



Visual identity Guidelines



Baltic Alliance for
Apprenticeships

**as a platform for joint Baltic
WBL developments**

Slaidi ar attēliem

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**





'Testing New Approaches to Training VET and Workplace Tutors for Work Based Learning (TTT4WBL), <https://ttt4wbl-project.eu/>

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**



COMPETENCE PROFILE OF THE WORKPLACE TUTOR

	Guidance, instruction and assessment in WBL	Planning, organization and coordination of WBL	Cooperation and communication for WBL	IT / digital competence	Professional, sectoral competence
Knowledge	<ul style="list-style-type: none"> Knowledge of basic principles of vocational pedagogy and inclusive education Knowledge of mentoring and coaching techniques, learning facilitation and assessment methods Basics of psychology 	<ul style="list-style-type: none"> Awareness of legislation requirements, school documents and company inner 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 	<ul style="list-style-type: none"> Knowledge of communication methods, communication styles and channels Knowledge of motivational and developmental feedback 	<ul style="list-style-type: none"> Awareness of General Data Protection Regulation Ability to find and critically select information using IT tools Ability to use IT and social media tools for communication with trainee and VET school Ability to create and handle WBL documents in electronic and online format 	<ul style="list-style-type: none"> Awareness of qualification requirements Knowledge of sectoral developments and innovations Awareness of company's development plans
Skills	<ul style="list-style-type: none"> Ability to adapt training to trainee's personality, learning style and individual needs Ability to select and apply various instruction methods and prepare learning aids Ability to motivate and engage trainees Ability to apply formative and summative assessment and to stimulate trainees' self-assessment and self-reflection 	<ul style="list-style-type: none"> Ability to prepare and follow individualised learning plan 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 adjustment 	<ul style="list-style-type: none"> 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 listen actively, provide positive feedback, encourage trainees in different situations 		
Attitudes (type of personality)	<ul style="list-style-type: none"> Social responsibility Positive attitude Open mindedness to new ideas Tolerance and acceptance of diversity of individuals and their needs Self-orientation towards problem solving Life-long learning – continuous personal and professional development 			<ul style="list-style-type: none"> Acting as professional and personal role-model for trainees Consideration of occupational safety and health regulations Consideration of IT security and data protection Keeping to professional ethics Self-reflection and self-assessment Patience, tolerance in working with young people and dedication to this activity 	

Erasmus+ project "Testing New Approaches to Training VET and Workplace Tutors for Work Based Learning" - TTT4WBL, project No. 582951-EPP-1-2016-2-LV-EPPKA3-PI-POLICY





Ministry of
Education and Science
Republic of Latvia

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), <https://www.masoc.lv/en/projects/industry-40-challenge-empowering-metalworkers-for-smart-factories-of-the-future-4change>
- ✓ 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

Valsts izglītības satura centrs
Home > Vocational education. List of industry qualification bodies

List of sectoral qualifications structures

Last changes - 15.08.2020.

Show 25 entries Search

No.	Sectoral qualifications structure	Maps	Strukt. file	Previous versions
1	Construction industry*	PDF	PDF	10.04.2019.
2	Printing and media technology sector *	PDF	PDF	3/21/2018
3	Electronic and optical equipment manufacturing, information and communication technology sector *	PDF	PDF	are not
4	Energy sector *	PDF	PDF	are not
5	Wood industry (forestry, wood processing) *	PDF	PDF	are not
6	Chemical industry and allied industries - chemistry, pharmacy, biotechnology, environment *	PDF	PDF	are not
7	Agricultural sector *	PDF	PDF	4/11/2018
8	Art design and creative industries sector *	PDF	PDF	4/11/2018
9	Metalworking, mechanical engineering and mechanical engineering (including mechanics) *	PDF	PDF	are not
10	Food industry *	PDF	PDF	are not
11	Beauty industry *	PDF	PDF	4/11/2018
12	Textiles, clothing, leather and leather products *	PDF	PDF	3/21/2018
13	Transport and logistics *	PDF	PDF	are not
14	Tourism sector *	PDF	PDF	are not
15	Business, finance, accounting, administration (wholesale, retail and commercial) *	PDF	PDF	4/10/2019

No.	Sectoral qualifications framework	File	Previous versions
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Source -

https://registri.visc.gov.lv/profizglitiba/nks_saraksts_shtml

(translated via <http://free-website-translation.com/>)

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

