

Supporting learners with special educational needs (SEN) (until 2021)

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 ESTONIA

Timeline



ID number 28166

Background

The education path of a student with special educational needs (SEN) does not end with the acquisition of basic education. In VET, everyone can acquire aptitude-based training and also, therefore, the prerequisites for a successful transition to the labour market. To improve support for SEN learners and VET institutions in providing quality education, amendments to SEN related VET legislation had to be made.

Objectives

To provide SEN learners with quality VET and ease their transition to the labour market.

Description

On the initiative of the Ministry of Social Affairs, a working group was set up from September 2015 to June 2016 to propose solutions for alleviating this transition for SEN students.

A joint action plan was agreed and is now being carried out by the education and the social affairs ministries. It aims at easing the transition of students with SEN between levels of education and from education to the labour market.

In July 2016, the terms of graduation in VET were also amended to allow for more flexibility for SEN students.

The 2019 amendment of the VET standard adapted the conditions for the graduation of students with SEN. The objective of the 2019 regulation is to better support VET institutions in organising the studies of SEN students and to reduce the administrative burden on the student or his/her representative in proving special needs and on the school identifying a specific need and/or determining a support measure.

2015 Design

2016 Approved/Agreed

2017 Implementation

2018 Implementation

2019 Approved/Agreed

In 2019, a new regulation by the Minister for Education and Research on conditions and procedures for VET studies of students with special educational needs came into force. For schools, both the bases for the organisation of the internal support system and the documentation requirements are described in more detail. For learners with special needs, there was also the possibility, if necessary, of extending the nominal study time for acquiring the learning outcomes of the curriculum.

Information on the educational support services needed for students was communicated through the Estonian education information system both during the transition from one level of education to another and in case of changing schools. The need for a support service or measure was set to be defined by the support group at the school and coordinated by an appointed SEN coordinator. The responsibilities of the parties in determining, carrying out and documenting the educational support measure were described more clearly.

Instead of the current transition plan, a career plan was decided to be prepared for each SEN learner. Specialists in local government at the student's place of residence and a career specialist of the Unemployment Insurance Fund, who were responsible for supporting the student with special needs in finding a job, should be involved in the preparation of the career plan.

Since 2019, the amendment to the vocational education standard enabled SEN learners to graduate with a vocational examination at school instead of through a professional examination.

2020 Implementation

To support the implementation of the new regulation about the conditions and procedures for VET studies of SEN students that came into force in September 2020, several network meetings were organised for support specialists and study organisation specialists in VET schools. As the change in legislation also required changes to organisational documents, the Ministry of Education and Research started monitoring these issues in 2020 to support schools in carrying out the regulation and introducing new processes, and, if necessary, to provide school-based recommendations.

2021 Completed

The conditions and procedures adopted for VET studies by SEN students were implemented. New conditions for the provision of educational support services were being planned.

For progress as of 2022, see related policy developments.

Bodies responsible

- Ministry of Social Affairs
- Ministry of Education and Research

Target group

Learners

Learners with disabilities

Entities providing VET

VET providers (all kinds)

Thematic categories

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Supporting lifelong learning culture and increasing participation

Promotion strategies and campaigns for VET and lifelong learning

Lifelong guidance

Subsystem

IVET CVET

Further reading

[Regulation on the conditions and procedures for studying in VET Institution for students with SEN \(in Estonian\)](#)

[Vocational education standard](#)

Related policy developments

2024 **Design**

Supporting vulnerable target groups

The following measures are foreseen:

 ESTONIA

Type of development

Practical
measure/Initiative

Subsystem

IVET

“ … ” Cite as

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28166>

