



ESTONIAN ICT CLUSTER

Public-private stakeholder dialogue for competent IT profession

Estonian example

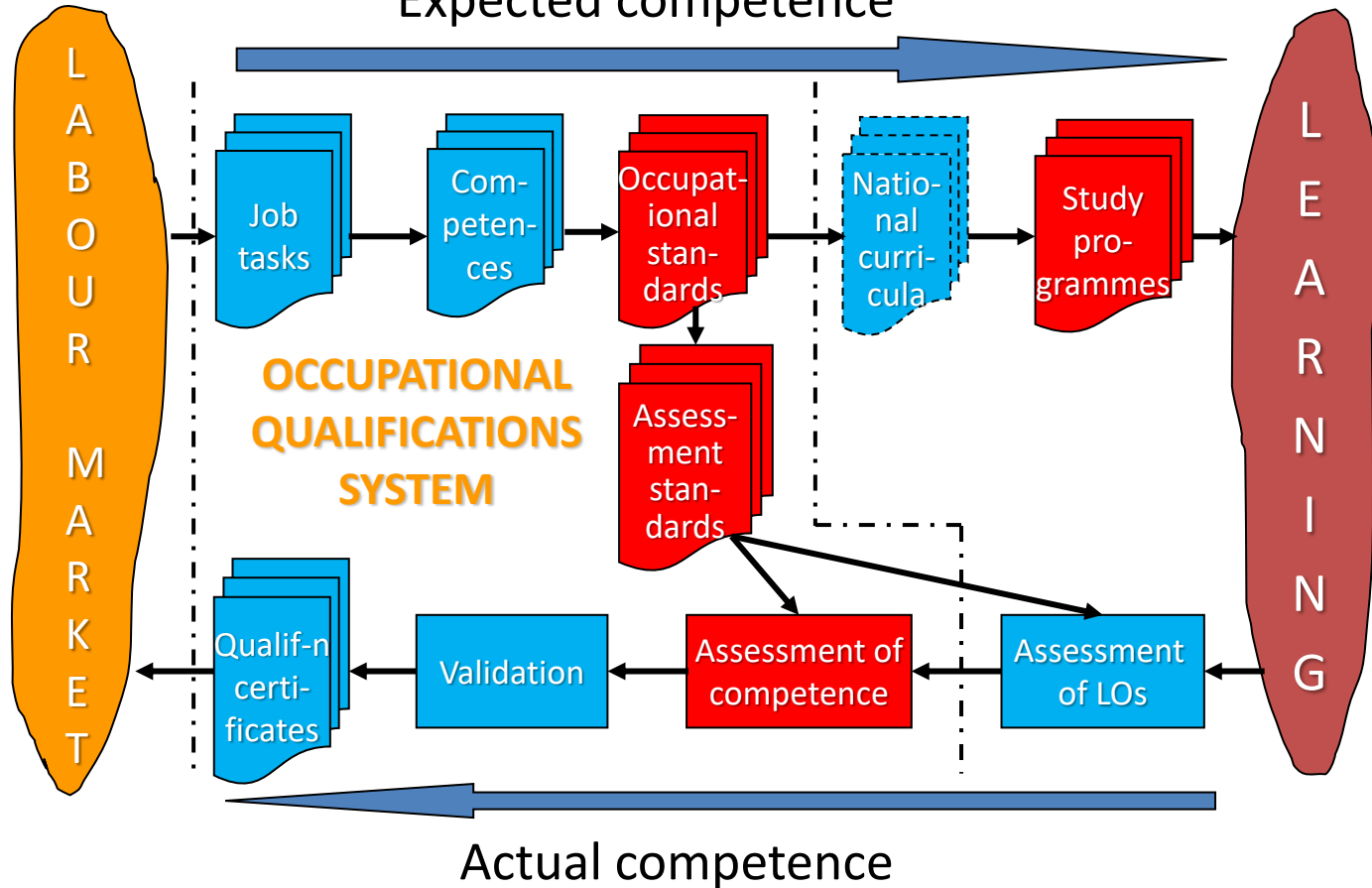
**Ants Sild PhD
Estonian ICT Cluster
BCS Koolitus AS**

Focus of cooperation between VET institutions and employers 2019

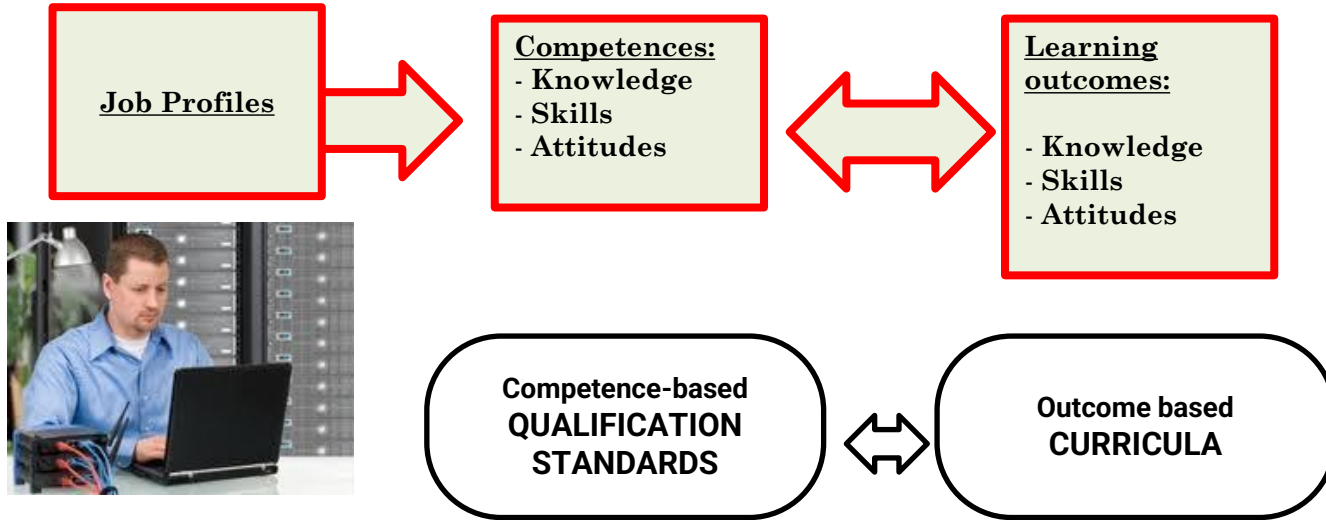
- Occupational standards/profiles
- Curriculum development
- Awarding occupational qualifications
- Quality assessment of VET study programme groups
- Skills strategies development
- Employers' representatives on Advisory Boards

Competence circle

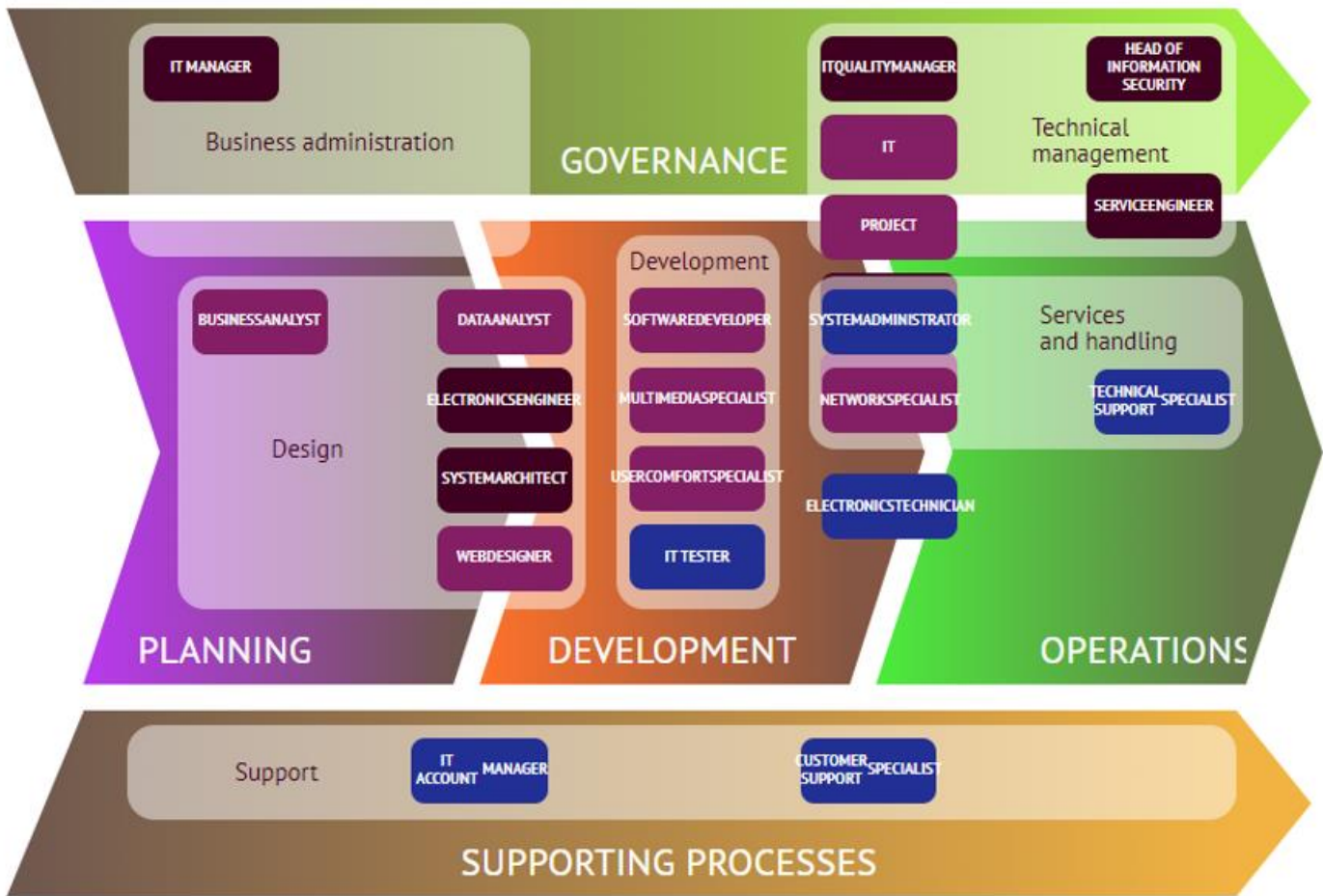
Expected competence



Competence based approach:



Classifications of competences: eCF



Major benefits from e-CF

- Holistic picture & common language for Academia & Industry
- Quick and easy development tool for building competence profiles/occupational standards
- Understandable communication towards students
- Work procedures for Continuous Curriculum Development by Advisory Boards
 - *Methodology for ICT Curriculum Continuous Development*
 - *ICT Curriculum Development_Instructions for Programme Manager*

Overview of the process of developing the ICT curriculum

The process of developing the ICT curriculum

The process of developing the ICT curriculum

A description of the profile of competencies for the curriculum


1. The programme manager prepares the materials for making changes to the curriculum

2. The employer's representative complements the profile of curriculum competencies




The first meeting is held





Reviewing the curriculum

The second meeting is held




The profile of curriculum competencies

The third meeting is held


The compliance analysis for the curriculum

The fourth meeting is held




The plan of changes



3. The programme manager draws up the curriculum's compliance analysis and proposes any changes that may be required

4. The employer's representative shares the feedback on the proposed changes to the curriculum

5. The programme manager draws up the plan of changes which is based upon the changes that may be required

Legend

The programme manager's activities

Actions to be taken by the employer's representative

The activities of the programme council



Document



The decision-making meeting is held

The decision-making meeting is held

6. The programme council reaches a decision regarding the required changes



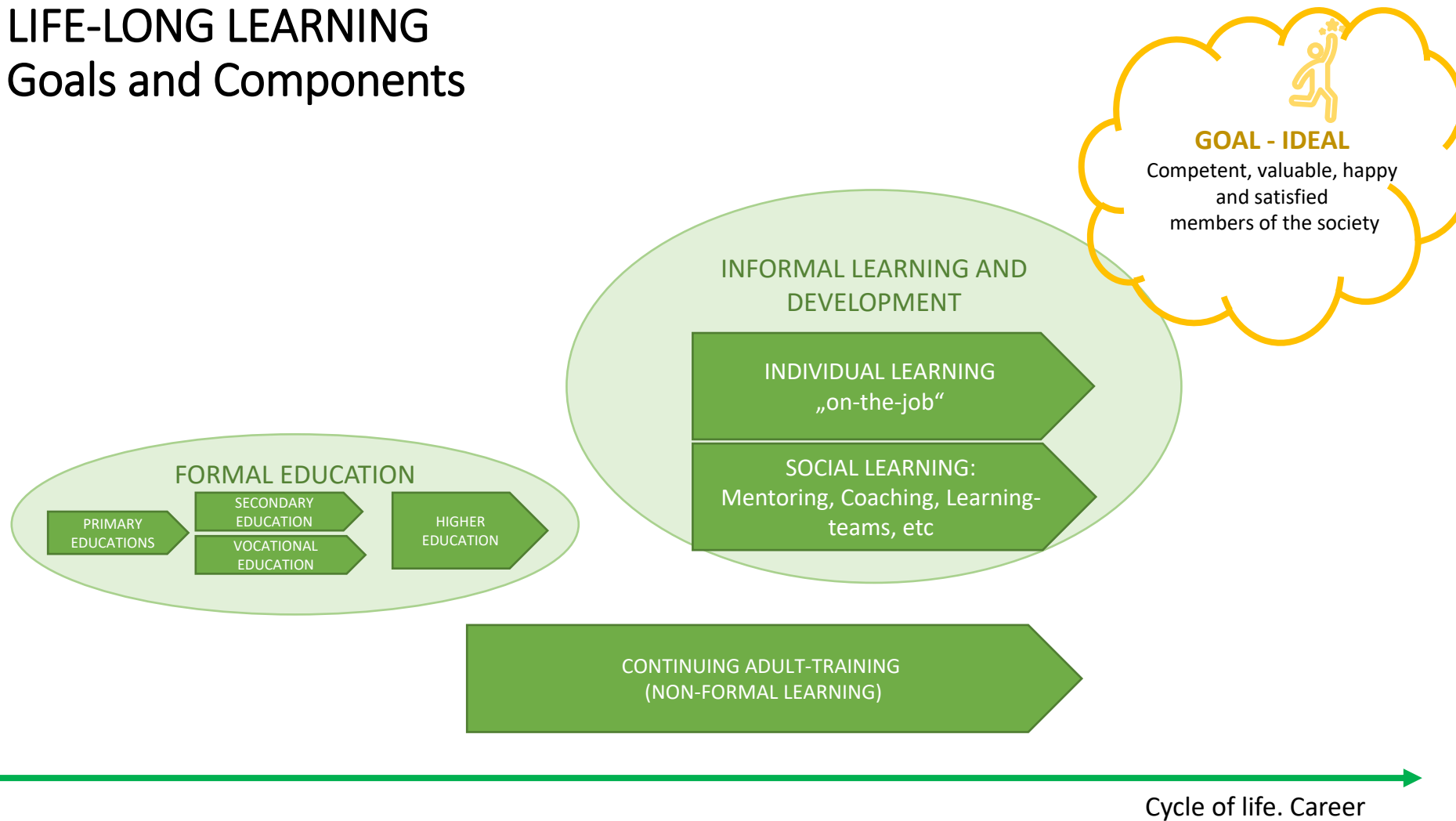
7. The programme manager coordinates the implementation of the changes

Focus of cooperation between VET institutions and employers 2021

- Awarding national occupational qualifications
- Curriculum development
- Quality assessment of VET study programme groups
- Occupational standards-> **dynamic competence profiles**
- **Skills strategies development**
- **Continuous VET & employers' cooperation**

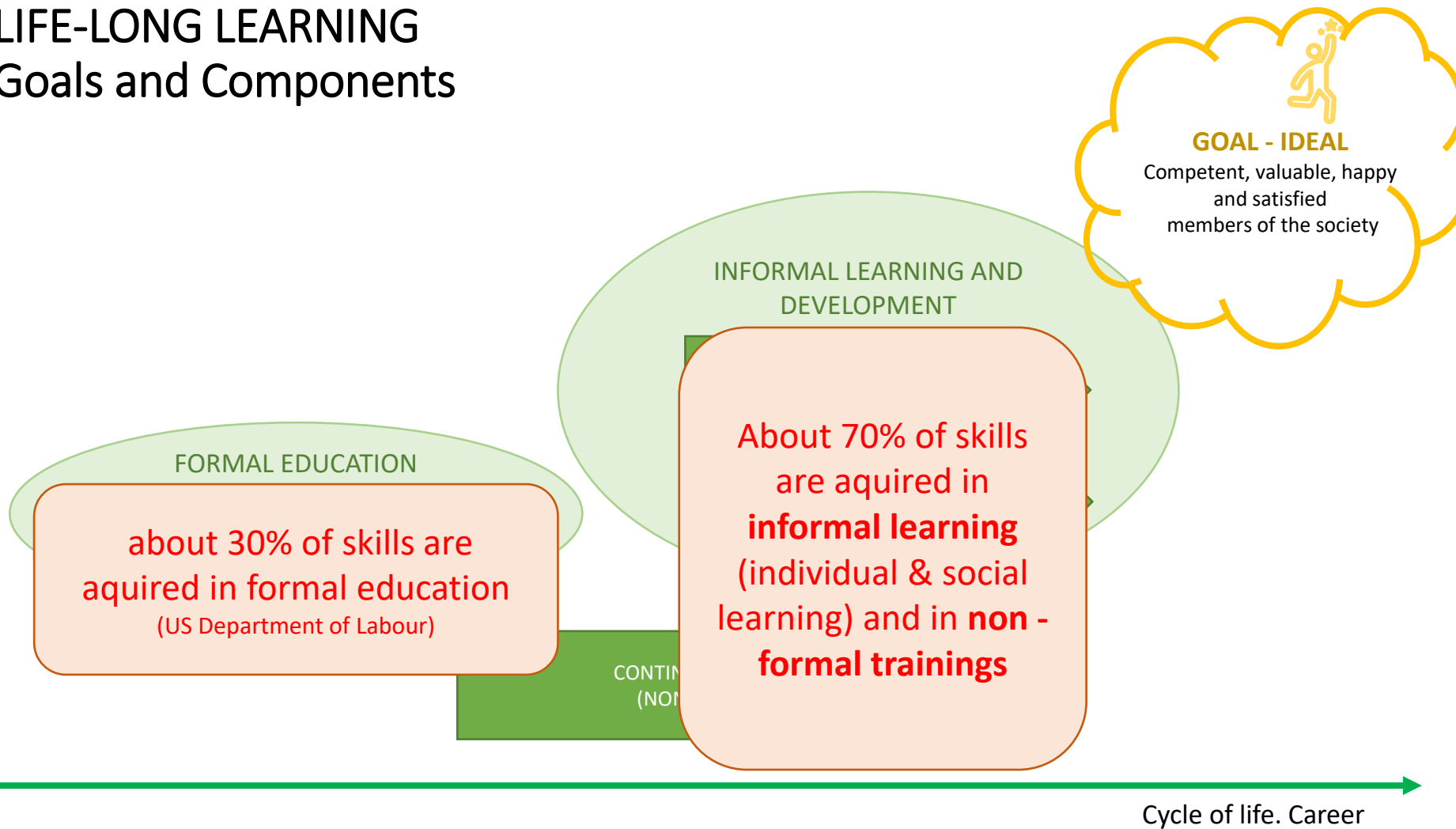
LIFE-LONG LEARNING

Goals and Components

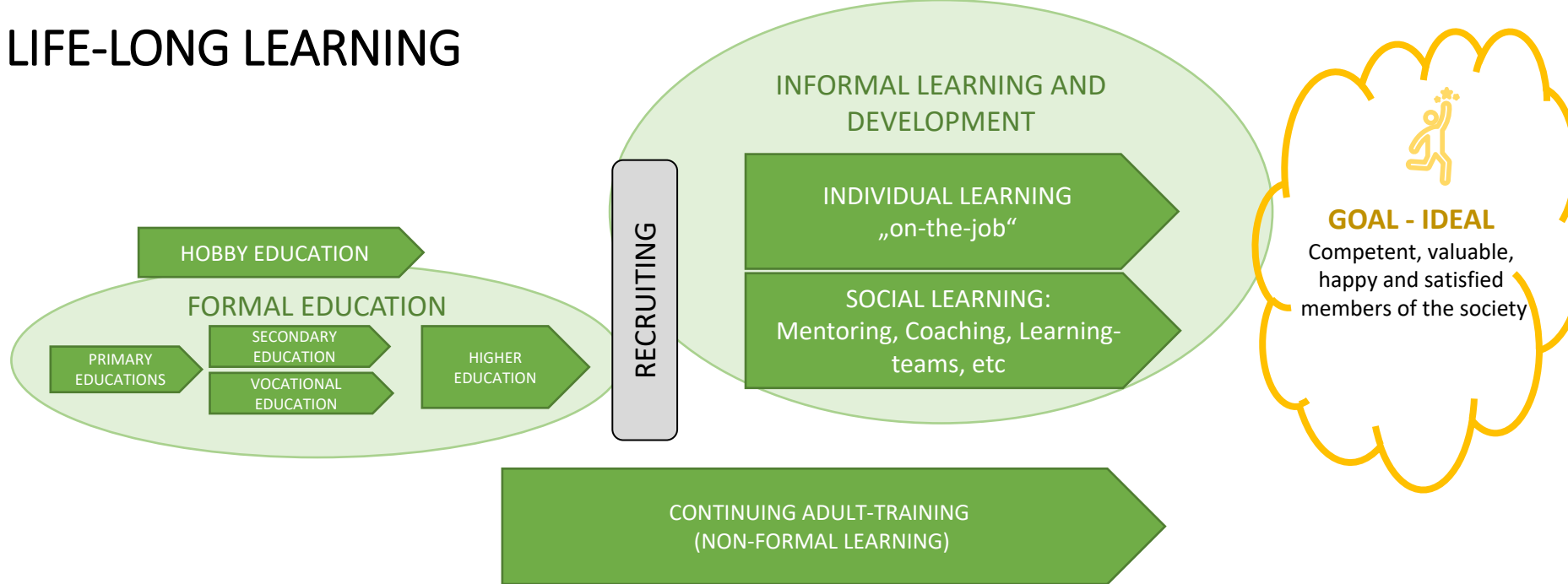


LIFE-LONG LEARNING

Goals and Components



LIFE-LONG LEARNING



Support systems:

System for designing competence models
Classification of competences

Evaluation and certification of Skills

Forecast of workforce and competence needs

Challenges

- NO unified approach to competence classification - differences between sectors and occupations
- Awarding occupational qualifications vs ICT professional certification
- What is „learning outcome“?

Thank you!

Focus areas to develop IT specialists' skills

	STEM		Formal Education			Training and Informal Learning
	Workplace	Citizen	General	VET	Higher	
Basic Digital Skills (DigComp)						
Information and Data Literacy	++	+++	!			
Communication and Collaboration	+++	++	!			
Digital Content Creation	+++	+	!			
Cybersecurity	+++	+++				
Problem Solving	+++	++				
High-level Digital Skills						
IT Specialist Skills						!
Digital Skills of non-IT Professions						!
Teachers						!
HealthCare						
...						
IT Management & Smart Customer Skills						!