



REPUBLIC OF ESTONIA
MINISTRY OF EDUCATION
AND RESEARCH

Latest VET reforms in Estonia

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The Estonian lifelong learning strategy 2020

- a change in the approach to learning and teaching
- competent and motivated teachers and school leadership
- the concordance of lifelong learning opportunities with the needs of the labour market
- a digital focus in lifelong learning
- equal opportunities and increased participation in lifelong learning

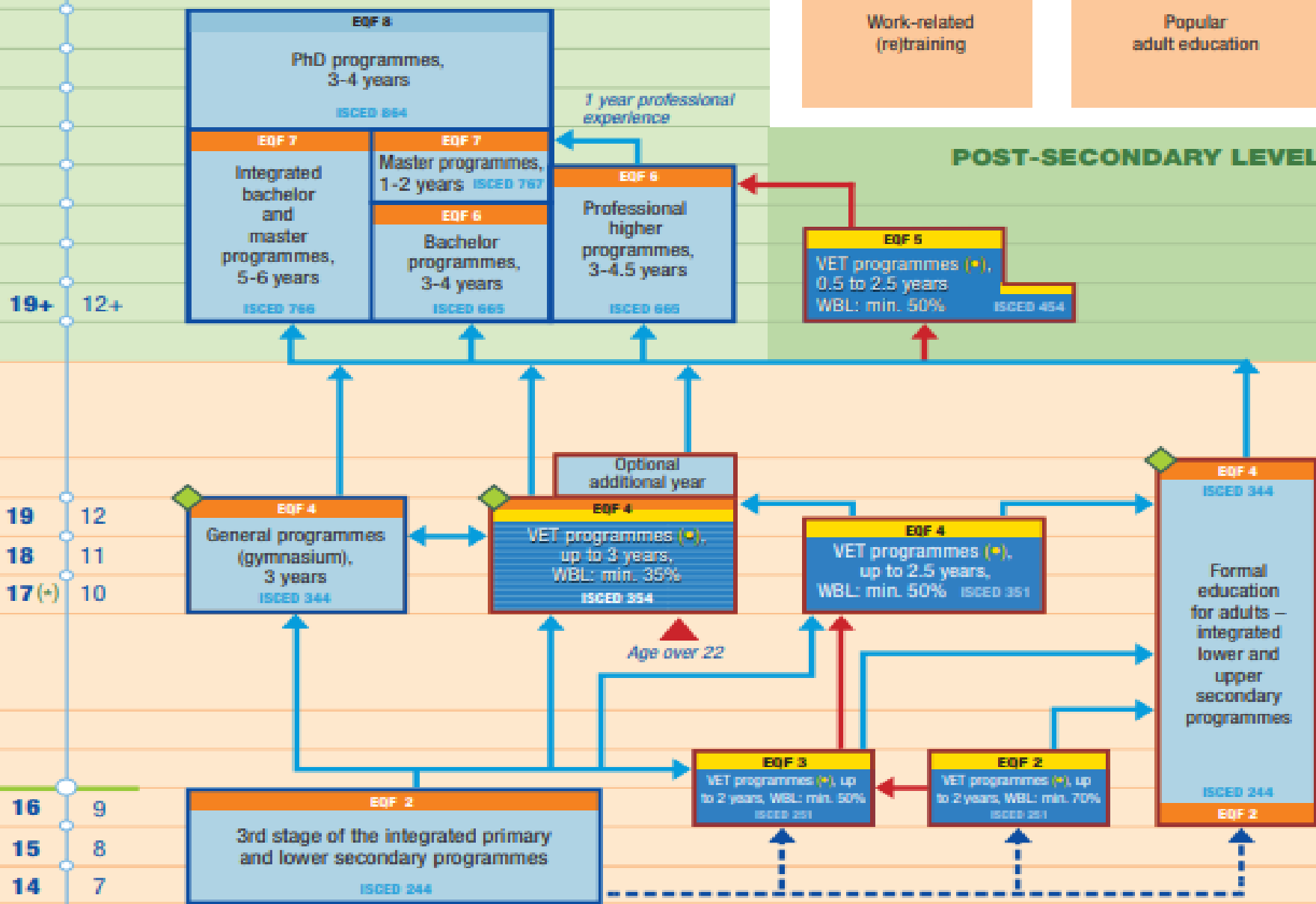


TERTIARY LEVEL

NON-FORMAL ADULT LEARNING

Work-related
(re)training

Popular
adult education



19+ 12+

19 12
18 11
17(+) 10

16 9
15 8
14 7

POST-SECONDARY LEVEL

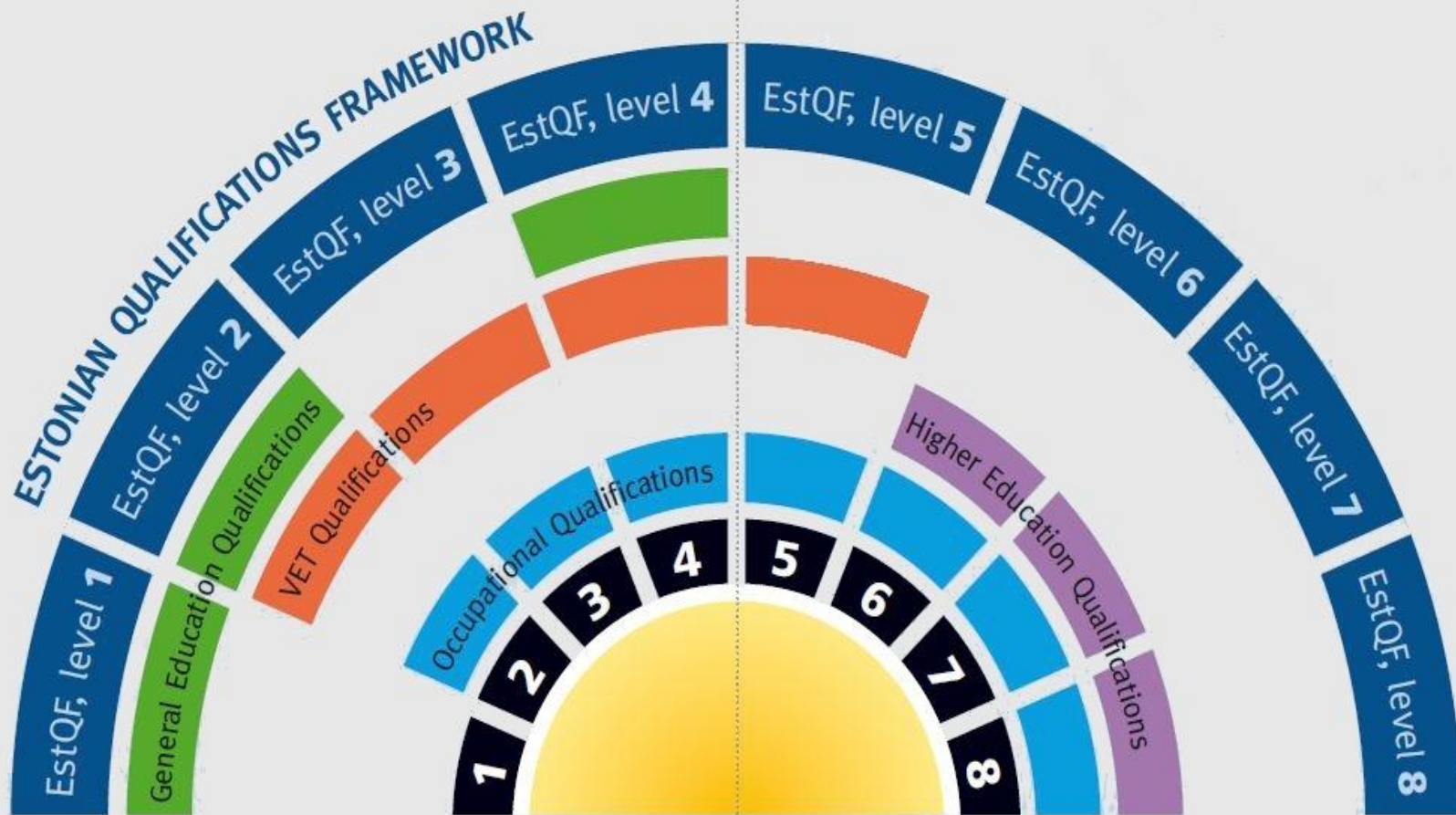
The VET Institutions Act 2013

changed the VET system with:

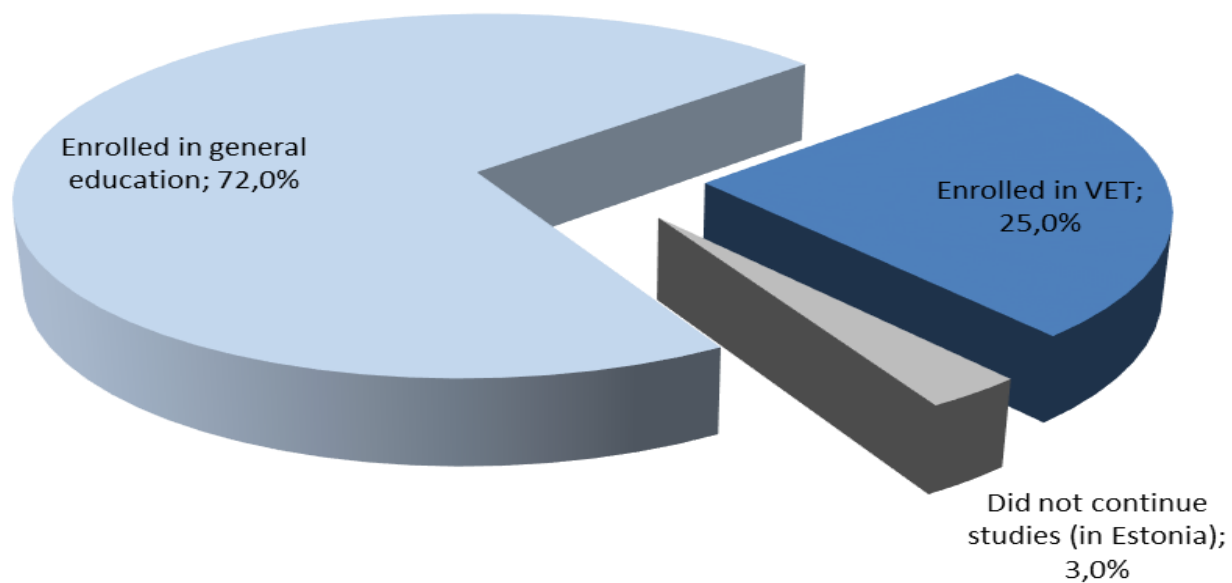
- new categories of vocational training directly linked to the EQF (EstQF levels 2-5);
- using **outcome-based principles** in the evaluation, establishing qualification criteria for types of vocational training
- flexible qualification requirements for teachers
- establishing the right to provide instruction
- a new credit system indicates the estimated volume of student's work necessary for the achievement of the learning outcomes described in the curriculum. **1 credit point = 26 hours** spent by a student on studies upon the acquisition of skills and knowledge. **1 study year = 60**



ESTONIAN QUALIFICATIONS FRAMEWORK



Basic education graduates choices





<https://koolikaart.hm.ee/index.php?id=map1&t=4&scrl=1>



Some numbers

- vocational educational institutions (32=26+4+2) and professional higher education institutions (5)
- ca 24 000 students, the majority in areas of services and technical fields, production and construction.
- ca 2,100 teachers, 48% of them over 50 years old and 8% under the 30

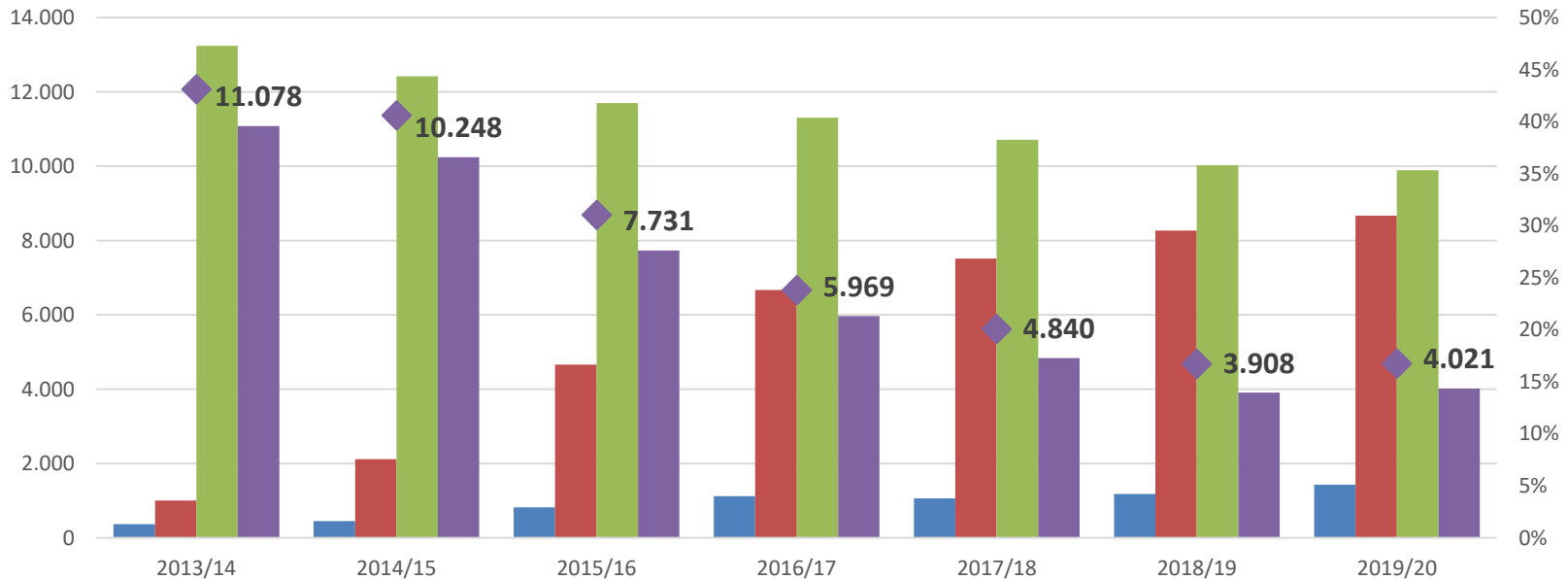


<https://www.hm.ee/en/activities/vocational-education>

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	



Students in all levels



- Vocational courses without educational prerequisite (2-3)
- Vocational courses based on basic education (4)
- Vocational upper secondary education (4)
- Vocational courses based on upper secondary education (5)
- ◆ Vocational courses based on upper secondary education (5), %



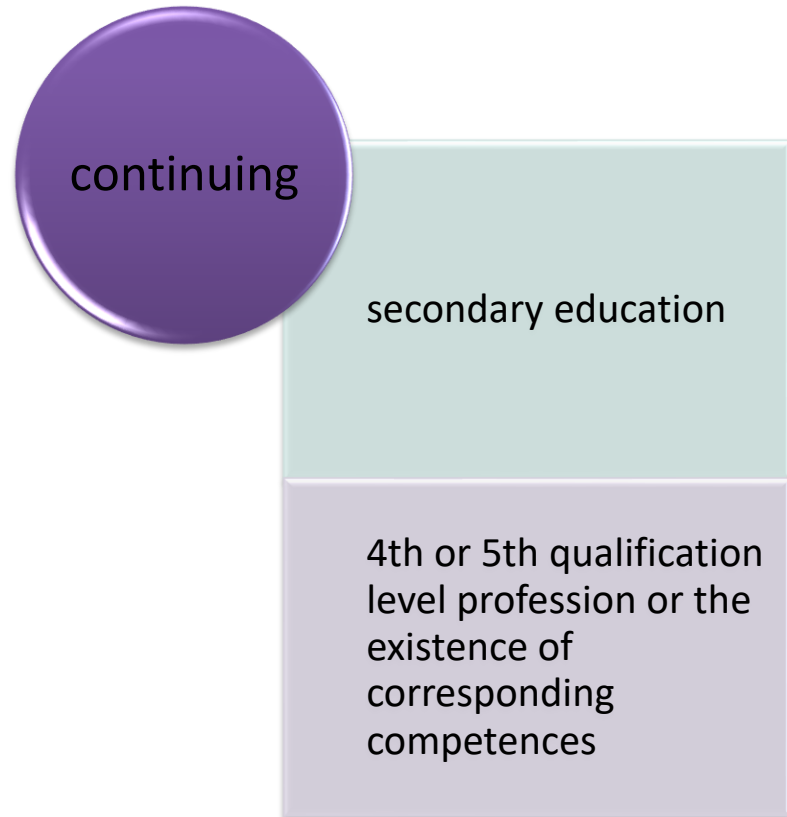
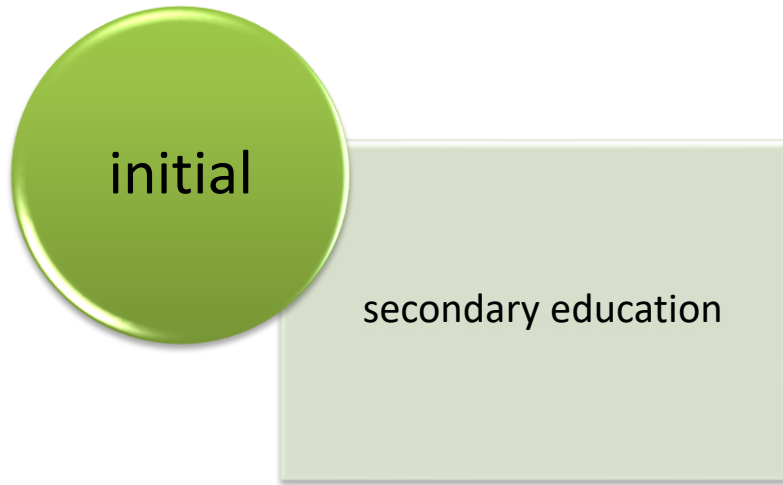
Level 5

Study volume in credit points

- Initial training **60-150 EKAP**
- Continuous training **15-60 EKAP**
- Ratio of practical work and assignments is **50%**



Level 5 entry requirements



Corresponding labour market requirements

- **for initial** - intermediate level specialists, technicians and officials
- **for continuous** - complex tasks involving machines and devices, craftsmanship and skilled labour, highly skilled labourers in the fields of agriculture and fishing, service and administration



Level 5 graduates

have vocational, professional and occupational training sufficient for working as

occupational area's major group „Mid-level specialists and technicians or „Clerical support workers“

more advanced professions, major group
“Plant and machine operators and assemblers”, “Craft and related trades workers”, “Skilled agricultural, forestry and fishery workers” or “Service and sales workers” or “Clerical support workers”



Further studies opportunities

- Level 5 vocational education continuing training
- Vocational higher education or bachelors studies



EQF level 5 2019/20

EQF level 5, initial

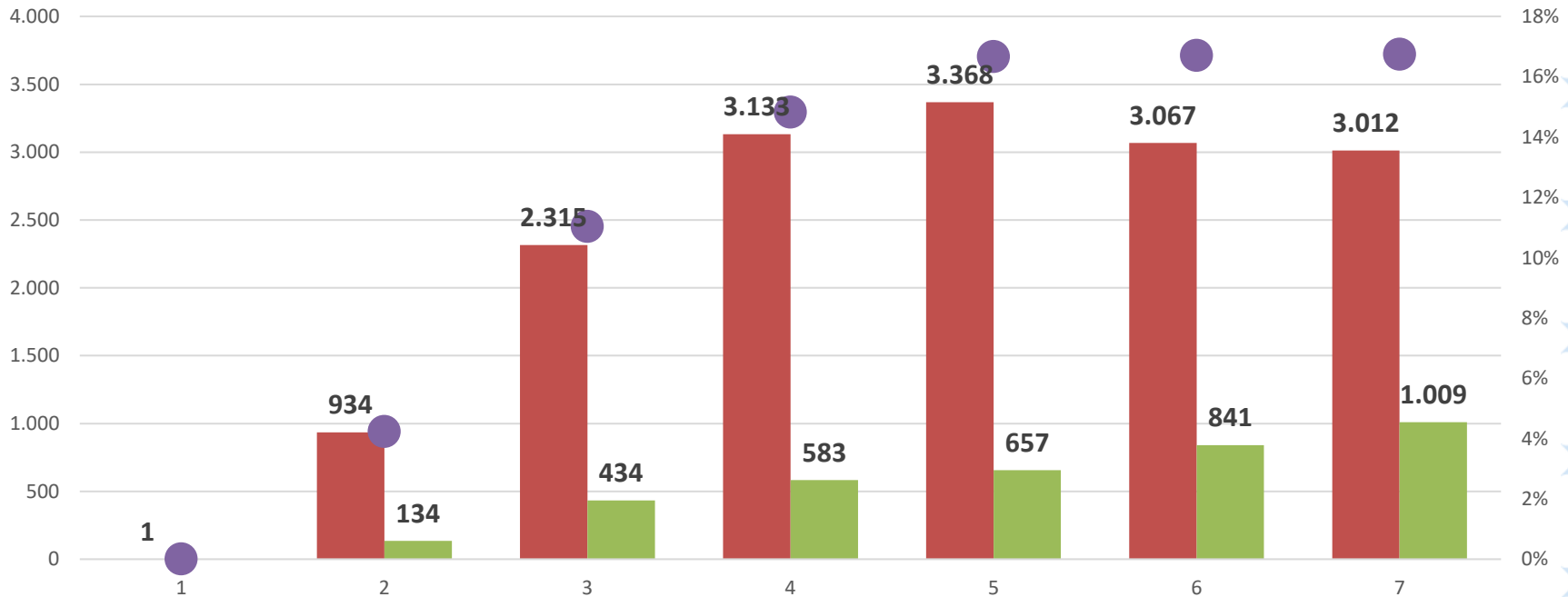
Curriculum group	Number of students
Accounting and taxation	639
Management and administration	585
Marketing and advertising	461
Wholesale and retail sales	233
Therapy and rehabilitation	206
Secretarial and office work	161
Travel, tourism and leisure	155
Hair and beauty services	115
...	...
Total	3 012

EQF level 5, continuing

Curriculum group	Number of students
Crop and livestock production	156
Hotel, restaurants and catering	94
Management and administration	84
Forestry	82
Marketing and advertising	64
Accounting and taxation	61
Motor vehicles, ships and aircraft	58
Textiles (clothes, footwear and leather)	58
...	...
Total	1009



Level 5 students 2013/14-2019/20



- Vocational courses based on upper secondary education (VET studies at EQF level 5, initial)
- Vocational courses based on upper secondary education (VET studies at EQF level 5, further)
- VET studies at EQF level 5, % of total number

Latest amendments (2018) in the VET Institutions Act

- transition to a new funding model, based on 3 components:
 - basic funding (80-95%)
 - grants for students
 - performance based funding (10-20%)
- renewing the Quality Assurance model
- implementing the choice of profession curriculum – preparatory studies on 2nd level EstQF



Performance-based funding

Proportion of school financing 10-20%

Will be probably implemented from 2020

The objectives are:

- support improvement of educational outcomes
- encourage schools to engage in long-term and goal-oriented development work
- to facilitate achievement of the strategic goals set for VET



Performance indicators

- the proportion of students who graduated from the professional examination of all graduates
- proportion of students participating in work-based learning
- the percentage of vocational secondary education graduates
- the percentage of students studying further or employed



Challenges

- a change in the approach to learning and teaching: flexible, individualised pathways
- upper secondary VET in future
- do we need upper secondary education standard?
- do we need 5th level studies in universities?





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Thank You!
Tänan!

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