



REPUBLIC OF ESTONIA
MINISTRY OF EDUCATION
AND RESEARCH



Transparency and comparability of qualifications and EstQF

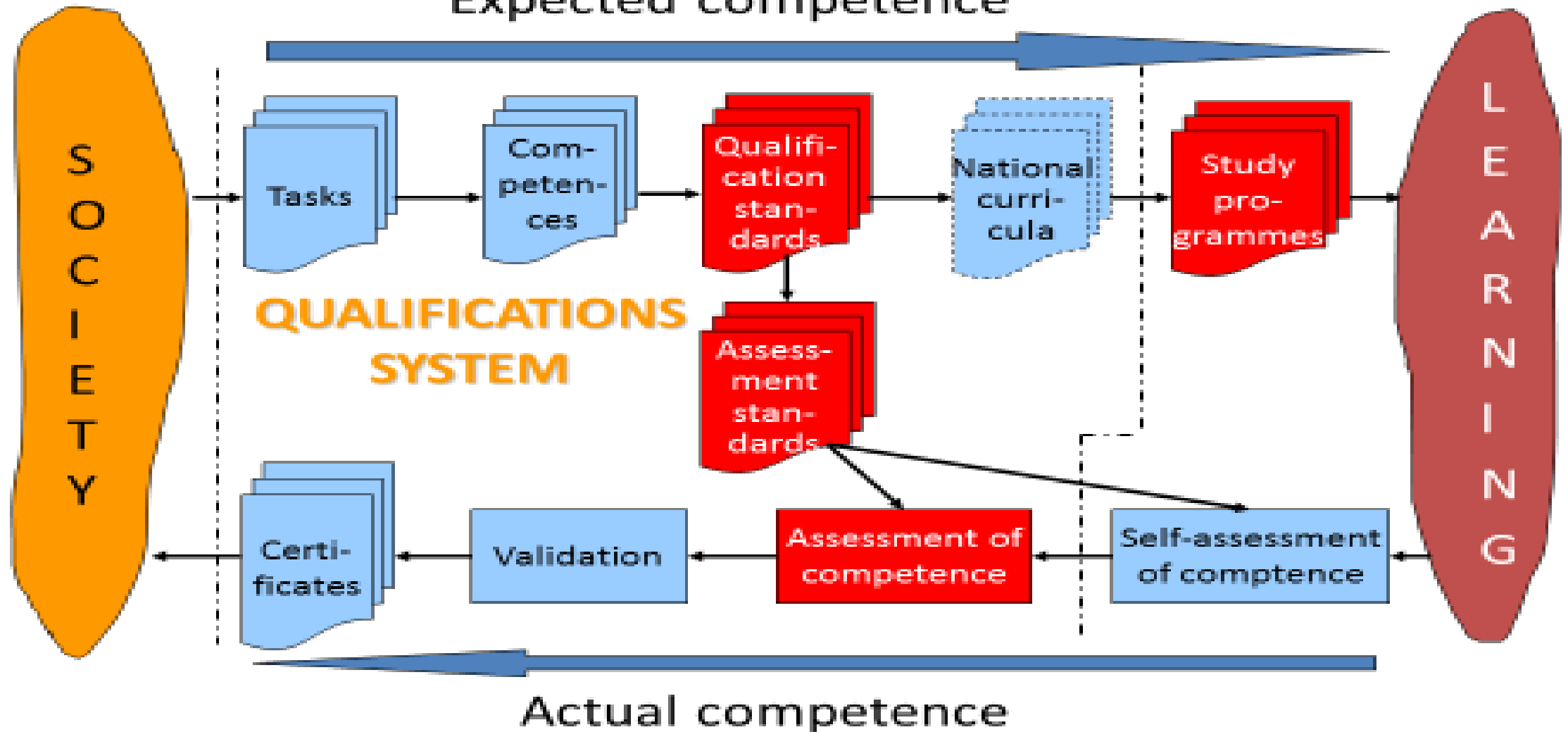
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Competence circle

Expected competence



About EST QF

State of play 2006 – fragmented qualification system, mostly substance – based curricula

The aim of Est QF:

To be an overarching framework, to link professional qualifications to educational system

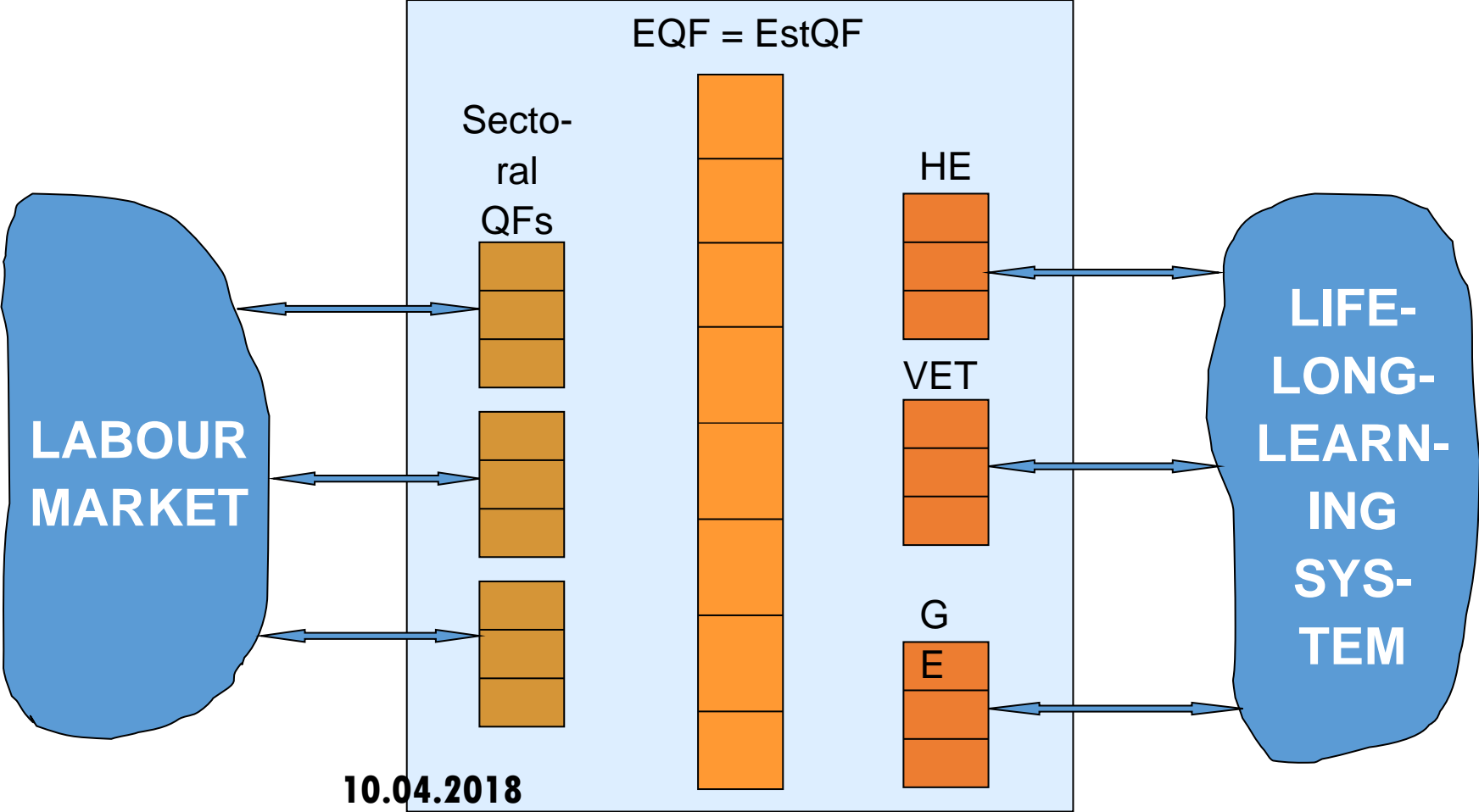
To implement LO approach

Learner – centered concept of education

To promote transparency of qualifications

State of play 2017 – Transparency? Comparability? Awareness? Usage?

Estonian Qualifications Framework (2008, Professions Act)



Qualification standards and EstQF

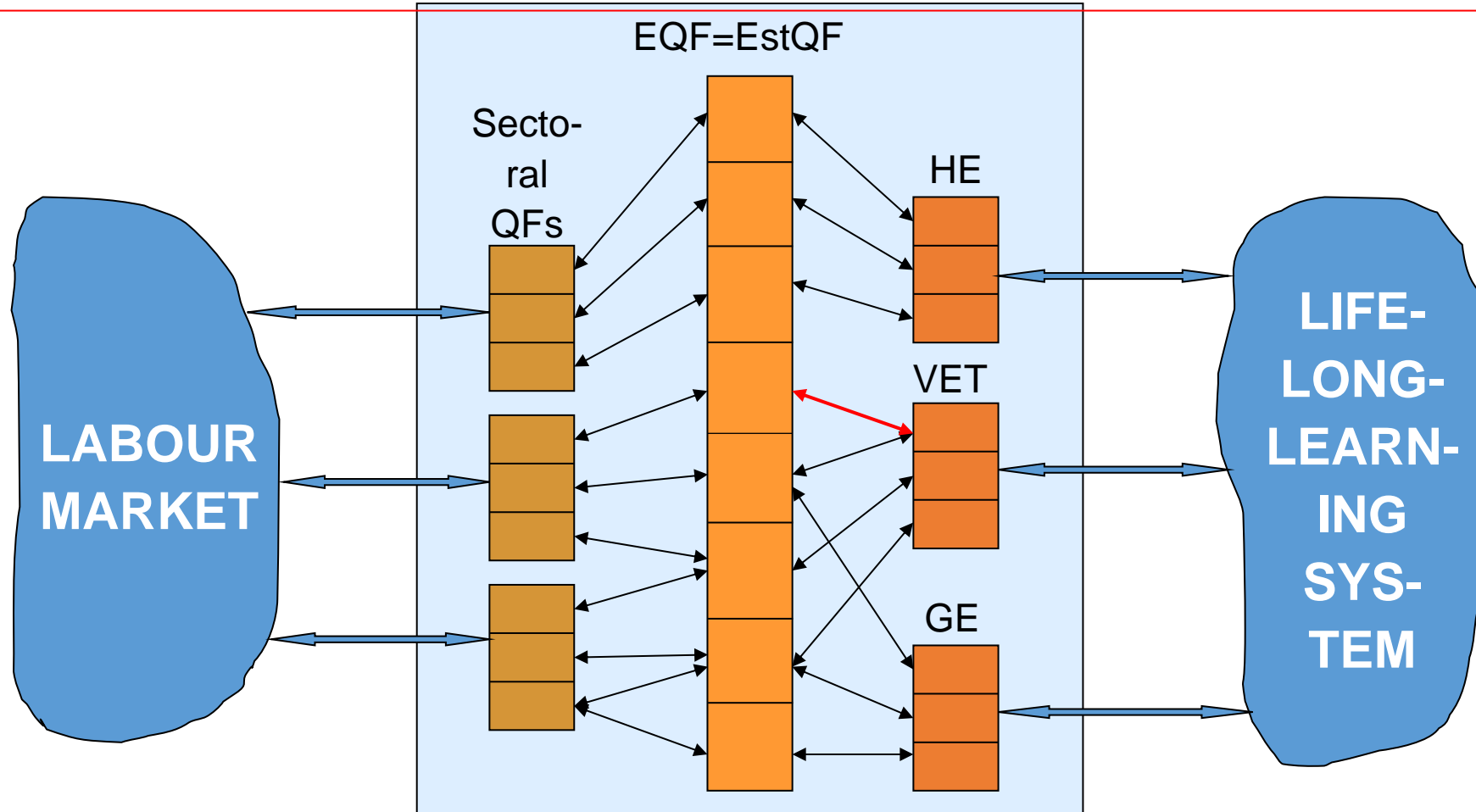
General trend of development – towards learning outcomes (competence based) based qualification standards:

- **Higher education standard (2008)**
- **Vocational education standard (2009, 2013) + national curricula for VET**
- **National curriculum for basic school (2010)**
- **National curriculum for upper secondary school (2010)**
- **New generation of occupational qualification standards (2010-...)**

VET ACT 2013

- New types of vocational training
- Level 5 qualification in VET
- Different types of qualifications in formal VET - IVET and CVET curricula (included master of craft-type qualifications)
- Estonian credit point for VET (EKAP), using the ECVET principles
- Accreditation system of VET programs and institutions
- New vocational education standard – since 2017 in order to graduate from formal VET it's compulsory to take professional examination (assessment by employers) – professional certificates awarded by employers associations
- Key competences and their assessment

Estonian Qualifications Framework (2015)



The Impact of EStQF

2013 Vocational Institutions Act – QF based types of Voc Training, including level 5

2017 QA survey to study the awareness, use and impact of the EstQF by social partners (focus on employers and recruited staff):

As it seems the awareness varies in a great extent (more aware are men with HE ! - regulated professions, employers).

The Est QF has been most helpful in assessing ones' qualifications (professional exams) and planning further studies.

The use of the QF is mostly uncommon but ca 25% of respondents plan to use the QF the future. Specially people aged 18 to 25 are seeing an increase in the need for an EstQF

K.Kumpas-Lenk : LO-based learning – does it contribute to learning and design of involved student? There is no evidence of a paradigmatic transition to an LO based and a learner-centered learning process.

EstQF and future?

LLL strategy - new approach to learning (why and how are we learning)

More integrated The impact of EstQF OE, VET, HE ?

VNII - upskilling , reskilling

knowledgeable learner – transparent
qualifications/curricula/career pathways

What does it need to build a trust to QF?

- **Quality of implementation (LO descriptions, assessment)**
- **User awareness !!!**
- **Clear vision of usage possibilities for different usage groups**
- **Political will ?**

QF as a permanent, integrated part of education and training and employment systems

EHEA and EQF for HE are totally accepted although not fully implemented

Est QF is partly implemented and partly accepted for VET

Est QF is implemented in some extent for GE

Est QF is mostly accepted for labour market/employers although the usage is not very common

Understandinf, acceptance by learners??????



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Thank You!

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