Public-private stakeholder dialogue for competent IT profession

Estonian example

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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 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

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

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

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

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

7. The programme manager coordinates the implementation of the changes

Legend

- The programme manager’s activities
- Actions to be taken by the employer’s representative
- The activities of the programme council
- Document
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

GOAL - IDEAL
Competent, valuable, happy and satisfied members of the society

INFORMAL LEARNING AND DEVELOPMENT

INDIVIDUAL LEARNING „on-the-job“

SOCIAL LEARNING:
Mentoring, Coaching, Learning-teams, etc

CONTINUING ADULT-TRAINING
(NON-FORMAL LEARNING)

FORMAL EDUCATION
PRIMARY EDUCATIONS
SECONDARY EDUCATION
VOCATIONAL EDUCATION
HIGHER EDUCATION

Cycle of life. Career
LIFE-LONG LEARNING
Goals and Components

About 30% of skills are acquired in formal education (US Department of Labour)

About 70% of skills are acquired in informal learning (individual & social learning) and in non-formal trainings

GOAL - IDEAL
Competent, valuable, happy and satisfied members of the society

Cycle of life. Career
LIFE-LONG LEARNING

INFORMAL LEARNING AND DEVELOPMENT

INDIVIDUAL LEARNING „on-the-job“

SOCIAL LEARNING: Mentoring, Coaching, Learning-teams, etc

CONTINUING ADULT-TRAINING (NON-FORMAL LEARNING)

RECRUITING

FORMAL EDUCATION

HOBBY EDUCATION

PRIMARY EDUCATIONS
SECONDARY EDUCATION

VOCATIONAL EDUCATION

HIGHER EDUCATION

Support systems:

System for designing competence models
Classification of competences

Evaluation and certification of Skills

Forecast of workforce and competence needs

GOAL - IDEAL
Competent, valuable, happy and satisfied members of the society

Cycle of life. Career
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

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<th>Basic Digital Skills (DigComp)</th>
<th>Formal Education</th>
<th>Training and Informal Learning</th>
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