Baltic developments towards European Education Area and Osnabrück priorities

✓ New Baltic and EU project consortia formed for further joint competence developments (spin-off effect) - testing approaches for joint curricula and qualifications in wooden industry and logistics

✓ Piloting WBL modular approach for selected sectors for EQF 5 qualifications

✓ Broader implications for transnational policy developments as best practice transfer and dissemination in EU and beyond – for increased European competitiveness

Osnabrück priority: European Education and Training Area and International VET
Practical results:

- More than 800 WBL teachers and tutors trained in LV, LT and EE according to the same modular program and TANDEM TRAINING methodology

- The training program based on the agreed Baltic COMPETENCE PROFILE for WBL tutors

  By agreement of the three Baltic (Latvia, Lithuania and Estonia) Ministries of Education and Science

- The common Baltic approaches on WBL – a pre-condition for improved transnational exchange, mobilities, joint program development and other European VET priorities

'Testing New Approaches to Training VET and Workplace Tutors for Work Based Learning (TTT4WBL), https://ttt4wbl-project.eu/'
# Competence Profile of the Workplace Tutor

## Guidance, Instruction and Assessment in WBL

- Knowledge of basic principles of vocational pedagogy and inclusive education
- Knowledge of mentoring and coaching techniques, learning facilitation and assessment methods
- Basics of psychology
- Awareness of legislation requirements, school documents and company/institutional rules regarding WBL
- Knowledge of standards, training programmes, assessment criteria, training plans and how to utilise and apply them in WBL
- Knowledge of responsibilities of involved parties

## Planning, Organization and Coordination of WBL

- Ability to adapt training to trainees' personality, learning style and individual needs
- Ability to select and apply various instruction methods and prepare learning trees
- Ability to motivate and engage trainees
- Ability to apply formative and summative assessment and to stimulate trainees' self-assessment and self-reflection
- Ability to prepare and follow individualized learning plans
- Ability to make arrangements for learning; organize workplace, equipment, involve other employees
- Ability to handle documentation
- Ability to assess quality of WBL and make necessary adjustments

## Cooperation and Communication for WBL

- Knowledge of communication methods, communication styles and channels
- Knowledge of motivational and development feedback
- Ability to negotiate and maintain effective communication with school/teacher/company management; other employees throughout the WBL process
- Ability to handle problematic situations in WBL
- Ability to remain active, provide positive feedback, encourage trainees in different situations

## IT/Digital Competences

- Awareness of General Data Protection Regulation (GDPR) and data protection policies, information security, and information management
- Ability to find and utilize relevant information using IT tools
- Ability to communicate effectively in written and oral communication with trainees, peers and employers

## Professional, Sectoral Competence

- Awareness of qualification requirements and interviews
- Awareness of key competences, personal and professional development

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**EPSO project: Testing New Approaches to Training VET and Workplace Tutors for Work Based Learning** - TTT4WBL, project No. 58293-EPP-P-2016-1-ES-EPPKA2-PP-POLICY
The spin-off effect at European level and beyond – way to broader sustainability...

Ongoing and completed Baltic projects:

✓ «Individual Approach and Individual Learning Plan in WBL: Training for WBL Tutors” (ILP4WBL),
http://qualityplacements.eu/open-education-resources-for-ilp/ (Latvia, Lithuania, Finland)

✓ “Skills for the Baltic Wood industry – European Quality in Vocational Education and Training”,
https://www.skilled-up.eu/ - co-ordinated by the German – Baltic Chamber of Commerce (Latvia, Lithuania, Estonia and Germany)

✓ Industry 4.0 CHAlleNGE: Empowering Metalworkers for Smart Factories of the Future (Baltic associations of metalworks, VET institutions – working with smart technologies, joint upgraded standards, assessment tools),

✓ FinLat-Logic - Aligning work-based learning curricula in VET programmes of logistics through cross-border WBL in Latvia and Finland, https://www.visc.gov.lv/lv/projekts/projekts-finlat-logic

✓ 3LoE-3LoE - Three-level Centers of Professional Excellence: Qualification, Entrepreneurship and Innovation in the Green Economy, Nr: 620870-EPP-1-2020-1-DE-EPPKA3-VET-COVE; (partners from LV, LT, PL, DD, AT, IT, ES)
https://3-loe.eu

✓ Dig4VET: Digital Tools for Teaching, Learning, Assessment and Validation in VET and WBL, (partners from LV, LT, FI, PT and CZ) https://qualityplacements.eu/wbl-projects/about-dig4vet/

Further networks to be explored:

✓ Skillman: transnational platform for centres of vocational excellence for emerging skills, https://skillman.eu/
✓ EVTA: European Vocational Training Association, https://www.evta.eu/
✓ And more
Sector Qualifications Framework development in Latvia

Example of sectorial mapping. Such mapping has been performed for all sectors

Source -
https://registri.visc.gov.lv/profizglitiba/nks_saraksts.s.html
(translated via http://free-website-translation.com/)