

3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION



Monitoring survey results for Estonia

UNESCO Region	Central and Eastern Europe
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	Adult education is divided into formal education and continuing education. Formal education obtained within the adult education system allows adults to acquire basic and general secondary education at adult upper secondary schools through distance learning, evening courses or external study and higher education at universities through part time study. Continuing education means the provision of purposeful and organised studies on the basis of a curriculum outside the formal education.
1.2. Has the official definition of ALE changed since 2009?	Yes, a little
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for ALE programmes in your country?	No
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are seen part of an integrated whole.]	tend to agree

<p>1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.]</p>	<p>agree</p>
<p>1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]</p>	<p>agree</p>
<p>1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]</p>	<p>tend to disagree</p>
<p>1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]</p>	<p>tend to disagree</p>
<p>1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]</p>	<p>tend to disagree</p>

1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.]	tend to disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]	agree
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	Yes
1.5.1. What areas does it cover? [Adult literacy]	Not selected
1.5.1. What areas does it cover? [Policy]	Yes
1.5.1. What areas does it cover? [Governance]	Not selected
1.5.1. What areas does it cover? [Financing]	Yes
1.5.1. What areas does it cover? [Participation]	Yes
1.5.1. What areas does it cover? [Quality]	Yes
1.5.1. What areas does it cover? [Other]	
2.1. Overall, would you say that since 2009 your country ...	is at the same level as in 2009?
2.1.1. Provide the most significant indicator of this regression here.	
2.1.1. Provide the most significant indicator of this progress here.	

<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]</p>	<p>Yes</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]</p>	<p>Yes</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)]</p>	<p>Not selected</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]</p>	<p>Not selected</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]</p>	<p>Not selected</p>

<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills]</p>	<p>Not selected</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions]</p>	<p>Yes</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]</p>	<p>Yes</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]</p>	<p>Not selected</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]</p>	<p>Not selected</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]</p>	<p>Not selected</p>

<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]</p>	<p>Not selected</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]</p>	<p>Not selected</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]</p>	<p>Yes</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]</p>	<p>Not selected</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous peoples]</p>	<p>Not selected</p>
<p>2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?</p>	<p>Yes, a policy framework existed before 2009</p>
<p>2.4. Since 2009, has your country enacted any important new policies with respect to ALE?</p>	<p>Yes</p>

<p>2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document.</p>	<p>Estonian Lifelong Learning Strategy 2020 (adopted in 2014)https://www.hm.ee/sites/default/files/estonian_lifelong_strategy.pdfOperational Programme for Cohesion Policy Funds 2014-2020 (adopted in 2014)http://www.strukturifondid.ee/public/EE_OP_EN_2_12_2014.pdfAdult Education Programme 2015-2020 (adopted in 2015)https://www.hm.ee/sites/default/files/taiskasvanuharidusprogramm_2015-2018.pdf(available in Estonian)</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation]</p>	<p>agree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [developed more effective monitoring and evaluation systems]</p>	<p>tend to agree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements]</p>	<p>tend to agree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized]</p>	<p>tend to disagree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives]</p>	<p>agree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened inter-ministerial cooperation]</p>	<p>agree</p>

<p>3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?</p>	<p>Yes</p>
<p>3.2.1. Describe how the government consults on ALE policy.</p>	<p>The Ministry of Education and Research cooperates with stakeholders and civil society in formulation of ALE policies. For example the development process of the Lifelong Learning Strategy took place in collaboration with civil society organizations, the Estonian Cooperation Assembly and the Estonian Education Forum, experts from the fields of education and the labour market. During the development of the strategy, an advisory body was consulted. In compiling the strategy, the results and written commentaries of discussions with different stakeholders was taken into account. Estonia has also an Adult Education Council, formed and approved by the Minister of education and research. The Adult Education Council is an advisory body comprised of the representatives of the relevant ministries, continuing education institutions, formal education institutions, representative organisations of employers and employees and other persons and authorities engaged in the area of adult education. The Adult Education Council advises the Ministry of Education and Research and other parties in matters relating to the strategic planning, financing and organisation of the area of adult education. They participate in the preparation of development plans relating to the area and in monitoring the implementation thereof, give expert evaluations and mediate the opinions of the organisations represented in the Adult Education Council concerning the area.</p>
<p>3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interest to other countries?</p>	<p>Yes</p>
<p>3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.</p>	<p>Adult Education Act (2015) – determines outcome-based curricula for continuing education. URL: https://www.riigiteataja.ee/en/eli/529062015007/consolide (available in English) Continuing Education Standard (2015) - provides the requirements for the continuing education curricula, for the documents certifying the passing of and participation in continuing education and the list of continuing education curricula groups. URL: https://www.riigiteataja.ee/akt/126062015009 (available in Estonian) Estonian Occupational Qualifications System forms a part of the Estonian qualifications system that links life-long learning system and the labour market. Creating and implementing the system for the forecasting and monitoring of labour market needs (OSKA). Within the framework of this programme, the developmental potential and labour requirements of different economic sectors in Estonia will be analysed, using quantitative as well as qualitative methods. Lifelong learning will be planned, based on the occupational areas. The results of this analysis and projections will form the basis for establishing qualifications and a career counselling service, for the curriculum development work of educational institutions, as well as for different authorities that finance learning activities. For launching the system, the following structures will be brought together: 1) Sector skills councils in the most important occupational fields for Estonia – expert bodies that pool specialists in a specific field of activities. They will monitor, analyse, and project future labour market developments and</p>

	<p>the situation of initial and in-service education. 2) The high-level coordination committee is an expert committee, combining experts from different fields, that is in charge of planning and commissioning analyses and prognoses, utilizing comparative methods, based on the strategic needs of the State.</p>
4.1. What percentage of public education spending currently goes to ALE?	Do not know
4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has	Do not know
4.3. Does the government plan to increase or decrease spending on ALE?	Plans to increase
4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?	Yes

<p>4.4.1. Give details and provide references where appropriate and URL link if possible.</p>	<ul style="list-style-type: none"> • Changes in labour market training system - transition from providing training based on the wishes of the unemployed to a needs-based approach. Personalised training vouchers were introduced 2009. The personalised training voucher is a flexible tool to match the training as precisely as possible to the individual needs of the job-seeker, they can be used to choose a course offered by training providers approved by the Unemployment Insurance Fund (except for management training, general social skills or qualities training). In 2009-2010, only further training was available on the basis of training vouchers, but from 2011 they can be used for retraining as well. During one job-seeking period a customer can use up to EUR 2 500 worth of personalised training vouchers. Estonian Unemployment Insurance Fund - https://www.tootukassa.ee/eng • The use of European Social Fund in adult education. In the period 2008-2013, the European Social Fund financed three adult education programmes: 1) Work-related training in VET institutions and the development of adult education. The programme was launched in the summer of 2009 under the guardianship of the Vocational and Adult Education Department of the Ministry of Education and Research. In the course of the programme, free work-related training courses were held at institutions of vocational education and institutions of professional higher education that provide vocational training. Over the course of the programme 41 200 participants took part in work-related training-courses. The target population of the programme was the working age adult population across Estonia. 2) Training in popular adult education institutions. The programme was initiated in 2008 and was carried out by the Estonian Non-formal Adult Education Association. The training courses took place in 45 popular adult education centres in all counties, and provided information on the knowledge and skills necessary for increasing professional competitiveness and the key competences for lifelong learning required for coping successfully. Over the course of the programme over 33 000 people took part in over 2000 training courses. 3) Popularisation of adult education. The programme was launched in 2008 and was carried out by the Association of Estonian Adult Educators ANDRAS. The programme involved activities such as on-going organisation of the Adult Learners Week, broadcasting of radio-shows and TV series in Estonian Public Broadcasting in Estonian and Russian. More information can be found here: https://www.hm.ee/en/activities/structural-funds/adult-education-programmes
<p>5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has...</p>	<p>Increased</p>
<p>5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]</p>	<p>11,5</p>
<p>5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]</p>	<p>2014</p>
<p>5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group]</p>	<p>persons aged 25 to 64</p>

5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']	Lifelong learning refers to persons aged 25 to 64 who stated that they received education or training in the four weeks preceding the survey (numerator). The information collected relates to all education or training whether or not relevant to the respondent's current or possible future job.
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	http://ec.europa.eu/eurostat/tgm/table.do;jsessionid=nVbjlpnVatpivPZPSr45PfC5N4botXcu2w-xgk_Trka7rzM43-Fg!2040736553?tab=table&plugin=1&language=en&pcode=tsdsc440
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall]	Women participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education]	
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Technical and Vocational education and training (TVET)]	
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy]	
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education]	Women participate more

<p>5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]</p>	<p>do not know</p>
<p>5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)]</p>	<p>do not know</p>
<p>5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills]</p>	<p>do not know</p>
<p>5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]</p>	<p>do not know</p>
<p>5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]</p>	<p>do not know</p>
<p>5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]</p>	<p>do not know</p>
<p>5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]</p>	<p>do not know</p>

5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]	do not know
5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries?	Yes
5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009.	<ul style="list-style-type: none"> • The Programme “Work-related training and development of adult education” (2008-2014) The aim of the programme was to increase participation in lifelong learning and contribute to the labour market competitiveness of the adult population as well as to improve and develop the quality of training programmes and the field in general. In the course of the programme, free work-related training courses were held at institutions of vocational education and institutions of professional higher education that provide vocational training. Over the course of the programme 41 200 participants took part in work-related training-courses. Source: https://www.hm.ee/en/activities/structural-funds/adult-education-programmes • According to the new (2013) Vocational Educational Institutions Act institutions may grant applicants 22 years or older admission to vocational secondary education if they have competencies corresponding to the level of basic education URL: https://www.riigiteataja.ee/en/eli/505022014002/consolide • ESF programme entitled “Continuing the Education of Higher Education Dropouts –TULE” (2010-2013) provides the possibility for people who have discontinued their studies at the higher education level to complete their studies. • ESF programme called ‘KUTSE’ (2010-2013) created opportunities for vocational education students whose studies have been disrupted, to complete their studies. URL: https://www.hm.ee/en/activities/adult-education

6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Other]	
6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?	Yes
6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?	Yes, in some cases

<p>6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?</p>	<p>Yes, with sufficient capacity</p>
<p>6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE]</p>	<p>Yes</p>
<p>6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning, e.g. curricula and methods]</p>	<p>Yes</p>
<p>6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Diversity of providers]</p>	<p>Yes</p>
<p>6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Impact of new technologies on ALE]</p>	<p>Not selected</p>
<p>6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in ALE]</p>	<p>Yes</p>
<p>6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision]</p>	<p>Yes</p>

<p>6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]</p>	<p>Yes</p>
<p>6.5.1. Give references and URL link(s).</p>	<p>LEARNING OUTCOMES OF ALEPIAAC (Programme for the International Assessment of Adult Competencies) reports (The full reports are available in Estonian):Anspal, S., Järve, J., Jürgenson, A., Masso, M., Seppo, I. (2014). Usefulness of Skills on the Labour Market: 1st Thematic Report of PIAAC Survey. Estonian Ministry of Education and Research. URL: https://www.hm.ee/sites/default/files/1st_thematic_report_usefulness_of_skills_on_the_labour_market.pdf (Summary of main findings in English)Halapuu, V. (2015). Measuring Skills and Education Mismatch in Estonia on the Basis of PIAAC Data. 7th Thematic Report of PIAAC Survey. Estonian Ministry of Education and Research. URL: https://www.hm.ee/sites/default/files/mismatch.pdf (Summary of main findings in English)Masso, M., Järve, J., & Kaska, M. (2014). Low and Top Performers of Information Processing Skills in Estonia: 3rd Thematic Report of PIAAC Survey. Estonian Ministry of Education and Research. URL: https://www.hm.ee/sites/default/files/3rd_thematic_report_low_and_top_performers_of_information_processing_skills_in_estonia.pdf (Summary of main findings in English)Pruulmann-Vengerfeldt, P., Roots, A., Strenze, T., & Ainsaar, M. (2015). The Level of Problem-Solving Skills in a Technology-Rich Environment and the Use of ICT among Estonian Adults: 5th Thematic Report of PIAAC Survey. Estonian Ministry of Education and Research. URL: https://www.hm.ee/sites/default/files/ikt.pdf (Summary of main findings in English)Saar, E., Unt, M., Lindemann, K., Reiska, E., Tamm, A. (2014). Skills and Lifelong Learning. What does Estonia Have to Learn in Terms of Improving Skills and Who Can We Learn It From? 2nd Thematic Report of PIAAC Survey. Estonian Ministry of Education and Research. URL: https://www.hm.ee/sites/default/files/oskused_ja_elukestev_ope_-_piaac.pdf (Summary of main findings in English)More information about PIAAC Estonia can be found here: https://www.hm.ee/en/piaacQUALITY CRITERIA FOR TEACHING AND LEARNING, E.G. CURRICULA AND METHODS Lauringson, A., Villsaar, K., Tammik, L., ja Luhavee, T. (2011). Impact Evaluation of Labour Market Training. Estonian Unemployment Insurance Fund. URL: https://www.tootukassa.ee/sites/tootukassa.ee/files/Impact_Evaluation_of_Labour_Market_Training.pdf (available in English)Villsaar, K., Lauringson, A., Tammik, L., & Luhavee, T. (2012). Impact Evaluation of Work Practice. Estonian Unemployment Insurance Fund. URL: https://www.tootukassa.ee/sites/tootukassa.ee/files/Work_Practice_Evaluation.pdf (available in English)DIVERSITY OF PROVIDERS Vainu, V., & Reivart, K. (2010). Enquiry of Private Continuing Education Institutions and Educators. Estonian Ministry of Education and Research. URL: http://dspace.utlib.ee/dspace/bitstream/handle/10062/40867/Tai_skasv_Erataiend.pdf?sequence=1 (available in Estonian)EQUITY ISSUES IN ALE Halapuu, V. (2015). The Role of Information Processing Skills in Determining the Gender and Linguistic Wage Gap in Estonia: 4th thematic Report of PIAAC Survey. Estonian Ministry of Education and Research. URL: https://www.hm.ee/sites/default/files/sugu_ja_keel.pdf (Summary of main findings in English)BARRIERS TO ALE PARTICIPATION AND PROVISION Espenberg, K., Beilmann, M., Rahn, M., Reincke, E., Themas, E. (2012). Reasons for dropping off from Vocational Education in Estonia. RAKE. URL: http://dspace.utlib.ee/dspace/bitstream/handle/10062/40741/Exe</p>

	<p>cutive%20summary.pdf?sequence=2 (Executive Summary in English)Roosalu, T., Roosmaa, E.-L., Lindemann, K., Reiska, E., Saar, E., Unt, M., Vöörmann, R., & Lang, A. (2013). Adult Learners in Estonian Higher Education System. SA Archimedes. URL: http://primus.archimedes.ee/sites/default/files/uuringud/Taiskasvanud_oppija_trykis%20oige%20ISBNga_0.pdf (available in Estonian)Roosmaa, E.-L. (2010) Adult Learners in Formal Education: Experiences and Perspectives. Country report Estonia. LLL2010 Working Paper No 38. URL: http://lll2010.tlu.ee/publications/working-papers/lll2010-working-papers-on-sp3-survey-of-adult-learners-in-formal-education/d20-lll2010-working-papers_sp3_estonia_38.pdf/view (available in English)Roosmaa, E.-L.; Saar, E. (2011) Barriers to and in Participation in Lifelong Learning. Country Report on Estonia. LLL2010 Subproject 2. URL: http://lll2010.tlu.ee/folder.2006-02-22.7534376022/subproject-2/sp2-national-reports/sp2_nr_estonia_b-3.pdf/view?searchterm=Estonia (available in English)Räis, M.-L., Kallaste, E., Kaska, M., Järve, J., & Anspal, S. (2014). Supporting Adults without Secondary Education in Returning to Formal Education. URL: http://www.centar.ee/uus/wp-content/uploads/2014/06/Returning-to-formal-education-Report-in-English.pdf (available in English)Rummo-Laes, T.-L. (2009). Adult Education. Statistics Estonia. URL: http://www.stat.ee/31391 (Available in Estonian and English)Saar, E., Unt, M., Lindemann, K., Reiska, E., Tamm, A. (2014). Skills and Lifelong Learning. What does Estonia Have to Learn in Terms of Improving Skills and Who Can We Learn It From? 2nd Thematic Report of PIAAC Survey. Estonian Ministry of Education and Research. URL: https://www.hm.ee/sites/default/files/oskused_ja_elukestev_ope_-_piaac.pdf (Summary of main findings in English)OTHER ISSUESAnspal, S., Järve J., Kallaste, E., Kraut, L., Räis, M. L., Seppo, I. (2011). The Cost of School Failure in Estonia: Technical Report. CentAR. http://www.centar.ee/uus/wp-content/uploads/2011/03/2012.03.29-Cost-of-school-failure-in-Estonia-final-technical.pdf (available in English)Anspal, S., Jääts, K., Järve, J., Kallaste, E., Maar, K., Mägi, A., & Toots, A. (2012). Evaluation of Labour Market Training and Wage Subsidy. CentAR. URL: http://www.centar.ee/uus/wp-content/uploads/2012/01/Executive-Summary.pdf (English Summary)Haaristo, H.-S., & Nestor, M. (2014). Overview and analysis of the development process of work-related training courses through state-commissioned study places in the framework of the ESF program "Work-related training and development activities for adults". PRAXIS. URL: http://www.praxis.ee/wp-content/uploads/2014/03/Koolitustellimuse-protsessi-uuring.pdf (Executive Summary available in English)Järve, J., Räis, M. L., & Seppo, I. (2012). Participation of low educated adults in lifelong learning. CentAR. URL: http://www.centar.ee/uus/wp-content/uploads/2012/12/2012.12.12-Erialase-hariduseta-inimeste-osalemise-elukestvas-%C3%B5ppes-l%C3%B5ppraport_ver-1.3.pdf (available in Estonian)Räis, M. L., & Järve, J. (2013). Overview of measures for financing lifelong learning. CentAR. URL: http://www.centar.ee/en/case-studies/financing-lifelong-learning/ (available in English)</p>
<p>6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?</p>	<p>Yes</p>

<p>6.6.1. Give details and provide sources and URL links if possible.</p>	<p>Adult Education Act (2015) – determines outcome-based curricula for continuing education. The aim of the new act is to increase the transparency and quality of continuing education and enlarge continuing education providers responsibility. https://www.riigiteataja.ee/en/eli/529062015007/consolideContinuing Education Standard (2015) - provides the requirements for the continuing education curricula, for the documents certifying the passing of and participation in continuing education and the list of continuing education curricula groups. https://www.riigiteataja.ee/akt/126062015009Vocational Educational Institutions Act (2013) – extensive use of outcome-based principles in the evaluation and establishing of qualification criteria for types of vocational training, curriculums and for personnel working in the teaching and pedagogical profession https://www.riigiteataja.ee/en/eli/517062014003/consolideProfessional Standards for Adult Educators (level 5-7) are providing the competency requirements for adult educators. http://www.kutsekoda.ee/en/kutsesysteem/tutvustus/kutsstandardid_eng</p>
<p>Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Health and well-being]</p>	<p>somewhat</p>
<p>Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Society and community]</p>	<p>somewhat</p>
<p>Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes]</p>	<p>somewhat</p>
<p>7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being]</p>	<p>3</p>

7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health]	3
7.1.1. Explain your response here.	The contribution of ALE to personal health and well-being is recognized but the focus of Estonian ALE policy and practice is on the labour market competitiveness of the adult population.
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences]	Not selected

<p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]</p>	<p>Not selected</p>
<p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]</p>	<p>Not selected</p>
<p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]</p>	<p>Not selected</p>
<p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]</p>	<p>Not selected</p>
<p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]</p>	<p>Not selected</p>
<p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health]</p>	<p>Not selected</p>

<p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]</p>	<p>Not selected</p>
<p>7.2.1. Please provide your sources.</p>	<p>SELF-REPORTED HEALTH According to OECD Skills Outlook 2013, adults with lower levels of skills in literacy are more likely to report having a fair to poor health. OECD Skills Outlook 2013. First Results from the Survey of Adult Skills. URL: http://skills.oecd.org/documents/OECD_Skills_Outlook_2013.pdf http://www.oecd.org/site/piaac/Estonia.pdf A broader overview of Estonian adult population health behaviour can be found here: Tekkel, M., & Veideman, T. (2015). Health Behavior among Estonian Adult Population, 2014. National Institute for Health Development. URL: https://intra.tai.ee/images/prints/documents/14274488161_T2iska_svanud_rahvastiku_tervisek2itumise_uuring_2014.pdf More information on the web page of National Institute for health Development. URL: http://www.tai.ee/en/health-data/health-statistics-and-health-research-database</p>
<p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]</p>	
<p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household income inequalities]</p>	
<p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity]</p>	

<p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE programmes]</p>	
<p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or intersectoral collaboration]</p>	
<p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]</p>	
<p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding]</p>	
<p>7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?</p>	<p>Not much, but to an increasing extent</p>
<p>7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?</p>	<p>Yes</p>

[Name of coordinating body:]	National Institute for Health Development
[Briefly describe its mandate and activities:]	The National Institute for Health Development is a government established research and development body collecting, connecting and providing reliable national information from a multitude of sources, related to the health of the Estonian population.
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]	Not selected
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]	Not selected
8.1.1. Give sources for checked options.	Halapuu, V., & Valk, A. (2013). Adults Skills in Estonia and around the world: initial findings of PIAAC. Estonian Ministry of Education and Research. URL: https://www.hm.ee/sites/default/files/piaac_esmased_tulemused.pdf (Available in Estonian)
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)]	to a small extent

<p>8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]</p>	<p>to a small extent</p>
<p>8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)]</p>	<p>to a large extent</p>
<p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]</p>	
<p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]</p>	

<p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]</p>	
<p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]</p>	
<p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]</p>	
<p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]</p>	
<p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]</p>	
<p>8.3.1. Please specify</p>	

<p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]</p>	<p>to a small extent</p>
<p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]</p>	<p>to a large extent</p>
<p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]</p>	<p>to a small extent</p>
<p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]</p>	<p>to a small extent</p>
<p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]</p>	<p>not at all</p>

<p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]</p>	<p>to a small extent</p>
<p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]</p>	
<p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other]</p>	<p>to a large extent</p>
<p>8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers.</p>	<p>not at all</p>
<p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]</p>	<p>a lot</p>

<p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Cultural rituals and traditional knowledge systems]</p>	<p>a lot</p>
<p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]</p>	<p>somewhat</p>
<p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the environment]</p>	<p>a lot</p>
<p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]</p>	<p>not at all</p>
<p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre]</p>	<p>not at all</p>
<p>Groups that are the hardest to reach with ALE programmes? [Refugees]</p>	<p>Not selected</p>
<p>(a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)]</p>	<p>Not selected</p>

(a) the hardest to reach with ALE programmes [Residents of rural or remote areas]	Not selected
(a) the hardest to reach with ALE programmes [Residents of institutions (prisons, hospitals, etc.)]	Not selected
(a) the hardest to reach with ALE programmes [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Yes
(a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families]	Not selected
(a) the hardest to reach with ALE programmes [People living with chronic illnesses or disabilities]	Yes
(a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]	Yes
(a) the hardest to reach with ALE programmes [Other]	
Groups where ALE programmes have had some success [Refugees]	Not selected
(b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)]	Not selected
(b) groups where ALE programmes have had some success [Residents of rural or remote areas]	Not selected

(b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)]	Not selected
(b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Not selected
(b) groups where ALE programmes have had some success [Migrants (not refugees) and their families]	Not selected
(b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities]	Not selected
(b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)]	Not selected
(b) groups where ALE programmes have had some success [Other]	People with higher education
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Company/organization success (in terms of profitability, efficiency, quality of service, etc.)]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]	Not selected

<p>9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change]</p>	<p>Not selected</p>
<p>9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)]</p>	<p>Yes</p>
<p>9.1.1. Provide sources for the selected options.</p>	<p>Training has higher effects on later employment probability for older people (50+). Leetmaa, R., Võrk, A., Kupts, M., & Kirss, L. (2015). Counterfactual Impact Evaluation (CIE) of Estonian Adult Vocational Training Activity. PRAXIS. (preliminary results, the final report is not yet available)</p>
<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]</p>	<p>Both</p>
<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)]</p>	<p>Both</p>
<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]</p>	<p>Both</p>
<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]</p>	<p>Both</p>

<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]</p>	<p>No evidence</p>
<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Continuing professional and skills development leading to recognized certification or qualification]</p>	<p>No evidence</p>
<p>9.2.1. Provide sources for the selected options.</p>	<p>1) Employability (entry into labour market, remaining in employment) Anspal, S., Jääts, K., Järve, J., Kallaste, E., Maar, K., Mägi, A., & Toots, A. (2012). Evaluation of Labour Market Training and Wage Subsidy. CentAR. URL: http://www.centar.ee/uus/wp-content/uploads/2012/01/Executive-Summary.pdf (English Summary)Lauringson, A., Villsaar, K., Tammik, L., ja Luhavee, T. (2011). Impact Evaluation of Labour Market Training. Estonian Unemployment Insurance Fund. URL:https://www.tootukassa.ee/sites/tootukassa.ee/files/Impact_Evaluation_of_Labour_Market_Training.pdf (available in English)Leetmaa, R., Võrk, A., Kupts, M., & Kirss, L. (2015). Counterfactual Impact Evaluation (CIE) of Estonian Adult Vocational Training Activity. PRAXIS. (preliminary results, the final report is not yet available)2) Performance in current job (individual productivity, quality of work, achievement) Rummo-Laes, T.-L. (2009). Adult Education. Statistics Estonia. URL: http://www.stat.ee/31391 (Available in Estonian and English)3) Career prospects4) Employee salary levelsLeetmaa, R., Võrk, A., Kupts, M., & Kirss, L. (2015). Counterfactual Impact Evaluation (CIE) of Estonian Adult Vocational Training Activity. PRAXIS. (preliminary results, the final report is not yet available)</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills]</p>	
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills]</p>	

<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training]</p>	<p>Modest</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2]</p>	<p>Strong</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training]</p>	<p>Strong</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training]</p>	<p>Strong</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning]</p>	<p>Do not know</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning]</p>	<p>Do not know</p>

<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training]</p>	<p>Do not know</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]</p>	<p>Do not know</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed learning]</p>	<p>Modest</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]</p>	<p>Modest</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]</p>	<p>Strong</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]</p>	<p>Modest</p>

<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]</p>	<p>Modest</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]</p>	<p>Modest</p>
<p>9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?</p>	<p>Yes</p>
<p>9.4.1. Give details and provide references and URL links if possible.</p>	<p>Anspal, S., Järve, S., Jääts, K., Kallaste, E., Maar, K., Mägi, A., & Toots, A. (2012). Interim evaluation of the wage subsidies and labour marketing training. CentAR & InterAct Projektid ja Koolitus OÜ. URL: http://www.centar.ee/uus/wp-content/uploads/2012/01/2012_06_07-T%C3%B6%C3%B6turumeetmete-hindamise-l%C3%B5ppraport-CENTAR-InterAct-final.pdf (Available in Estonian)Anspal, S., Järve, J., Jürgenson, A., Masso, M., Seppo, I. (2014). Usefulness of Skills on the Labour Market: 1st Thematic Report of PIAAC Survey. Estonian Ministry of Education and Research. URL: https://www.hm.ee/sites/default/files/1st_thematic_report_usefulness_of_skills_on_the_labour_market.pdf (Summary of main findings in English)Haaristo, H.-S., & Nestor, M. (2014). Overview and analysis of the development process of work-related training courses through state-commissioned study places in the framework of the ESF program "Work-related training and development activities for adults". PRAXIS. URL: http://www.praxis.ee/wp-content/uploads/2014/03/Koolitustellimuse-protsessi-uuring.pdf (Executive Summary available in English)Lauringson, A., Villsaar, K., Tammik, L., ja Luhavee, T. (2011). Impact Evaluation of Labour Market Training. Estonian Unemployment Insurance Fund. URL:https://www.tootukassa.ee/sites/tootukassa.ee/files/Impact_Evaluation_of_Labour_Market_Training.pdf (available in English)Villsaar, K., Lauringson, A., Tammik, L., & Luhavee, T. (2012). Impact Evaluation of Work Practice. Estonian Unemployment Insurance Fund. URL: https://www.tootukassa.ee/sites/tootukassa.ee/files/Work_Practice_Evaluation.pdf (available in English)Leetmaa, R., Vörk, A., Kupts, M., & Kirss, L. (2015). Counterfactual Impact Evaluation (CIE) of Estonian Adult Vocational Training Activity. PRAXIS. (Not yet available)</p>