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OVERVIEW OF
TEACHER/TRAINER TRAINING (TTT)
IN VOCATIONAL EDUCATION AND TRAINING
IN ESTONIA

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1. BASIC INFORMATION ON TTT

1.1 THE CONCEPT OF VET TEACHER/TRAINER TRAINING (TTT) IN ESTONIA

The status of a VET trainer/teacher is presented in the Statute of a VET Teacher/Trainer, Appendix 1 to the Decree No 18 of the Minister of Culture and Education, validated 26 March 1995. A VET teacher/trainer (*kutseõpetaja*) is a pedagogue who realizes professional, specialized and vocational studies and training at a professional/vocational education institution or in any other educational institution that is working in accordance to the Law on a Vocational Institution and that has been awarded a license by the Ministry of Education. The educational level of a VET TT may be different, namely: 1. secondary technical education; 2. higher education; 3. university education; 4. secondary level of VET TTT, professional qualification and professional practical ability of working at least on the level of a skilled worker.

Basic professional competence is gained during secondary professional training and during professional higher education (on diploma or on bachelor levels). Basic competence is developed by in-service training and by self-development. Basic competence in teaching is gained by passing the study programme in VET teaching/training. The capacity of studies is merited in credits (*ainepunkt*). One credit corresponds to 40 hours (one study week) of lectures, seminars, practical training, independent works). 40 credits are required to complete the studies in VET teaching/training. Basic competence in teaching is developed by in-service training and by practical teaching.

As an exception, and until 2001, a VET TT may be a person with general secondary education, high professional qualification and at least 10 years of professional practicing, who has passed a pedagogical course or participates in a pedagogical training.

General goals set for teaching VET teachers/trainers are to improve quality of teaching and learning, to shape readiness for research and development activities and to favor the development of student's personality.

The amount of professional qualification of a VET teacher/trainer is measured by the teacher's/trainers education, awarding different aspects of competence that are presented in teaching process, led by the teacher/trainer: general knowledge on culture and communicative skills; social and instrumental (professional and teaching) competence and self-competence.

According to the Statute, there is continuous demand for in-service training of a VET TT: a TT is obliged to participate in in-service training at least 5 days per

year and is obliged to pass the course of rising the level of professional qualification in each five years.

According to the Statute, a VET TT is planning and actualizing technological and practical studies according to a curriculum; prepares the teaching material and equipment; organizes tests and exams and may be a tutor of a course or a final thesis of a student. A VET TT is responsible for 1. the quality of teaching and educational directing of students; 2. safety at working places; 3. equipment and property at the working place.

1.2. TYPES OF TTT

Today, the following types of VET TTT are available in Estonia:

- a) Initial training (diploma or bachelor's studies)
- b) Continuous training by initial training in master's studies to obtain vocational master's or master's degree in the study branch of professional/vocational didactic.
- c) Secondary/continuous training to offer vocational pedagogical preparation for persons who have professional education;
- d) In-service training (pedagogical and professional) via occasional courses and projects supported out of Estonia;

In initial training (a) professions connected with producing and service are mainstream. Secondary/Continuous training (c) is available in various different professions. In-service training (d) is available mostly in professions connected with social and medical areas and tourism.

1.3. TYPES OF TTT INSTITUTIONS

Initial training (a) takes place at Tallinn Pedagogical University only, in co-operation with other universities and higher education institutions, mainly together with Tallinn Technical University and Tallinn Technical College.

Masters' studies (b) in study branch of professional/vocational didactic take place at Tallinn Pedagogical University.

Continuous training (c) for obtaining vocational pedagogical preparation takes place at Tallinn Pedagogical University, the University of Tartu; Virumaa

College, in co-operation with Tallinn Pedagogical University; Tallinn Higher technical School.

Temporarily and in reduced amount the similar training for Estonians also takes place in Finland, at Hämeenlinna Teachers'/Trainers' College.

Currently, no institution is systematically organizing in-service training (c). As a case studies of in-service training, the following activities may be presented:

1. the courses for VET TTs called *training masters (õppemeistrid)*, held at the Center for In-Service Training at the University of Tartu, in cooperation with Tartu Industrial School. The courses were compiled according to the pedagogical programme, prepared by the Department of Educational Sciences of the University. The curriculum contained the following parts: 1. study process and essence of learning (7 credits); 2. development psychology (6 credits); 3. communication theory, also group working (3 credits); 4. professional ethics of a teacher, also self-determination and personality of a teacher (3 credits); . 5. VET didactic (5 credits); 6. special education (2 credits); 7. final thesis; 8. general subjects; 9. elective subjects.

The courses were implemented in 1995. The duration of the courses was 2 years. The target group consisted of pedagogues, working as training masters but actually missing pedagogical qualification. The courses were partly financed by the Department of VET at the Ministry of Education. In perspective, in-service training for VET TTs in Tartu, Paide and South Estonia (Võru and Valga districts) is under construction.

2. The courses for VET managers of primary (heads) and secondary (vice-heads and administration) level, organized by the Center of In-Service Training and Consultations at Estonian Business School. On the secondary level the courses were organized in cooperation with Tallinn Technical School. The purpose was to train the staff for current VET reform. The duration of courses was may 1997-April 1998. The courses were held as 3-day cycles in each 3 weeks. The amount of the courses was 264 academic hours. After defending the final thesis, the participants received a professional qualification of a secondary level manager and a certificate of EBS. The curriculum of the courses consisted of the following subjects: 1. educational philosophy and policy; 2. public administration and regional policy; 3. organization; 4. principles of management; 5. staff management; 6. principles of business and administrative law; 7. finance management of an educational institution; 8. marketing and management; 9. organizational behavior; 10. environment; 11. information systems managing; 12. final thesis.

The courses were implemented in May, 1997, emphasizing the link between the courses and possible continuous initial training (master's studies; the courses were able to be transferred as credit points). 25 people from different educational institutions participated, among them 23 were graduated. In next future, the Nordic-Baltic cooperation will be organized for in-service training of VET TTs.

Principal innovation in VET TTT is 1. in training, accepting a student as the point of departure instead of an institution; 2. establishing the order that VET education is offered only on the base of basic general or secondary general education.

Chart of educational system in Estonia is presented in Appendix 1.

1.4. BASIC STATISTICS AVAILABLE ON TTT

In initial training at Tallinn Pedagogical University the number of admitted students, financed by governmental funding, is 15 per study year whereas the real need for VET teachers/trainers is 80...90 per year. In addition, 8 students have been admitted in 1997 and 17 students in 1998 by financing from non-governmental budget, i.e., for payable studies.

The largest quantity of participants in continuous training consists of pedagogues who work at professional/vocational education institutions and who have not professional pedagogical qualification.

About 300 pedagogues have passed continuous training in 1992-1998. This makes 12% of all contingent who actually needs the training.

1...2 people have been admitted to master's studies every year. In 1998, 11 people were admitted to the studies, financed from the non-governmental resources.

Division by age groups of VET TTs, participating in in-service training in 1998 is presented in Appendix 2 .

2. LEGAL BASIS, FUNDING AND GOVERNANCE

2.1. THE LAWS PROVIDING THE LEGAL BASIS FOR TTT

The extent of recent change in legislation is indicated by the legislation in concerning education in the 1990's. The current legislation pertaining to education, vocational training and youth includes the following:

1992:

The Law on Adult Education provides legal guarantees to adults who wish to continue their studies.

1995:

The Law on Universities contains basic regulations concerning the universities, management, academic order, admittance, graduating, and the order of obtaining academic degrees.

The Law on the University of Tartu determines the status and management of the University of Tartu.

1998:

The Law on Private Schools presents the improved principles of managing private schools

The Law on Applied Higher Education Institutions determines applied higher education and the status and managing of applied higher education institutions.

The Law on Vocational Education Institution: according to the law the former Law on Vocational Education Institutions (1993) is no more valid. The improved Law on vocational education determines the operation of vocational education institutions, the form and conditions for acquiring vocational education, the principles of school management, the financing, the use of school property, and the rights and obligations of the staff. The Law contains principles of managing applied higher education institutions and determines that licenses of these institutions are awarded by local municipalities.

All laws have been improved and changed according to the needs of practice. Recently, the Law on Education has been added the part of study loans as subsidy credits for students of diurnal vocational and higher education institutions. The loans are guaranteed by the State and they are low interest loans (5%). The Law on Private Schools has also been changed, reducing the obligatory state taxes for awarding school licenses. The tax has been 2,000 EEK before but is reduced to 500-2,000 EEK now.

Currently, the Parliament is negotiating the following laws, concerning education in Estonia:

Changes in the Law on Universities will determine the state order (*riiklik tellimus*) for universities, applied higher education institutions and private higher education institutions.

The Law on Adult Education will be added the order of awarding licenses for schooling and the order of adult education, include. the educational process, will be determined more exactly. The Government will clear out state priorities in adult education and will establish the co-ordinating body: the Council of Adult Education.

The Law on Profession will determine some regulated professions, incl. teacher, also containing the demands on education in these professions.

In international perspective, Estonia has signed several treaties and acts concerning international co-operation in the field of education, e.g., the Lisbon

Treaty, signed in April, 1997, that is concerning mutual recognition of higher education.

Some other acts regulate teaching and training in VET, such as

1. The Conception on VET Education;
2. Basic demands of the National Curriculum;
3. The Statute of VET education (1995);
4. Framework demands for training VET teachers/trainers in Estonia (the process of negotiating is currently going on);
5. The demands on professional qualification of a VET teacher/trainer (the process of negotiation is currently going on).
6. Demands for Assessment of Competency of pedagogical staff

2.2. THE DEFINITION OF TTT

Initial training (a) is training that takes place at applied higher education institutions or at universities and is similar to diploma studies or, in some cases, to bachelor's studies.

The instruction is held after a student has completed secondary vocational education (in professions where sensory motor working processes dominate) or after the student has completed general secondary education (in professions with mental working processes). The modules of the curriculum of VET teachers/trainers contain 50% of the curriculum of general school teachers at Tallinn Pedagogical University. The modules of specialized professional subjects take place at other higher education institutions in accordance with bachelor's study programmes valid in these institutions, whereas the amount of applied subjects has been enlarged.

2.3. MINISTRIES RESPONSIBLE FOR THE SUPERVISION OF TTT

Higher education institutions possess relative autonomy; some monitoring concerning use of resources and quality of teaching is held by the Ministry of Education.

In next future, State Exam and Qualification Center will be an authority of assessing competency of VET TT. Currently, the Center participates in different working groups, concerning the question.

2.4.THE ROLE OF RESPONSIBLE BODIES

The curricula of VET teachers/trainers is to be approved and registered by the Department of Higher Education and Research at the Ministry of Education only.

2.5.KEY FEATURES OF SUPERVISION AND AUTONOMY AND EDUCATIONAL/ACADEMIC FREEDOM OF TTT INSTITUTIONS

The Ministry of Education is responsible for the supervision on the accordance with legal basis of curricula, resources and teaching staff and is responsible for the oversight of framework demands for the curriculum of training VET teachers/trainers. The Ministry organizes accrediting and implementing of the curriculum. The Ministry is also responsible for the oversight of legal basis of implementing the studies, financed by non-governmental funding.

2.6. MAJOR DIFFERENCES BETWEEN INITIAL TTT AND IN-SERVICE TTT

There are no notable differences between organizing initial and continuous training. Until 1998, in-service training was funded directly from the budget of the Department of Vocational Education at the Ministry of Education. Currently, the fees must be covered by participants themselves or by institutions who order the training. Compared to initial training, there is larger amount of independent works, seminars and various home tasks in in-service training. The examinations are usually replaced by summarizing the tasks filled, oral assessing is used instead of usual system of assessment.

3. STATUS OF VET TTT INSTITUTIONS, RESEARCH NETWORK, BUDGET AND QUALIFICATION OF STAFF

3.1. MAIN FEATURES OF TTT INSTITUTIONS

The reason why Estonia is missing responsible bodies for training VET teachers/trainers is the fact that for a long period no training for VET teachers/trainers was organized in Estonia and people have accepted the fact.

Initial training (a) for VET teachers/trainers has been initiated by the according chair at Tallinn Pedagogical University.

The initial training (a) and (b) for VET teachers/trainers is held by Tallinn Pedagogical University in co-operation with Tallinn Technical University and

Tallinn Technical College. Tallinn Technical University and Virumaa College cooperate with Tallinn Pedagogical University in continuous training (c).

Participating in continuous or in-service training is voluntary but is used for receiving higher rank of professional qualification. This has guaranteed enough motivation for the people to participate in VET TTT.

3.2. SUPPORT NETWORK OF TTT INSTITUTIONS

Estonia has no independent research institutions for VET. In limited amount, Tallinn Pedagogical University, Tallinn Technical University, the University of Tartu, The Estonian VET Reform Foundation, the Institute of Urban Researches in Tallinn, the Center of Professional Counseling in Tartu and the Ministry of Education take part in VET researches.

At Tallinn Pedagogical University, the research concerning theoretical questions of vocational training and vocational training didactic is held. The main topics of the research are:

- methods of scientific research of vocational pedagogy
- determining the content of vocational training
- integration of knowledge on sciences and vocational knowledge
- providing readiness of students for acting in new circumstances
- considering of psychical processes and qualities in vocational training.

There are no centers of VET methodology in Estonia now. This function may be taken by Tallinn Pedagogical University, if the financing would be granted.

The prognosis of development of VET institutions is lacking. In perspective, uniting of some institutions and closing the smaller institutions may be prognosed. The pilot schools, developed by the Foundation of Estonian VET Reform will be combined with satellite schools (one pilot school for six or seven satellite schools).

No special textbooks are published for VET studies. The textbooks on use are either old publications from the Soviet times or foreign textbooks, donated by cooperative Vet institutions abroad.

Division of additional costs in VET by State budget is presented in Appendix 3.

3.3. FUNDING OF TTT

Initial training (a) of teachers/trainers is mainly built on national support, in limited amount it takes place on student's own funding (at the moment, about 20% of students). The employers do not participate in VET TTT now, so no funding is received from there.

Continuous training (c) and in-service training (d) are financed partly (30%) from the income funding (3% of income is set for training like this). In addition, they are financed by the participants. Foreign countries participate in financing continuous and in-service training via projects and programmes of international co-operation. In small amount the interested employers/institutions also participate.

Master's studies of VET TTT is mainly financed by the State budget or by institutions, ordering masters' studies for their teaching staff.

3.4. REGULAR TEACHING STAFF IN TTT INSTITUTIONS

According to the official data at Statistical Office of Estonia, there was 906 VET teachers/trainers in academic year 1996/97. Six of them worked at diurnal schools, the rest at VET institutions; teacher/student ratio was 49.87 students per teacher. Among the teachers, 390 had higher education, adequate to speciality (incl. 233 with also pedagogical qualification); 52 (16) had inadequate higher education; 327 (73) had secondary professional education, adequate to speciality; 26 (2) had secondary professional education, inadequate to speciality; 111 had general secondary education.

According to the unofficial data, there are ca 2,500 teachers/trainers in Estonia now. About 300 teachers have vocational pedagogical education that has been obtained for participating in continuous training since 1992.

Comparing the last official data from June, 1998, the average age of VET teachers/trainers presents the tendency of rising (currently, 254 or 32.8% of total). The number of VET TTs, aged less than 30, has declined currently, 110 persons or 12.2% of total). The age group between 30 and 49 presents stability (currently 241 or 26.8% between the age of 30 and 39; 254 or 28.2% between 40 and 49). In-service training must be oriented to this group, consisting of 605 VET teachers/trainers.

The average duration of working of a VET TT is 30 years. So $900/30=30$ VET TTs is needed every year to fill the gap. To receive this number, 50...70 students must be admitted in initial training a) every year. Only since 1999 the need for new staff would be 10...12 per year. The basic problem is how to get young people to VET TT studies.

In VET institutions of Estonia, 150 different professions are taught. VET teachers/trainers is obliged to be trained for 50...60 professions. Every VET teacher/trainer has to be able to teach 4 or five different professional subjects and also to organize professional practical studies.

The average income of teachers/trainers in VET is 2,200-2,500 Estonian kroons per month, depending on qualification. The length of vacation is 56 calendar days.

Structure of VET personnel and Structure of pedagogical staff in VET are presented in Appendices 4 and 5.

3.5. PROVISION AND CONTENT OF IN-SERVICE TRAINING FOR TEACHERS IN SCHOOLS

The opportunities for in-service training at school they work mostly depend on success to arrange international relations and organizing in-service training of teaching staff via using those relations. Some teachers have arranged in-service training by practicing in business etc. institutions. The questionnaire, led at institutions presented limited interest of the institutions to train pedagogical staff.

In-service centers for organizing professional in-service training are not available in Estonia. Organizing and managing of in-service training belongs to the functions of the Center of In-Service Training at Tallinn Pedagogical University. As the questions of financing the Center are not solved yet, the Center has not started working on optimal level.

4. ENTRY REQUIREMENTS FOR TEACHING/TRAINING AND ADMISSION

4.1. ENTRY TO INITIAL TEACHER TRAINING

For admission into initial training (a), secondary vocational education certificate is required. As there have been permanent difficulties to fill the study vacancies, no additional requirements of professional working practice have been set.

The applicants have to pass complex examination and professional aptitude test. The examination contains applied tasks on physics and math and a task of technical drawing. In aptitude test, an applicant passes some tests on aptitude and capacity and takes part in an interview. An applicant is given to solve several pedagogical situations. The result of the National Examination in Estonian language (a written essay) is taken into account as well as average rate of assessment in secondary vocational or general education certificate, based on summarized rates of different subjects.

4.2. TYPICAL ENTRY REQUIREMENTS FOR INITIAL TEACHER TRAINING

In 1998, 2.1 applications were presented to VET teacher/trainer's speciality at Tallinn Pedagogical University. 16 applicants were admitted. In addition, 16 students of craft from Tallinn Technicum of Light Industry were admitted as part-time students (duration of studies 2 years) to the study form of non-governmental funding. These students had already studied for 3 years at the technical school after being graduated from upper-secondary school.

4.3. ALTERNATIVE ENTRY ROUTES

The rating of VET teacher/trainer's profession is very low in Estonia. The cause lies in negative attitude of society towards the system of vocational education and in low salaries of all teachers.

5. CURRICULUM, TEACHING AND LEARNING, EXAMINATIONS

5.1. THE OVERALL PERIOD OF TTT STUDY REQUIRED

The duration of initial training (a), based on secondary professional or general secondary education is 4 years (diploma programme) of 5 years (bachelor's programme). On the professional higher education the duration of studies in full-time studies is one year and in extra-mural studies 2 years.

5.2. MAJOR PHASES AND ACTIVITIES DURING THE COURSE OF STUDY

The four-year long duration of studies in initial training is divided into following parts:

- 3 terms of theoretical studies at Tallinn Pedagogical University, including pre-practice and first practice at school.
- 4 terms of specialized professional studies at other HE institutions, incl. practice at an enterprise or similar institution.
- 1 term at Tallinn Pedagogical University, containing second practice at school and writing of diploma paper

Examinations in different subjects take place at the end of every term. Graduating takes place after defending the final thesis (diploma paper).

5.3. COURSE PROGRAMMES PROVIDED

The 4-year curriculum of teachers/trainers consists of following blocks of subjects:

- general subjects 20 credits
- specialized subjects 90 credits
- vocational teacher/trainer training programme 40 credits
- diploma paper 10 credits

Training programme for a VET teacher/trainer consists of following modules:

- 1) Educational sciences and psychology subjects 17 credits (educational science, educational philosophy, pedagogical psychology, didactic, history of pedagogy, special pedagogy, developmental physiology, oral and written speech, final thesis on educational sciences.
- 2) The subjects of theory of vocational studies and vocational didactic; didactic of practice studies, labour psychology and labour physiology, research paper on vocational pedagogy, VET management, planning and preparing of equipment, seminary paper.
- 3) Training practice 9 credits (pre-practice, I and II school practice).

5.4. THE DOMINANT TEACHING AND LEARNING MODES IN TTT

As study materials, available in Estonian are very limited, the main emphasis lies on lectures. In addition, independent working, seminars, discussions and seminar papers are practiced.

5.5. THE DOMINANT ASSESSMENT AND EXAMINATION MODES IN TTT

All higher education establishments are obliged to end the subject courses with an examination or preliminary examination. There might be several independent examinations in separate parts of a subject.

The result of examination is given by a grade that rates the level of knowledge displayed by the person being examined. A preliminary examination may be expressed as a grade or in words - passed (arvestatud) or not passed (mitte arvestatud).

The grades are presented by following five-point scale of assessment:
“5” - “excellent” (pass);

“4” - “good” (pass);
“3” - “sufficient” (pass);
“2” - “poor“ (fail)
“1” - “unsatisfactory”(fail);

The grades of “poor” and “unsatisfactory” indicates that a student has not acquired a minimum of knowledge of the subject and he or she displays a serious lack of practice, thus preventing the accomplishment of tasks based on the subject in question. Student has failed the examination but has right to repeat it as two times.

The grade of satisfactory designates knowledge of the principal theoretical and practical principles as well as of the facts and methods and the skills to use the knowledge in standard situations. the answers, however, reveal some uncertainty and are incomplete. The grade of satisfactory is considered sufficient for continuation of studies.

The grade of good characterizes good theoretical and professional knowledge of a subject to the extent required by the curriculum and given in the textbooks. The person being examined should not have made mistakes in regard to the content and main principles.

The grade of excellent designates outstanding knowledge of a subject, both theoretically and in practical terms, the free and creative use of the knowledge gained, extended independent work, and good knowledge of the professional literature.

Examinations may be held in both oral and written mood. Preliminary examinations may be related with grading or not; the mood of preliminary examinations may include independent tasks, test papers and preliminary examination test papers etc.

Ten academic weeks are left for preparing diploma paper. The paper will be compiled by developing the material treated in post-seminar paper. Character of research is required from a diploma paper.

5.6. DAY-TO DAY ACTIVITIES EXISTING IN TTT FOR ENCHANCING THE QUALITY OF TEACHING AND LEARNING

As training of VET teachers and trainers takes place since 1992 and the curriculum valid at the moment was implemented in 1995, the curriculum is not directed to be accredited yet. Attitudes of students concerning quality of teaching and the work of teaching staff are investigated by questionnaires. Systematic mechanisms for providing, assessing and accrediting the quality of teaching are still lacking.

6. LINKS BETWEEN VET TTT AND THE EMPLOYMENT SYSTEM

6.1. LINKS BETWEEN TTT AND THE EMPLOYMENT SYSTEM

The initial training (a) has still few links to employers. The employers from private sector are not interested to train VET teachers/trainers. The links ought to be of the following character:

1. taking into account the demands of labour market in VET TTT;
2. providing accordance between the content of the VET TTT curriculum and the demands of contemporary working;
3. cooperation in in-service training and organizing of work practice;
4. counseling the employers by the teaching staff as scientists/researchers and financing of VET research, curriculum development and other activities by the employers.

6.2. THE ROLE OF EMPLOYERS IN NATIONAL DEBATES AND DECISION-MAKING AS REGARDS TTT

The role of employers at state negotiations etc. is counseling, consulting and descriptive, mainly containing the characteristics of different professions.

6.3. COMMUNICATION ON THE REGIONAL LEVEL

The same principle is valid on regional and local level. The most effective cooperation might be based on practicing of students/participants in in-service training at local enterprises and organizations.

6.4. INVOLVEMENT OF THE EMPLOYMENT SYSTEM IN THE DAILY LIFE OF TTT

The employers do not participate in the work of VET TT training.

6.5. GENERAL ASSESSMENT OF RELATIONS BETWEEN THE EMPLOYMENT SYSTEM AND TTT IN VOCATIONAL EDUCATION AND TRAINING

Regular cooperation between the employers and trainers of VET TT is lacking. Some cases are connected with organizing in-service training (courses, presentations, exhibitions etc.) by having links between schools and enterprises. Successful cooperation is retarded by the fact that Estonia has still no coordinating institution.

7. IMPLEMENTATION OF REFORMS SINCE THE EARLY 1990S

7.1. THE SITUATION OF TTT IN ESTONIA

As VET TTT was lacking in Estonia after World War II, every activity in this field has to be accepted as an innovation, like elaborating the Statute of a VET TT; framework demands for the National Curriculum; initiating writing of textbooks etc. On the institutional level, the status of a VET TT replaced the former status of professional subject teacher and training master.

What about re-structuring in practice, the main innovations and re-structuring has taken place in the fields of business, banking and metal work (welding, automatics).

7.2. MAJOR CONTRIBUTING FACTORS FOR REFORM OF TTT

Since 1990, the main factor that has influenced training, is orienting to the labour market and rebuilding the training, directing it towards a student-centered teaching.

7.3. MAJOR IMPEDIMENTS AS REGARDS THE ESTABLISHMENT OF TTT REFORM

The main retarding factors in reforming VET have been: 1. Estonia is lacking qualified staff of VET teachers/trainers; the state order for initial training a) and b) is still not clear. The retarding factors have mostly been connected with the attitude of the society: people do not see the need for training VET TTs, as they do not understand that VET teaching differs roughly from general teaching. The amount of work in VET TTT is too large for the particularly limited staff for initial training at Tallinn Pedagogical University.

7.4. POSSIBLE MODELS FOR TTT RESTRUCTURING

Among the countries of the EU, several countries have offered patterns and models for reforming VET. The most important partners in reforming have been:

1. Germany (business, banking, metal work (welding, automatics) mainly; also hotel services, tourism);
2. Denmark (nursing and some other medical professions; implementing of higher education in nursing);
3. Finland (2/3/ of all international cooperation; a number of different aspects of cooperation, the most important of them are computer service, cleaning service, hotel service, medicine, tourism).

The curricula of other countries have been implemented in adapted versions, taking into account local conditions (re-structuring the old system, lacking of institutions for practicing). The situation in Estonia differs from the situation in other countries because 1. Estonia has small number of inhabitants; 2. Estonia is a bilingual country. As small number of VET TTs is needed, no independent institution is set for VET training and research. The demand for the VET TTs by professions is small, so study groups must be compiled by representatives of different professions. Because of this, training must be divided between different HE institutions. It is complicated in Estonia to organize VET TTT on the base of applied higher education. The reason is that people having been obtained higher education diploma usually do not have secondary professional education (personal professional abilities of working).

In Estonia, special emphasis in teaching lies on the subjects of VET theory and VET didactic, also labour psychology.

7.5. CO-OPERATION WITH REPRESENTATIVES OF OTHER COUNTRIES IN THE ESTABLISHMENT OF VET TTT REFORM

International cooperation in the field of VET TTT is held between Tallinn Pedagogical University and Hämeenlinna VET TT College. Some patterns of re-structuring VET TTT have been taken from study visits to Holland, Germany, Sweden and Finland. The last is the most notable partner of bilateral cooperation.

7.6. THE ASSISTANCE FROM OTHER COUNTRIES

Beside BIBB and BHO, PHARE training for school managers and teachers in framework of VET Reform programme has been effective. The list of activities, organized by PHARE, is the following:

1. A training course for heads and assistant heads (total 26 people) of pilot schools (April 1996-October 1997). The duration of the course was 10 academic weeks. The course consisted of 8 training modules, concerning school management strategies, planning, organizational development, personnel management and development, financial management, quality management, organization assessment and self-assessment. The participants were obtained the Certificates of the In-Service Training Center at the University of Helsinki.
2. A course consisting of three modules (duration 50 academic hours) on teaching methods, organization of study process and supporting student in the study process was held for teachers of pilot schools (total 52 people). The participants were obtained the FAS certificates.

3. A minicourse (10 academic hours) on contemporary teaching methods and supporting student in study process was held for teachers of satellite schools (total 30 people).

4. Training on curriculum development and training planning was organized for curriculum authorities of pilot schools. The duration of the courses was 30 days. The participants were obtained the FAS certificates.

The main purpose of all training activities was to offer in-service training on contemporary methods and techniques of teaching for the participants.

In addition, teachers of pilot schools had an opportunity to receive specified professional training via minicourses, offered by different training enterprises on educational market of Estonia.

8. RECENT REFORM DEBATES AND EFFORTS AND EXPECTED FUTURE DEVELOPMENTS

8.1. ISSUES CONCERNING THE CONCEPTION OF A NEW SYSTEM

There are difficulties in initial training, connected with problems of staff and limited resources. The situation is better in continuous and in-service training: the problem of qualified staff is solved by employing part-time teachers. The state order for VET TTs is about 8 times smaller than the real demand for them. As the profession is not popular, no students, studying on private funding, are expected to be admitted in the next future.

8.2. RECOMMENDED CHANGES AND COMPLETION OF THE INITIAL AND IN-SERVICE TTT

The situation in VET TTT is unsatisfactory. The most problematic questions are lacking of general system in training; lacking of qualified staff; lacking of successful cooperation between the trainers and the employers; lacking of Estonian-biased software, esp. textbooks and computer teaching software. However, the situation in Estonia seems to be better than in neighboring countries, Latvia and Lithuania.

8.3. THE CURRENT STATE OF TTT AND NEW LEGISLATION

The legislation concerning VET TTT has not been improved since 1995.

8.4. THE ROLE OF EUROPEAN AND OTHER INTERNATIONAL CO-OPERATION EXCEPTED IN THE NEAR AND LONG-TERM FUTURE

Major issues, hardly addressed in efforts of legislative and other reforms, are mostly concerning two factors:

1. Uniting the state order (and financing from the state budget) with certain educational level, i.e. bachelor's level. It would be more effective to organize VET TTT on diploma level and to allow students to proceed to bachelor's studies only after having been studied for three years.

2. The question of financing initial training on the level of diploma, bachelor's and master's studies. The system of awarding the budget, compiled according to the number of students in an institution favors larger schools and leaves the budget of smaller institutions very limited. The problem that smaller schools have no money at all at the end of an academic year is yearly growing. According to the new system, every school will cover the costs of teaching and training from its own budget. So the quality of teaching in smaller schools will expectedly decline in future.

8.5. THE ROLE OF EUROPEAN AND INTERNATIONAL CO-OPERATION IN THE NEAR FUTURE

The European and international cooperation has been eager and effective. A good case study on this may be the case of Germany. Officially, the programme between Estonia was finished in November, 1997 but Germany was interested in further continuing cooperation in the fields of metal work, business and banking.

In the next future, the programmes of comparative training via Internet will be implemented, first in the field of consumer protection/ *Verbraucherschutz*.

In next future, Estonia wants to join with the International Society for Engineering Education.

8.6. THE MAJOR LONG-TERM DEVELOPMENTS IN TTT

The official scenarios for education in Estonia, include. VET education for the next 10 years are currently lacking but are under preparation. An open discussion *Eesti haridusstrateegia avalik arutelu. Haridusstrateegia dokument: kontseptuaalsed lähtekohad ja arengukava aastani 2005* is initiated by the Ministry of Education to compile a valid model for the changing society of

Estonia. Three following lines of activities in preparation may be introduced via Internet publications:

1. Nordic Council of Ministries. Conducting an open discussion on Estonia's education alternatives: *Estonian Educational Scenarios 2015* by R. Ruubel, V. Ruus and others.

URL: www.21learn.org/innov/estoniattxt.html

2. *Hariduse rahvuslikud ülesanded* (National Challenges in Education). by J. Aaviksoo. Discussion in the Academic Council of the President of the Republic 19.12.1997.

URL: www.president.ee/aknougogu/Tees1911.htm

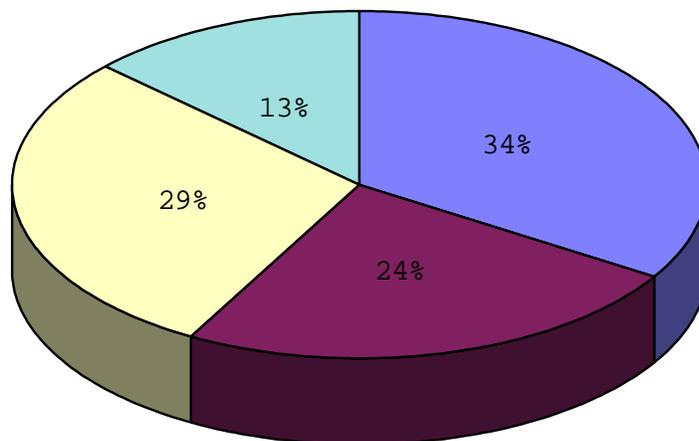
(available in Estonian)

However, the question of VET TTT is not yet discussed in these items.

GRAPHS

1. ESTONIAN EDUCATIONAL SYSTEM
2. DIVISION BY AGE GROUPS OF 107 VET TTs, PARTICIPATING IN IN-SERVICE TRAINING IN 1998
3. ADDITIONAL COSTS IN VET IN STATE BUDGET
4. STRUCTURE OF VET PERSONNEL
5. STRUCTURE OF PEDAGOGICAL STAFF IN VET

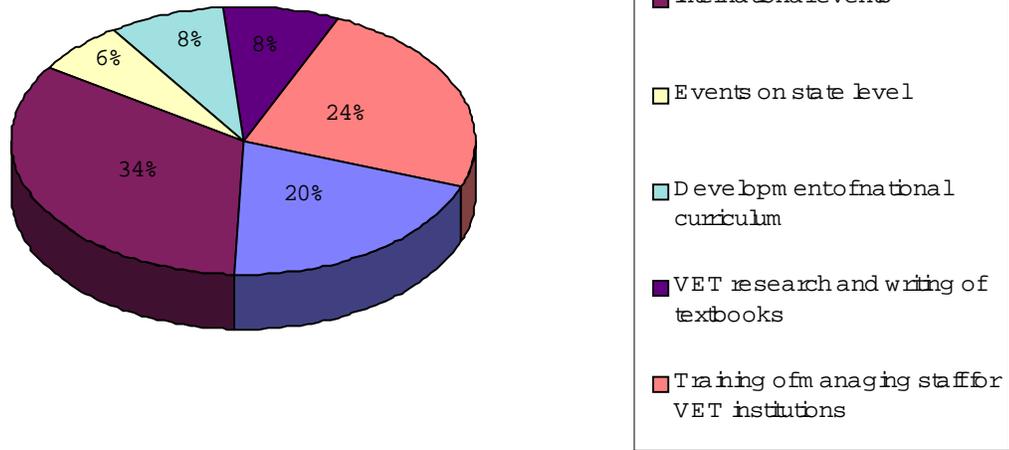
Graph 2.
DIVISION OF 107 VET TEACHERS/TRAINERS,
PARTICIPATING IN IN-SERVICE TRAINING 1998 BY AGE
GROUPS



■ 30-39 ■ 23-29 ■ 40-49 ■ over 50

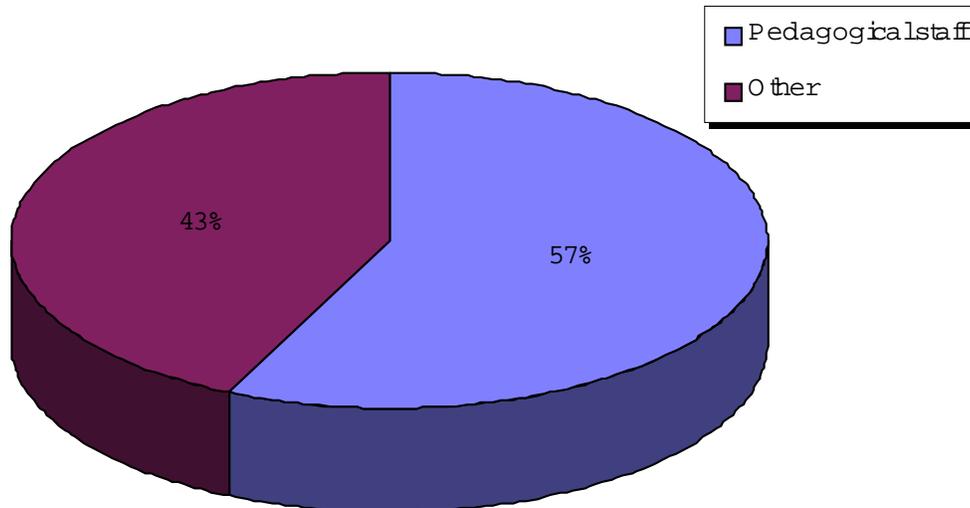
Graph 3.

Additional costs in VET in 1998 (in state budget)



Graph 4

STRUCTURE OF VET PERSONNEL (June 1998)



Graph 5

STRUCTURE OF PEDAGOGICAL STAFF IN VET (June 1998)

