



1. Policy/practice

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* Keywords (These should also refer to themes relevant to other objectives groups where appropriate)	module, vocational education, curricula, implementation, curriculum development, workplace learning
* Outline, Summary (max. 500 characters)	The current example describes how curriculum development is enhanced in Kuressaare Vocational School. The school has 18 curricula for secondary vocational education, 14 curricula for vocational education after secondary education and 15 curricula for workplace learning. The best examples of module based study implementation are in social welfare and food and beverage fields as well as workplace learning. Further on information on curriculum development and implementation in each of these fields is provided.

2. Background

* Related national/regional policies/initiatives
Phare VET reformation program 1995-1998

3. Content of policy/initiative

* Implementation (<i>programmes, methods, measures and actions</i>)
Curricula conception has been modified and subject modules have been developed.
* Scope or level: national, regional, local
local, regional

Target Group(s) and beneficiaries (*definition and estimated numbers*)

secondary vocational education students (over 1000)
students in continuous learning or retraining (500)

4. Outcomes and results

* Outcomes, specific achievements; Perceived strengths, weaknesses and priorities for improvement (<i>qualitative and quantitative evidence</i>)
The school has 18 curricula for secondary vocational education, 14 curricula for vocational education after secondary education and 15 curricula for workplace learning. All curricula are module curricula in accordance with national VET standards. Limitations in implementing module studies in Kuressaare Vocational School are due to: a) Homogenised study administration (schedules, spaces etc) that does not always allow the best chronological order; b) Contradiction with study information database, e-school (e-journals) does not support administration of module studies. c) Teachers' lack of cooperation and readiness to implement module studies.

¹ Please note that it is important to provide the details of an individual who may be contacted by the consultants should they require further information.



Leonardo da Vinci

Description of example of good practice in modular education and vocational training

* **Transferability** (*how this example may have relevance in the European context?*)

Kuressaare Vocational School was part of Phare 2 program pilot project, wherein curricula compilation and implementation was consulted by experts from Finland, Holland and Ireland. These countries' experience in organising workplace learning was used in developing school's modules, which means that Kuressaare Vocational School's experience can be transferred in the other European countries.

Sources of the information provided

Estonian National Examination and Qualification Centre www.ekk.edu.ee

Ministry of Education and Research www.hm.ee

VET act (RK 19.12.2000) <https://www.riigiteataja.ee/ert/act.jsp?id=690522>

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Development of VET institutions' curricula, ESF measure 1.1 project 1.0101-0176, DVD, Tallinn 2007