



Detailed Thematic Analysis: Training VET teachers and trainers

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Training VET teachers and trainers

Prepared for CEDEFOP by:

- ❖ Reeli Liivik (Tallinn University)
- ❖ Hasso Kukemelk (University of Tartu)
- ❖ Mari-Epp Täht (National Examination and Qualification Centre)
- ❖ Külli All (Estonian Ministry of Education and Research)
- ❖ Evelin Silla (Estonian National Observatory)
- ❖ Anita Orav (Estonian National Observatory)

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0601-TYPES OF TEACHERS AND TRAINERS IN VOCATIONAL EDUCATION AND TRAINING

There are 2 types of teachers within VET institutions (*kutseõppeasutus*):

- general subject teachers (*üldaineõpetaja*)
- vocational teachers (*kutseõpetaja*)

Table 1: Teaching posts at VET institutions in 2004

Teachers at VET institutions	2004/05	
General subject teachers	1183	43%
VET teachers	1550	57%
Total	2733	100%

General subject teachers are teachers of general education and can work at a basic school, upper secondary general school or a vocational educational institution and teach one or several general subjects (mathematics, physics, chemistry, languages etc).

The term ‘vocational teacher’ is relatively new and dates back to the mid-1990s when the posts of vocational subject teachers and practical training teachers were merged. There is no recognised post of ‘trainer’ but there are workplace supervisors (*ettevõttepraktika juhendaja*) - company employees whose assignment is to supervise VET institution (including apprenticeship training) students participating in practical training in company.

The same VET institutions provide both initial and continuing vocational education and training in Estonia and therefore it is not possible to separate VET teachers according to the IVET or CVET system. Government of the Republic Regulation No. 381 of 22 November 2000 *The Teacher Training Framework Requirements (Õpetajate koolituse raamnõuded)* cover the training of all teachers from pre-school childcare to universities, including VET institutions.

Table 2: Types of VET teachers and trainers is closely linked to legislation

Institution	VET level	Specialist	Legislation
Vocational education institution	IVET – upper secondary and post-secondary non-tertiary (Isced 3B, 4B)	VET teacher	Qualification requirements for teachers (<i>Pedagoogide kvalifikatsiooninõuded, 2002</i>)
	CVET and re-training		The Teacher Training Framework Requirements (2000 – Government of the Republic regulation No. 381 - <i>Õpetajate koolituse raamnõuded</i>)

Table 2: Types of VET teachers and trainers is closely linked to legislation

Institution	VET level	Specialist	Legislation
		Teacher	The Standard of Higher Education (2002 - Government of the Republic regulation No. 258 <i>Kõrgharidusstandard</i>)
		Assistant	
Applied higher/vocational education institution	Tertiary vocational (ISCED 5B)	Lecturer Associate professor Professor	
Company	Work-related training	Workplace supervisor	No legislation for required education or work experience

060101 - Differences between teachers and trainers

Pursuant to the *Vocational Teachers' Statute (Kutseõpetaja seadus, 1995)* only the term **vocational teacher** (*kutseõpetaja*) is used in vocational education institutions. Vocational teachers teach usually both theory in the classroom and provide practical training in school workshops. The only exception to this is military schools where the term 'instructor' is used. Vocational teacher is the generic term for teachers for both IVET and CVET. There are no differences between IVET and CVET teachers.

For vocational teachers, the qualification requirements are:

- an appropriate level of professional education (higher level for some professions and vocational post-secondary level for others)
- completion of vocational teachers' training
- at least three years professional work experience

While the term trainer is not used, there are **workplace supervisors** (*ettevõttepraktika juhendaja*) in companies. A workplace supervisor is a specialist in his/her specific field in a company and if a VET institution sends the student to practical training to company, he/she will get additional task to supervise this student, supervise a new employee at the workplace or trainees practical (apprenticeship) training. There is no regulation and requirements for workplace supervisors and his/her professional experience, qualifications.

060102 - Development of policies for VET teachers, VET trainers and other learning facilitators

Estonia does not have a long-term tradition of training vocational teachers. The first attempt was made in 1988 and regular training started in 1992 as part of the vocational education reform. The first vocational teacher training courses were established at Tallinn University and courses were available in two forms:

- in-service part-time 1-year pedagogical teacher training for teachers already working at vocational institutions (worth 40 credit points or the equivalent of 60 points under the European Credit Transfer System - ECTS)
- pre-service full-time diploma study lasting 4-years (160 CP/240 ECTS), which curriculum included general studies, educational sciences, studies on vocational pedagogy, the sciences (physics, mathematics, chemistry) and independent studies (collecting and preparing study materials)

In 1995-1996, co-operation started with other institutions of higher education and individual professional studies in partner institutions were added to the course.

In 1994-1997, a Finnish-Estonian joint project “The development of vocational teachers’ training in Estonia” was launched whereby employees of the Estonian vocational education institutions could study in Finland at the Hämeenlinna Vocational Teacher Education College.

Vocational teacher training is now available both at Tallinn University and University of Tartu. Special teacher training is also provided by Tallinn Technical University, the Estonian Academy of Music, the Estonian Academy of Arts, The Estonian Agricultural University, Viljandi Culture Academy, Tallinn Pedagogical College and some institutions of religious sciences.

The ***Teacher Training Framework Requirements*** (*Õpetajate koolituse raamnõuded*) was established in 2000 and it formalised the training requirements for all teachers. Since then 2 course options have been available for vocational teachers:

- 3-years teacher training (120 CP/180 ECTS) for teachers with vocational upper or post secondary (non tertiary) education
- 1-year pedagogical training (40 CP/60 ECTS) for teachers with professional higher education

In 2002 ***The Qualification Requirements for Teachers*** (*Pedagoogide kvalifikatsiooninõuded*) was established. It defines the framework for both general education and vocational teachers and presents following requirements for vocational teachers:

- higher education in vocational pedagogy or other pedagogical higher education (ISCED 5A, 5B) and at least 3 years experience in the respective profession or
- higher (ISCED 5A,5B) or post-secondary vocational education (ISCED 4B) in the respective field, at least 3 years experience in the respective profession and completed 320-hours course in vocational pedagogy or
- higher (ISCED 5A,5B) or post-secondary vocational education (ISCED 4B) in the respective field, at least 3 years experience in the respective profession and ongoing working in the respective profession

To harmonise the content of teachers’ training courses in vocational pedagogy, the National Examination and Qualification Centre (*Riiklik Eksami-ja Kvalifikatsioonikeskus*) defined the content of the courses in 2003. They must include the following modules:

- organisation of vocational education and legislation
- integration of general and vocational education
- communication and working environment
- education psychology
- special education
- adult training
- didactics of vocational training

In 2001 ***Action Plan for Developing Estonian VET System in 2001-2004*** (*Tegevuskava kutseharidussüsteemi arendamiseks Eestis aastatel 2001–2004*) was introduced. This strived to develop a modern teacher training system with provision for continuing training. The objectives of the development plan were:

- co-operation between vocational educational institutions and companies to give vocational teachers practical training in companies which would be accredited;
- institutions of higher education offering flexible study opportunities in the field of vocational teaching for practitioners with professional qualifications;
- young vocational education specialists who have participated in placements abroad to start working as experts, analysts and/or trainers of trainers;
- all teachers having obtained a vocational qualification certificate in the field of information technology;
- teachers of vocational educational institutions have higher education and practical experience in their respective fields and that a greater share of teachers should be younger and more specialised and/or have more in-company professional experience

The Vocational Education Development Plan 2005-2008 (Eesti kutseharidussüsteemi arengukava aastateks 2005-2008) sets forth new objectives:

- creation of a workplace supervisors' training system (requirement of education and work experience of workers who can supervise VET institutions students practical training in company and also requirements for companies which can be the practical bases for VET institutions students)
- development and establishment of a professional standard and new qualification requirements for vocational teachers
- creation and implementation of vocational teacher training and an in-service training system; the creation of flexible and alternative training and in-service training opportunities to involve more teachers and to raise their qualification level
- teachers and specialists are motivated to work in the vocational education system by flexible qualification requirements and competitive remuneration

EU developments

The European Union Policy of Estonian Government in 2004-06 (Valitsuse Euroopa Liidu poliitika 2004-2006) contains important area to develop: determination of the role and authority of teachers, and updating and purposeful development of teacher training (especially vocational teacher).

The Estonian National Development Plan for the Implementation of the EU Structural Funds - Single Programming Document 2004-2006 (Eesti riiklik arengukava EL struktuurifondide kasutuselevõtuks – ühtne programmdokument 2004-2006) was prepared in order to use the receipts from the Structural Funds. National Development Plan is a programming document submitted by Member States to the European Commission that contains a detailed description of priority areas needing support. To develop the teacher training system, financial support may be applied from the Structural Funds. Since 2004, Estonia has used the EU Structural Funds to develop human resources (94% of all receipts are divided between regions or objectives. 12.3% of funds are allocated to the development of educational, training and employment policies and systems). The following activities are related to vocational teachers:

- development and implementation of formal and in-service training of teachers and lecturers of vocational educational institutions and institutions of higher education, including placement in foreign universities and institutions of research and development; training of adult training providers, workplace supervisors training;
- development of curricula, including the acquisition of new teaching materials related to training programmes which are funded from the European Social Fund and using

innovative learning and teaching methods in vocational and higher education; training of personnel

- developing a database of adult learning opportunities
- developing and implementing a system to take account of prior work and study experience (VÕTA)
- development and implementation of a professional qualification system
- training of students in using information technology in teaching
- training of teachers and lecturers in the field of digital technology and e-study

The budget for the measure 1.1 “*Educational system supporting the flexibility and employability of the labour force and providing opportunities of lifelong learning for all*” for the first programming period (2004-2008) is 53,621,020 EUR, the part funded from the European Social Fund is 40,215,765 EUR.

In 2004-2005, four rounds have been organised to apply for funds to support activities within the measure. Applications were submitted by higher education institutions, vocational educational institutions and adult education institutions.

The National Examination and Qualification Centre has initiated some national projects to develop vocational teacher training and to establish an in-service training system and a project to develop national vocational curricula.

In 2004, the Estonian Vocational Teachers Association (*Eesti Kutseõpetajate Ühing*) was established and has approximately 50 members. Its purpose is to defend members’ interests and to contribute to issues concerning vocational teachers.

060103 - Role of VET teachers and trainers in the VET system

Vocational teachers

Pursuant to the *Action Plan for Developing Estonian VET System in 2001-2004 and Vocational Education Development Plan 2005-2008*, the Estonian VET system must ensure that young people are prepared both socially and professionally to enter the working life and to contribute to the competitiveness of the labour market. Vocational teachers have a decisive role in achieving these objectives as they are the link for the student to working life. The objectives of vocational education can be achieved only through highly qualified vocational teachers whose role is:

- to focus on student activity
- to develop personality traits necessary for working
- to co-operate with social partners (professional associations, employers, etc.) to ensure relevant and efficient teaching

They should achieve these tasks by managing the vocational education processes (make preparations for lessons, choose study methods, make preparations for tests, exams and criteria of assessment, giving feedback etc.); preparing appropriate study material; preparing and improving subject syllabuses and curricula. This is a significant task given that so many of the textbooks of the Soviet era were discarded and not replaced. Under these circumstances, vocational teachers were forced to prepare their own teaching materials and continue to do so, although the vocational education reform and various projects have relieved the shortage of materials. Vocational teachers have published their own materials to assist

other vocational educational institutions. So, their contribution to the professional development of vocational teachers has been significant.

In addition, vocational teachers supervise study groups and practical training (they send students to companies for practical training).

In terms of the knowledge and skills required of a vocational teacher, the *Vocational Teachers' Statute (Kutseõpetaja statuut, 1995)*, demands that they:

- have knowledge of the theory and methods of the profession he/she teaches
- are aware of general developments in his/her profession
- are able to link professional subjects with general education subjects
- are able to link theory and practice
- co-operate with employers
- plan and provide theoretical studies and practical training according to the curriculum and at the required technical and methodological level
- prepare teaching resources necessary for his/her work
- set and assess tests/exams, supervise students in writing course papers and final papers
- organise and participate in final professional exams
- are able to link teaching with educating and directing students in a broader sense

The *Statute* states that vocational teachers are accountable for the level of teaching professional subjects and educating students of his/her study group, for occupational safety and fire safety in school workshops as well as for the preservation and maintenance of the assets, working premises and tools at his/her disposal.

Workplace supervisors

Their task is to provide students with practical skills and theoretical knowledge at the workplace in a real work situation in a company. A supervisor helps students to adapt to working life and gives the VET institution feedback about their performance and how the students cope with the work. Despite this important role, the qualification requirements as well as their activities, obligations and responsibilities are not regulated by national legislation. The *Vocational Education Development Plan 2005-2008* aims to improve the system of work-linked practical training and to develop requirements for companies providing practical training as well as to create a system of training company supervisors.

0602 – TYPES OF TEACHERS AND TRAINERS IN IVET

0603 - TYPES OF TEACHERS AND TRAINERS IN CVET

It is not possible to separate VET teachers according to the IVET or CVET system in Estonia as there is no such division in the system: the same teachers are responsible for the teaching of both IVET and CVET courses in VET institutions. Continuing education courses are carried out by the same vocational teachers who teach in IVET and there are no specific qualification and training requirements for them. Therefore we will merge the subjects 0602 and 0603 as this information is valid for both initial and continuing vocational education.

The *Development Plan for the State Vocational Educational Institutions Network 2005-2008 (Riigikutseõppeasutuste võrgu ümberkorralduse kava aastateks 2005-2008)* prepared by the Ministry of Education and Research (*Haridus- ja Teadusministeerium*) notes that education system has entered a new phase of development, the key word of which is 'lifelong learning'. This means that continuing education has become more important in vocational education.

The provisions regulating continuing vocational education are flexible. The *Conditions of and Procedure for Organising Adult Work-linked Learning in Vocational Educational Institutions (2001)* allows adult work-linked training in the fields taught at a vocational institution. However, training may be provided in other fields on the condition that there is demand and relevant facilities and qualified teachers are available. In 2001, 53 vocational educational institutions, including 43 public and 10 private institutions, submitted information about adult training – courses were completed by 13,457 persons.

Teachers in vocational education and training

There are 3 types of teachers in vocational education and training:

- **vocational teachers** (*kutseõpetaja*) at vocational education institutions who teach theoretical subjects and supervise practical training
- **general subject teachers** (*üldaineõpetaja*) at vocational education institutions who teach languages, history, math and other general subjects
- **workplace supervisor** (*ettevõttepraktika juhendaja*) at companies, who supervise VET institutions' students practical training in companies

According to the *Basic Statistical Indicators in the Field of Vocational Education (Kutsehariduse valdkonna statistika põhinäitajad, 2005)* prepared by the Ministry of Education and Research, there were a total of 67 vocational educational institutions (01/02/05). 46 were public (including 43 in the field of administration of the Ministry of Education and Research), 3 municipal and 18 private vocational institutions. According to the *Vocational Education Development Plan 2005-2008 (Eesti kutseharidussüsteemi arengukava aastateks 2005-2008)*, 2,733 teachers are working at vocational educational institutions (in 2004, 1550 vocational teachers and 1,183 teachers of general subjects).

The age structure of teachers in vocational educational institutions has been a cause of concern for years. In 2004 the share of teachers aged 50 or over was 45% and those younger than 30 was only 10%. Based on the 2004 report of the State Audit Office the age breakdown of both vocational teachers and general subject teachers was similar. However, there are differences in professions, i.e. there were more young teachers (under 30) in information technology and catering. In other fields, the number of young teachers was very small; in

engineering many teachers are over 49 years old. The majority of teachers in vocational education institutions are women.

Table 3. Teachers by gender and age in 2004/2005						
Age	2004/2005					
	Total		Men		Women	
	Number	%	Number	%	Number	%
25	78	3%	30	3%	48	3%
25-29	182	7%	65	7%	117	6%
30-39	463	17%	109	12%	354	19%
40-49	777	28%	202	23%	575	31%
50-55	492	18%	175	20%	317	17%
>55	747	27%	303	34%	444	24%
Total	2739	100%	884	100%	1855	100%
%			32%		68%	

Source: Estonian Vocational Education Development Plan 2005-2008

The teaching profession is not popular in Estonia and it is difficult to attract young people partly due to an uncompetitive salary level (see table 4).

Table 4. The average monthly salary (in euros) of teachers in vocational educational institutions in 2001	
Category	Average salary (EUR)
Total average salary of teachers:	293
Vocational teachers	297
Teachers of general subjects	284
Total average salary of managers:	491
Heads of school	701
Deputy heads of school	456
Department heads	424
Total average salary of teaching staff	305

Source: Information Collection on the Situation of VET Teachers and Trainers in Candidate Countries

According to the Statistical Office of Estonia, the average salary in 2003 of people working in the field of education (including vocational teachers) was approximately EUR 370 (*Estonia in Figures. Eesti arvudes. 2004*) per month which is EUR 70 less than the country's average gross salary.

Teachers are paid according to their position and pursuant to §30 of the *Vocational Educational Institutions Act* of 1998 (*Kutseõppeasutuse seadus*). The suitability of a teacher for a position is determined by performance assessment and evaluation.

Since 1 January 2002, salaries of vocational teachers are determined by the head of school based on the *Vocational Educational Institutions Act (1998)* and the *Wages Act*

(*Palgaseadus, 1994*) and a collective agreement concluded with employees. Salary rates of general education teachers are provided for in the Government of the Republic Regulation No. 71 of 18 March 2004 Remuneration of Teachers of Basic Schools and Upper Secondary Schools (*Riigi põhikooli ja gümnaasiumi pedagoogide töötasustamine*).

In 2004, the minimum monthly salaries of teachers according to the grades awarded were the following:

- junior (novice) teacher 342 EUR
- teacher 365 EUR
- senior teacher 415 EUR
- teacher-methodologist 503 EUR

The minimum salary of a teacher with vocational secondary education in compliance with the teachers' qualification requirements is 15% lower than the established minimum salary of teachers.

Workplace supervisors

Tallinn City Enterprise Department (*Tallinna Ettevõtlusamet*) grants aid to workplace supervisors to encourage co-operation between vocational educational institutions and companies in organising company placements and to encourage companies to use experienced employees in supervising trainees. Based on the Tallinn City Council directive No. 49 of 2004 *Procedure for Application for a Workplace Supervisor's Aid (Ettevõtte praktikajuhendaja toetuse taotlemise ja menetlemise kord)*, this aid can be used to remunerate experienced employees during the period of supervising students and/or to pay their social and taxation contributions.

Based on this directive, the applicants for the workplace supervisor's aid may be private, municipal and state vocational institutions and applied higher education institutions who hold an education license issued by the Ministry of Education and Research or who operate in compliance with the *Vocational Educational Institutions Act (Kutseõppeasutuse seadus, 1998)* or the *Institutions of Professional Higher Education Act (Rakenduskõrgkooli seadus, 1998)* and legal entities holding an education license which provide labour market training according to an agreement signed with Tallinn Employment Office (*Tallinna Tööhõiveamet*).

Successful applicants must be registered and operating in Tallinn, they cannot have any tax arrears nor be in the process of liquidation. The City Enterprise Department provides funding for applications up to EUR 3.80 per hour of supervision (including all payable taxes) and EUR 639 per supervisor per month (30 days).

060201 - Pre-service training for IVET teachers

060301 - Pre-service training for CVET teachers

CVET (also IVET) in vocational training institutions is provided by vocational teachers. The pre-service training is the same regardless of whether they are teaching IVET or CVET courses.

Teacher training is provided in two stages:

- initial training (*esmakoolitus*)
- induction year for novice teacher (*nooremõpetaja kutseaasta*)

Teachers who have completed the initial training have to complete an induction year as a novice teacher. The first working-year at school after teacher training is supervised by a mentor. The purpose of the induction year is to give students an opportunity to use the knowledge acquired during initial training and to prepare them for working life as a teacher as well as to give feedback to the institution about the usefulness of the teacher training curriculum. At the end of the induction year, the mentor assesses the performance of the novice teacher on the basis of the latter's written self-analysis, study file and observations.

Vocational teachers, like teachers within the general education system, are expected to have higher education level qualifications. The *Teacher Training Framework Requirements (Õpetajate koolituse raamnõuded, 2000)* provide for the general and special requirements for teacher training. Initial teacher training can last for 3 years or 1 year depending on the previous qualification levels of the applicant. It takes place mainly at 2 universities in Estonia: Tallinn University and University of Tartu (also at the Estonian Academy of Music, Estonian Academy of Arts, and Estonian Agricultural University).

Table 5. Pre-service initial training for vocational teachers

Universities	Training model	Admission requirements
Tallinn University	3-year bachelor course (120CP/180ECTS)	- Vocational upper secondary or post secondary vocational education (non-tertiary) (3B, 4B) - suitability test
	1-year vocational teacher training course (40CP/60ECTS)	- professional higher education (5A, 5B)- working experience as a vocational teacher
University of Tartu	3-year bachelor course(120CP/180ECTS)	- Vocational upper secondary or post secondary vocational education (non-tertiary) (3B, 4B) - at least 3 years' professional experience; - suitability test
University of Tartu with co-operation Tallinn Technical University	1-year vocational teacher training course(40CP/60ECTS)	- professional higher education in technical area (engineering, energy technology, ICT, chemical engineering, logistics, mechanics, etc.) (5A, 5B) - suitability test

Sources: Curriculum- Vocational pedagogy. TLÜ, 2002; Curriculum- Vocational teacher. TLÜ, 2002; Curriculum- Vocational teacher. TÜ, 2002; Curriculum-Teachers of technical area. TTÜ, 2001.

If following the 3-year programme, the Teacher Training Framework Requirements comprise:

- general education studies
- subject studies
- studies of teaching, psychology and didactics of subjects (40 CP – 60 ECTS)
- practical training (minimum of 10 weeks)

The 1-year programme comprises the latter two studies (i.e. studies of teaching, psychology and didactics as well as a practical training module). A 1-year course does not include general and subject studies because these form part of the higher qualification.

Since 2001, vocational teacher training for working vocational teachers can be provided in a distance, part-time form. Specialists and others who are interested in teaching but not yet working as teachers are welcome to participate. Teachers who have submitted a document certifying their years in service are preferred when selecting applicants for study places funded from the state budget.

Generally speaking, professional studies should be completed before participating in vocational teacher training as demand is low and it is difficult to form professionally relevant study groups. Rather, vocational teachers from a range of specialities are given teacher training together.

In general, vocational teachers acquire their professional qualification from a vocational educational institution (where they study to become a joiner, hairdresser, chef, tailor, etc) or from a higher education institution where they acquire a degree in economics, engineering, etc. After completing their professional studies they may acquire higher education in the field of vocational pedagogy or participate in short-term teacher training programmes. The *Teacher Training Framework Requirements (2000)* (*Õpetajate koolituse raamnõuded*) recognise that not all professions require a level of higher education and then professional higher education is not necessary to become a vocational teacher (e.g. cosmetician, cleaning service specialist, hairdresser, etc.).

In autumn 2005, 183 people were participating in vocational teacher training (Table 6).

Table 6. Total number of students in vocational teachers' training in autumn 2005

Universities	Training model	Number of students	Study form
Tallinn University	3-year bachelor course (120CP/180ECTS)	101	Distance learning (part-time)
	1-year vocational teacher training course (40CP/60ECTS)	11	Distance learning (part-time)
University of Tartu	3-year bachelor course(120CP/180ECTS)	28	Distance learning (part-time)
University of Tartu with co-operation Tallinn Technical University	1-year vocational teacher training course(40CP/60ECTS)	43	Distance learning (part-time)

Sources: Lists of students. TLÜ, 2005. Lists of students. TÜ, 2005

Vocational teacher training in the form of part-time distance learning is flexible and gives the students an opportunity to acquire education in parallel to working and/or to practice in parallel to studying.

In 2005-2006, Tallinn University did not admit students to the 1-year vocational teacher training course as there were not enough applicants to fill the 20 study places funded from the state budget in the previous 2 years. The state has commissioned 30 study places in three years bachelor course training since 2001/2002 and the number of applicants has been sufficient. In 2005-2006 University of Tartu did not admit students to the 3-year vocational teacher training course.

After completing initial training, vocational teachers have to complete their induction year in a vocational education institution. A vocational teacher who has professional higher education may complete the induction year on the condition that they have at least two years experience in their profession and that they have completed or will complete soon the teacher training subsequent to the first stage. If higher education is not provided for in the profession taught by the teacher, the induction year may be completed on the condition that the teacher has upper or post-secondary (non-tertiary) vocational education, higher education in teaching and at least two years experience in his/her profession.

There is no special training for **teachers of general subjects** for vocational educational institutions in Estonia. Teachers of general subjects within general education are trained in a 3+2 system, i.e. three years of bachelor studies in subject (languages, history, mathematics, chemistry, physics, etc) and two years of master studies in teaching. Subject teachers are prepared by both Tallinn University and University of Tartu. Teachers of general subjects complete their induction year in a school of general education.

06020101, 06030101 - Admission requirements

The *Qualification Requirements for Teachers (Pedagoogide kvalifikatsiooninõuded, 2002)* defines the framework for both general education and vocational teachers. As shown in 060201, applicants to teacher training courses must follow either a 1- or 3-year course depending on their existing level of qualifications and experience.

The requirements are stated in the *Teacher Training Framework Requirements, 2000*. As for **vocational teachers**, a prerequisite for starting 1-year teacher training is the completion of a higher education qualification which has lasted at least three years. An additional prerequisite is to pass a test designed to assess suitability for pedagogical work. These requirements apply regardless of the area of specialisation and are applied by universities providing teacher training.

Admission requirements to teacher training can be dependant on the existing level of education and experience. So, for example, Tallinn University does not require applicants to have professional experience as they provide teacher training in the form of distance learning, such experience can be gained in parallel to studies or after course completion.

For upper secondary education **general subject teachers**, the qualification requirements are pedagogical higher education in the respective subject(s) or other higher education in the respective subject(s) and completed 160-hours course in pedagogy.

Under the *Teacher Training Framework Requirements (Õpetajate koolituse raamnõuded, 2000)*, a prerequisite for starting 1-year teacher training is the completion of a higher education qualification which has lasted at least three years. An additional prerequisite is to pass a suitability test. Admission requirements include also very good grades of state examinations after upper secondary school.

06020102, 06030102 - Training models and process

The training models combine auditory instruction, independent work and practical training.

Tallinn University and University of Tartu prepare **vocational teachers' training** curricula on the basis of the *Teacher Training Framework Requirements*, which lay down the content and volume of training. The study load is determined according to credit points. One credit point (CP) corresponds to 40 hours of work (1CP=1.5 points under the European Credit Transfer System - ECTS). The study load of an academic year is 40 CP (60 ECTS).

Studies combine instruction and independent work. Instruction comprises lectures, seminars, colloquiums and practical work. Lectures give theoretical knowledge. Seminars and practical training give an opportunity to put the acquired knowledge into practice and/or to develop practical skills. As a rule, the volume of instruction does not exceed 15 academic hours per credit point; (20 academic hours for more practical specialisations). Practical teacher training is carried out in a study environment and supervised by a supervisor (e.g. vocational teaching placement).

A 3-year teacher training course totals 120 CPs (180 ECTS) and 40 CPs (60 ECTS) for a 1-year course:

- 1-year course: training is focused on the educational sciences, didactics of vocational training and practical teacher training.
- 3-year course: training is focused on the specifics of vocational teacher training (general education study, psychology, educational sciences, didactics of vocational training and practical training in teaching).

Both courses include a practical element and vocational educational institutions play an important role in organising this. The volume of practical training is 10 CPs (15 ECTS). All vocational educational institutions are used as places of practical training where students teach under supervision of the institution's teachers.

It is difficult to organise studies in individual specialisations and study groups must combine teacher trainees for different subjects. However, attempts have been made to include professional studies in the curriculum so that people who have upper or post-secondary (non-tertiary) vocational education may improve their professional knowledge and skills at a higher level of study. For this purpose, students may choose optional subjects and/or additional subjects. In the 3-year course at University of Tartu, the curriculum provides for 10 CPs (15 ECTS) for additional subjects and 8 CPs (12 ECTS) to optional subjects. In the 3-year course at Tallinn University, the curriculum allows for 4 CPs (6 ECTS) for professional development both in theoretical subjects and by visiting companies, and 30 CPs (45 ECTS) for additional subjects and 6 CPs (9 ECTS) to optional subjects. Also vocational teacher training student can choose other subjects and can study as a visiting student to another university.

The *Teacher Training Framework Requirements* (*Õpetajate koolituse raamnõuded, 2000*) require that if teachers want to teach additional subjects or professions, he/she has to complete additional course which volume is at least 30 credit points (45 ECTS). Some universities offer various comprehensive programmes of additional specialisations in which students may participate. Additional specialisations were offered by Tallinn University in 2005/2006 worth 15 CPs (22.5 ECTS). These included inter alia: information science; health promotion; archiving; media studies; project management. Some additional specialisations worth 30 CPs

(45 ECTS) were also offered, including, inter alia: health education; chemistry, biology; physics; mathematics; handicraft, etc.

General subject teacher training process is similar as it is based on the same *Teacher Training Framework Requirements* (theoretical studies and teaching practice, possibilities to choose additional specialisation, elective subjects, optional subjects, etc.). But the biggest difference is the volume of training. General subject teacher training volume is 200 CP/300 ECTS and training occurs in a 3+2 system: bachelor level studies include subject studies and master level studies include teacher training studies.

06020103, 06030103 - Training content and curricula

Teacher training curricula include the objectives, nominal duration and volume of studies and admission requirements. They provide a short description of the different subjects, the conditions for choosing them as well as the conditions for completing them.

The theoretical bases for the curriculum of **vocational teachers' training** are modern theories of education science, psychology, didactics and society which focus on the development of the following competences (Tarraste 1995):

- willingness to understand society, work life, professions and education and training policies and their development and to develop actively their profession.
- ability to understand the importance of teaching and education in society; willingness to use their knowledge to improve their work and the institution where they work.
- ability to understand teaching and learning and to adjust their activities to the changes in the theory of vocational education.
- ability to understand the factors determining the success of vocational education and training and to assess their work and the activity of the staff of their vocational educational institution.

3-year vocational teacher training

The content of the curricula is similar in both Tallinn University and University of Tartu, except for slight differences in structure.

Table 7. 3-year vocational teachers' training course

Tallinn University		University of Tartu	
Structure of curriculum	Volume (CP)	Structure of the curriculum	Volume (CP)
General subjects (psychology, philosophy, development study, human rights and development, environmental study, foreign languages, elective subjects 3CP)	20	Basic study (introduction to teaching, teaching psychology, environmental study, culture, foreign languages, the Estonian language, sociology, computer study, etc.)	32
Focus subjects (an overview of education science, adult education, development and learning, communication psychology, learners with special needs)	15	Focus study (didactics of vocational education, educational policy, general studies of vocational teacher, special seminar + 16 CP elective subjects in the field of	32

		educational sciences)	
Subjects of Vocational pedagogy (Introduction to profession of vocational teacher, organization of vocational education, didactics of vocational training, teaching aids in vocational training, research methods, work psychology and physiology, vocational self-development, teaching practice 10CP, etc.)	45	Professional study (vocational study (6CP) and practical training (10CP) + elective module of educational sciences)	32>
Additional subjects (or 2 additional field of specialisation)	30	Elective subjects (3 modules of elective subjects)	12
Optional subjects	6	Optional subjects	8
Bachelor's thesis	4	Bachelor's thesis	4

Sources: Curriculum- Vocational Pedagogy (Õppekava- Kutsepedagoogika).120AP. TLÜ, 2002. Curriculum- Vocational teacher.(Õppekava- Kutseõpetaja) 120AP. TÕ, 2002.

In both the curricula of Tallinn University and University of Tartu, the most important aspect of the 3-year course in terms of credit points are those related to vocational education.

1-year vocational teacher training

The content of the curricula is similar in both Tallinn University and University of Tartu, except for slight differences in their structure.

1-year vocational teachers' training course

Tallinn University		University of Tartu	
Structure of curriculum	Volume (CP)	Structure of the curriculum	Volume (CP)
Vocational teacher and vocational education (development and learning, learners with special needs, introduction to profession of vocational teacher, organisation of vocational education and teamwork in vocational education)	17	Pedagogical/psychological studies (general didactics, work psychology, development psychology, educational science, research project)	8
Theory and didactics of vocational education (didactics of vocational training, didactics of theoretical study and practical training, teaching aids in vocational training and research methods)	11	General technical and didactical study (industry in the developing world, product development and innovation, standards, quality and certification, information technology)	8
Practical training in teaching	10	Practical training in teaching	10
Final thesis	2	Final thesis	6
		Elective subjects	4

Sources: Curriculum- Vocational teacher (*Õppekava- Kutseõpetaja*).40AP, TLÜ. Curriculum- Teacher of Technical area (*Õppekava- Tehnikavaldkonna õpetaja*). 40AP, TTÜ.

In both universities, studies are organised in the form of lectures and seminars, involving issue studies, presentations, discussions and group work. Independent work includes acquiring and using skills and knowledge, dealing with problems, preparing presentations, analysing literature and writing papers (research reports, projects, portfolios, self-analyses, development plans, essays), the purpose of which is to develop a picture of a vocational teacher. Independent work is supported by seminars or group work and guidelines. IT solutions are actively used in both teaching and learning; e-courses have become popular in recent years. For example, at Tallinn University several subjects were taught in 2004/2005 using a web-based learning environment.

General subject teacher training volume is 200 CP/300 ECTS and it is in two levels:

- 3-years bachelor study (120 CP/180 ECTS), which includes general education studies and subject studies;
- 2-years master study (80 CP/ 120 ECTS), which curricula includes studies of educational sciences, psychology and didactics of subjects, practical training in teaching.

06020104, 06030104 - Assessment and quality monitoring

Quality assurance of vocational teacher training is regulated in the same way as any other studies at Estonian universities, i.e. by:

- Universities Act (*Ülikooliseadus*, 1995);
- Higher Education Standard (*Kõrgharidusstandard*, 2002);
- Procedure for Accreditation of Universities and Professional Higher Education Institutions and their Curricula and Requirements for Accreditation (*Ülikooli ja rakenduskõrgkooli ning nende õppekavade akrediteerimise kord ja akrediteerimisel esitatavad nõuded*, 2003).

It is also regulated by the Teacher Training Framework Requirements (*Õpetajate koolituse raamnõuded*, 2000).

To come from *Procedure for Accreditation of Universities and Professional Higher Education Institutions and their Curricula and Requirements for Accreditation* the following legislations: *Universities Act*, *Higher Education Standard* and *Teacher Training Framework Requirements* set requirements for teaching staff of higher education institutions to guarantee quality of studies. The teaching staff must systematically improve their qualifications participating in research and development activities, conferences and advanced training courses. Quality is assessed on the basis of the following indicators:

- international accreditation of teacher training curricula
- analysis of the curricula, study activities (and their organisation) and resources

Accreditation is organized by accreditation centre of Ministry of Education and Research (*Haridus- ja Teadusministeeriumi akrediteerimiskeskus*) in co-operation with Higher Education Quality Assessment Council (*kõrghariduse hindamise nõukogu*). Higher Education Quality Assessment Council forms temporary evaluation commission (at least 3 persons, and 2 of them are specialists from foreign countries) for evaluation of educational institution or curricula. The experts must have higher degree and at least five years experiences in teaching and research in the field which evaluate or expert must be accepted and experienced specialist.

To this end a number of quality assessment instruments have been established including, the most important of which is the establishment of the Curriculum council.

The Curriculum council was set up pursuant to Government of the Republic Regulation No. 265 of 23 October 2003 *Procedure for Accreditation of Universities and Professional Higher Education Institutions and their Curricula and Requirements for Accreditation*. The Council comprises the head of the curriculum, teachers, employers (from a vocational education institution), students and graduate of vocational teacher training. It has the following tasks:

- analyse the compliance of the content of the curriculum with competence based purposes
- analyse feedback (from students, graduates and employers) and assess the development plan as well as to make suggestions to improve the curriculum
- assess the study environment against the curriculum and to make suggestions to the faculty as to how to improve
- analyse the involvement of academic departments in curriculum development
- make suggestions for modernising the curriculum and involving external specialists in the study process

Many of the recommendations of the Council are based on the other quality monitoring instruments listed above, such as:

Analysing student feedback. At the end of each semester, feedback questionnaires are distributed among students. The questionnaires are designed to identify problems and reasons for any student dissatisfaction. The process allows for a monitoring of the quality of teaching and to make any changes to achieve the objectives of the curriculum.

Monitoring the performance of students. Depending on the university, students are assessed on an A-F scale or on a five point scale, where: A (5)- excellent, B (4)- very good, C (3)- good, D (2)- satisfactory, E (1)- sufficient and F (0)- fail. At the end of each semester (or as appropriate), students may request an extract from their study card which enables them to monitor their performance. Knowledge is assessed in the form of tests, seminars or practical training sessions as well as at examinations, assessments and at the defending of final theses.

Feedback from graduates and employers is obtained by printed or on-line questionnaires. Questionnaires are distributed in the whole university or in faculties.

Feedback from teachers is obtained in the course of conversations and discussions concerning the content of subjects and the problems which have occurred. Teachers are encouraged to suggest solutions.

060202-In-service, continuing training and development for IVET teachers **060302-In-service, continuing training and development for CVET teachers**

The purpose of in-service training for vocational teachers is to support their professional development. In-service training is often available for vocational teachers who start work without the necessary qualifications as it is possible to acquire them while working through part-time or distance study.

A teacher is required to participate in in-service training for at least 160 hours (4 credit points) during each five years of service. A vocational teacher is required to participate in in-service training for at least two months during each three years of service. Participation in in-service training is taken into account in evaluating teachers and in the award of grades. Teacher, may be appointed to a grade of junior teacher, teacher, senior teacher or senior teacher-methodologist. The compliance of teachers to qualification requirements, participation over the past five years in courses on their respective subjects, in courses on teaching, professional or management skills (a part of which may be individual development), supervision, development activities, and other aspects are assessed in evaluations pursuant to the Minister of Education Regulation No 69 of 2 October 2002 the *Conditions and procedure of evaluation of teachers (Pedagoogide atesteerimise tingimused ja kord)*.

The *Teacher Training Framework Requirements* also includes regulation concerning in-service training. It states that in-service training is carried out in the form of independent work in a state or municipal school, private school which holds an education license, private or public legal entity or natural person provided that the latter's activity corresponds to the subject or speciality taught by the teacher.

In-service training is offered by several universities and higher education institutions (Tallinn Technical University, Tallinn Engineering College, Estonian Agricultural University, etc.). According to the rules of organisation of studies of the Estonian Agricultural University, in-service training is provided to vocational teachers who have professional higher education and at least two years experience in their profession and who have completed a teacher training course.

The Adult Education Act (*Täiskasvanute koolituse seadus, 1993*) sets opportunity that educational institution can pay for their teachers in-service training. The Act also provides for study leave (minimum of 30 days and 42 days for higher education study and 49 days for writing a Masters or Doctoral thesis). The employer continues to pay the average wage for ten days. For the remaining time, the employer must pay at least the established minimum wage.

060203-Pre-service training for IVET trainers and other learning facilitators

060303-Pre-service training for CVET trainers and other learning facilitators

The term 'trainer' is not used in the VET system, but there are workplace supervisors. A workplace supervisor is a specialist in his/her specific field in a company and if a VET institution sends its student for practical training in this company, it will be additional task for this specialist to supervise this student. There are no national qualifications, education or work experience requirements in place. The *Vocational Education Development Plan 2005-08 (Eesti kutseharidussüsteemi arengukava aastateks 2005-2008)* sets goal to create of a workplace supervisors' training system in this period.

06020301, 06030301 - Admission requirements

There are no formal requirements in place for working as a workplace supervisors. They don't need any special experience in the skill they are supervising. There is also no informal systematic admission requirements yet in Estonia.

06020302, 06030302 - Training models and process

To organise training for **workplace supervisors**, funds may be applied for through various projects and pilot training courses may be organised within these projects. Although both vocational educational institutions and private companies have offered training courses for workplace supervisors, there is no more specific information available concerning these courses, as they are not systematic.

Although both vocational educational institutions and private companies have offered training courses for workplace supervisors, but the training models are unsettled yet.

In the spring of 2005, the Estonian Employers' Confederation (*Eesti Töoandjate Keskliit*) organised a two-day seminar for workplace supervisors. The purpose of the seminar was to provide information on best practices about how to organise work-linked training and how to organise training within an apprenticeship framework.

06020303, 06030303 - Training content and curricula

Training for workplace supervisors is occasional and there are no requirements in place for the content of such training. As mentioned in 06020302, there was a two-day seminar organised in spring 2005 by the Estonian Employers' Confederation (*Eesti Töoandjate Keskliit*) which was targeted at workplace supervisors.

It included the following topics:

- principles of workplace learning
- apprenticeship training system
- group work
- support systems
- new visions of the system
- learning environments
- the importance of the role of apprenticeship supervisor
- assessment and analysis of workplace learning
- supervisor's competence

The seminar was followed by two days practical training in Finland.

06020304, 06030304 - Assessment and quality monitoring

As the training of workplace supervisors is not officially regulated and only few courses have been organised, there are no assessment and quality monitoring procedures.

060204 - In-service, continuing training and development for IVET trainers and other learning facilitators

060304 - In-service, continuing training and development for CVET trainers and learning facilitators

In-service training of workplace supervisors is not regulated by any specific legislation but, like all other employees, they are covered by the *Adult Education Act (Täiskasvanute koolituse seadus, 1993)* which gives opportunity to participate employees in several training courses and to have study leave (minimum of 30 days and of 42 days for higher education study and 49 days for writing a Masters or Doctoral thesis). The employer continues to pay

the average wage for ten days. For the remaining days, the employer must pay at least the established minimum wage.

060205 - Issues of interest

060305 - Issues of interest

A new and open society requires a new kind of teacher with additional competences. The *National Teacher Training Development Plan 2003-10 (Õpetajakoolituse riiklik arengukava 2003-2010)* focused on improving teacher training and include a separate item on the modernisation of vocational teacher training. The plan expounds a new role for teachers as a:

- mentor and counsellor, learner and researcher
- teacher of learning skills adapted to individual needs
- teacher who works as a team member through co-operation and dialogue and is accountable for their decisions

Specifically for vocational teachers, the development plan has the following objectives:

- Universities to recognise previous experience in working and learning for people applying to teacher training. They should offer flexible opportunities for teachers with vocational secondary education to acquire higher education, taking into account previous experience.
- Close co-operation between universities and professional higher education institutions or vocational educational institutions to ensure flexible and prompt adjustment of activities to labour market needs.
- The 3-year bachelor's course for vocational teacher comprises selective modules which include 25% professional studies and practical training. Professional studies are carried out in higher education institutions or universities and if practicable in the universities of foreign countries depending on the requirements of a specific profession.
- For certain professions (in particular in the field of technology) a prerequisite for commencing teacher training is professional higher education (bachelor's degree) and working experience in the profession. Working experience may be obtained in parallel to studying.

Since autumn 2005 the Estonian Qualification Authority (*Kutsekvalifikatsiooni SA*) has formed a workgroup that discusses over the creations of *Professional Standard of Vocational Teachers (Kutseõpetaja kutsestandard)*. A qualification standard for vocational teachers is being prepared and will specify the competence of vocational teachers – knowledge, skills and personal characteristics of vocational teachers. In the future this standard should be the base to the vocational teacher training system.

In general, we may say that “flexibility” has become the key word of the vocational teacher education reform; flexibility in terms of both qualification requirements and training.

The importance of workplace supervisors has increased due to apprenticeship training study form where 70% of total study time is spent on practical training in a company. And it started discussions over the needs to create requirements of education and work experience for workplace supervisors.

0604 - UNIONS/ASSOCIATIONS AND RESOURCES

Tallinn University, Faculty of Educational Sciences, Department of vocational training
<http://www.tlu.ee>

Tartu University, Open University <http://www.ut.ee/av>

Tallinn Technical University, Estonian Centre for Engineering Pedagogy
<http://www.ttu.ee/?lang=ee>

Estonian Academy of Art, Teacher Training Centre
http://www.artun.ee/index.php?lang=est&main_id=479

Estonian Academy of Music, Teacher Training
<http://www.ema.edu.ee/htm/est/oppimine/oppekavad/opetajakoolitus/opetajakoolitus.html>

Estonian Agricultural University, Open University
http://www.emu.ee/index.aw/set_lang_id=1

EELK Institute of Religious Sciences, Department of Religious Pedagogy
<http://www.eelk.ee/~instituut/page4.html>

Association of Estonian Adult Educators ANDRAS <http://www.andras.ee/>

Estonian Central Federation of Employers <http://www.ettk.ee>

National Examination and Qualification Centre, Department of languages and teacher education <http://www.ekk.edu.ee>

Estonian Union of Teachers <http://www.opetajateiliit.ee/>

MTÜ Estonian Association of Vocational Teachers <http://eky.org.ee/>

MTÜ Estonian Association for the Promotion of Vocational Education

Ministry of Education and Research, department of vocational and adult education
<http://www.hm.ee>

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