



THE JOURNEY OF CURRICULUM DEVELOPMENT

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THE STRUCTURE OF THE WORKSHOP

- Theoretical insight to VET system in general and 5th level curricula development in Estonia
- Case study – the journey of developing the curriculum of real-estate broker in Estonia
- Practical assignment – additions to Estonian journey based on international experiences
- Summarizing suggestions and recommendations for improving curriculum development journey

INTRODUCTION TO ESTONIAN VET

- VET system in Estonia is mainly state run and provided by vocational educational institutions and professional higher education institutions
- VET is based on **Estonian Qualification Framework** levels 2-5
- **Vocational secondary education** is equivalent to level 4 vocational training, meaning that besides vocational training the student also acquires upper secondary education. Provided based on **national VET curricula**.
- **Level 5 vocational training**, also known as specialized vocational training was established in Estonia during the 2013/2014 academic year – there was no equivalent level of vocational training available previously. Provided based on **school curricula**
- **School curricula** are compiled for every individual vocation or profession that can be acquired at the school and are compiled based on vocational education standards. In cases where no vocational standards exist, the schools must apply for recognition of the curricula by **social partners**.

CURRICULA DEVELOPMENT – STRENGTHS AND CHALLENGES

- Organization of VET in Estonia involves actively social partners to planning, provision and assessment of studies and to school management. They express their needs and they are heard.
- The initiative for curricula development comes from both working life partners and VET schools
- Employers expect: fast process and funding from state
- Limited resources and fixed competence areas of VET schools set tight frames
- Regulation for curricula development is clear, involves different stakeholders and leaves freedom for schools to decide how to reach the expected outcomes
- Still some unexpected developments happen..
- Since the pressure for VET system is getting harder due to increasing demand for highly qualified labor force, the regulation of curricula development could be improved

CASE STUDY – REAL ESTATE BROKER

- In spring 2016 an initiative from umbrella organization of real-estate brokers to school for developing a new curriculum
- May 2016 Agreement on school board level, including the representatives of the Ministry of Education and decision to start the process
- June-October 2016 active work, including all relevant stakeholders
- December 2016 approval for the curriculum, official registration in national curricula database and right to provide studies
- December 2016 decision of not financing the curriculum due to low strategic relevance for the economy
- December 2016 protest from school, negotiations and compromise

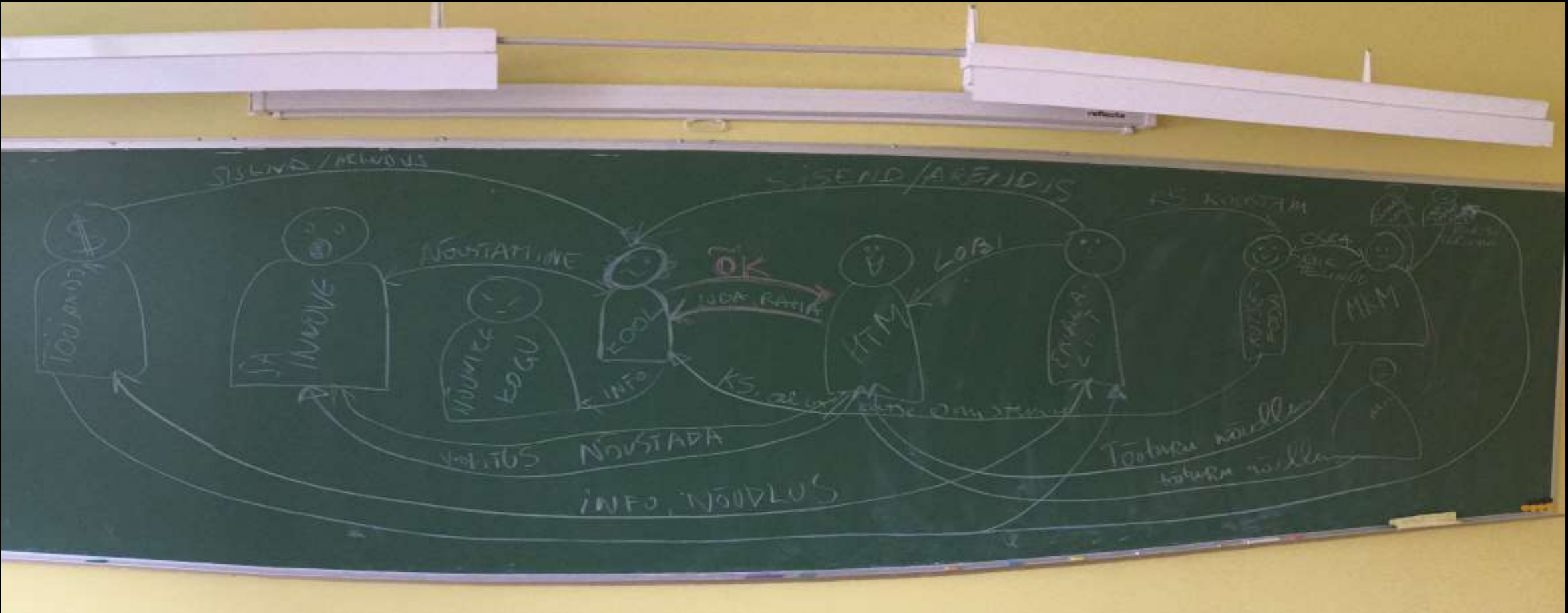
QUESTIONS ASKED FROM OURSELVES...

- What did we do wrong?
- Did we ignore some regulations and/or protocol rules?
- Didn't we involve right stakeholders?
- Did we miss some phase/step?
- What could we do better next time?
- Would it actually change anything?
- Maybe the error is on the systematic level and we should point it out?
- As the biggest 5th level VET provider, should we show initiative, educate ourselves, collect comparative data and propose improvements for the system?

METHOD OF COSTUMER JOURNEY

- Describing all the process of developing a new curriculum – by the book
- Mapping all the stakeholders and describing their impacts
- Drawing the journey of curricula development from the scratch – by the book and by real life experiences
- Visualizing it to external foreign experts. In Bled.
- Asking their contribution by adding and/or removing steps based on their experience
- Explaining and analyzing proposals
- Agreeing on improvements and proposing them to Estonian Ministry of Education

1ST STEP MAPPING STAKEHOLDERS





THANK YOU!
THAT WAS OUR JOURNEY AND NOW
YOURS AS WELL

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