

Indicator	Results ¹	Comments
<p>1. Relevance of quality assurance systems for VET providers</p> <p>a) share of providers applying internal quality assurance systems defined by law/at own initiative</p> <p>b) share of accredited VET providers</p>	<p>A right to conduct studies in curriculum group is given on a basis of accreditations and relevant data is available in Estonian Education Database (EHIS) http://www.ehis.ee/ (291 curriculum groups in</p> <p>Data about accreditation results and school reports on curriculum groups and reports by assessment committees are available http://ekka.archimedes.ee</p>	<p>General comment: A Key Performance Indicators system for VET schools was developed and launched in 2015 in order to support schools in implementing the Estonian Lifelong Learning Strategy and achieving its goals. KPIs measure dropout, completion, efficiency of study arrangements and employability of graduates. Data on schools' performance is made publicly available and updated on regular basis via the education database known by its Estonian acronym HaridusSilm.</p> <p>As a new development, a nationwide survey on students' and graduates' satisfaction with studies is under preparation and will be launched in 2017-2018. It's not officially used as indicator, but data about accreditation results and given rights to conduct studies is available.</p> <p>1.Mandatory internal evaluation at VET schools.</p> <p>2.A right to conduct studies in curriculum group is given on a basis of accreditations and relevant data is available in Estonian Education Database (EHIS) http://www.ehis.ee/ (291 curriculum groups)</p> <p>Accreditations of curriculum groups of vocational training have been conducted since 2014, on the basis of the Vocational Educational Institutions Act, to extend the right of a school to provide education within the curriculum group. Strengths of the Estonian vocational training and needs for its improvement are reflected in the results of these accreditations.</p>

¹ Please indicate where applicable the data are for IVET and/or CVET and specify the year

<p>2. Investment in training of teachers and trainers</p> <p>a) share of teachers and trainers participating in further training b) amount of funds invested</p>	<p>Currently lot of data are gathered and analysed about teachers further training (participation, training hours, courses, providers etc.), but it's not used as separate indicator. Data is available in Estonian Education Database (EHIS) http://www.ehis.ee/</p>	<p>Previously there was an indicator to measure investments to the teachers further training.</p> <p>Currently lot of data are gathered and analysed about teachers further training (participation, training hours, courses, providers etc.), but it's not used as separate indicator. Data is available in Estonian Education Database (EHIS) http://www.ehis.ee/</p>
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<p>3. Participation rate in VET programmes: Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2)</p>	<p>The share (%) of basic school graduates who continue in full time form of VET studies</p>	<p>This is the indicator of Estonian Life Long Learning Strategy.</p> <p>The distribution of basic school graduates between vocational and general secondary education has not changed much in the past ten years.</p> <p>The goal for 2020 is to have the ratio of 35 to 65, however, in the past five years, 26-28% and 72-74% of basic school graduates chose vocational education and general secondary education, respectively. Increasing the share of those choosing secondary vocational education has been targeted for 10-15 years, however, never have more than 30% of basic school graduates decided in favour of vocational education. In 2014, there were 27.2% of graduates who preferred vocational education. The preferences in finding further education opportunities indicate five- to six-fold difference: about 10% of girls finishing Estonian-language schools in cities choose vocational education while this option is preferred by 60% of Russian-speaking young men in North-Eastern part of Estonia (Ida-Viru County). Our experience to date shows that the 35/65 goal is extremely difficult to achieve, especially since the number of graduates increases only in Tallinn and Tartu that traditionally do not have many young people to aspire towards vocational education. Looking at the employment rates and salaries of those that have graduated from vocational schools, the question arises whether this target justifies itself in Estonia's economic model.</p>
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<p>4. Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria</p>	<ol style="list-style-type: none"> 1. Completion rate in upper secondary VET programmes (IVET) 2. Pupils satisfaction with studies. 	<ol style="list-style-type: none"> 1. This is one of VET institutions performance indicators. 2. Will be launched in 2017-2018.
<p>5. Placement rate in VET programmes:</p> <ol style="list-style-type: none"> a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3) b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria 	<p>Employability of the graduates.</p>	<p>Annual employability survey run by the Analysis Department of the Estonian Ministry of Education and Research. This annual quantitative study analyses the employability and incomes of VET and higher education graduates (persons who graduated from VET and higher education in 2005-2013). The 2016 analysis covers the period of 2011-2014. The results are published in a form of a short report and made available via a statistical database (HaridusSilm). VET schools and VET stakeholders can easily get access to data on medium incomes of VET graduates by schools and by fields of studies. The survey constitutes a part of a KPI system for VET schools.</p>

<p>6. Utilisation of acquired skills at the workplace:</p> <p>a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria</p> <p>b) satisfaction rate of individuals and employers with acquired skills/competences</p>	<p>1. Share of students successfully passed professional examinations (%). Target set for 2018 is 80% of graduates.</p> <p>2. Utilisation of acquired skills at the workplace – percentage of VET programme completers working in relevant occupations.</p>	<p>1. Data is collected centrally by MoER</p> <p>2. Data collected at school level.</p>
<p>7. Unemployment rate (4) according to individual criteria</p>	<p>http://www.stat.ee/en</p>	<p>It's not used as an indicator, but data is collected centrally by Statistics Estonia and is available http://www.stat.ee/en</p>
<p>8. Prevalence of vulnerable groups:</p> <p>a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender</p> <p>b) success rate of disadvantaged groups according to age and gender</p>	<p>Participation of different target groups in VET programmes .</p>	<p>It's not used as an indicator, but data is collected centrally by MOER.</p>
<p>9. Mechanisms to identify training needs in the labour market:</p> <p>a) information on mechanisms set up to identify changing demands at different levels</p> <p>b) evidence of their effectiveness</p>	<p>1. https://www.mkm.ee/et/uudised/toojouvajaduse-prognoos-aastani-2019-spetsialistide-jaoskustooliste-osatahtsus-kasvab</p> <p>2. http://oska.kutsekoda.ee/en/</p>	<p>1.The Ministry of Economic Affairs and Communications is responsible for researching the skills and human resources needed on the labour market. The annual forecasts produced by the Ministry for each sector are one of the components considered by the MoER in determining the number and type of state funded study places in VET.</p> <p>2.The Ministry of Education and Research, the Ministry of Economic Affairs and Communications, and the Ministry of Social Affairs in cooperation with employers and representatives from other ministries launched a regular and well-ordered system (OSKA http://oska.kutsekoda.ee/en/) for the forecasting, monitoring, and feedback of labour market needs. Within the framework of this programme, the developmental potential and labour requirements of different economic sectors in Estonia will be analysed, using quantitative as well as qualitative methods. Lifelong learning will be planned, based on the occupational areas. The results of this analysis and projections will form the basis for establishing qualifications and a career counselling service, for the curriculum development work of educational institutions, as well as</p>

		<p>for different authorities that finance learning activities. The prerequisite for this approach is the active and content-driven participation of employers in the creation of the lifelong learning system.</p> <p>The first three OSKA reports on ICT, accounting and the forestry and timber industry were published in April 2016 alongside a general overview of global and domestic trends influencing the supply and demand of labour in Estonia.</p>
<p>10. Schemes used to promote better access to VET:</p> <p>a) information on existing schemes at different levels</p> <p>b) evidence of their effectiveness</p>		<p>It's not an indicator, but schemes are used:</p> <ol style="list-style-type: none"> 1. System for career guidance https://rajaleidja.innove.ee/. 2. ESF program for improving the image of vocational education and training. As an outcome of this measure the awareness of students of general education schools of vocational education opportunities will increase and the share of the students among basic school graduates commencing their studies in vocational schools will also increase. <p>Information about vocational education and training opportunities (incl. work-based learning) is up-to-date and available for all. As a result, the promotional and marketing activities of VET schools are systematic and targeted. In promotional and marketing activities the needs of different target groups (learners with special needs, migrants/refugees, NEET youth etc.) are taken into consideration. VET schools are offered consultancy in developing a communication plan, and in-service training for their communication and marketing specialists. Schools are encouraged to share best practices and to collaborate with each other and other actors in VET.</p> <p>Under this measure, national skills competitions are organized in many different fields involving enterprises, VET schools and professional associations.</p>

(1) For IVET: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment. (3) For IVT: including information on the destination of learners who have dropped out. (4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.