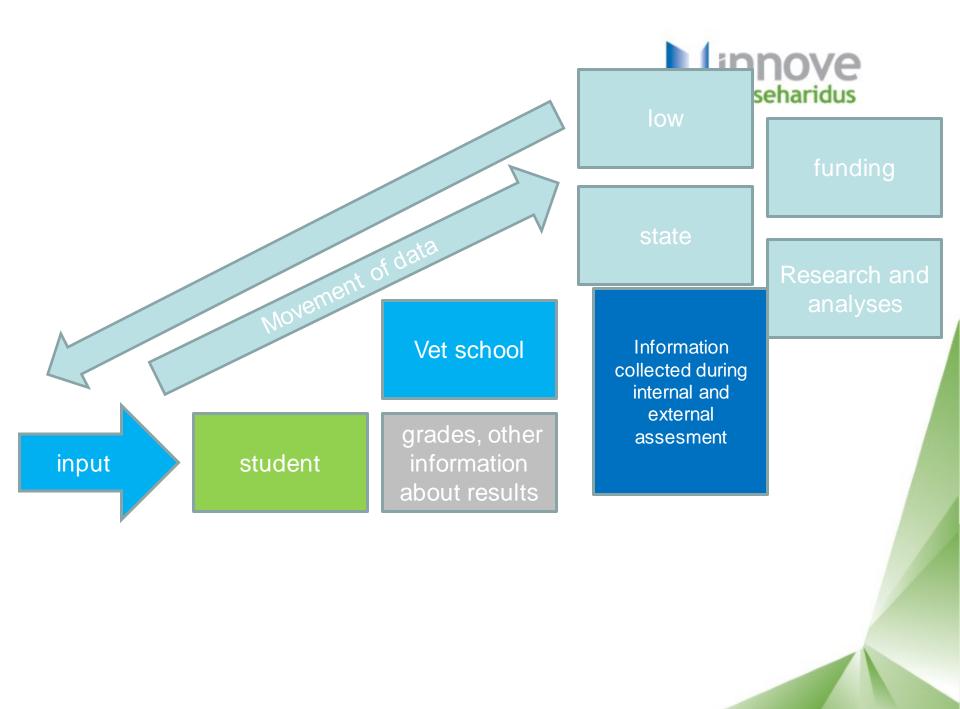
- OSKA seeks answers to the following questions:
- How many people and which skills are needed in our labour market today and tomorrow?
- Where and how to aquire those skills?
- What should be changed in today's educational system and in lifelong learning system to meet the future needs?



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?



EHIS



 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
 <u>HaridusSilm</u> 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 <u>research database DSpace of the</u> <u>University of Tartu.</u>

Survey of satisfaction about Linnove Street, and the satisfaction about Linnove

- 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, OEe 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

EHIS



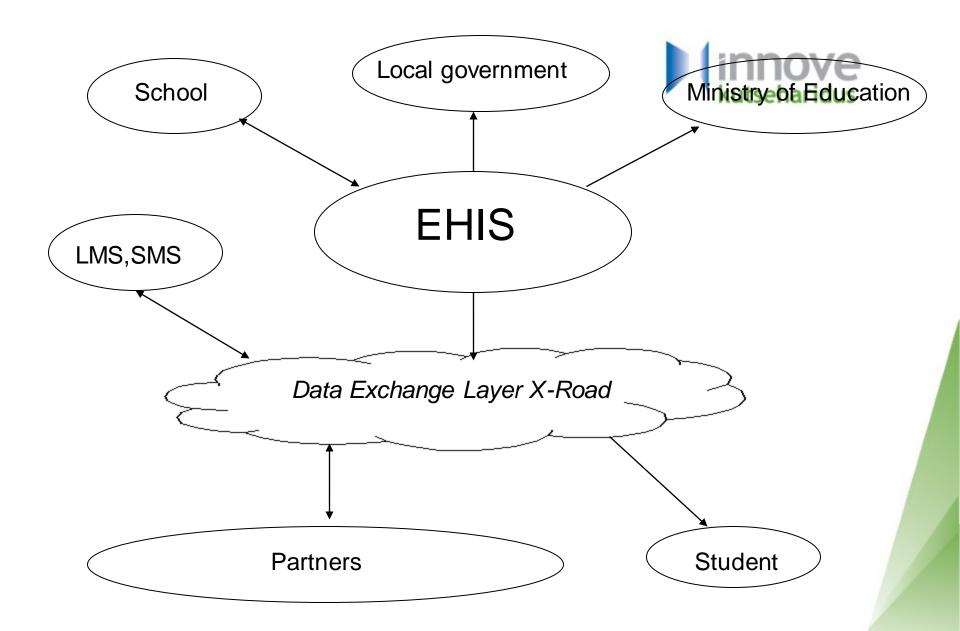
- Historical background
- Web based information system (2005)
- Connected to other databases
- Public and secured information
- All data about education in one IS
- Individually registered data

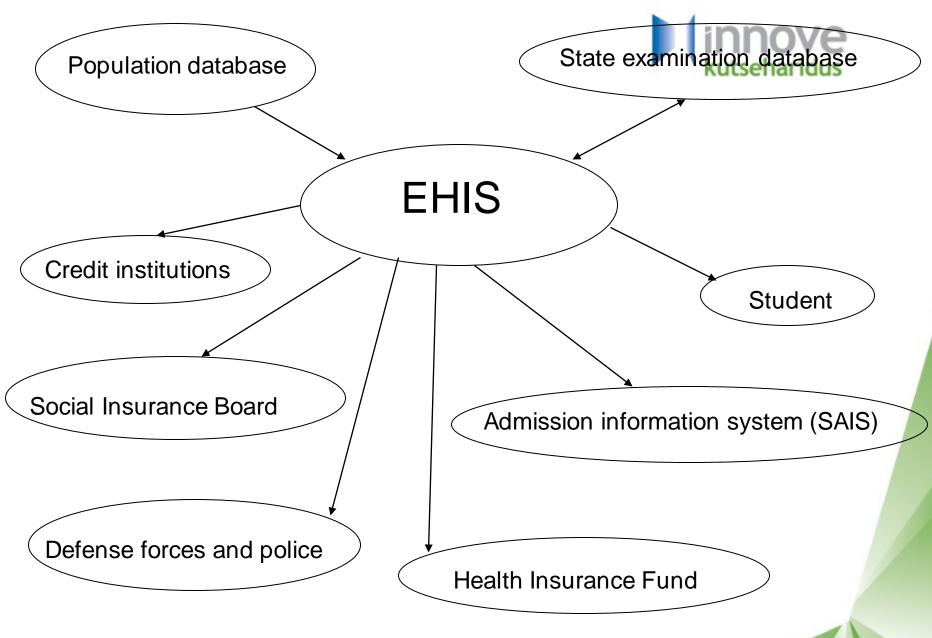
Data involved



- 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







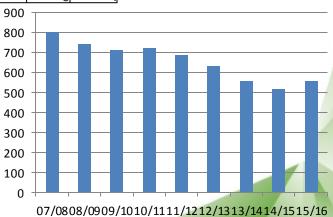
- http://www.haridussilm.ee/
- State order for VET schools data and decision



Number of students

õppeasutus	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Tallinna									
Ehituskool	802	739	709	721	685	631	557	518	559

õppekavarühm	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Ehitus ja tsiviilrajatised	530	478	436	394	354	336	304	. –	-
Materjalitöötlus (puu, paber, plast,									
klaas)	138	156	176	214	223	201	161	-	-
Elektrotehnika ja energeetika	134	105	97	79	72	83	76	-	-
Ehitus	-	-	-	-	-	-	-	297	316
Puitmaterjalide töötlus	-	-	-	-	-	-	-	149	179
Energeetika ja automaatika	-	-	-	-	-	-	-	43	40
Aiandus	-	-	-	13	16	i –	8	20	20
Tekstiili, rõivaste, jalatsite									
valmistamine ning naha töötlemine	-	-	-	11	12	11	8	-	-
Mehaanika ja metallitöö	-	-	-	10	8	_	-	- T:	allinr
Tekstiili- ja nahatöötlus	-	-	_	_	_	-	-	g) 4



Drop out



õppeasutus	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Tallinna								
Ehituskool	112	87	150	207	187	182	178	138



Number of students

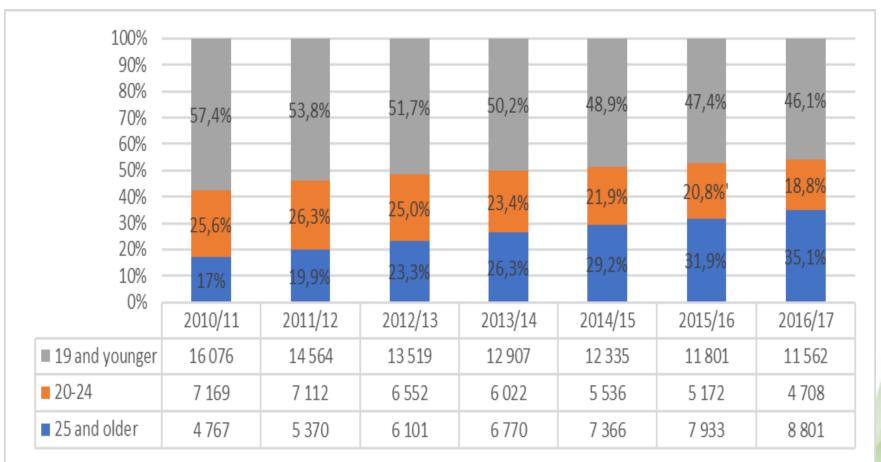
Õppeliik											
	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16		
Kutsekeskharidusõpe	17 874	17 48 5	17 412	16 725	15 278	14 020	13 128	11 811	7 885		
Kutseõpe keskhariduse baasil	7 606	7 575	8 675	9 057	9 494	9 523	9 946	8 230	4 615		
Kutseõpe põhihariduse baasil	424	505	589	558	631	942	985	771	515		
Põhihariduse nõudeta kutseõpe	307	414	403	319	327	377	320	249	76		
Teise taseme kutseõpe	-	-	-	-	-	-	-	54	69		
Kolmanda taseme kutseõpe	-	-	-	-	-	-	-	145	671		
Neljanda taseme kutseõppe esmaõpe	-	-	-	-	-	-	-	1 225	3 786		
Neljanda taseme kutseõppe esmaõpe (kutsekeskharidusõpe)	-	-	1	1	1	-	-	609	3 815		
Neljanda taseme kutseõppe jätkuõpe	-	-	-	-	-	-	-	46	76		
Viienda taseme kutseõppe esmaõpe	-	-	-	-	-	-	1	934	2 126		
Viienda taseme kutseõppe jätkuõpe	_	-	-	-	-	-	-	134	419		

Drop out Estonia



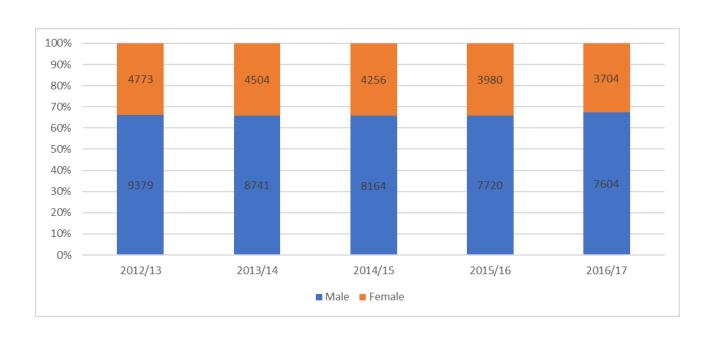
Õppeliik	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Kutsekeskharidusõpe	2 973	2 570	2 688	2 947	2 691	2 533	2 527	2 004
	2913	2370	2 000	2 947	2 09 1	2 333	2 321	2 004
Kutseõpe keskhariduse baasil	1 792	1 771	1 847	1 985	2 159	2 126	2 462	1 857
Kutseõpe põhihariduse baasil	114	119	202	158	145	231	244	178
Põhihariduse nõudeta kutseõpe	187	198	128	144	127	132	127	91
Teise taseme	_		_	_	_	_	_	16
kutseõpe								
Kolmanda taseme								56
kutseõpe		_		_	_			30
Neljanda taseme								289
kutseõppe esmaõpe	-	-	-	-	_	_		208
Neljanda taseme								
kutseõppe esmaõpe								139
(kutsekeskharidusõp	1	1	7	-				138
e)								
Neljanda taseme								20
kutseõppe jätkuõpe		-						20
Viienda taseme							1	200
kutseõppe esmaõpe		-						200
Viienda taseme								F.C
lta a ~a : ".tl~	-	-	-	-	-	-	-	52

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



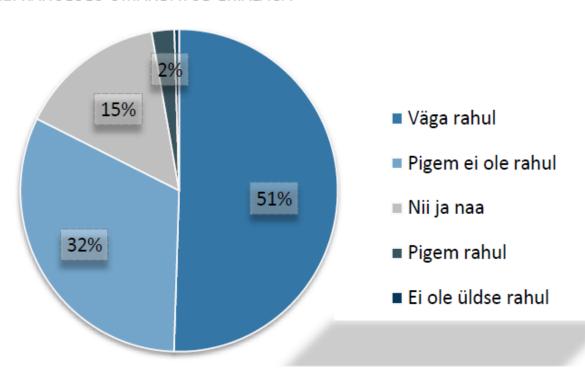
■ 25 and older ■ 20-24 ■ 19 and younger

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.

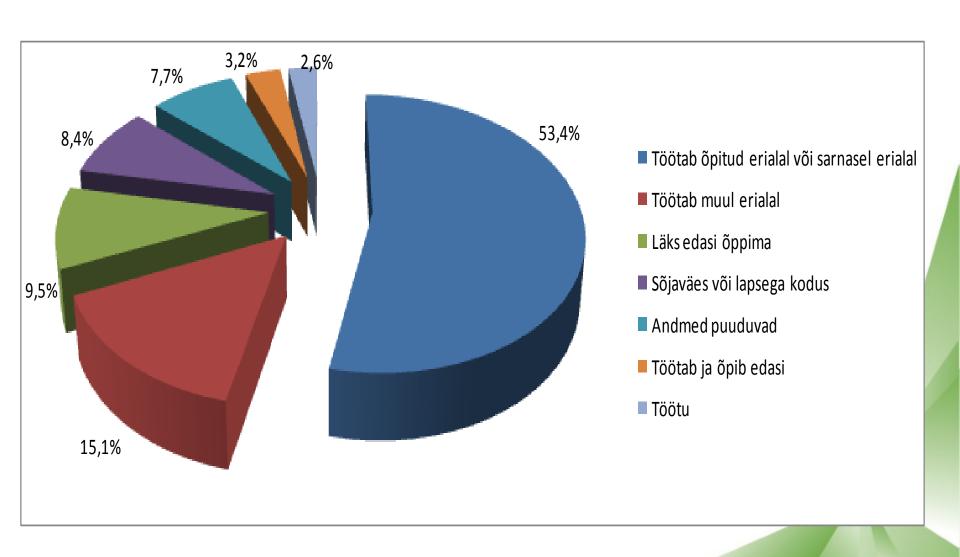


Content with the aquired professionidus

JOONIS 11. RAHULOLU OMANDATUD ERIALAGA



Implementation in the labour market



School level



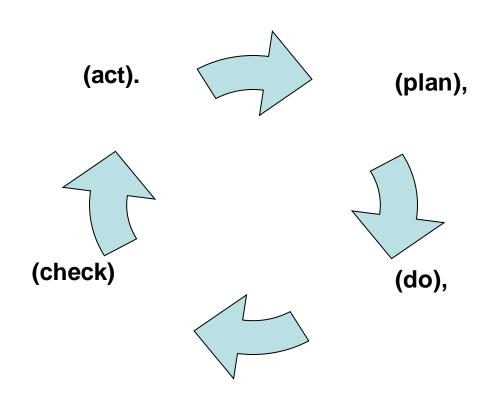
- Schools are required to collect information from the alumni (0,5 after graduating) and the results are being forwarded to the Estonian Ministry of Education and Research.
- Schools also collect information from the students and alumni who graduated 3 years ago. Surveys are being conducted electronically 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) kutseharidus

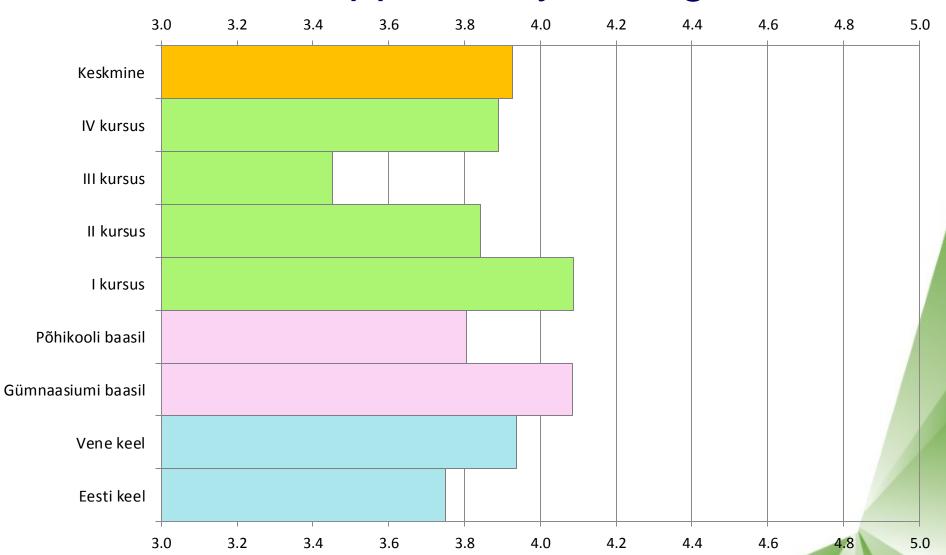


Participants 2014

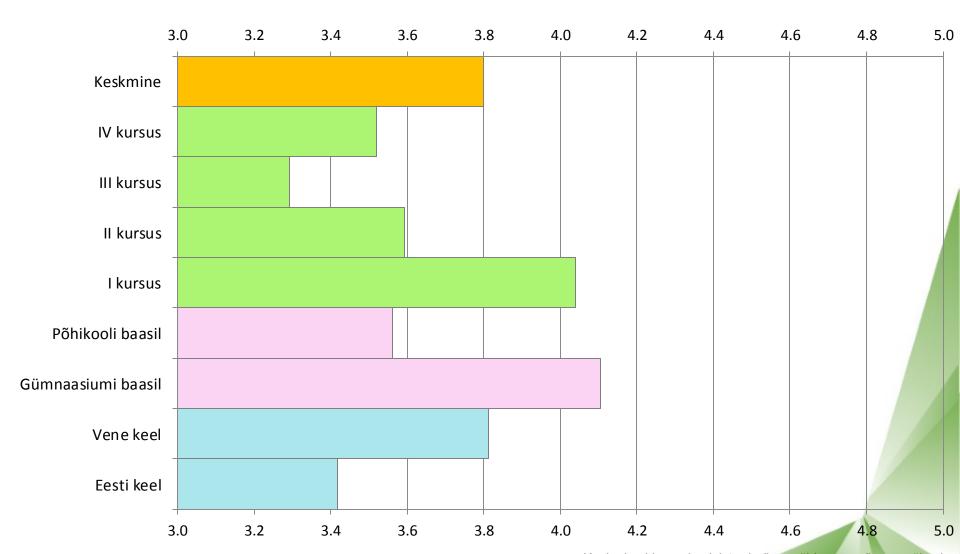


- In 2014 gave feedback 651 students
- In 2012 gave feedback 800 students
- In 2010 gave feedback 992 students
- In 2008 gave feedback 941 students
- In 2006 gave feedback 970 students

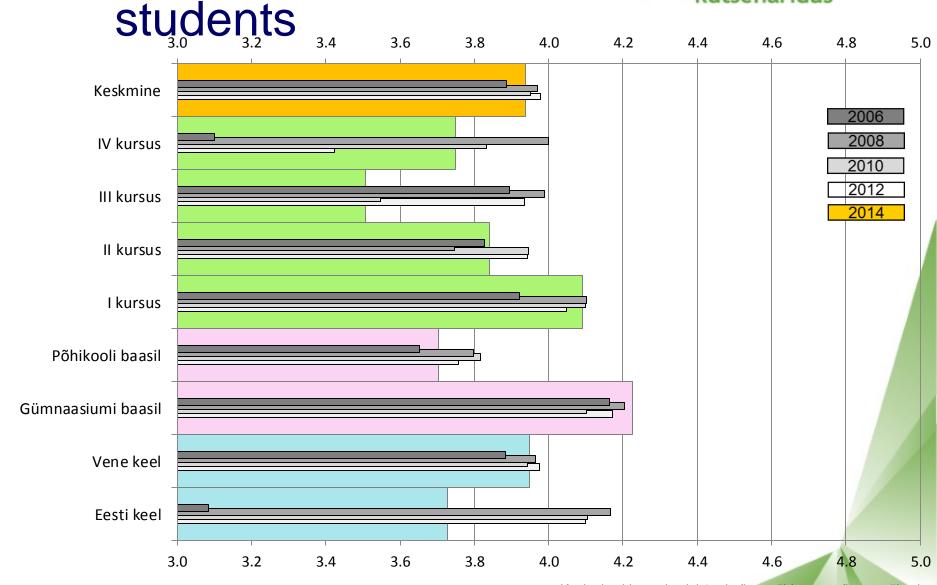
Our school supports my strenghtsharidus



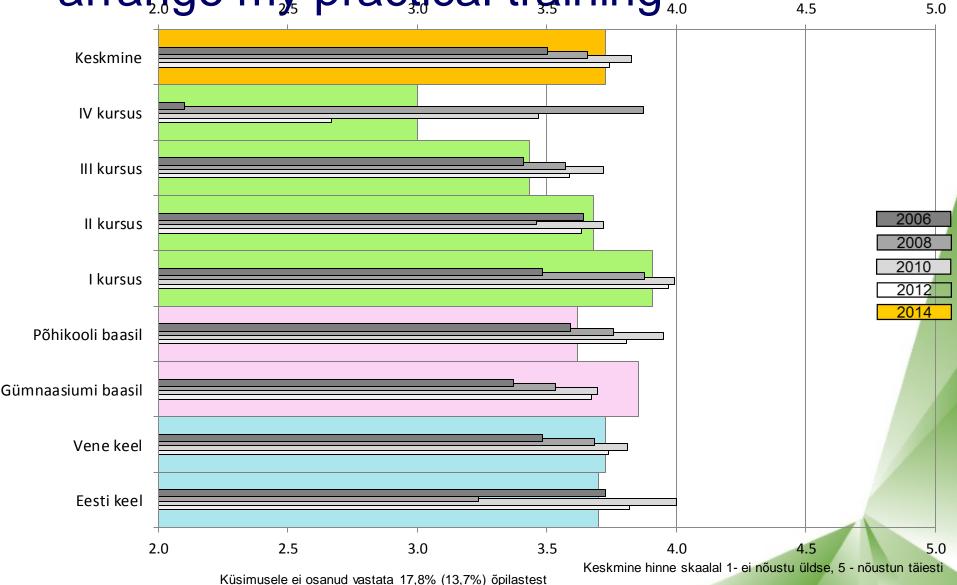
Our school considers my interests haridus



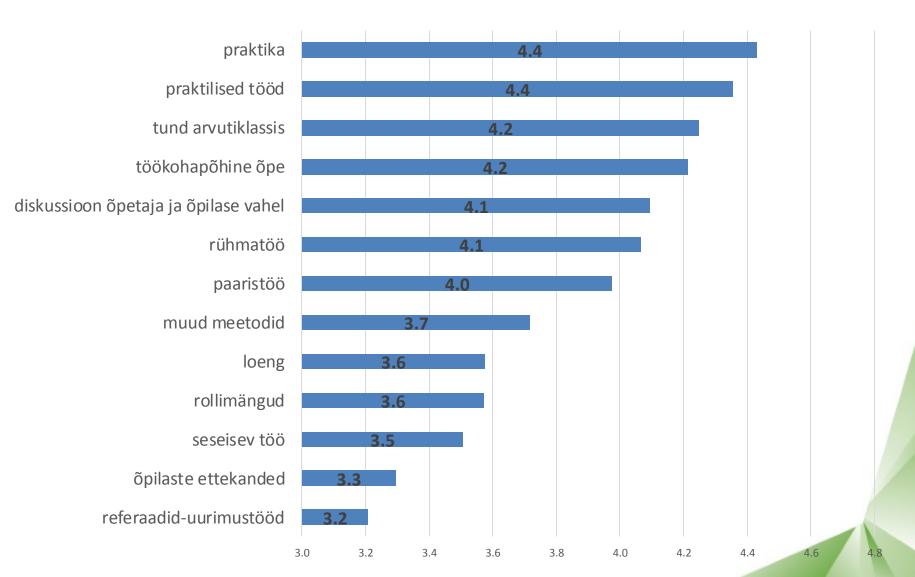
Teachers are role models for thenove kutseharidus



I am content with the school efforts to arrange my practical training 4.5



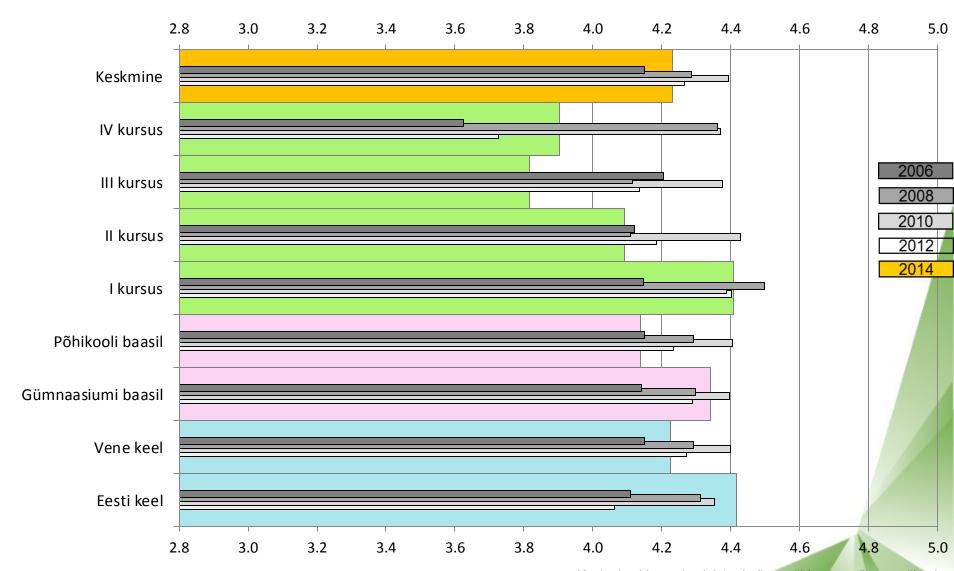
Which learning methods you like the best?



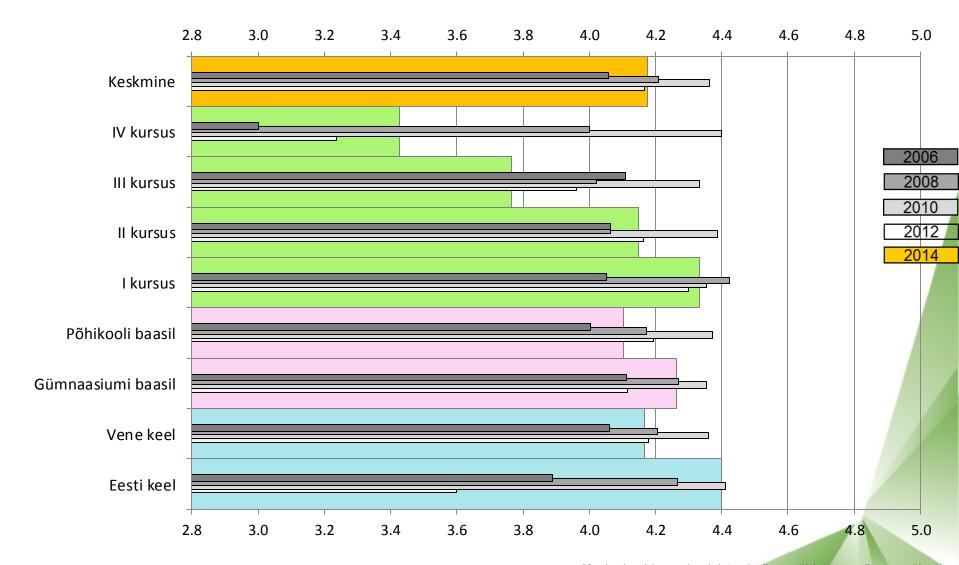
5.0

I am content with the school





I recommend studying in our school



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!