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“Testing New Approaches to Training VET and Workplace  
Tutors for Work Based Learning (TTT4WBL)”**

**COUNTRY SPECIFIC NEEDS ANALYSIS  
REPORT FOR THREE BALTIC COUNTRIES -  
LITHUANIA, LATVIA, ESTONIA**

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**Erasmus + Project “Testing New Approaches to Training VET and Workplace Tutors for Work Based Learning (TTT4WBL)”**

**COUNTRY SPECIFIC NEED ANALYSIS FOR TTT4WBL  
(Lithuania, Latvia, Estonia)**

**General description of current situation related to work-based learning (WBL) and apprenticeship in general in each Baltic country**

Before the mid of 2013 the work-based learning (WBL) was mainly a theoretical concept in Latvia. Latvia explored good practice examples of countries as Germany, Austria, Estonia, Lithuania and others. Then the Ministry of Education and Science (MoES) made an informed decision to take the so-called ‘bottom-up’ approach, calling on VET institutions and businesses to pilot the implementation of WBL on a voluntary basis to develop an appropriate model for the national concept.

In accordance with data provided by Survey Center, there was an increasing interest in WBL from VET institutions already from in 2014. It was shown, that about 27% of enterprises that have been involved in the process of implementing WBL considered their experience as successful. The provided evaluation was based on the ability of companies within WBL to attract new potential employees. Overall approximately 42% of entrepreneurs considered that conditions for the implementing WBL were clear. As a result of the work that has been done in close co-operation with social partners and industry representatives, the number of schools that applied to take part in the WBL pilot project in 2014/15 school year was approximately 3-4 times higher than in pilot starting year, and the number of participating enterprises increased six-fold compared to 2013/14. In 2014/15 study year around 20 VET institutions were involved in WBL in co-operation with around 200 entrepreneurs offering around 40 different programs involving around 500 learners. In 2015/2016 study year according to the estimates of VET institutions, around 2000 learners had already been involved in WBL type schemes. It should be noted, however, that the understanding of the WBL concept was still interpreted in a flexible way. For this reason, after the adoption of the Cabinet of Ministers Regulation on WBL in Latvia July 15 2016 (where the criteria for compliance were described concretely) the number of students involved in WBL in a relative way could be considered as decreasing since only a full compliance with the formal WBL criteria allowed to declare the students as being involved in it. The two main criteria in the WBL

regulation which the companies still find difficult to comply with are: 1) the employers have to pay the WBL student a salary (based on job contract) or a stipend (grant); 2) the workplace tutor has to have not only professional competence but also certain pedagogical competence – as by implementing the WBL program in the company environment he is also involved in the education process when pedagogical competence is indispensable. For many companies these two factors are still a challenge - due to various reasons. Thus – many schools and companies are involved in a kind of semi-work based learning – like an advanced work-placement in a company but not compliant with full WBL requirements. This is also a challenge for statistics, but could be a typical situation when a completely new approach is being implemented with a new legal framework.

It should be noted that a major impact on the WBL developments in Latvia and in the Baltics had the EU Erasmus+ programme project “National Authorities for Apprenticeships: Implementing Work Based Learning in Latvia, Lithuania and Estonia (WBL-Baltic), 2014-3566/001-001” implemented in the period 1 December, 2014 till 28 February, 2017 – under the co-ordination of the Ministry of Education and Science of Latvia.

A following overview of the project activities will allow better understanding the Baltic context for VET developments and the starting point for developing VET and company tutors’ competences:

The project “National Authorities for Apprenticeships: Implementing Work Based Learning in Latvia, Lithuania and Estonia (WBL-Baltic)” acted as a facilitator for national reforms in the 3 Baltic States, and as a tool for enhanced cooperation, exchange of information and experience, as well as for peer learning on implementing VET reforms, and especially developing further and promoting WBL and apprenticeships. Latvia, Lithuania and Estonia each are implementing their own activities, and within this project mutual cooperation and coordination was being ensured.

The main problems addressed in the project were incomplete legal framework to accommodate WBL needs, insufficient WBL availability due to tradition of school-based VET, insufficient involvement and awareness of stakeholders, in particular employers. At the same time, there was an increasing pressure from the social partners and policy makers to improve quality and labour market relevance of VET. The following activities have been performed and results achieved at Baltic level:

- In 2015, during the Latvian Presidency of the Council of the European Union, The Baltic Alliance for Apprenticeships (BAfA) was launched. It is based on the Declaration of cooperation between the three Baltic States on the VET issues which was signed by the three Ministers responsible for

Education of the Baltic countries on June 22, 2015, during the Meeting of Ministers in charge of Vocational Education and Training, European Social Partners and European Commission, devoted to the European Alliance for Apprenticeships. This declaration provides the basis for co-operation of the three Baltic countries in the field of WBL and for activities to promote WBL in all Baltic States. During the project Steering Committee meetings and the Baltic seminar in Riga 24 January, 2017 concrete measures were be discussed on the implementation of BAfA in practice:

- The visual identity – logo – for BAfA has been created and Visual Identity Guidelines developed.

- In Latvia, background research has been carried out. Moderated discussion of all key stakeholders have been organised, in order to agree on evidence-based development of legal framework to accommodate WBL needs (5 round-table discussions, 4 regional dissemination seminars and 1 national level seminar with the participation of International Labour Organisation (ILO) experts). The discussions and the background documents were prepared by the expert team incorporating representatives from VET institutions, public administrations, social partners and employers. The national campaign has been organised to promote WBL and to collect and share examples of good practices. A Baltic seminar and the Final international conference has been organised in Latvia to agree on common Baltic challenges, solutions and areas for cooperation within BAfA to develop WBL; Members of the Parliamentary Commission on Education, Culture and Research of Latvia participated in the work of the conference, as well as. The participants in the final project conference represented: European Commission (Ms Dana Bachman), CEDEFOP (Mr James Calleja's video address, Ms Irina Jemeljanova in presence), Swiss Ministry of Education, Swiss Embassy, German Embassy, the Latvian Parliament members, the Vice-President of the Baltic Assembly,, ministries (Education and research, Economy, Welfare, Culture, Finances, Foreign affairs), Agencies under ministries; International Labour organisations, foreign investors council (FICIL), GOPA; Baltic VET providers (schools, colleges, universities), employers (counterparts in providing training practices and WBL), sector associations, employers' organisations, social partners, sector expert councils, HE institutions, researchers, as well as other international representatives/organisations and individual participants. The event was widely represented in media – press, TV, social media.

- In the Baltic seminar 24 January, 2017 delegations from the three Baltic countries included policy makers (ministries), ministry agencies, VET institutions' representatives, social partner, sector and employers' representatives. This allowed for a multisided dialogue and promotion of best practice, as well as for determining the framework and content of the potential future co-operation.

A promotional seminar for employers involved in WBL was organised by the project partner Employers' Confederation of Latvia 24 February, 2017 with the aim of presenting BAfA and the initiatives of the European Alliance for Apprenticeships (EAfA). As a result of the seminar 16 Latvian employers submitted their pledges to EAfA.

- In Lithuania, objectives of activities are: elaboration and agreement among all key stakeholders on concrete immediate key actions; improving awareness about benefits of WBL/apprenticeship; ensuring participation of all key stakeholders to raise their awareness, involvement and commitment. The main outputs are: country background report and action plan, round table discussions in the preparation phase, awareness raising campaign and an international conference 20 May, 2016. Final Action plan to Implement and Develop Apprenticeship in Lithuania includes reviews of apprenticeship schemes and WBL in Lithuania. These have been analysed to elaborate concrete immediate procedures needed for strengthening apprenticeship and WBL. Models for apprenticeship development, as well as recommendations from the Lithuanian pilot project have been prepared so that concrete actions and responsibilities could be formulated for subsequent implementation. The actions proposed were presented, discussed and agreed in round tables discussions with all the key stakeholders (representatives of Ministries for Social Security and Labour and Economy and major social partner and industry organisations). The developed final action plan aims at proposing necessary improvements of legal basis, governance and financing of apprenticeship. Six round tables were implemented to stimulate dialogue leading to partnerships for apprenticeship schemes implementation and better relevance of WBL. The topics of round tables were formulated taking into consideration the key success factors for apprenticeship/ WBL suggested in the EC guidebook "Apprenticeship and Traineeship Schemes in EU27: Key Success Factors": Robust Institutional and Regulatory Framework (1); Active Social Partner Involvement (2); Close Partnerships between Employers and Educational Institutions (3); Close Alignment with the Labour Market Needs (4); Robust Quality Assurance (5); Funding including Employer Subsidies and Other Incentives (6). In each workshop successful cases of WBL were presented. External speakers from abroad and Lithuania were invited to present good practices and stimulate discussions. The outcomes of discussions of round tables were included into testing Initial Action Plan and improving it, that resulted in preparing Final Action Plan.

The impact - national agreement on concrete key actions and procedures for strengthening of WBL;

- In Estonia, existing practices among different employers and VET institutions and different local project outcomes have been analysed to identify best practices and possible motivation

schemes for employers. To improve awareness about the benefits and possibilities of participating in WBL among employers, three study trips for employers for peer learning from enterprises in different EU countries who have a long term experience in implementing WBL have been organised – to Denmark, Germany and Slovakia. An international conference for WBL was organised on 8 April, 2016 for a broad spectrum of stakeholders to share experience and discuss challenges in WBL implementation. Videos to promote VET and WBL were produced (with English subtitles) to be used in all the three Baltic countries.

In all three Baltic States, the social partners were strongly being involved in these activities. National activities were being coordinated between the three Baltic countries through the Policy dialogue of the ministry representatives.

It should also be noted that the core consortium of the present TTT4 WBL is basically the same as in the WBL Baltic project. Thus, the complementarity and sustainability has been ensured. It is worth also mentioning that the two (out of five) priorities in European VET policy till 2020 1) development of work based learning and apprenticeship type schemes; 2) development and training of trainers for WBL. Thus, the two Baltic projects - the recently completed WBL-Baltic and the newly started TTT4WBL address highly prioritises national, Baltic and European level VET priorities in a consistent and sustainable way.

## I. ISSUES TO BE CLARIFIED IN COUNTRY SPECIFIC NEED ANALYSIS IN THREE BALTIC COUNTRIES

### 1.1. The labour market context.

#### **Lithuania (faster used LT)**

The country's economy is mostly based on the activities of micro companies and small and medium-sized enterprises: these companies are far more important for the Lithuanian economy than in most EU member states (the European Commission, 2015). The SMEs comprise 99.8 percent of all the companies and some 90.4 percent of them are micro companies. Even more important is the fact that 76.5 percent of all employees work at SMEs as compared to 66.9 percent in the 28 countries of the European Union.

According to the definitions approved by the Ministry of Economy of the Republic of Lithuania, a very small company has less than 10 employees, its annual revenue does not exceed 2 million EUR, and the balance sheet value of assets does not exceed 1.5 million EUR. Accordingly, a small company has



less than 50 employees, its annual revenue does not exceed 7 million EUR, and the balance sheet value of assets does not exceed 5 million EUR. A medium-sized company has less than 250 employees, 40 million EUR annual revenue, and 27 million EUR balance sheet value of assets.

Most of the companies in Lithuania fall into the following categories: wholesale and retail (22,124 companies, 33% of all active companies), professional, scientific and technical activities (7,518 companies, 11%), manufacturing (6,779 companies, 10%), transport and security (6,058 companies, 9%).

Less popular sectors are real estate (3,698 companies, 5%), accommodation and catering services (3,012 companies, 4%), administrative and support services (2,287 companies, 3%), information and communications (2,278 companies, 3%), agriculture, forestry and fishing (1,867 companies, 3%), health care and social work (1,672 companies, 2%).

After several years of rapid economic growth, in 2015 and 2016 the Lithuanian economy continued to grow, although at a slower pace. After the 2009 economic crisis, the Lithuanian GDP grew steadily by more than 3% for several years, and in the last two years it increased by about 2% per annum.

Due to quickly rising employment and decrease in the working-age population, in 2016 the unemployment level decreased. At the same time, the supply of labour force increased because older age workers remained in the labour market after reaching the retirement age.

#### **Latvia (faster used LV)**

Labour market in Latvia can be analysed from different prospects. In the second quarter of 2016, around 993 000 people were economically active. Year 2016 showed that in the labour market there is demand for flexible and competent workers who are ready to perform their duties and who also have some general additional skills, for example knowledge of foreign languages. Regarding the occupations, it is expected that the increase will be shown in the demand for scientific, engineering and IT specialists in the medium term.

Analysing labour market in Latvia for 2016, there is a shortage of computer programmers, medical staff, electricians, mechanics, and telemarketing specialists.

The statistical data provided by the State Employment Agency shows that in 2016 most vacancies were registered in major groups of medium-skilled occupations, such as lorry drivers, retail shop assistants and cooks.

However, one of the most significant problems in labour market in Latvia is the youth unemployment, one of the causes to which is their education level – in 2015 about 64% of young people were not qualified, 28% had vocational education, while only 9% had higher education. The important factor in youth unemployment is the lack of experience as well.

It is predicted that the situation on the labour market will continue to improve in the coming years, however at a slower pace than it was in 2016. However despite the increase in employment and the decline in unemployment, the situation in the labour market is still influenced by negative demographic trends – in 2015, the number of working-age population (aged 15-74) reduced by 23.2 thousand or 1.5% compared to 2014, making labour force availability problems even more explicit.

In accordance with statistical data of Company Register of Republic of Latvia, on 22nd May, 2017, 206 283 active enterprises are registered in Company Register of Republic of Latvia. Statistics are conducted by the form of entrepreneurship.

	Form of entrepreneurship	Number of companies
1	Joint-stock company	1029
2	SCE	0
3	Branch office	409
4	Family-owned enterprise	10
5	Individual enterprise	12337
6	Limited Partnership	129
7	Cooperative partnership	1873
8	Cooperative Association Union	3
9	Cooperative Association Union Enterprise	0
10	Cooperative Association Enterprise	8
11	Partnership with unlimited responsibility	5
12	Share company	16
13	Representation	0
14	Municipal enterprise	5
15	Religious institution enterprise	0
16	Limited Liability Company	163670
17	Unlimited Company	0
18	Public Institution enterprise	1
19	Business Company	1
20	Public entity	1
21	Farm	26672

22	Fishery farm	114
	Total	206 283

There are three main factors, which set the status of enterprise in Latvia – the number of employees, annual balance and annual turnover. However, it is very difficult to specify the specific amount of enterprises according to their size. In accordance with statistical data of Central Statistical Bureau of Latvia, enterprises can be broken down into following groups:

- large – employing 200 persons and more;
- medium – employing 50 to 199 persons;
- Small – employing 1 to 49 persons.

However taking into account that there are only few units of large enterprises in Latvia, while micro and small enterprises take more prominent role in Latvian economy, it is accepted to apply the following grouping of Latvian companies:

Company category	The number of employees	Annual balance	Annual turnover
Medium enterprise	< 250	EUR 43 m. Ls 33,22 m	EUR 50 m. Ls 35,14 m
Small enterprise	<50	EUR 10 m. Ls 7,028 m	EUR 10 m. Ls 7,028 m.
Micro enterprise	<10	EUR 2 m. Ls 1,405 m.	EUR 2 m. Ls 1,405 m.

In 2017, Latvian companies represent 23 major fields, such as agriculture, forestry, fishing, mining factory, construction, transport, food production etc. Overall, 23 fields can be divided in 709 smaller fields.

### **Estonia (faster used EE)**

Estonian labour market is characterised by a large number of small and medium size enterprises.

According to Statistics Estonia in 2016 of the total 120 450 registered enterprises only 196 have more than 250 employees, 1 184 businesses are in the range of 50-249 employees and 112 777 businesses have less than 10 employees.

Most number of businesses are registered in the field of wholesale and retail and motor vehicle sales and repair (21 625), vocational, science and technology have 16 334 registered businesses and the

third largest field is agriculture, forestry and fishing with 12 041 enterprises. Also in the field of construction there is a large number of enterprises (11 848). When looking at the number of employees then even in the largest sectors are dominated by small enterprises. For example in agriculture, forestry and fishing 97% of enterprises have less than 10 employees, in wholesale and retail and motor vehicle sales 93%, science and technology 97% and in construction 91%.

## **1.2. Apprenticeship and work-based learning definition.**

### **LT**

An apprenticeship is a systematic long-term learning characterised by varying periods of learning at a workplace and educational institution or training centre.

According to the Law on Vocational Education and Training (hereinafter – VET) (the Seimas of the Republic of Lithuania, 1997, article 15), an apprenticeship in Lithuania is one of the forms for organising the VET. The law states that “Vocational education shall be organised in school and apprenticeship forms”. The law mentions that when applying the apprenticeship form, a vocational education provider (vocational education institution, freelance teacher, company, organisation etc.) enters into the employment and vocational education agreements with the learning person. Currently legislation amendments are being drafted with the purpose of paving the way for apprenticeship.

For the time being, the apprenticeship is not widespread in Lithuania. Currently companies mostly offer final-practice positions for students learning in VET programmes. Most VET programmes are focused on learning at an education institution itself, therefore the real demand for the application of the apprenticeship form is rather low. In Lithuania, the apprenticeship-type learning is mostly organised when implementing projects supported by the ESF and Youth Guarantee initiative. Apart from motivational activities, young people get direct help in acquiring the skills they lack at work or in getting a foothold in the labour market; employment subsidies are also offered, when a young person's salary is paid by the state. Other projects help the young unemployed to engage themselves in vocational education and training (the Ministry of Social Security and Labour of the Republic of Lithuania, 2015). However, these projects are implemented at labour market training centres and not at VET centres or vocational schools. Some of said measures can be attributed to the real apprenticeship when employment and education agreements are made. Such programmes are usually short-term, last up to six months (they are related to funding, students receive scholarships), implemented at a VET institution accredited by the Ministry of Education and Science (MoES), and upon their completion formal or informal qualifications are granted.

The work-based learning comprises 50-80 percent of all the learning time, and the remaining time is spent on learning at an education institution.

In 2013-2015 the first national project for trying out apprenticeship at labour market training centres was implemented, during the course of which 1153 apprentices were trained.

In January 2017, there were 546 apprentices from 15 VET institutions registered in the student register.

It is difficult to say how many students complete the apprenticeship training programmes every year because the State Register of Studies, Training Programmes and Qualifications records only acquired qualification but does not show in what form of learning it was acquired.

According to the legal document “On the Approval of the Requirements for Vocational Training Agreements and the Description of Their Registry Procedure” (Lithuanian Ministry of Education and Science and Ministry of Social Security and Labour, 2010), an apprentice enters into an agreement with an employer and receives work payment (salary or other payment).

## **LV**

As WBL is a new approach at system level, the statistical data are incomplete. The regulation stipulates that in WBL the student needs to spend in the company no less than 25% of the total education program volume. However, depending on the type of program, this percentage does or does not include the time spend on the compulsory qualification practice at the end of the overall study period (regulation No 484, Article 6.1.).

The student should normally receive remuneration either based on job contract or as a stipend (exempt from income tax if it does not exceed 280 €).

## **EE**

Apprenticeship is defined as a form of vocational education and training in which at least 2/3 of the studies are carried out in the enterprise or organisation as a work based learning according to the Minister of Education and Science regulation 1.01.2014.

According the Ministry of Education data most of the apprenticeships in the period 2015-2016 were 6 months up to 2 years in length, most popular length was 1 year. Altogether 1400 students were taking part in apprenticeship programs in Estonia in academic year 2016/17, which constitutes 5,6% of all VET students.

The average age of students in apprenticeship programs was 37, 9 years.

The students who study in vocational school in school based programs are not paid for their in-company training and therefore are more attractive apprentices for the businesses. The Apprenticeship program

students need to be paid for their in-company training. According to government regulation they need to be paid at least minimum salary (2017 y. 470 €) for all the hours they have spent at workplace.

The business does not need to pay for the hours the student is at school.

### **1.3. Tutors position in the companies.**

#### **LT**

It should be noted that a person referred to as a company's tutor can be employed in any position approved in the company, i.e. the legislation does not require to creating the position of tutor in a company. However, if a company wants to establish such a position, there are no legal obstacles for it. It is recommended to adjust the job provisions according to applicable legislation.

#### **LV**

Yes, there are. According to the existing practice – the management of the enterprise appoints the tutors. It is being recommended no more than six learners (trainees) per workplace tutor.

#### **EE**

For every workplace carrying out practical training there needs to be a workplace tutor in place. This rule applies to both apprenticeships and other WBL that takes place for school based vocational education and training programs. A tutor is appointed by the enterprise and vocational schools are charged with training workplace tutors. In reality not all tutors have had tutor training. Because in the enterprises there is a lack of tutors a competent specialist is usually appointed with the task. There is no statistics available as to how many workplace tutors there are. For the apprenticeship program the statistics available is 360 enterprises that are carrying out work based learning program in 2016. The regulation on apprenticeship states that one workplace tutor can have up to four apprentices.

## **II. Implementation of the work-based learning (WBL) and apprenticeship in tree Baltic countries.**

### **2.1. Companies/schools selection for work-based learning or apprenticeship**

#### **LT**

An employer that wants to train a person at work contacts a vocational education and training institution (hereinafter – VET institution) which has a licence to carry out appropriate vocational training programme or its module. If the VET institution is not capable of carrying out such training, it gives a written motivated refusal and directs the employer to the Qualifications and VET Development Centre so that another training institution would be selected.

VET institutions select companies themselves and cooperate with them.

Some companies implemented their own apprenticeship schemes: most of them cooperate with international companies established in countries that have had apprenticeship systems implemented for a long time, for example, Denmark and Germany, or they are the branches of these international companies.

#### **LV**

Participation on voluntary basis.

#### **EE**

Schools are autonomous in deciding on which curricula to implement apprenticeship programs. If the school is licenced in a given curriculum field (for example construction) then the school automatically has the right to carry out training also in the form of apprenticeship.

Apprenticeships can be offered at all VET levels and in all its forms (initial and continuing), and lead to qualifications at EQF levels 2-5. They follow the same curricula as school-based programmes. VET institutions in cooperation with employers design implementation plan for apprentices based on the curricula.

The decision to offer apprenticeship is based on the readiness of the enterprise to engage in the tutoring program. The ministry of education has introduced a European Social Fund program PRŌM to encourage schools to cooperate with businesses and offer more possibilities for apprenticeship. The program offers additional funding for schools and for enterprises (15-50% of the funding of one student has to be payed to the enterprise to cover the costs of tutoring). In most cases the initiative to start apprenticeship training comes from the school. When a company has had a good experience with apprenticeship training they are more likely to offer this form of cooperation again.

In regular school based VET programs also enterprises that have long term cooperation with VET schools turn to the school asking for students to do their work placement.

## **2.2. Cooperation of companies and schools**

#### **LT**

According to the Lithuanian Law on Vocational Education and Training, the training in the form of apprenticeship can be provided by a provider that has a VET licence. Such licences are held by VET institutions. Companies that want to conduct apprenticeship have to receive the VET licence or cooperate with a VET institution – then the VET licence is not necessary for the company.

The most effective and high-quality method of apprenticeship is when it is conducted together by the company and the VET institution. The VET institution assumes organisational functions, fills

documentation, coordinates the teaching process, is responsible for the quality of the entire training process, organises the evaluation of apprentice's knowledge and grants him/her a document certifying his/her qualification.

The VET institution has experienced vocational teachers, can arrange a new high-quality training programme or module according to the company's needs, and arrange the approval of the new training programme according to established requirements.

#### **LV**

Any approach is possible and acceptable. The most typical is when the VET institution seeks contacts with an enterprise and if agreement can be reached, a tripartite Study Agreement is signed.

#### **EE**

By ministry regulation the school has to evaluate the enterprise whether it is possible to carry out WBL in this given business. The school has to evaluate the enterprise regardless whether the traineeship is short term for school based students or part of apprenticeship program. The school has developed a form for enterprise evaluation, there is no central form, and every school can decide how to best carry out the evaluation in their respective field. The school has the responsibility to make sure all the learning outcomes can be achieved during their traineeship/apprenticeship at a given enterprise.

### **2.3. The main functions and/or responsibilities of WBL tutors and VET teachers (tutors) in the company during training**

#### **LT**

Head of the VET institution appoints a vocational teacher to lead the practical training of an apprentice at the workplace, while the employer appoints a worker(s) responsible for organising the work activities and practical training of the apprentice and a worker responsible for coordinating the work activities and practical training (hereinafter – master). People who are leading, organising and coordinating the practical training of the apprentice ensure a smooth cooperation.

#### **LV**

Regulation No 662 of 28.10.2014 stipulates the professional and pedagogical requirements for VET tutors. Regulation No 484 stipulates the tasks of companies and WBL tutors (Article 9).

#### **EE**

Workplace tutor tasks are to tutor and mentor the student during all phases of internship, to support the student in self-evaluation and give feedback to the student about reaching the learning outcomes.



The VET tutor task is to help the student compile their individual learning plan for the internship. The plan describes the studies that the student has completed in school and sets the objectives for the internship. The VET tutor tutors and mentors the student during all phases of the internship and also provides guidance to the WP tutor regarding the documentation and preparation of training at the workplace.

The VET tutor visits the workplace at least once during the traineeship to monitor the students' progress and evaluate the achievement of learning outcome.

#### **2.4. Tutors participation in the training process**

##### **LT**

Head of the company orders one of his/her employees (company's master) to accept a student and train him/her. The practical training of the company's master, with whom a vocational training agreement is made, is conducted at his/her workplace equipped with technology equipment that meets the VET programme's requirements, a full set of required tools in good order, other means of technology and personal safety equipment; the training must consist of work, services or processes that comply with the requirements of the VET programme.

##### **LV**

Through tripartite Study Agreement

##### **EE**

Tutors are distributed the information on learning outcomes the student needs to achieve as a result of their traineeship. The tutor will give the trainee tasks accordingly, keeping in mind what are learning outcomes. Of course in reality the tutor has to take as a first priority the tasks of the enterprise. So there for the tutor also needs to explain to the student, who the tasks at hand and the described learning outcomes are related. The tutor has to give the student feedback and fill in documentation regarding the traineeship, ensuring that the feedback from the tutor also reaches the teachers in school.

#### **2.5. The responsibilities of the company, VET institution and students during work-based learning and apprenticeship**

##### **LT**

13 April 2010 order No. V-512/A1-142 of the Minister of the MoES and Minister of the Social Security and Labour (hereinafter – MoSSL) defines the requirements for apprenticeship organiser, apprentice and VET provider.

According to this order, two agreements must be made before the start of the apprenticeship:

– Employment agreement between the company and apprentice, governing the work-based learning;

- Three-party agreement between the company organising the training, VET institution and apprentice, defining the training programme part to be implemented in the VET institution.

The order also defines transitioning from learning in the form of school to the form of apprenticeship (options on changing the agreement).

#### **LV**

Regulation No 484 stipulates the tasks of rights and responsibilities of VET institutions, companies and learners. There is a tripartite Study Agreement.

#### **EE**

All VET traineeships are to be carried out according to the Minister of Education and Science regulation “Conditions and order for carrying out traineeships” 16.09.2013.

The school signs a three partite contract between the student, the school and the enterprise. In this contract the length and terms of the traineeship are described and also the workplace tutor who is responsible for mentoring/tutoring the student in the enterprise is assigned.

The tasks to be carried out by the student, the evaluation forms and other necessary documents are annexed to this contract.

## **2.6. Legislation and the role of individual interested parties in the work-based learning**

#### **LT**

The development of apprenticeship includes many interested parties; also it is very important that policy makers and social partners (employers and professional unions) would actively participate on every level of this process. In order for this process to be successful, everyone must understand the importance of apprenticeship for the training of qualified workers, meeting the employers' needs, decreasing unemployment, improving the competitiveness of the whole economy and implementing innovations.

Three ministries are responsible for VET-related issues – the MoES, MoSSL and Ministry of Economy (hereinafter – MoES). The MoES is responsible for general development of the VET policy in the country, the MoSSL is leading the implementation of the active labour market policies (hereinafter – ALMP) and Youth Guarantee initiative, while the MoES assumes responsibility for the development of human resources and support for companies.

Social partners have been involved in the VET system since 1997 (the Seimas of the Republic of Lithuania, 1997). They participate in:

- 1) Lithuanian Council of Vocational Training advising the state institutions responsible for education on strategic VET issues;
- 2) Central Vocational Committee that coordinates strategic issues related to the development of the qualification system (including the vocational standards that are currently being drafted);
- 3) Vocational committees of individual sectors, that works on individual-sector level.

Social partners express their opinion on the apprenticeship on the national and regional levels; some of them create and promote potential models, and many have also contributed to the preparation of this report. But so far it is unclear, whether the action programmes of the social partners focus exclusively on the promotion of apprenticeship.

Recently the employer and industrial organisations have been increasingly active in making decisions and creating the country's VET and higher-education systems. Some companies and most branch organisations actively support further development of apprenticeship. But the views of employers differ and often they try to firstly pursue the interests of their sector, profession or even their company, without considering the overall level of the entire system. During the interview, one of the participants suggested that all the vocational training relevant to specific professions would be organised using apprenticeship; therefore all related responsibilities would be transferred to employers, while the general education and main skills would remain the competency of the educational institutions.

A company or person that applies the apprenticeship VET organisation form must have a licence. That is, the company organising practical training must have the right to conduct such an activity (training must be mentioned in its Articles of Association) and must be registered in the database of formal education service providers. But this requirement may be disregarded, if the company cooperates with a VET institution.

Practical and theoretical training is conducted in rotation, according to an established training schedule.

The VET programme, according to which an apprentice is trained, and the apprentice achievement evaluation recommendations are prepared and coordinated with the employer by a vocational teacher leading the practice.

The training plan and training schedule agreed with the employer (created taking into account the apprentice work specifics) are approved by the VET institution, if the VET programme is conducted

jointly. The training schedule must indicate where and by whom will the individual parts of the training content be held.

The apprentice may be trained individually or in a group. Number of students in such a group may not exceed the number indicated in the VET institution's documents submitted according to the procedure established by the Description of the Procedure for the Examination of Readiness to Conduct Formal Vocational Education and Training Programmes.

The intermediary evaluation of the apprentice's results is done by the VET institution.

Many VET institution representatives think that currently the training institutions do not have sufficient resources to be able to supervise the students working in companies; also, the funds they receive are only enough to organise the final practice that is implemented during the last half of the training year. If the VET institutions decided to increase the share of training conducted in a company or to invite apprentices from companies, they would not be given any additional funding. There is no mechanism to grant financial support to companies that accept apprentices or students to learn at their workplace. The companies have their own payment procedures and decide on the payment of the company's master themselves.

The most important of them are listed in the table below (some of the pieces of legislation have already been mentioned in the text and are not repeated in this table).

Law on Vocational Education and Training (valid as of 30/10/1997, new amendment 01/01/2015)	No. VIII-450 legitimises apprenticeship as a form of training
On the Approval of the Description of the Procedure for Formal Vocational Education and Training (valid as of 15/03/2012, new amendment 01/07/2015)	No. V-482 governs the procedure for conducting formal VET training
On the Amendment of 27 August 2010 order “On the Approval of the Description of the Procedure for Preparing and Legalising the Formal Vocational Education and Training Programmes” of the Minister of Education and Science (valid as of 02/04/2015)	No. V-232 governs the procedure for conducting programmes
On the Approval of the Description of the Requirements for Vocational Education and Training Agreements and Their Registration (valid as of 10/07/2011)	No. V-1160/A1304 governs the requirements for agreements

Order on the Approval of the Description of the Procedure for the Form and Issue of Diploma and Certificate of Vocational Education and Training (valid as of 23/03/2015)	No. V-231 governs the procedure for issuing and registering diplomas
On the Approval of the Rules for Licensing Formal Vocational Education and Training (valid as of 01/10/2004, amendment 17/07/2011)	No. 822 governs the procedure for receiving a licence
On the Approval of the Methodology for Calculating VET Funds per Student Who Learns According to the Formal VET programme (valid as of 2008, new amendment 11/07/2012)	No. 1320 governs training rates
Order “On the Approval of the Description of the Procedure for Preparing and Legalising the Formal Vocational Education and Training Programmes” of the MoES (valid as of 08/09/2010)	No. V-1432 governs the procedure for conducting formal VET programmes
On the Approval of the Description of the Procedure for Evaluating Acquired Personal Competencies (valid as of 02/03/2015)	No. V-1710 governs the evaluation of intermediary and final competencies acquired by a person
Description of the Procedure for the Examination of Readiness to Conduct Formal Vocational Education and Training Programmes, approved by 8 January 2009 order No. ISAK-38 of the Minister of Education and Science of the Republic of Lithuania	No. 6-181 governs expert evaluation of the programmes, according to which a VET licence is issued or not issued
Law on the Approval, Enactment and Implementation of the Labour Code of the Republic of Lithuania (valid as of 24/06/2002)	No. IX-926 governs work relations related to the implementation and protection of the rights and obligations established in the Code and other regulatory legislation, establishes the limits of regulation of individual work relation areas

<p>Order of the Minister of Social Security and Labour “On the Approval of the Description of the Procedure for Preparing, Updating (Changing), Organising and Evaluating the Training Programmes in the Field of Occupational Health and Safety” (valid as of 11/04/2013)</p>	<p>No. V-139 governs the scope, criteria, conditions and procedure for preparing, updating (changing), organising and evaluating the occupational health and safety training programmes as organised by the State Labour Inspectorate under the Ministry of Social Security and Labour (hereinafter – SLI).</p>
<p>Order of the Minister of Social Security and Labour “On the Approval of the Description of the Procedure for Preparing, Updating, Organising and Evaluating the Training Programmes in the Field of Occupational Health and Safety” (valid as of 29/06/2011, new amendment 11/04/2013)</p>	<p>No. V-142 governs the scope, criteria, conditions and procedure for preparing, updating (changing), organising and evaluating the occupational health and safety training programmes as organised by the State Labour Inspectorate under the Ministry of Social Security and Labour (hereinafter – SLI).</p>
<p>Law on Education (valid as of 01/07/1991, new amendment 01/07/2011)</p>	<p>No. I-1489 governs the general framework of the structure, activities and management of the education system of the Republic of Lithuania</p>

## LV

Amendments to the VET Law were adopted by the Seimas 23.04.2015, i.e. determining work-based learning as one of the forms for the implementation of vocational education and training. Currently according to the VET Law the four forms for the implementation of VET are: full time education, distance education, self-education and work-based learning).

Following the Amendments to the VET Law, on July 15, 2016 Regulations No 484 by the Cabinet of Ministers have been adopted “Procedure on the organisation and implementation of work-based learning” (Regulation No 484). The procedure stipulates the tasks, rights and responsibilities of VET institutions, employers and social partners in the implementation of work-based learning, as well as the responsibilities of Sector expert councils in coordinating and enhancing the companies’ co-operation with education institutions to ensure the compliance of VET with the labour market needs.

Two other Regulations by the Cabinet of Ministers relevant to the implementation of WBL have been adopted On July 15, 2016: Regulation No 485 “Procedure for the establishment and operation of sector expert councils and the coordination of their activities” (Regulation No 485) and Regulation no 483 on the implementation of specific support measure 8.5.1. “To increase the number of learners of VET institutions involved in work-based learning or training placements at enterprises” of the Operational program “Growth and Employment” (Regulation No 483).

<b>Legislation</b>	<b>What this legislation regulates? (Provide a link)</b>
<p>Grozījumi Profesionālās izglītības likumā 23.04.2015</p> <p>Amendments to the VET Law were adopted by the Saeima 23.04.2016</p>	
<p>Ministru kabineta 2016 gada 15. jūlija noteikumi Nr. 484 “Kārtība, kādā organizē un īsteno darba vidē balstītas mācības”</p> <p>Regulations No 484 by the Cabinet of Ministers have been adopted “Procedure on the organisation and implementation of work-based learning”</p> <p>Ministru kabineta 2016 gada 15. jūlija noteikumi Nr. 485 “Nozaru ekspertu padomju izveidošanas, darbības un darbības koordinācijas kārtība”</p>	<p><a href="https://likumi.lv/ta/id/283680-kartiba-kada-organize-un-isteno-darba-vidē-balstītas-mācības">https://likumi.lv/ta/id/283680-kartiba-kada-organize-un-isteno-darba-vidē-balstītas-mācības</a></p> <p><a href="https://likumi.lv/ta/id/283737-nozaru-ekspertu-padomju-izveidosanas-darbības-un-darbības-koordinācijas-kartiba">https://likumi.lv/ta/id/283737-nozaru-ekspertu-padomju-izveidosanas-darbības-un-darbības-koordinācijas-kartiba</a></p> <p><a href="https://likumi.lv/ta/id/283736-darbības-programmas-izaugsme-un-nodarbinātība-8-5-1-specifiska-atbalsta-merka-palielinat-kvalificetu-profesionālas-izglītības">https://likumi.lv/ta/id/283736-darbības-programmas-izaugsme-un-nodarbinātība-8-5-1-specifiska-atbalsta-merka-palielinat-kvalificetu-profesionālas-izglītības</a></p>

<p>Regulation No 485 “Procedure for the establishment and operation of sector expert councils and the coordination of their activities”</p> <p>Ministru kabineta noteikumi Nr. 483 2016 gada 15. jūlijā</p> <p>Darbības programmas "Izaugsme un nodarbinātība" 8.5.1. specifiskā atbalsta mērķa "Palielināt kvalificētu profesionālās izglītības iestāžu audzēkņu skaitu pēc to dalības darba vidē balstītās mācībās vai mācību praksē uzņēmumā" īstenošanas noteikumi</p> <p>Regulation no 483 on the implementation of specific support measure 8.5.1. “To increase the number of learners of VET institutions involved in work-based learning or training placements at enterprises” of the Operational program “Growth and Employment” (Regulation No 483).</p> <p>Ministru kabineta 2014 gada 28.oktobrī noteikumi Nr.662 “Noteikumi par pedagogiem nepieciešamo izglītību un profesionālo kvalifikāciju un pedagogu profesionālās kompetences pilnveides kārtību”</p>	<p><a href="https://likumi.lv/ta/id/269965-noteikumi-par-pedagogiem-nepieciešamo-izglitibu-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides">https://likumi.lv/ta/id/269965-noteikumi-par-pedagogiem-nepieciešamo-izglitibu-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides</a></p>
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Amendments to the VET Law adopted by the Seimas 23.04.2015 stipulate that the responsible bodies for the co-ordination of WBL activities in relation to sectors are: the Employers' Confederation of Latvia (LDDK) and the Agricultural organisation co-operation Council (LOSP) for agricultural sector. This co-ordination is being performed in close cooperation with respective ministries and Sector Expert Councils.

**EE**

<b>Legislation</b>	<b>What this legislation regulates? (Provide a link)</b>
Kutseõppeasutuse seadus	The Vocational Education and Training Organisation Act <a href="https://www.riigiteataja.ee/akt/130122015025">https://www.riigiteataja.ee/akt/130122015025</a>
Praktika korraldamise ning läbiviimise tingimused ja kord	<a href="https://www.riigiteataja.ee/akt/113092013006">https://www.riigiteataja.ee/akt/113092013006</a>
Töökohapõhise õppe rakendamise kord	<a href="https://www.riigiteataja.ee/akt/129122013002">https://www.riigiteataja.ee/akt/129122013002</a>

The apprenticeships are run in Estonia as just one form of vocational training. They are governed exactly as other forms, based on a curricula that needs to be approved by the ministry of education and science. The school is mainly responsible for finding partners (enterprises and organisations) who would like to carry out apprenticeship programs. The apprentice is in double role during their studies - they are student, but also an employee. They work in the company based on an employment contract and have to be treated equally to other employees. The company does not receive any tax alleviation for apprentices.

### III. The existing qualification requirements for workplace and VET tutors

In LT and EE there are no formal requirements to workplace tutors.

**LT**

In the companies, a master can be a person who has necessary skills and knows how to share them. Usually this is a higher-category worker with a lot of work experience in his/her training field. At first, the apprentice can teach lower-qualification persons and after the apprentice has improved, the

teaching can be passed to a more experienced worker. In the company, one apprentice can be taught by not only one but several persons, also one master can have not only one but also several apprentices. The legislation does not require that the position of the person who trains the apprentice would be called “Master”.

### LV

Regulation No 662 of 28.10.2014 stipulates the professional and pedagogical requirements for VET tutors.

Regulation No 484 of 15.07.2016 (article 10) stipulates the professional and pedagogical requirements for work-place tutors.

	Workplace tutor
Education	Professional education relevant to sector or experience no less than 3 years
Pedagogical education	Needed no less than 72 hours training for pedagogical competence
Professional experience	Professional education relevant to sector or experience no less than 3 years
General skills	Not specifically stipulated in the legislation but are part of the training program for WBL tutors
Occupational (sector related) skills	Professional education relevant to sector or experience no less than 3 years
Others	

### EE

The enterprise appoints the tutor in the workplace.

	Workplace tutor
Education	No requirement
Pedagogical education	No requirement
Professional experience	No official requirements. Work experience is highly recommended.

General skills	No requirement
Occupational (sector related) skills	No requirement
Others	

### 3.1. Official documents that define qualification requirements for company tutor

LT and EE have no formal qualification requirements apply to company tutor.

#### LV

Regulation No 484 of 15.07.2016 (article 10) stipulates the professional and pedagogical requirements for work-place tutors.

### 3.2. Qualification requirements for VET tutors

In LT and LV are strictly required requirements for VET tutors. In EE the school has autonomy in setting the requirements to the VET tutor, just education is required.

#### LT

The term “Vocational Education and Training (VET) Master (tutor)” is understood in Lithuania as a teacher of a profession. The same requirements apply to all teachers who teach according to all programmes – both initial and vocational. The VET masters provide knowledge, skills and abilities necessary to conduct the vocational activities; also, they develop the personal and social skills of students. For this purpose, both in the initial and continuous learning systems the VET masters must comply with the same work acceptability, qualification and professional experience requirements that do not depend on their subject.

The VET master receive the same qualification categories as other teachers according to the same piece of legislation:

- A person working as a vocational or informal education teacher, who has a higher education, does not have the teacher qualification but have completed a course of teaching-psychology as established by the Minister of Education and Science, who has a work experience in teaching (as a job duty) about the subject of at least two years, and who constantly improve his/her qualification may be granted the teacher's qualification category. The senior teacher qualification category may be granted to a person who has acquired a higher education and has at least four years of work experience in teaching the

final year of the subject (as a job duty), who can quickly organise and analyse the development, teaching and learning process, who constantly updates his/her knowledge, actively participates in methodical work, and shares his/her good teaching practices in the school.

- The teacher methodologist qualification category may be granted to a person who has acquired a higher or advanced vocational education (special secondary education acquired before 1995), has a qualification of the taught subject and at least five years of work experience in teaching the final year of the subject (as a job duty), who can perfectly organise and analyse the development, teaching and learning process, teaching situations, who implement the principles and methods of modern didactics, who constantly updates his/her knowledge, organises educational projects, actively participates in methodical work, and shares his/her good teaching practices in the school and region.

- The teacher expert qualification category may be granted to a person who has acquired a higher education, has a qualification of the taught subject and at least six years of work experience in teaching the final year of the subject (as a job duty), who can professionally organise and analyse the development, teaching and learning process, who studies teaching situations, new learning strategies and applies them, who create own effective learning strategies, who organises educational projects and learning, teaching and methodical means, who shares his/her good teaching practices in the school, region and country.

Requirements for VET masters	
Education	higher education not necessary, vocational education is sufficient
Teacher education	must have a teaching qualification or must have completed a course of teaching-psychology as established by the Minister of Education and Science
Work experience	must have three-year work experience according to the speciality
Main skills	
Vocational skills (sector-related)	
Other	

### LV

	VET tutor
Education	required
Pedagogical education	required

Professional experience	required
General skills	required
Occupational (sector related) skills	required

## EE

The school has autonomy in setting the requirements to the VET tutor, there are no centrally set requirements.

	VET tutor
Education	Either vocational education in the field or a higher pedagogical education.
Pedagogical education	Not strictly required
Professional experience	No requirement
General skills	No requirement
Occupational (sector related) skills	No requirement
Others	

### 3.3. Official documents that define qualification requirements for VET tutors

LT and LV have formal qualification requirements. EE do not have official regulation.

#### LT

The requirements for VET tutors are listed by 2007 order “On the Approval of the Description of the Qualification Requirements for Teachers Who Work According to the Pre-School, Informal Children Education, Primary, Basic, Secondary, Special and Vocational Education Programmes” of the Minister of Education and Science of the Republic of Lithuania.

Teacher certificate provisions that also apply to the VET tutors are listed by 2007 order “On the Approval of Teacher Certification Provisions” of the Minister of Education and Science of the Republic of Lithuania.

#### **LV**

Regulation No 662 of 28.10.2014 stipulates the professional and pedagogical requirements for VET tutors.

### **3.4. Existing qualification requirements appropriate/relevant (needs of modern work-based learning and apprenticeship).**

#### **LT**

There are currently discussions going on in Lithuania on what model of apprenticeship would be most suitable according to the country's traditions and prevailing circumstances.

Companies that accept students for vocational training do not have to be accredited, the biggest responsibility for the compliance of work-based learning with certain requirements falls to VET institutions.

They can be improved by:

- Set and clarify the requirements for the qualification and competencies of vocational teachers and company masters, set them clearly in modular programmes where qualification requirements for teachers and final module managers are described;
- Or organising training for specific competencies in subject-technology (for vocational teachers) and teaching-didactics (for tutors). The training could be implemented using the European structural funds, Erasmus+ or company funds.

#### **LV**

In principle the requirements are adequate. Since the regulation is relatively new, it will take time for the companies and company WBL trainers to implement measures to comply with the regulation.

#### **EE**

The situation where there are now set requirements for WP nor VET tutors is due to the situation in the labour market where there is shortage of qualified people. Therefore at this time to put in place strict requirements would lead to a situation where no one qualifies to be a tutor. The requirements should be introduced gradually to improve the system of tutoring. Starting with offering trainings to the tutors is a good way to improve the situation. The requirements could be introduced when a critical amount of tutors have already completed some training.

## IV. Current attitude towards the teaching of company tutors

### 4.1. Become a tutor and carry out tutor assignments

#### **LT**

This is not regulated on the national level who trains company WBL tutors (i.e. to become a tutor and carry out tutor assignments)

#### **LV**

A. The national-scale program for training of WBL tutors in Latvia is at the point of starting: 2 tenders, based on ESF funds, are in process for training of WBL tutors and VET tutors. The tenders have been announced by the National Centre for Education, the organizer of trainings has been chosen: it will be Riga Teacher Training and Education Managements Academy. The training activities may start over the next 2-3 months. This program is 72 hours long and envisages both: the basis of pedagogy and practical aspects of WBL.

B. Over the past 3 years there have been some initiatives which have ensured the training of a limited number of WBL tutors from schools and enterprises:

- EU project Q-Placements organized 2 day program for joint training of WBL tutors (VET tutors + workplace tutors) with focus on quality of apprenticeships and cooperation between the VET school and enterprise;

- German-Baltic Chamber of Commerce in cooperation of Baltic Bright have created a 2-day program for WBL tutors, applicable both – VET school tutors and workplace tutors. This program has been tested at several workshops organized by German-Baltic Chamber in cooperation with enterprises.

#### **EE**

Workplace tutors are trained by the vocational schools. Most vocational schools have adult training departments that offer a range of additional training courses, including

School tutors have additional training from the 2 Universities offering pedagogical degrees, Tallinn and Tartu University.

New training courses for VET tutors specialising in apprenticeship programs are starting in September 2016 Both Tarty University and Tallinn University have been selected by the ministry of education and research to develop and carry out courses specifically for VET tutors dealing with WBL students.

Vocational schools have organised trainings for workplace tutors of their partner companies but so far only the tutors who oversee the company practice of regular VET students. Nothing special has

been developed for workplace trainers who deal with WBL students whose training time in the company is substantially longer than regular VET students. Also as the WBL curricula differ from regular VET curricula in terms of amount of practical work and independent studies to be carried out then the role of the WBL tutor increases as some of the learning outputs should be achieved in company alone.

#### **4.2. State institutions certify the training of company WBL tutors. List of competences.**

In LT and EE there is no list of competences. The training provides for example the vocational school decides on the competences to be achieved and learning outcomes of a given training. The WBL tutor training has to correspond to the general rules of adult training courses set out in the adult education act. There is no specific regulation pertaining to WBL tutor training.

##### **LV**

According to the law and Cabinet regulations:

- The tutors who complete 72 hour program receive certificates;
- To motivate enterprises to send their tutors to training, the ESF support for WBL in enterprises will be available to those enterprises which have certified tutors.
- The training program may be offered only by the HE institutions (72 hours program “The basis of pedagogy” can be taught only by HE.

There is a plan to have a 32 hour program specifically for workplace tutors within a year, if it is implemented – any training institutions will be able to offer WBL tutor training.

#### **4.3. Qualification improvement or additional training available to WBL tutors**

In LT and EE there are no special programs for companies WBL tutors to improve their qualification or additional training available to tutors. This is not regulated on the national levels.

##### **LV**

WBL tutors from VET schools have to improve their qualification, and in the previous EU funding period there was a program for apprenticeship tutors from VET schools to support their going to enterprises and upgrading their skills in the respective sector.

#### **4.4. List of competences that are set as the target in current WBL tutor training programmes (if such exist)**

##### **LV**

The 72 hour program which will be started soon does not have a list of competences, but the content of the program shows what competences it is aiming at:



- General aspects of WBL: understanding WBL and apprenticeship system, VET curricula, what influences the quality of apprenticeships, concept of learning, requirements for the host enterprise, etc.
- Psychological, pedagogical, social aspects related to educating young people, motivating young people;
- Practical aspects of WBL and dealing with the apprentice on daily basis:  
Stages of WBL, cooperation and communication of parties involved.  
Learning goals, training methods, feedbacks, assessment of learning outcomes:
- Integration in work environment, communication,
- Conflict resolution, time and stress management.

#### **4.5. Assessment and recognition of WBL tutors training competences**

In LT they are not evaluated on the national level.

##### **LV**

In the 72-hour program (which will start in a few months) there will be a test at the end of the program, and a certificate will be awarded.

##### **EE**

The evaluation of set competences is predescribes in the training curriculum. For example the achievement of competences can be evaluated during the performance of practical exercises during training.

## **V. Qualification requirements for WBL tutor trainers (teachers who train company masters)**

LT and EE have no requirements for WBL tutor trainers on national level. In LV the requirements are to have pedagogical qualification.

## **VI. The need for workplace master training (a look to the future)**

### **6.1. Competencies considering the needs of vocational training, work and life**

#### **LT**

Training planning:

- a. Good orientation in the Lithuanian qualification system, VET system, knowledge of the most important legislation;

- b. Distinguishing own skills and relating them with the workplace, distinguishing the competencies of the apprentice workplace, work process relation to future training;
- c. Planning of practical work-based learning together with the vocational teacher, creation and adjustment of a training plan;
- d. Handling of documentation for practical work-based learning;
- e. Wide understanding of the sector and ability to share the sector's general perspective with the apprentice;
- f. Understanding the usefulness of the apprenticeship form of training that includes master and apprentice, for the company.

### **Training**

Knowledge of communication (communication skills), giving feedback

### **Evaluation of competencies**

Evaluation of competencies (if the company conducts the training on its own)

### **Personal improvement**

Planning the personal and professional improvement

### **LV**

1. Understands WBL as part of VET, knows related laws and regulations;
2. Knows how to plan and implement WBL at his/her workplace;
3. Can use different training methods and individual approach;
4. Cooperation skills: to cooperate with VET school;
5. Ability to assess the apprentices, provide feedback;
6. Ability to handle problem and conflict situations; skills to motivate students;
7. Understanding cultural differences, ability to guide young people along career path.

### **EE**

The WP and VET tutors should have the competence of giving adequate feedback that encourages the student to improve in their skills. The tutor should be a very good active listener. The tutor needs to be a master in their craft or field of activity. Also the tutor has to have good communication skills and IT skills. The tutor needs to have the attitude of being a life-long learner, constantly improving themselves in order to stay ahead in the field. They should treat the trainee as junior partner, not as a subject. The tutor needs to know well the goals of the trainee, the learning outcomes of a given traineeship and be prepared to explain the goals and a road to them to the trainee.

## 6.2. Differ Competences between workplace and VET tutors

### LT

Company tutor may lack competencies in didactics.

VET tutor may lack competencies in technologies.

### LV

Learning and tutoring in work environment is different. Workplace tutor is also a (would-be) colleague and a boss of the apprentice. The workplace tutor has to be able to combine his/her own regular work with tutoring; he/she has to be able to integrate the VET curriculum into work environment.

### EE

The competences do differ in respect that the workplace tutor needs to have higher professional competences they should know very well the overall organisation of the company/enterprise, different work stages done by different people. For example a sales assistant tutor in the workplace needs to know the tasks of the sales staff but also the manager's duties and responsibilities. Understand the whole operations of the business. The VET tutor should have the professional competences and in addition to that know how WBL in the school is organised, the goals and purpose of WBL and methods of teaching.

## 6.3. Approach and practical solutions for training the WBL tutors to improve the competencies of participants as best as possible

### LT

1. Cooperate with the company in which the apprenticeship takes place;
2. Ensure that the training programme is arranged with the company and student;
3. Ensure that the training programme would comply with established professional standards and requirements (would not differ from training conducted at school);
4. Ensure that general skills would be developed along the profession-specific ones;
5. Provide advice to the company and apprentice, related to the training;
6. Document the theoretical training according to programme requirements.
7. Ensure that the skills and competencies would be evaluated and acknowledged according to approved standards (this provision does not always apply to training centres);
8. Comply with the legislative requirements related to apprenticeship;
9. Ensure that the workplace meets the safety, health and hygiene requirements (instruct apprentice);

10. Ensure the learning process (provide conditions for development of skills, cooperate with the training institution, follow the set training plan and document it appropriately, inform inspection authorities, if the training does not take place etc.);

11. Ensure help for learning (instructing, mentoring and consulting at the workplace);

12. Ensure that the apprentice is informed about his/her rights and obligations, payment for work and social guarantees, training conditions and abilities to solve problems.

## **LV**

Perspective of trainers:

1. Good cooperation and communication skills
2. Guidance skills, ability to assume responsibility and motivate young people;
3. Understanding WBL, Understanding the profession and the specific VET program/curriculum;
4. Ability to use different training methods in work environment;
5. Cooperation with VET school;
6. Skills to assess and validate learning;
7. Knowledge of basic pedagogical principles;
8. Basic psychological aspects/principles related to young people;
9. They should be practically oriented;
10. There should be clarity of goals (what competences are needed);
11. There should be peer learning, learning from the experience others;
12. There should be examples, real life situations to support learning content;
13. Training of practical skills to act in specific WBL situations: through simulations and role plays;
14. Practicing different training methods, and learning to use individual approach.

## **EE**

In the training active training methods should be used. For example problem solving, discussion, debate, brain storm, role play, work based learning. The theme or core problem being solved in the training situation should be based on a real life situation, not made up.

### **6.4. Organization of training in order to provide conditions to participate**

## **LT**

The organisers of apprenticeship training should:

1. Clearly define who is responsible for the organisation of apprenticeship;
2. Ensure the necessary resources for the achievement of specific goals;
3. Plan how to make all the interested social contributors equally understand the values, goals and objectives of apprenticeship, as well as the distribution of the benefit of apprenticeship between students, companies and other contributors;
4. Plan a system of measures for the collection and development of experience and practical knowledge in the field of apprenticeship by all the contributors participating in the apprenticeship implementation and development processes – companies, VET institutions, professional unions, professional organisations etc.;
5. Create and maintain the system and methods, taking into account specific training process characteristics;
6. Define the parameters necessary for the control and constant assessment of achieved goals;
7. Apply methods that facilitate the search and usage of required data.

#### **LV**

1. Dividing into modules;
2. If the program is short, then 2 days in succession;
3. If long – dividing the program across several weeks: for instance, 1 day per week for 6-8 weeks, or similar;
4. If it is a joint program (workplace tutors + VET tutors) it can only be a short program, not more than 2 days (16 hours);
5. It should be organized at schools or enterprises in the respective region (so that people do not have to travel far and use hotels);
6. Face-to-face (classroom) training should be no less than 70% of the total program.

#### **EE**

In case of big enterprises (for example factories or big retail chains) the training should take place in the enterprise. All possible tutors from that enterprise should take part in that training. It could also be linked to the in-company training program if possible (as many companies have mentoring programs). For small businesses it is too costly and time consuming for the trainer to go into the company to carry out individual training. So for them the training day should be one for many enterprises.

The training should definitely include e-learning and contact with tutors should be kept minimum and very thought out, very goal oriented and efficient.

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