**VOCATIONAL TRAINING**

*Summary Project Fiche*

**Project n°:** ES-9803.02.01  
**Project title:** Vocational Training  
**Location:** Estonia, regions of North-Eastern, South and South-Eastern Estonia and the islands

**Objective:**  
The objective to upgrade the skills of the work force will be achieved under two broad actions:

1) Assist the Ministries of Education and Social Affairs, the National Examination and Qualification Center, Chamber of Commerce and Trade to develop a national framework of vocational qualifications system which meets the requirements of employers and other target groups on the one hand, while facilitating progression, transparency, comparability and mutual recognition and free mobility of labour within European Single Market. This objective compliments with Accession Partnership short-term criteria on economic reform, reinforcement of institutional and administrative capacity and internal market.

2) Assist the disadvantaged regions of North-East, South-East of Estonia, the Islands promote their development, through the strengthening and improvement of regional education and training systems. 3-4 vocational education institutions will be developed into regional training centers, thus widening access to initial and continued training/education while minimizing the number of unqualified school leavers, workers and adults. Upgrading the quality and delivery of this new regional training provision will be a key feature of this objective. The potential beneficiaries of these actions include young people, adults in need of retraining, unemployed, SMEs, industry, people with special needs and non-Estonian speakers. This complies with 2 Accession Partnership short-term criteria, namely economic reform and reinforcement of institutional and administrative capacity.

The objective of the programme supports the aims of the Estonian Government for 1997 and 1998 about continuing the vocational education reform by reorganising the VET institutions and make them responsive to the national and regional economic development and to develop a national qualification and standards system in cooperation with employer and employee organisations.

The present proposal “Human Resource Development” is subsequently supported by the Ministries of Social Affairs, Economy, Agriculture, The Estonian Chamber of Commerce and Industry, Construction Entrepreneur’s Association, The Union of Employers.
Description:

Background:
In line with the Opinion requiring increased quality of the workforce to enable companies to face increased competitive pressures in the single market, additional funding is allocated in order to finalise the ongoing vocational training programme.

As an output of the current PHARE VET Reform programme (which ends in Dec. 1998), the Ministry of Education, with the PHARE VET Technical Support Unit, representatives of employer organisations and other relevant institutions, has developed a policy discussion paper entitled “Conceptual Framework of VET” on the future role of vocational education in Estonia. This policy paper is, in fact, a strategic plan which aims to assist Estonia build a successful, responsive and cost effective national vocational education and training provision within the European context. The paper was circulated among expert groups representing educators, employers, trade unions and government culminating in its approval by the Cabinet of Ministers on January 1998.

The paper covers a wide range of issues related to human resource development. Among others, it emphasises:

- the importance of continued, life-long learning;
- the necessity of creating clear routes of progression between levels of education;
- the development of mechanisms which allow for the identification of occupational competencies required within the Estonian economy and translating these into curriculum profiles and programmes;
- development of regional VET institutions capable of catering to the needs of both young people and adults.

Finally, the paper addresses the issue of developing a National Framework of Vocational Qualifications. This is central to the accession process, as it will allow for the comparison of professional certificates and qualifications thereby facilitating mutual recognition and free movement of labour within the EU.

Description of project activities:
Estonia has made a political decision to develop one vocational training system serving both young people and adults. This decision was due in part to Estonia’s small size and limited resources but also to its strong belief in the need for an integrated and effective State provision. Vocational training centers must as a consequence learn to be flexible, catering to a wide variety of needs and target groups within Estonian society. Similarly the vocational training centers must assist the country meet the challenge of Community professional standards - a key factor in the economic integration of the country with the Single European Market.

This national aspiration requires the development of a flexible, innovative and quality management ethos to improve national training delivery systems. Building on the work in progress under the current VET Reform programme, which has developed a standards based modular approach for curriculum development, the proposed project will facilitate the adoption of these modules for other target groups including adults. In order to facilitate a systematic approach and ensure that the programme caters for the different structures and levels, the following tasks have to be undertaken:

1) Based on the “Conceptual Framework of VET policy document”, and relevant Community policies, assist the Ministry of Education, Chamber of Commerce and Trade, National Examination and Qualification Center and Ministry of Social Affairs in developing a national certification and qualification system. To achieve this task, it will be necessary to create a legal framework and operating procedures involving a tripartite approach, supporting skills updating to match and respond to the needs within the labour market thereby creating clear routes of progression, mechanisms which ensure that the curricula caters for the requirements of employers
and the specific needs of other target groups and as a consequence, allow comparison / mutual recognition of qualifications within EU. Among other activities 3 economic sector surveys will be undertaken and 15 occupational profiles will be developed. Partnership arrangements will be undertaken with 3 EU certifying bodies.

Taking account of the complexity of these inter-related tasks, European experience and know-how will be a key constituent in achieving the tasks set out under point 1.

2) Develop 3-4 vocational education institutions in disadvantaged regions into regional training centers capable of responding to the needs of young people, unemployed, adults, SMEs and industry. Given the important strategic role of these centers in the context of regional development and social cohesion, flexibility will be required to enable the training provision respond to structural adjustments in the regions, reorientation of initial VET courses offered to date and to include retraining / self employment courses for adults.

The following activities will have to be undertaken:

• To assist the selected institutions to develop strategic and operational plans based on defined regional development priorities.
• To strengthen the institutional capacity, teaching staff and management have to be developed on the:
  • interface between the schools and employment services, companies, regional and local authorities, national legislation and regulations for labour market training schemes
  • identification and interpretation of labour market information and trends
  • marketing activities to enable the schools to promote their services
  • teaching and learning styles of the adults, methodology of training adults
  • continued training on new pedagogical methods and technologies
  • total quality management systems (ISO 900 series etc.)
• Adjustment of selected modules and courses developed under PHARE VET Reform programme, or other multilateral or bilateral programmes, to the needs of adult learners, industry, SMEs, unemployed.
• Develop new courses and modules in potential economic growth sectors identified by labour market / economic sectoral surveys and based on the developed occupational profiles.
• Equip the selected institutions where necessary, with modern state of the art technology to allow the implementation of new courses.
• Prepare teaching and study materials for these courses.
• Develop job related Estonian language training modules for non-Estonian speakers thus increasing their employability. Co-operation with the Phare Estonian language programme will be sought.
• Set up a partnership arrangement with similar training institutions in EU.

Institutional framework

Scheme of the institutional structure of vocational training in Estonia, national qualification system, and the system of certification (see next page):
Budget:

<table>
<thead>
<tr>
<th></th>
<th>Investment</th>
<th>Institution Building</th>
<th>Total Phare (I+IB)</th>
<th>Recipient*</th>
<th>IFI*</th>
<th>TOTAL*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification system</td>
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<td>300,000 ECU</td>
<td>300,000 ECU</td>
<td>in-kind</td>
<td></td>
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</tr>
<tr>
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<td>766,000 ECU</td>
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<td>TOTAL</td>
<td>400,000 ECU</td>
<td>600,000 ECU</td>
<td>1,000,000 ECU</td>
<td>66,000 ECU</td>
<td></td>
<td>1,066,000 ECU</td>
</tr>
</tbody>
</table>


Implementation arrangements
The overall responsibility for this programme lies with the Ministry of Education, Head of VET Department, Mr. Mati Kask, tel: (372) 2 44 42 43.

Implementing Authority: Foundation Vocational Education and Training Reform in Estonia. Responsible person: Ms. Lea Orro, Managing Director, tel: (372) 6 314 420. The project will be managed by the European Training Foundation, Turin, in liaison with the Foundation for VET Reform and the Ministry of Education in line with the existing cooperation.

Implementation schedule

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of tendering</td>
<td>Sept. 1998</td>
</tr>
<tr>
<td>Start of project activity</td>
<td>Oct. 1998</td>
</tr>
<tr>
<td>Completion</td>
<td>Dec. 1999 (commitment completed)</td>
</tr>
</tbody>
</table>

Equal opportunity
The project will support the implementation of the following EC directives:
4) Council Conclusions of 26 May 1987 on vocational training for women.
6) Council Resolution of 16 December 1988 on the Reintegration and late Integration of women into working life.
Environment
The project has an indirect impact as environmental issues will be integrated into the developed modules.

Investment criteria
The project will have a direct impact on the process of institutional and capacity building within the framework of the Ministry of Education’s policy paper on the future role of VET at both national and regional levels.

Conditionality and sequencing
Taking into consideration the interaction of the sub-components, it is foreseen that the different activities will have to start simultaneously. Though with the selection of the regional centers, an institutional strategic and operational plan has to be developed, based on the regional development plan, before starting staff development, curriculum development and supply component.

The phare support is conditioned on the availability of the mentioned funding by the recipient. The Ministry of Education must take the necessary steps to ensure that the modernised education and training programmes can be continued on the schools involved in the reform programme also after the completion of the Phare project. Appropriate measures must also be taken for staff development within the Ministry of Education in order to fully benefit from the experience and results gained during the VET Reform programme.
PREVIOUS AND CURRENT PHARE ACTIVITIES:

1. Phare VET Reform Programme 1994 (ends 1998), Ministry of Education

2. Phare Regional Development Policy project - ungoing, Ministry of Economic Affairs
**HIGHER EDUCATION**

*Summary Project Fiche*

**Project n°:** ES-9803.02.02

**Project title:** Development of European Studies at the University of Tartu. (College of Europe)

**Location:** University of Tartu, Estonia

**Objectives:**
The primary objective is to establish a Centre for teaching and learning of EU-related issues in public administration, political science, law, and economics at the University of Tartu. This Programme will help to create a nation-wide centre for the training of civil servants in EU issues. The strategic aim is to develop within 3 years a College of Europe at the University of Tartu, modelled after analogous Colleges in Brugges, Bologna and Natolin. Such a programme would offer M.A. degrees in European studies, with particular stress on European politics and administration, economics and law.

**Description:**
Acceptance of Estonia into the first round of European Union enlargement negotiations lays a responsibility on its educational institutions to prepare the necessary qualified personnel to carry out this accession process. At all levels of the government, economy, and society, people will be needed not only to understand the demands required of Estonia, but also to form an Estonian perspective on this integration process. This work will be vital not only for the immediate negotiations phase, but also for the decades to come if Estonia is to become a full-fledged contributing member to the Union as a whole.

As a result, **a major centre for European studies and training is needed** throughout Estonia to meet these needs. The University of Tartu has some experience in European studies and re-training, particularly in the four key areas needed: **law, economics, public administration, and political science.** Since 1993, the Tartu branch of the EuroFaculty has been working precisely in these fields to raise their standards to a European level. This has taken place both in terms of curriculum development as well as faculty training. The result has been that in all four of these areas basic courses are now being taught by local Estonian faculty with contemporary materials provided by foreign partners. In addition, the University has developed an extensive adult education programme through its Open University. All four of the above-mentioned departments have participated in the programme and several hundred people have already successfully taken their courses. This experience is ready to be put to use on a broader scale for training civil servants from all over the Estonia on EU related issues. The University of Tartu will be an ideal location for this College given its rich academic history and geographic centrality. A smooth accession process will require a great deal of preparation and commitment for the future. The University of Tartu is ready to help meet these challenges with a co-ordinated programme of European studies and training.

To fulfil the strategic aim to develop within 3 years a **College of Europe** at Tartu, modelled after analogous Colleges in Brugges or Natolin requires fulfilling many tasks:

a) preparation a curriculum for civil servants training on EU related issues;  
b) preparing courses to cover curriculum for civil servants;  
c) to develop native language course materials according to the international standard;  
d) train local academic staff on EU related issues;  
e) to create curriculum for academic master study programme in EU issues  
f) preparing courses to cover academic master programme on EU studies;  
g) implement student and teacher exchange programmes with similar European Colleges in Europe  
h) creating of academic study and research centre in the field of EU
The task to establish College of Europe in the university of Tartu is a complicated programme, which requires combined use of resources from EuroFaculty, Estonian budget and PHARE. In the 1998-9 academic year we are seeking support from PHARE to cover only following tasks from the list above:

1. Preparation of curriculum for civil servants training on EU issues

Lecturers from the University of Tartu together with the visiting staff of EuroFaculty and in cooperation with the Eurointegration Office at the Estonian Parliament will work out a curriculum for civil servants training on EU issues. This will consist of three parts: general course about EU (96 hours), smaller blocks tailored by the needs of different ministries (e.g. Community social policy, CAP and etc.) and courses about very specific issues (e.g. Community custom valuation system). The plan includes a timetable outlining which courses will be offered by visiting lecturers and by local staff, who will be the target group and how these courses will be distributed.

In 1998/1999 will be prepared general course about EU and in 1999/2000 smaller blocks and specific courses.

Preliminary structure of general course (96 hours) by main topics will be following

Part one: Introduction through different perspectives on European integration
Part two: Theoretical foundations of the European integration
Part three: Historical developments
Part four: Recent developments
Part five: Institutional framework of the EU, its origins, development and altering functions and its legal dimension
Part six: The legal environment of the Community
Part seven: Common Market
Part eight: Common Currency
Part nine: The EU and its external dimension: foreign and defence policies
Part ten: National views to EU: perspectives on integration
Part eleven: EU in global framework

2. Preparation of Academic staff to teach courses covering different issues of EU

During academic year 1998/99 eight faculty members will be trained in order to implement 8 new courses related to EU. It means two courses in each four related fields - law, economics, public administration, political science.

After teaching a EU course for a minimum of two semesters, participants in the re-qualification programme will be encouraged to spend some period (1-3 month) abroad at one of the EuroFaculty’s supporting universities for the purpose of advanced study, course development, or research. Mobility grants are an important means of providing access to Western libraries for study and upgrading purposes.
3. Development of native language course materials according to the international standard

As part of the EuroFaculty’s current academic re-training programme, existing University of Tartu lecturers will work together with foreign EuroFaculty staff to write lecture notes and prepare new teaching materials for courses on EU-related topics. The work done on course development and especially the preparation of introductory textbooks in Estonian has been supported by the EuroFaculty by means of respective grants. The publication of native language materials about the EU has allowed information to reach a nation-wide audience and therefore increase common knowledge about the challenges and issues involved with EU accession. As for the retrained staff, upon successful completion of the initial course work or its equivalent, the participants will go on to teach their courses in continued co-operation with a EuroFaculty visiting lecturer. This approach includes intensive co-operation between visiting and local academic staff in order to achieve a rapid transfer of skills and knowledge.

4. Resource Development

Since 1994 EuroFaculty has been building up a non-circulating library, which to date has acquired 5500 volumes for undergraduate research and reading in Economics, Law, Public Administration, Political Science, and Business Administration in English and German. Library also has subscriptions to several West European newspapers and periodicals. But library has very limited amount of books concerning EU issues. In the process of preparation academic staff of the College of Europe for teaching courses on EU library must be equipped with new literature not only general books on EU but also materials covering very specific issues.

In co-operation with the computer science department the College of Europe starts to organise Internet training seminars open to all students and academic staff. The goal of the seminars is to acquaint the participants with the most important resources available on the internet related to the European Union. Additionally, the EuroFaculty is providing support in the form of network hardware and software in order to make network resources more accessible to academic users.

Institutional framework:
Development of European Studies is growing out from the EuroFaculty programme, which will be institutionalised in the form of the College of Europe, at the University of Tartu.

Budget:

<table>
<thead>
<tr>
<th>Investment</th>
<th>Institution building</th>
<th>Total Phare (I+IIB)</th>
<th>Recipient* (state budget)</th>
<th>IFI*</th>
<th>TOTAL*</th>
</tr>
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<tbody>
<tr>
<td>Preparation of curriculum for civil servants training</td>
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<td>20 000</td>
<td>65 000</td>
<td></td>
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<td>Preparation of academic staff</td>
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<td>20 000</td>
<td>145 000</td>
<td></td>
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<td>Development native language course materials</td>
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<td>20 000</td>
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<td>300 000</td>
<td>85 000</td>
<td>385 000</td>
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* In cases of co-financing only
Implementation arrangements

The project will be implemented by the CFCU in cooperation with the Ministry of Education. The project will be managed by the University of Tartu, College of Europe.

Implementation Schedule

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Start of project activity</th>
<th>Completion</th>
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</thead>
<tbody>
<tr>
<td>Preparation of curriculum for civil servants training</td>
<td>September 1998</td>
<td>March 1999</td>
</tr>
<tr>
<td>Preparation of academic staff</td>
<td>September 1998</td>
<td>July 2000</td>
</tr>
<tr>
<td>Development of native language course materials</td>
<td>February 1999</td>
<td>August 2000</td>
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Equal opportunity

Equal participation of women and men in the project will be assured.

Conditionality and sequencing:

The Phare support is conditioned on the availability of the above mentioned funding by the recipient and bilateral donors. Measures must be taken at Tartu University to ensure sustainability beyond the expiry of the Phare assistance.
OTHER DONOR’S ACTIVITIES
ES 9803.02.02

Funding of EuroFaculty 1993-8

Since its beginning, EuroFaculty has operated on an annual budget which has increased from just under 1.0 MECU in 1993-94 to just over 2.0 MECU in the academic year 1996-97. The total funding of EuroFaculty has surpassed 7.4 MECU, of which 27 % has been provided by the European Commission. Denmark and Germany have been the largest individual donor countries accounting for 22 % and 20 % respectively, of the total.

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<td>1,832,000</td>
<td>7,470,470</td>
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Notes:

1. The Finnish Ministry of Education provided an additional 43,000 ECU over the period 1993-7 special purpose funding, covering travel, fellowships, visits etc.

2. Helsinki University provided 200 000 ECU in 1996 (included under Finland), which along with entirety of the Estonian donations were earmarked and used exclusively to complete the EuroFaculty floor in the Humanities Building at Tartu University.