

# **Estonian VET system**

## **Learners with SEN in VET**

Meeli Murasov

Ministry of Education and  
Research

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# General facts about Estonia

- **Area** - 45,227 km<sup>2</sup> (similar in size to Denmark or the Netherlands)
- **Population** - 1.34 million (68% Estonians, 25 % Russians);
- **Capital** - Tallinn (population - 403,000)
- **Official language** - Estonian (belongs to Fenno-Ugric language group, similar to Finnish language)
- **Currency** - Euro (since 2011)
- **Member of EU and NATO** since 2004

# General facts about Estonia

- **GDP per capita** = 64% from average of EU27 (in 2010).
- **Unemployment rate** = 12.5% (in 2011)
- **Youth unemployment rate** = 22.3% (in 2011)
- **Summary birth rate** – 1,64
- **Rate of natural increase** has been negative since 1991 (except 2010)

# Educational system: basic school

- Compulsory basic education lasts for 9 years
- Basic education can be acquired on the basis of three national curricula:
  - the national curriculum for basic schools
  - the simplified national curriculum for basic schools
  - the national curriculum for students with moderate and severe learning disabilities
- Since 1.09.2012, there will be only one curriculum for learners with SEN – simplified national curriculum for basic

# Continuation of studies after basic school

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Proportion of graduates of national basic school curriculum who continue their studies <u>in gymnasiums</u>	68%
Proportion of graduates of national basic school curriculum who continue their studies <u>in VET</u>	26%
Proportion of graduates of basic school curriculum for students with moderate or severe learning disabilities or a simplified curriculum who continue their studies <u>in VET</u>	53%

# Educational system: general secondary education

- General secondary education is provided in gymnasiums and lasts for 3 years.
- 220 gymnasiums + 16 special gymnasiums for adult learners
- Reform of general education:
  - New national curricula for basic school and gymnasium (fully compulsory since 1.09.2013)
  - Basic schools and gymnasiums will be separated and number of gymnasiums will decrease to less than 100.

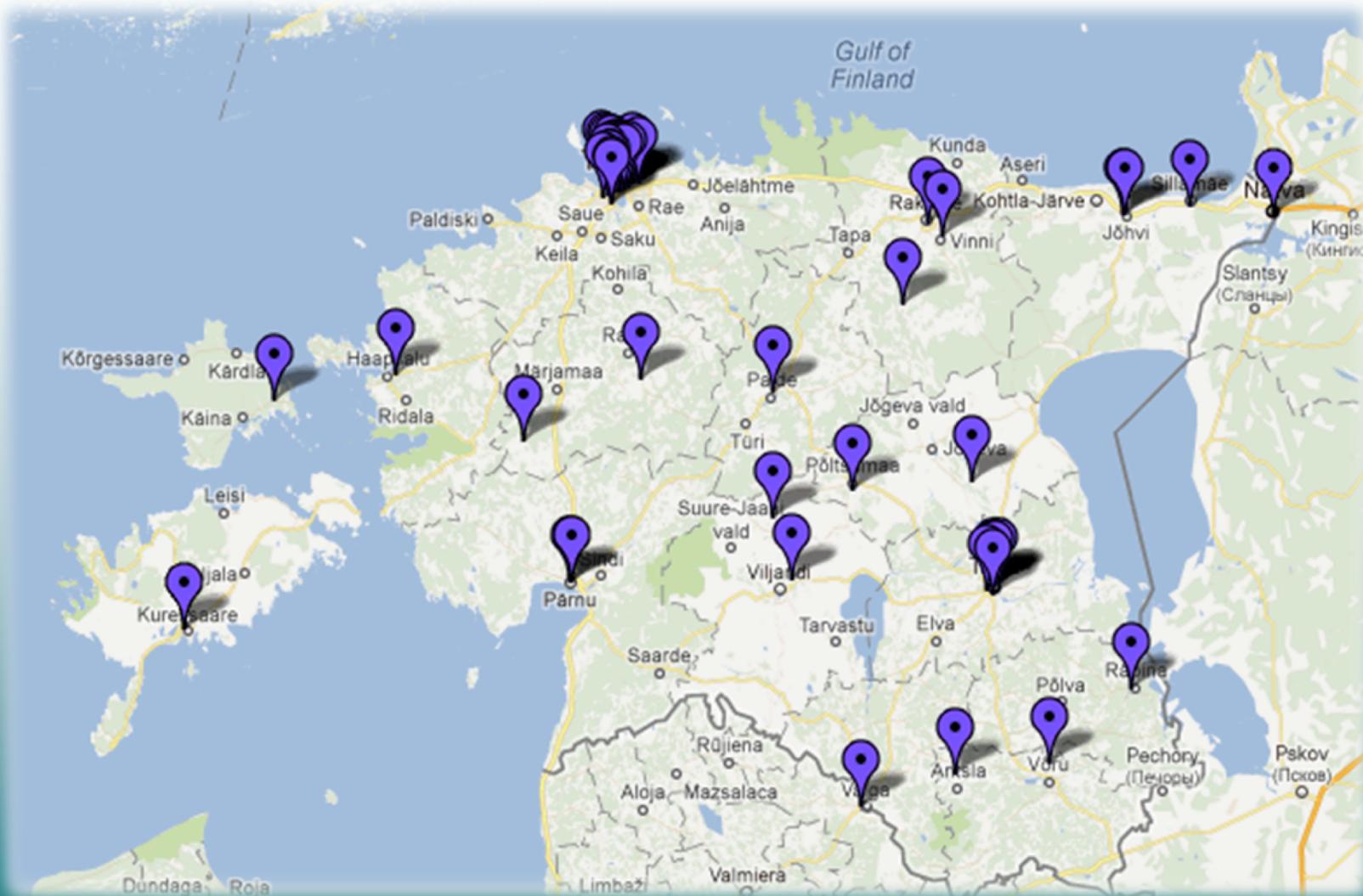
# Continuation of studies after gymnasium

Proportion of graduates of gymnasium who continue their studies <u>in universities</u>	43%
Proportion of graduates of gymnasium who continue their studies <u>in applied higher education institutions</u>	19%
Proportion of graduates of gymnasium who continue their studies <u>in VET</u>	11%
Proportion of graduates of gymnasium who <b>do not continue</b> their studies in the same year of graduation	27%

# VET institutions

- 42 VET institutions + 8 applied higher educations that offer VET programmes
  - 30 state owned VET institutions
  - 3 municipal VET institutions
  - 9 private VET institutions
- Number of learners at VET institutions varies from 100 to 3200.
- Learners with SEN study at 25 VET institutions, number of learners with SEN varies from 1 to 123.

# Regional placement of VET institutions



# 4 types of VET

- VET for over 17-year-olds without basic education (ISCED 2C)
- VET without upper secondary general education (ISCED 3C)
- Upper-secondary vocational education (ISCED 3B)
- Post-secondary non tertiary VET (ISCED 4B)

# Number of learners in VET, 2011/12

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Type of VET	Total number of learners	Number of learners with SEN
VET for over 17-year-olds without basic education	366	18
VET without upper secondary general education	655	36
Upper-secondary vocational education	15 428	896
Post-secondary non tertiary VET	10 597	16
<b>TOTAL</b>	<b>27 046</b>	<b>1059</b>

# Learners with SEN

- 88% of all learners with SEN study at upper secondary VET programmes
- Only 3 learners with SEN study in apprenticeship training

# Learners with SEN

Type of special education need	Number of learners
Pupils with hearing impairment	42
Physically disabled pupils	54
Pupils who have completed simplified national curriculum for basic schools	537
Pupils who have completed national curriculum for students with moderate and severe disabilities	95
Pupils with visual impairment	13
Pupils with psychiatric difficulties	80
Pupils with learning difficulties	427
<b>Total</b>	<b>1059</b>

NB! A learner with SEN may have more than one special education need

# Dropping out

## Dropping out rates (%) in VET programmes, academic year 2010/2011

General drop out rate	19,5%
Drop out rate of learners with SEN	19,7%

# Legal base

- Main legal act - **Regulation of the Ministry of Education and Research**  
“Conditions and organisation of vocational educational studies for students with special needs“ (2006)
- The regulation gives the definition of learner with SEN and prescribes principles of study organisation and supporting measures for learners with SEN.

# Definition of learner with SEN

- Pupils with special educational needs are pupils whose outstanding talent, learning or behavioural difficulties, health problems, disabilities or longterm absence from studies creates the need to make changes or adaptations in the content of studies, the study processes or the learning environment (study aids, classrooms, language of communication, incl. alternative communications, specially trained teachers, support staff, etc.), or in the work plan prepared by the teacher for work with the relevant class.

- Each learner has right to choose between schools and fields of study according his/her preferences and capabilities.
- Generally there are no specific restrictions for SEN learners in admission.

- Main principle of study organisation - learners with SEN should study with mainstream study group.
- Still, special study groups might be organised if there are enough learners who are interested in the same field of study and if it gives better results to conduct studies in special study group.

# Individual curriculum

- Depending on the learners' special educational need the VET institution may make changes or adjustments in the duration of study, learning content, educational process, learning environment or required learning outcomes.
- If the changes or adjustments should entail a significant increase or decrease in the weekly study load or intensity of study compared to the school curriculum, an individual curriculum must be prepared in order to implement the changes.

# Development conversation

- It is obligatory to conduct a development conversation with learner with SEN at least once during each academic year.
- The purpose of the development conversation is to engage learner in planning of studies and to support learner's development according his/ her specific needs.

# Funding

- VET institutions receive **additional funding** from state budget for learners with SEN.
- The cost of a VET study place of learner with SEN is 2.5 times higher than the cost of ordinary study place.