



# Session 4: Mapping of the Estonian Education Strategy 2014-2020



# Objectives

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- Investigate the potential links/interdependency between different education objectives
- Identify which indicators (existing/to be developed) could help monitor progress



## Outline

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- 1) Overview of the links between the different goals and outcomes in the education strategy
- 2) Thematic analyses on specific education objectives
- 3) Mapping of the strategic goals onto an OECD framework



## 1) Overview of the links between the different goals and outcomes in the strategy

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- **Mapping** presenting the **main interactions between the different goals and outcomes** in the Estonian Education Strategy
- *In order to reach a given outcome, should we previously reach another one? Should some outcomes in the strategy be aligned?*
  - E.g. Evaluating teachers and principals in outcomes 2.2 and 2.3 could help identify training needs, and therefore help reach outcome 1.3 (on the development of in-training programmes)



## 2) Thematic analyses on specific education objectives

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- **4 thematic analyses** on objectives that are important for the Estonian Ministry of Education, but which may not be associated to a specific goal/outcome in the strategy
  - 3 analyses focus a specific key indicator:
    - **Early leavers**
    - **Digital competences**
    - **Attractiveness of the teaching profession**
  - 1 analysis investigates jointly several key indicators that are closely related:
    - **Lifelong learning and labour market outcomes**
- Example – Attractiveness of the teaching profession:
  - *What outcomes need to be reached in order to increase the attractiveness of the teaching profession?*
  - *What key and goal indicators could help monitor progress towards meeting this objective?*



### 3) Mapping of the strategic goals onto an OECD framework

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- **Mapping framework organizing indicators in terms of inputs/processes/outputs/outcomes**
- *Which steps need to be reached in order to fulfil each of the goals in the strategy? Which indicators (available/to be developed) could help monitor progress for each step?*

# Definitions

## INPUT

Measure of a policy action that can be directly changed by the actors in order to facilitate the process (*e.g. financing and/or creation of teacher training programmes*). **Correspond mostly to the activities described in the strategy document**

## PROCESS

Measure of the participation of actors in the process, especially thanks to the existence of the input (*e.g. participation in teacher training programmes*). **What needs to happen or how must actors (e.g. teachers, school leaders, students) use the input given, in order to achieve the output?**

## OUTPUT

Measure relating to the link between the input + process and the outcome (*e.g. training is useful to improve teaching in classrooms*). **What is the desired goal of this input plus process?**

## OUTCOME

The ultimate goal that is expected to occur if all the outputs are reached (*e.g. teachers are well prepared and good at their job*). In this case, the outcome is the accomplishment of the strategic measures established in the strategy (2.1, 2.2, 2.3 and 2.4)

**Links between inputs or between outputs** mark only intended, regular links in the design of the policy, based on the strategy document (*e.g. external assessment of school leaders will point to needed training, so it is linked to provision of training*).

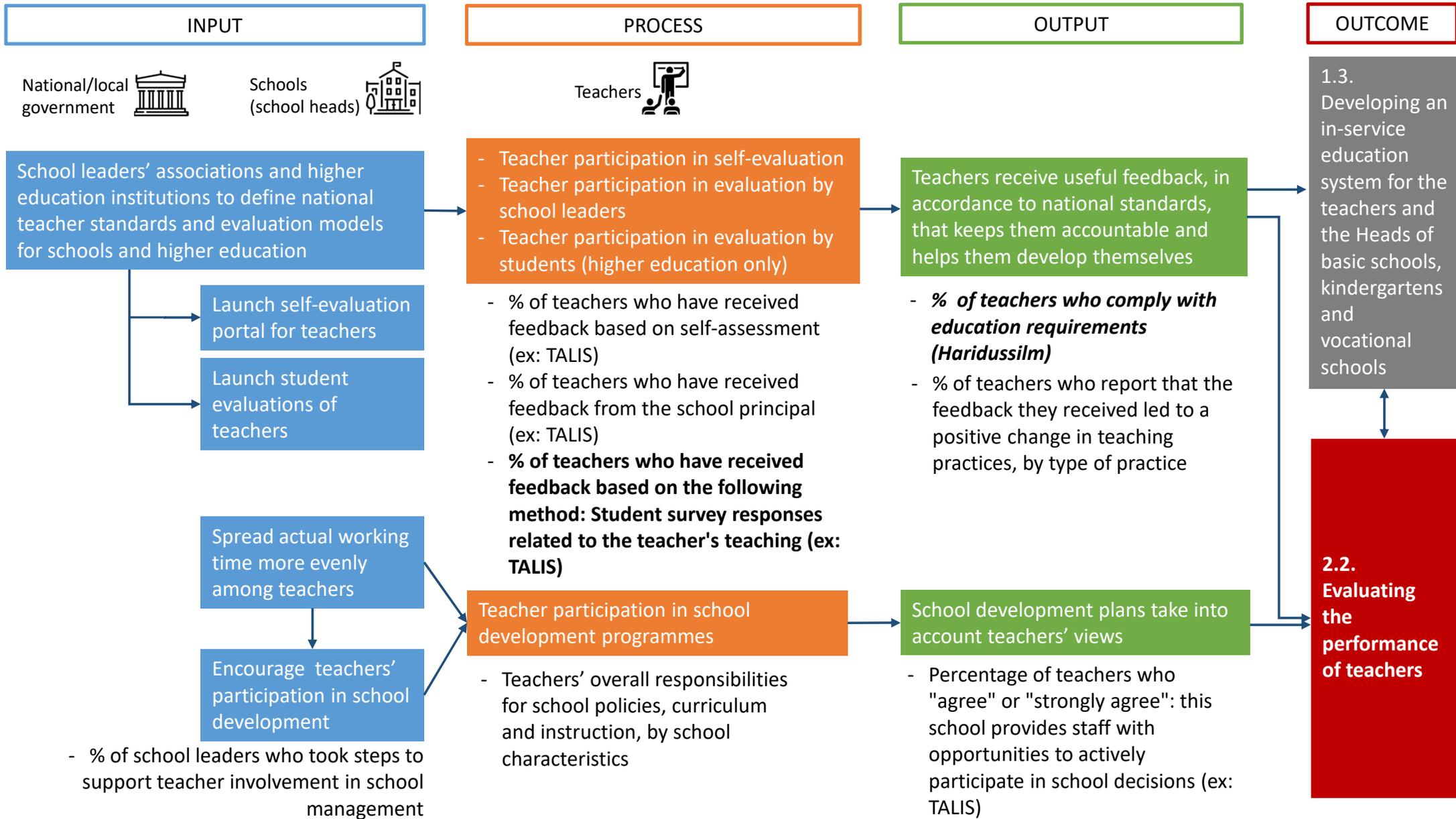


## Why the structure of input/process/output?

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If an education goal is not reached, this structure helps assess where the issue may originate from:

- INPUT: Is there a lack of input (*e.g. creation of teacher training programmes*)?
- PROCESS: A lack of use (*e.g. participation in the training programme*)?
- OUTPUT: Or a lack of quality and relevance?





## Summary

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The mappings will help assess steps that may be taken to reach education objectives:

**1) Overview of the links between the different goals and outcomes in the strategy**

→ *In order to reach a given outcome, should we previously reach another one? Should some outcomes in the strategy be aligned?*

**2) Thematic analyses on specific education objectives**

→ *To reach these objectives, what outcomes needs to be reached, and what key and goal indicators could help monitor progress?*

**3) Mapping of the strategic goals in terms of inputs/processes/outputs/outcomes**

→ *Which steps need to be reached in order to fulfil each of the goals in the strategy? Which indicators (available/to be developed) could help monitor progress for each step?*



## How these tools will be used

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- Help assess stakeholders' data use and data needs (e.g. interest in monitoring specific inputs/processes/outputs)
- Help the Ministry of Education review the current strategy and gauge the extent to which objectives have been reached [More information in session 5]