

**PROJECT “TESTING NEW APPROACHES TO TRAINING VET AND WORKPLACE  
TUTORS FOR WORK BASED LEARNING -TTT4WBL”  
(582951-EPP-1-2016-2-LV-EPPKA3-PI-POLICY)**

**POLICY IMPACT AND RECOMMENDATIONS**

The policy recommendations have been drafted taking into consideration the two main sources – the policy experimentation research results, as well as the discussions and exchange among the Baltic ministries representatives and the decisions of the project Steering Committee. While the particular policy impact in each Baltic country was determined by the respective ministry, the decision on the overall Baltic impact was agreed in joint discussions. Based on this, the policy recommendations were prepared to address the common Baltic VET and WBL challenges for the coming years – maintaining the achieved results so far and bringing the Baltic VET co-operation to a new level - given the new opportunities arising from the common WBL tutors competence profile developed within the project, as well as focusing on the potential of digital approaches in joint activities and projects to increase the overall competitiveness of the Baltic VET environment.

The Baltic ministries have agreed that the impact of the TTT4WBL project can be observed at multiple levels:

- Individual
- Institutional
- Local
- Regional
- Beyond European Union
- National
- Baltic
- European Union- institutional and countries

The impact has been achieved through systemic and targeted practical training activities for competence development in the field, as well as information flow and exchange via multiple channels, especially through presentations and discussions at seminars, meetings and events at various levels – nationally and internationally

**Policy impact in Latvia**

- Formal status of the WBL tutor training program confirmed by the Ministry of Education and Science
- A team of lead trainers as a resource for systemic methodological approaches to WBL tutors' competence development in the country
- Raised and strengthened expertise within VET schools (competence centres) regarding joint work with companies to ensure high quality work-based learning
- Understanding at various levels of the WBL approaches in the neighbouring countries – for improved co-operation planning and implementation
- Synergies with other related activities and projects for increased effectiveness of WBL provision
- Raised interest and appreciation of the importance of pedagogical competence in companies offering WBL

- Raised awareness of the importance of VET and work-based learning and subsequent establishment of the VET Policy Committee at the Chamber of Trade and Commerce of Latvia for improved links between the worlds of education and work.

#### **Policy impact in Lithuania**

- Approval and registration of WBL tutor tandem training program as one of the in-service training programs at National Register of Studies, Training Programs and Qualifications
- Provision of financial support for further tutor tandem training in VET institutions and companies as part of ESIF (European Structural and Investment Funds) funded activities for apprenticeship development
- Raised awareness of the importance of apprenticeship / work-based learning among all VET institutions
- Increased involvement and participation of companies in apprenticeship / work-based learning network formation
- A designated authority - Qualifications and Vocational Education and Training Development Centre - was appointed, for apprenticeship development, tutor training, consulting and methodological assistance to providers, in order to achieve sustainability of activities.

#### **Policy impact in Estonia**

- The WBL tutor competence model will be integrated to VET teacher occupational qualification standard. The standard will include an option for WBL tutors to get a professional qualification certificate.
- Provision of financial support for further tutor tandem training in VET institutions and companies as part of ESF (European Structural Funds) funded activities for WBL development
- The WBL competence model has been taken into account in the pilot program of quality assessment of WBL learning.
- WBL tutor model and tandem training has been promoted in national WBL coordinators', VET school principals' and employers' networks.

#### **Policy impact at Baltic level**

The policy impact identified by the Baltic public authorities have close relation to the project impact identified by the project research team from Finland. It can be seen as raised awareness of multiple stakeholders in the Baltics on the possibility of joint approaches towards WBL and the development of the competence of WBL tutors using the common WBL tutors' competence profile. Another impact is the creation of the Baltic WBL stakeholder community.

#### **The Baltic ministries' vision of the impact of the TTT4WBL project:**

- Strengthened awareness at Baltic ministries' medium and senior administration level on the importance of Baltic co-operation in VET
- Tested and approved the joint methodology of tandem training for the WBL tutors

- Developed the joint competence profile of the WBL tutors in the Baltics and initiated discussions at top policy level for a more formalised status of the Baltic WBL tutors' competence profile
- Strengthened the peer learning culture in Baltic VET at different levels: public authorities and social partners, VET managers, trainers of WBL tutors
- Regular policy discussions and reflection on increased co-operation in VET and WBL at the level of the Baltic Assembly
- Increased co-operation between the Baltic VET institutions, VET institutions' associations and employers and their organisations
- Agreement to further promote the Baltic Alliance for Apprenticeships (BAfA) as a platform for continued Baltic co-operation in VET and WBL.

### **Policy impact at European level and beyond**

**Raised awareness** of EU countries and beyond on the **benefits of the tandem training approach in WBL** – through international seminars and conferences, EU working groups and co-operation platforms

Presented **model** to other countries of the co-operation in WBL **within a group of countries with similar historical, cultural and education tradition.**

### **Policy recommendations**

- To promote the capacity of VET schools (VET Competence Centres) to undertake training of workplace tutors for WBL
- To encourage VET schools to use Tandem Training (Tandem Approach) as WBL governance tool promoting close cooperation with companies involved in WBL
- To continue work on the commitments made in 2017 within the Baltic Alliance for Apprenticeships – on strengthening co-operation and exchange among Baltic VET institutions' and employers' associations in order to ensure joint approaches and broader coverage
- To utilise the practical benefits of the common Baltic WBL tutor competence profile – to increase Baltic exchange of VET students and tutors
- To explore possibilities for the implementation of joint programs or modules in the Baltics
- To disseminate the project results – tandem training approach – after the end of the project, given the interest shown by VET professionals in other countries in EU and beyond.

## **Baltic cooperation in the future**

Following the experience gained in the Baltic co-operation since 2014 through the Erasmus + projects WBL-Balt (2014-2017) and TTT4WBL (2017-2020), as well the Baltic Alliance for Apprenticeships (BAfA) established in 2015, the Baltic countries are committed to continue their co-operation in VET and WBL along the lines agreed in 2017 within BAfA discussions in Riga:

- Continued cooperation at different levels with more emphasis on involvement of VET institutions' and business associations  
Specific directions of joint work:
  - Developments towards joint Programs & Qualifications
  - Enhanced cooperation among Baltic employers on WBL implementation



- Promoting Baltic region as excellent place for studies and work

Through the TTT4WBL project activities it has become evident that further Baltic co-operation should be focused on targeted WBL student and tutor exchange – given the new opportunities arising from the common WBL tutors competence profile.

Another common issue to be addressed is increased focus of digital approaches in joint activities and projects to increase the overall competitiveness of the Baltic VET environment.