Education and training in figures

- Learners in upper secondary education enrolled in vocational and general programmes: % of students in upper secondary education, 2011
- Tertiary education by type: % of population aged 25-64 participating in education and training programmes, 2012
- Lifelong learning: % of population aged 25-64 participating in education and training over the four weeks prior to the survey, 2012
- Employment rates by highest level of educational attainment: % of 20-34 year-olds no longer enrolled in vocational education by highest level of educational attainment, 2009

Further information


Further information

- Eurostat, labour force survey, date of extraction 3.7.2013.
- Eurostat, UOE data collection on education systems, date of extraction 28.6.2013.
- Cedefop calculations based on Eurostat, 2009 ad hoc module of the EU labour force survey, date of extraction 19.9.2012.

Source:

- Eurostat, labour force survey, date of extraction 8.7.2013.
- Cedefop calculations based on Eurostat, labour force survey, date of extraction 19.9.2012.
- Eurostat, labour force survey, date of extraction 3.7.2013.

NB: Data for Latvia have low reliability.
Vocational education and training (VET) in Estonia is key to ensuring a flexible and skilled workforce is able to adapt to changes in the labour market. VET is under the Ministry of Education and Research’s jurisdiction. To respond better to labour market needs the social partners are closely involved in VET policy development.

According to new legislation (September 2013) both initial (VET) and continuing (CVET) vocational education curricula are used in formal VET. VET is provided at second, third, fourth and fifth levels of the Estonian qualifications framework, which corresponds to the European qualifications framework (EQF). At each level, students acquire learning outcomes (knowledge, skills and attitudes) in accordance with qualifications at the appropriate EQF level. At the second (ISCED 3C) and third (ISCED 2B) levels, there is no minimum education requirement for access. Curricula are designed for direct access to elementary labour market occupations. Generally, completion of lower secondary education is a prerequisite to start studies at fourth level. At this level, it is possible to do additional 35 study weeks following completion of VET studies.

VET is under the Ministry of Education and Research’s jurisdiction. To create more activities to support VET with special educational needs. In 2010, an expert group was set up to create more activities to support VET students with special educational needs. To support disadvantaged learners in VET students, teachers, enterprises and practical training in VET institutions’ workshops should be improved. Workplace study must also be improved. Workplace study is a major step in the apprenticeship scheme. They should be improved. Workplace study must also be included in the curriculum. To improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and developed to engage more students and enterprises in the apprenticeship school. To modernise the study process, Special efforts are being made to teach teachers and trainers to improve the occupational qualifications’ demand and supply, support for teachers and trainers should be improved. Workplace study must also be included in the apprenticeship scheme. They should be supported and...
Vocational education and training (VET) in Estonia is key to ensuring a flexible and skilled workforce. It is able to adapt in changes to the labour market. VET is under the Ministry of Education and Research’s jurisdiction. To respond better to labour market needs, the social partners are closely involved in VET policy development.

According to new legislation (September 2013) both initial (VET) and continuing (CVET) vocation education curricula are used in formal VET. VET is provided at secondary, tertiary, and fifth levels of the Estonian qualifications framework, which corresponds to the European qualifications framework (EQF). At each level, students acquire learning outcomes (knowledge, skills, and attributes) in accordance with qualifications at the appropriate EQF level. At lower second (ISCED 2B) and third (ISCED 3C) levels there is no minimum education requirement for access. Curricula are designed for direct access to elementary labour market occupations.

Generally, completion of lower secondary education is a prerequisite to start studies at fourth level. At this level, it is possible to do vocational studies (ISCED 3C) or study VET together with upper secondary general education (ISCED 3D) to obtain a certificate which allows access to higher education. Studies lead to qualifications necessary to work in more complicated jobs. The precondition for access to fifth-level VET is completion of upper secondary education. Graduates can be technicians or associate professionals. To graduate from a VET institution one has to achieve learning outcomes of a particular specialty and to pass a professional examination administered by a school or by the occupational qualifications’ awarding body. CVET programmes are offered at four learning levels of the EQF. CVET aims to help individuals raise their qualifications or acquire new specialisations. CVET is usually up to one year.

Most VET studies are school-based. However, for some specialties apprenticeship training is also available. In school-based VET, practical training is half of the study volume and is usually divided equally between workplace training in enterprises and practical training at school. For apprenticeships, practical training in enterprises, at least two thirds.

Higher education takes place at EQF levels 6 to 8 (ISCED 5 and 6) and the first level of tertiary education has both an academic (BSc) and a professional branch (applied higher education). It is accessible to all on the basis of general and vocational upper secondary education, as well as on the basis of other study programmes. To meet specific entrance requirements at some specialities and to pass a professional examination, students attending secondary education have an option to study general education subjects of their choice for an additional 30 study weeks following completion of VET studies. Adults can obtain general, vocational and higher education in the formal education system. In addition to the formal education system, there are training courses available for employees, as well as for the unemployed and other vulnerable groups, to improve their professional skills and support employability. Training providers are mainly VET and higher education institutions, private training centres, enterprises and other public or private institutions. Adult training is funded by employers, the State or by participants themselves.

The adult population’s participation rate in lifelong learning has been steadily increasing and was 12.9% in 2012, which is higher than the EU average. During the past five years the following measures have had a major impact on increasing participation rates in adult education: provision of State-funded study places, a voucher system for training the unemployed and grants to enterprises for training their employees, as well as incentives for individuals such as study leave and tax exemptions on training costs.

VET in Estonia is accessible to everyone aged 16. VET is the most common initial training providers of formal and non-formal knowledge. Recognition of prior learning has improved accessibility. VET is open to learners of diverse educational backgrounds and socioeconomic conditions. VET infrastructure has been reorganised in recent years and financial assistance towards housing and travel expenses is available to VET students. Social partners are highly involved in VET. Their participation is regulated by national legislation as well as agreements with other stakeholders. At national level, social partners play an important role through their participation in sector skills councils, by developing the occupational qualifications’ system, and via national and local dialogues and networks of VET stakeholders. VET should be more practical and quality of work-based learning should be emphasised. Effectiveness of work-based learning, enterprises and practical training in VET institutions’ workshops should be improved. Work-based learning should be supported and developed to engage more students and enterprises in the apprenticeship scheme.

Teachers and trainers should be supported in modernising the study process. Special efforts are being made to teach teachers and trainers to modernise the teaching process and focus on students’ personal and professional development. Formative assessment of students in the new learning-outcomes- and modular-based curricula system also needs a change of attitude from teachers. Teacher training (both initial and continuous) is the key to improve VET teachers’ knowledge and skills. More attention should also be paid to training trainers in enterprises. Helping students select relevant fields of study and careers and supporting them after graduation should be a priority and efforts to make dropouts should be intensified. It is planned to make compulsory educational and psychological counselling and career services available to all students in VET institutions. A new study allowance system for VET learners will be developed and implemented.

VET should become more popular among young people. Various measures are needed to raise awareness of VET such as skills competitions, information campaigns and providing information about VET on Internet, social media and other channels.
Vocational education and training (VET) in Estonia is key to ensuring a flexible and skilled workforce to adapt to changes in the labour market. VET is under the Ministry of Education and Research’s jurisdiction. To respond better to labour market needs the social partners are closely involved in VET policy development.

According to new legislation (September 2013) both initial (VET) and continuing (CVET) vocational education curricula are used in formal VET. VET is provided at second, third, fourth and fifth levels of the Estonian qualifications framework, which corresponds to the European qualifications framework (EQF). At each level, students acquire learning outcomes (knowledge, skills and attitudes) in accordance with qualifications at the appropriate EQF level. At level second (ISCED 3C) and third (ISCED 3B) levels, there is no minimum education requirement for access. Curricula are designed for direct access to elementary labour market occupations. Generally, completion of lower secondary education is a prerequisite to start studies at fourth level. At this level, it is possible to do vocational studies (ISCED 3C) or study VET together with upper secondary general education (ISCED 3A) or study VET, up to 2.5 years, mainly school-based.

POST-SECONDARY LEVEL

| VET programmes | EQF level | Duration | WBL | Mainly
|-----------------|----------|---------|-----|------
| 2-year CVET      | EQF 4    | 2 years | 50% | school-based VET, up to 2.5 years, WBL: min. 50% |
| 0.5-2.5 years degree or certificate | EQF 5 | 0.5 to 2.5 years | 50% | school-based VET, up to 2.5 years, WBL: min. 50% |

Similar programmes exist for CVET in all occupational fields.

Higher education takes place at EQF levels 6 to 8 (ISCED 5 and 6) and the first level of tertiary education has both an academic (BSc) and a professional branch (applied higher education). It is accessible to all those with secondary vocational education or related qualifications. To meet specific entrance requirements at some universities, special admission tests are conducted. Graduates from secondary vocational studies, whose programmes have an option to study general education subjects of their choice for an additional 30 study weeks following completion of VET studies. Adults can obtain general, vocational and higher education in the formal education system. Outside formal education there are training courses available for employees, as well as for the unemployed and other vulnerable groups, to improve their professional skills and support employability. Training providers are mainly VET and higher education institutions, private training centres, enterprises and other public or private institutions. Adult training is funded by employers, the State or by participants themselves.

The adult population’s participation rate in lifelong learning has been steadily increasing and was 12.3% in 2012, which is higher than the EU average. During the past five years the following measures have had a major impact on increasing participation rates in adult education: provision of State-funded study places, a voucher system for training the unemployed and grants to enterprises for training their employees, as well as incentives for individuals such as study leave and tax exemptions on training costs.

VET programmes are offered at all four levels of the EQF. CVET aims to help individuals raise their qualifications or acquire new specialisations. CVET continues usually up to one year.

Most VET studies are school-based. However, for some specialties apprenticeship training is also available. In school-based VET, practical training is half of the study volume and is usually divided equally between workplace training in enterprises and practical training at school. For apprenticeships, practical training is required at least two thirds.

Higher education takes place at EQF levels 6 to 8 (ISCED 5 and 6) and the first level of tertiary education has both an academic (BSc) and a professional branch (applied higher education). It is accessible to all those with secondary vocational education or related qualifications. To meet specific entrance requirements at some universities, special admission tests are conducted. Graduates from secondary vocational studies, whose programmes have an option to study general education subjects of their choice for an additional 30 study weeks following completion of VET studies. Adults can obtain general, vocational and higher education in the formal education system. Outside formal education there are training courses available for employees, as well as for the unemployed and other vulnerable groups, to improve their professional skills and support employability. Training providers are mainly VET and higher education institutions, private training centres, enterprises and other public or private institutions. Adult training is funded by employers, the State or by participants themselves.

The adult population’s participation rate in lifelong learning has been steadily increasing and was 12.3% in 2012, which is higher than the EU average. During the past five years the following measures have had a major impact on increasing participation rates in adult education: provision of State-funded study places, a voucher system for training the unemployed and grants to enterprises for training their employees, as well as incentives for individuals such as study leave and tax exemptions on training costs.
Further information


Further information

- www.kee.ee Ministry of Education and Research
- www.koha.ee Ministry of Social Affairs
- www.innov.ee Foundation Innove
- www.kutsekoda.ee Estonian Qualifications Authority
- www.kohab.ee Information Technology Foundation for Education
- www.amea.ee Association of Estonian Adult Educators (Andras)
- www.akk.ee Foundation Archimedes
- www.stat.ee Statistics Estonia
- www.oil.ee Confederation of Estonian Trade Unions (Street Arnelahingote Keskliit)
- www.epk.ee Estonian Employers’ Confederation
- www.tuu.ee Estonian unemployment insurance fund
- www.eku.ee Estonian qualifications and qualifications framework to the European qualification framework

Visit our portal www.cedefop.europa.eu


Labour force data collection on education systems, date of extraction 28.6.2013.

Visitors: 371

Copyright © Cedefop 2013

www.cedefop.europa.eu

Contact us Tel. +30 2310490111, Fax +30 2310490020, E-mail: info@cedefop.europa.eu

PO Box 22427, 551 02 Thessaloniki, GREECE
Europe 123, 570 01 Thessaloniki (Pylea), GREECE

All rights reserved.

Copyright © European Centre for the Development of Vocational Training (Cedefop), 2014

Estonia

Estonia

Visit our portal www.cedefop.europa.eu

Education and training in figures

Learners in upper secondary education enrolled in vocational and general programmes % of students in upper secondary education, 2011

- Estonia
- France
- Germany
- Ireland
- Latvia
- Lithuania

8.2 4.6 4.8 4.7 2.8 3.6

5.6 3.8 3.6 3.4 2.9 3.2

Education and training in figures

Tertiary education % of 30-34 year-olds with tertiary education by type, 2012

- Estonia
- France
- Germany
- Ireland
- Latvia
- Lithuania

100 100 100 100 100 100

0 10 20 30 40 50 60 70 80 90 100

76.1 23.9 76.9 60.2 76.9 60.2

Education and training in figures

Lifelong learning % of population aged 25-64 participating in education and training over the four weeks prior to the survey, 2012

- Estonia
- France
- Germany
- Ireland
- Latvia
- Lithuania

85.9 90.6 80.5 84.3 80.5 84.3

Education and training in figures

Employment rates by highest level of educational attainment 20-34 year-olds no longer in education by highest level of educational attainment, 2009

- Estonia
- France
- Germany
- Ireland
- Latvia
- Lithuania

76.1 23.9 76.9 60.2 76.9 60.2

Education and training in figures

Spotlight on VET

Estonia

www.cedefop.europa.eu LV FI SE

Source: Eurostat, labour force survey, date of extraction 3.7.2013.

NB: Data for Latvia have low reliability.

Source: Eurostat, UOE data collection on education systems, date of extraction 28.6.2013.

Source: Cedefop calculations based on Eurostat, labour force survey, date of extraction 8.7.2013.
Tertiary education by country and type
% of 20-34 year-olds no longer enrolled in vocational or general education by highest level of educational attainment, 2011

Further information


Source:
Cedefop calculations based on Eurostat, labour force survey, date of extraction 19.9.2012.

NB: Data for Latvia have low reliability.

Source:
Cedefop calculations based on Eurostat, UOE data collection on education systems, date of extraction 28.6.2013.

Further information

www.kutsakoda.ee Estonian Qualifications Authority
www.innove.ee Information Technology Foundation for Education
www.aewa.org Eurostat
www.eaea.org European Association for the Education of Adults
www.stat.ee Statistics Estonia
www.caal.ee Confederation of Estonian Trade Unions (Sõet Armeühingute Keskkond)
www.ene.gov.ee Estonian Employers’ Confederation
www.totukassa.ee Estonian unemployment insurance fund
www.kutsakoda.ee Estonian Higher Education Quality Agency

Visit our portal, www.cedefop.europa.eu
Tel. +30 2310490111, Fax +30 2310490020, E-mail: info@cedefop.europa.eu
PO Box 22427, 551 02 Thessaloniki, GREECE
Europe 123, 570 01 Thessaloniki (Pylea), GREECE
All rights reserved.
Copyright © European Centre for the Development of Vocational Training (Cedefop), 2014

spotlight on VET
ESTONIA

Estonian Higher Education Quality Agency
Estonian Qualifications Authority
Ministry of Social Affairs
Ministry of Economic Affairs and Communications
Ministry of Education and Research
Confederation of Estonian Trade Unions (Sõet Armeühingute Keskkond)
Estonian Employers’ Confederation
Estonian Qualifications Authority, Ministry of Education and Research
Information Technology Foundation for Education
Foundation Archimedes
Estonian Higher Education Quality Agency
Estonian Qualifications Authority