

System-level initiatives on feedback of VET-graduates' competences and employers' satisfaction. Estonian case

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Quality for VET

Plan

Framework for VET:

1. Legislation
2. Strategy for VET and other national strategies
- 3. Curricula system**
4. EU strategies and recommendations
5. State Budget's allocations for VET
6. National Investments Plan for VET

Planning of VET bases on:

7. Research, prognosis
- 8. National Qualification Framework**

Feed Back

1. Joint workgroups of public & private sector, employers & providers on
 - amendments to legislation
 - amendments to strategy and action plans
 - **designing qualifications**
 - **designing study programmes**
- 2. Advisory Boards, Sector Skills Councils**
3. Providers' proprietors (owner)

Principles

1. Management by processes and facts
2. Agreed set of indicators
3. Implementation of internal and external evaluation
4. Avoiding from double control mechanisms
- 5. Involve social partners in all aspects of VET**
6. Transparency of VET system and content and provision
7. On the government level consideration of sectors and regions, consideration of national aims on sector and region level

Implementation

1. Legislation – lower level acts, decrees etc.
- 2. Granting right to provide VET**
3. Professional standard for VET teachers
- 4. Further training for teachers**
5. Development of administrative staff
- 6. Awarding qualifications**
- 7. WBL and apprenticeship schemes**
8. Quality Award Model for VET and other recommendations for quality improvement

Evaluation

Activities:

- 1. Statistics, research and surveys**
- 2. Employers' & students' feedback**
- 3. Providers' internal evaluation**
4. Evaluation of VET strategy's implementation
5. Aggregated analysis of providers development plans and activity reports

Systems:

6. Accreditation system (int. and ext. evaluation)
7. Monitoring system (case based)

Expert Group OAM Model – VET-system relating to EC

Plan

- ...
- 3. Curricula system
- ...
- 8. National Qualification Framework
- ...

Implementation

- ...
- 2. Granting right to provide VET
- ...
- 6. Awarding qualifications (scheme)
- ...

Evaluation

- ...
- 1. Statistics, research and surveys
- ...

Feed Back

- 1. Joint workgroups of public & private sector ... on
 - designing qualifications
 - designing national curricula
- 2. Sector Skills Councils (and co-ordination)
- ...

Principles

- 5. Involve social partners in all aspects of VET

Plan

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3. Curricula system

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8. National Qualification Framework

...

Study programmes draw on:

- occupational standards (rule) or
- national curricula (rule for secondary vocational programmes) or
- direct input of employers (exception)

NQF forms a frame for

- qualifications
- occupational standards
- study programmes (according to relevant occupational standard)

Implementation

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2. Granting right to provide VET

...

6. Awarding qualifications (scheme)

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Granting right to provide VET embraces:

- opinion of relevant social partners regard to the necessity of qualification/training
- expertise on relevance of training opportunity regard to labour market needs, availability of potential students, ...

Scheme of awarding qualifications serves the purpose of conformity between set of competences described in occupational standards and achieved/demonstrated by graduates

Evaluation

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1. Statistics, research and surveys

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Set of indicators and other statistics:

- relates to 5th indicator on destination and employment of graduates (also to 7th indicator on unemployment)
- completion rate of qualification exams

Research and surveys:

- Awareness on VET issues among employers (*inter alia* satisfaction with VET graduates) and general schools students at 2008 and 2013
- Survey on alumni of VET-institutions (destination, satisfaction with training etc.)

Performance indicators for VET

A1. Share of students passing Qualification exam

A2. Drop-out rate of students

A3. Employment rate of graduates (6 month after graduation)

A4. Share of graduates continuing in higher education (next school year)

- B1. Correspondence to qualification requirements of teachers (trainers-instructors)
- B2. Further education and training of teachers (hours per full post)
- B3. Age structure of teachers-trainers (by age groups)
- B4. Share of teachers leaving the job
- C1. Fulfilment of state commissioned study places
- C2. Students/teachers (full posts) ratio
- C3. Students/PC's (in students disposal) ratio
- C4. Share of students, who live in hostel

Feed Back

1. Joint workgroups of public & private sector ... on
 - designing qualifications
 - designing national curricula
2. Sector Skills Councils (and co-ordination)
- ...

Joint workgroups involve experts, representatives of employers, providers and state on:

- designing new qualifications and amending existing ones
- designing new national curricula and amending existing ones

Sector Skills Councils involve experts, representatives of employers and state and these take care of:

- the decision on the need for qualifications in the sector
- the scheme of awarding qualifications
- ...