

# ApprEnt - National Report - Estonia

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## 1. Initial information

1.1. Generally, in Estonian education context apprenticeship is understood in 3 ways:

1.1.1. Informal education as part of curriculum (this is particularly the case in VET).

1.1.2. Apprenticeship as separate track of formal education. In VET, this type of education was legally introduced in 2013 (“Töökohapõhise õppe rakendamise kord” (<https://www.riigiteataja.ee/akt/129122013002?leiaKehtiv>)). However, this type is not introduced at HE level yet.

1.1.3. In 2013 as a result of project “Qualitative and diverse professional development in the co-operation between universities” were launched the procedures how to implement work-based learning in informal education in the collaboration of university and enterprise. (<http://eatk.edu.ee/hype-tulemused/iseseisev-ja-juhendatud-t%C3%A4iendus%C3%B5pe>)

1.2. In Estonian higher education system, the two types of HE institutions can be distinguished: professional higher education institutions and universities, regulated by the Standard of Higher Education, Institutions of Professional Higher Education Act and the Universities Act. ([https://www.hm.ee/sites/default/files/higher\\_education\\_system\\_2013.pdf](https://www.hm.ee/sites/default/files/higher_education_system_2013.pdf)).

1.2.1 Is your university/organisation involved in apprenticeship schemes? At what level? Who could know about apprenticeships in your own organisation/institution?

In HE, only the first type of apprenticeship (apprenticeship as part of curriculum) is legalized at national level. At university level, for the professions, providing public services (such as teaching and medical professions and some others) have legally established requirement for practical training. In professional HE 15% of practical training from the amount of the studies in a curriculum, is required.

At Tallinn University (TLU), the apprenticeship training (practical training at schools) is compulsory part of the teacher education programs at various levels (EQF levels 6/BA and 7/MA).

TLU is part of the ESF Programme “The systematic development of the practical training and apprenticeship learning in VET and HE” (PRÕM), 2014-2020. The aim of the PRÕM is to develop of the system of practical training that is consistent, transparent and meets the needs/requirements of the stakeholders at VET and HE. The second aim of the program is to provide the learner with the experience of the practical work (e.g teaching) in the work environment. (<http://www.tlu.ee/et/Avatud->

[akadeemia/arendustegevused/programmidiaprojektid](#)). Contacts: Maaja Mänd, Reeli Liivik.

In the context of teacher education at TLU, the contracts between university and schools for practical training of teacher students are in place. However, the contracts doesn't have legal status; rather the contracts have the form of mutual agreements, setting responsibilities for practical training of teacher students for both sides (university and place for practical training/school).

- 1.2.2 If your university/organisation is not involved in apprenticeships, do you know any? university/association in your country that have an apprenticeship agreement already in place? Is it a model that could be useful for us? For how long has been in place?

Starting from 2017 1st September Estonian Entrepreneurship University of Applied Sciences (tourism- and restaurant entrepreneurship program) and Tallinn Health Care College (occupational therapist program) started piloting apprenticeship in HE under the ESF program PRÕM. As it is still in a state of piloting it's too early to talk about results and efficiency of the model.

## 2. Structure and Governance

Typology of stakeholders – Public authorities, Entrepreneur associations, Branch associations, Professional associations, Enterprises and SMEs, Research organisations, Trade unions, Universities, Quality agents.

- 2.1. Which public bodies have information and/or watches over ongoing apprenticeship schemes?

Ministry of Education and Research, SA Archimedes (MOERs' agency), Estonian Qualification Authority, Estonian Chamber of Commerce and Industry, The Estonian Employers' Confederation, universities.

- 2.2. Who could know about apprenticeships in your city, region, country?

Ministry of Education and Research, SA Archimedes (MOERs' agency), Estonian Qualification Authority, Estonian Chamber of Commerce and Industry, The Estonian Employers' Confederation, professional associations, such as Teachers Association, universities, SA Innove.

- 2.3. Which type of institution/organisation normally is actively involved in apprenticeships?

Education providers (VET, professional HE institutions, general education schools), public and private providers of medical services, (hospitals), SA Archimedes, enterprises.

### 3. Apprenticeship programme development and stakeholder involvement Promoters, Design, Implementation, Examination, Certification, Programme evaluation

#### 3.1. Has your country/region a program to promote apprenticeships? Who does it? How it works?

Currently, there is going on national (ESF) program (PRÕM- Tööturu vajadustele vastava kutse- ja kõrghariduse arendamine). One part of the program is to support the apprenticeship training/work-based training (töökohapõhine õpe) in VET and HE (PRÕM) (<http://www.innove.ee/et/organisatsioonist/programmid-ja-projektid/prom>). More information about the activities of the PRÕM can be found here <http://www.innove.ee/UserFiles/Organisatsioonist/Programmid/Karin%20Ruul%20-%20Mis%20on%20PR%C3%95M.pdf>

#### 3.2. Which is the standard design of these programmes in your country? Do they need approval from central offices before they can be implemented? Is there any quality control to ensure the quality of these programs?

Quality control: In HE, there are regular international evaluations of curricula. In the course of the evaluations, the quality of practical training (if relevant to the specific curricula group) and cooperation with stakeholders (particularly with employers (e.g schools leaders in the case of teachers education) are discussed and evaluated.

#### 3.3. Which materials (including templates) are easily available? Do you think that what is available covers all the information you would need if you wanted to set up now an apprenticeship program in your institution/organisation?

The most of materials produced by the PRÕM can be publicly available to develop the apprenticeship training.

There is a non-regulated agreement “The principles of apprenticeship implementation in higher education”, which can be found:

[http://www.innove.ee/UserFiles/Kutseharidus/ESF%20programmid/PR%C3%95M/T%C3%B6%C3%B6kohap%C3%B5hine%20%C3%B5pe/Tookohapohise\\_oppe\\_pohimotted\(2\).docx](http://www.innove.ee/UserFiles/Kutseharidus/ESF%20programmid/PR%C3%95M/T%C3%B6%C3%B6kohap%C3%B5hine%20%C3%B5pe/Tookohapohise_oppe_pohimotted(2).docx)

#### 3.4. How are the students assessed? Which type of certification do they receive, if successfully completed?

The type of certificate depends on the level of education (in terms of EQF/NQF) and on the speciality as there are different requirements for apprenticeship/practical training at various education levels. The assessment of students in HE depend on the requirements for competences, set in each curriculum. As in HE are mainly learning outcomes based curricula, the required competences for students are based on corresponding occupational/professional standards.

#### 3.5. How many students undertake this type of scheme every year in your country/region? Which is the level of success?

In VET, into the second type of vocational training (workplace training/töökohapõhine õpe) in January of 2017, 1500 vocational students were involved.  
(<https://www.hm.ee/en/vocational-education>)

## 4. Education level

Legislation, Funding, Bologna (pre-Bachelor, Bachelor, Master, Doctorate, etc.) EQF and NQF

### 4.1. Which legislation do you have in place in your country/region/institution about apprenticeships?

In Estonian education context apprenticeship is understood in 3 ways:

1) In formal education as part of curriculum (this is particularly the case in VET). In this case apprenticeship training is integrated into school based education and school-based learning periods alternate with the organization/enterprise-based practical training periods.

2) Apprenticeship as separate track of formal education. In VET, this type of education was legally introduced in 2013 (“Töökohapõhise õppe rakendamise kord”  
<https://www.riigiteataja.ee/akt/129122013002?leiaKehtiv>).

3) On university level in informal education as workplace learning which is regulated by life-long learning law (täiskasvanute koolituse seadus  
<https://www.riigiteataja.ee/akt/110062015010>, täienduskoolituse standard  
<https://www.riigiteataja.ee/akt/111112016002>)

In both cases the apprenticeship training leads to nationally recognised qualifications according to the EQF levels. In VET, in both cases the amount and aims of practical training are legally regulated at national level by the Standard of VET (regulates the amount of practical training in VET curricula) and by occupational standards (set the requirements for competences)

In HE, only the first type of apprenticeship is legally regulated/introduced. For professional HE, the required amount of practical training is legally regulated by the Standard of HE. Practical training should constitute at least 15% from the amount of the curricula. At the level of university education (BA, MA and PhD levels), the universities are generally free to introduce the practical training into the university-level curricula. HE institutions have to introduce practical training into the curricula as much as needed for achievement of the required competences of occupational standards. However, for some professions, such as medical professions and teaching professions, additional regulations (framework conditions) are legally introduced by Government decision (HE Standard, 2013).

- 4.2. How are the apprenticeship programmes funded? Is there any national regulation about it?

In VET, legal regulation (“Töökohapõhise õppe rakendamise kord” (<https://www.riigiteataja.ee/akt/129122013002?leiaKehtiv>) says that up to 50% of the cost of student place (funded by the state) can be paid to employer, where 2/3 of training takes place.

- 4.3. Which level of education is linked to apprenticeship schemes in your country? Is the award received equivalent (in credits and/or recognition) to similar awards that are not linked to apprenticeships?

The first type of apprenticeship training (as part of curricula in VET and HE) is relevant to all levels of EQF/NQF. However, depending on the level, regulation and amount of practical training vary from 60 to 15% from amount of studies. The second type of apprenticeship training does not apply to HE study programs yet.

- 4.4. Which subjects/professional areas/economic fields are more popular in this type of programmes?

No information available.

## 5. Suggested methodology of work

This task is basically desk research. We suggest you to talk to your national contra-partner before you start your job in order to avoid duplicating work.

You can choose to work at national or regional level (each country team needs to decide what is best for them)

Mark the main point/observations you have made during your search, meet your national partner and share the final findings that you have noticed.

A national report in English prepared between the two partners with the main information found is due with eucen and FCyD by 6 November 2017.

During the Peer Learning Seminar both country partners need to be familiar with the final national report as you might be asked to discuss some points, particularly during the SWOT analysis slot.