



**Erasmus+ Strategic partnerships ILP4WBL –
„Individual approach and individual learning plan in WBL: Training for
WBL tutors“(2018-1-LV01-KA202-047004)**

Output 1.

REVIEW „INDIVIDUAL LEARNING PLAN: REVIEW OF EXISTING PRACTICES AND APPROACHES IN LITHUANIA, LATVIA AND FINLAND“



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1. INTRODUCTION

To improve the quality of VET and VET ability to support labour market needs, Latvia is introducing work-based learning system and Lithuania – apprenticeship system. In Finland all competences already can be acquired in work based learning. Reforms in Finnish VET have aimed to strengthen a learning-outcomes-based approach and work-based learning. Lithuania and Latvia are still under development of systems for implementing vocational education in close cooperation with the labour market.

Project presumes that high quality of WBL can be achieved only if WBL tutors are competent (able to motivate and guide learners as individuals by taking into account their personalities and career plans). Correctly transformed Curriculum into individual learning plan is leading to high success of learning.

Thus, “individual learning plan” is a key element in WBL of the three countries. How to achieve that “individual learning plan” was not a formal document with copy-paste from the curriculum, but a truly personalized learning plan linking of learner’s interests and personal goals with curriculum requirements and the needs of a specific workplace?

Training of WBL tutors in Latvia and Lithuania had shown that many WBL tutors see “individual learning plan” as a challenge and feel sceptical about their ability to implement it. Finnish experience and know-how seems to be without doubts, but conducted research showed that there is always room for improvement.

The Review was produced in order to outline existing practices and approaches concerning ILP development and implementation in WBL. Description of the current situation was necessary to finalize the experimental protocol based on what fields in the project will be evaluated and the development of the Baltic model on WBL tutor training. The initial findings of the review will be used for the development of the training program and will further have an impact on international joint staff training (VET representatives from 3 countries), national workshops in partner countries for VET tutors, mobility’s of VET learners, international training activities (joint staff training, transnational mobility’s of VET trainees).

1.1. CONCEPTS, TERMS AND ABBREVIATIONS

Concept	Meaning of the Concept in ILP4WBL project
Work-Based Learning (WBL)	<p>Acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, in alternating periods either at the workplace or in a VET institution. Three main models of WBL are distinguished: (1) school-based VET with alternance schemes bearing strong similarity with apprenticeships, (2) school-based VET which includes on-the-job training periods in companies, (3) WBL that is integrated in a school-based programme, through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/ industry project assignments</p> <p>In Finland new term of WBL is <i>Learning at work</i>.</p>
Individual Approach (IA)	<p>Individual Approach is planning, creation and adjustment of theoretical and practical work-based learning together (the apprentice - vocational teacher – work based tutor), covering the whole set of learning outcomes for the learner needed to get a qualification.</p>
Individual Learning Plan (ILP)	<p>Individual Learning Plan outlines a programme of learning agreed between the Company/Organization, Provider and the Learner. The Plan is based on recognized standards and curriculum to be carried out under work-based learning arrangements and is underwritten by an Apprenticeship Agreement.</p> <p>In Finland ILP is combination of training agreement/apprenticeship training and PCDP.</p>
Training agreement	<p>Temporary individual agreement between VET school and workplace determining the length, content and objectives of a student's WBL period.</p>
Apprenticeship in VET	<p>Systematic, long-term training alternating periods at the workplace and in an educational institution or training centre. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation.</p>

VET tutor	VET teacher participating in WBL tutor training provided in the ILP4WBL project
Workplace (WP) tutor	Representative of an enterprise participating in the WBL tutor training provided in ILP4WBL New term for Workplace tutor in Finland is <i>mentor</i> .
WBL tutor	VET tutors and WP tutors
PCDP / HOKS	A personal competence development plan in Finnish VET
VISC (Applicant organisation)	Valsts izglītības satura centrs, Riga, Latvia
SIA BALTIC BRIGHT (Partner organisation)	SIA Baltic Bright, Riga, Latvia
OT (Partner organisation)	Ogre Technical school, Tinuzu pagasts, Latvia
CCIC (Partner organisation)	Chamber of Commerce, Industry and Crafts, Kaunas, Lithuania
WINNOVA (Partner organisation)	Länsirannikon Koulutus Oy WinNova, RAUMA, Finland
KTVEC (Partner organisation)	Kaunas technical vocational education centre, Kaunas, Lithuania
OMNIA (Partner organisation)	OMNIA The Joint authority of education in Espoo region, Espoo, Finland
LCCI (Associated partner)	Latvian Chamber of Commerce and Industry, Riga, Latvia

2. CONTEXTUAL CONSIDERATIONS

2.1. GENERAL OVERVIEW OF WBL IN LV, LT, FI

LT

Lithuania has been dealing with high youth unemployment; at policy level, apprenticeship is understood mostly as a key means of increasing youth employment. Employers, however, face serious skill mismatches and lack of a qualified workforce to stay competitive. Apprenticeship can be an effective means of supporting lifelong learning. The policy framework is supportive of apprenticeship but there is still a way to go to reach a common understanding on apprenticeship and much to be done. Apprenticeship as one way of organising VET was established by the Law on VET in 2008, alongside school-based VET where the work-based element has been a tradition (in all formal VET programmes, students in their last year should have a period of practical training – final practice – in companies). VET centres traditionally cooperate well with local enterprises to ensure work placements for their students; however, these placements are school-led and do not include employment contracts with students.

The Cedefop review of apprenticeship in Lithuania “Signposting the apprenticeship path in Lithuania” took place between May 2014 and March 2015 at the request of the Ministry of Education and Science of Lithuania. The report presented analysis of findings on main features, enablers and challenges of apprenticeship in Lithuanian VET, including the views of stakeholders at different levels. It proposed four directions for action to make apprenticeship a reality in the country: clarifying the vision, building on the enablers, improving information and communication about apprenticeship, and fine-tuning regulation on the way.

The project “National Authorities for Apprenticeships: Implementing Work Based Learning in Latvia, Lithuania and Estonia” (WBL-Balt) implemented in 2014-2016), had a goal to support development of WBL and apprenticeships in the Baltic States and to enhance cooperation between 3 Baltic States in implementing VET reforms and especially developing further and promoting WBL and apprenticeship.

As the project “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 states: “An apprenticeship is a systematic long-term learning characterised by varying periods of learning at a workplace and educational institution or training centre.

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 organized 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 completed 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.

LV

Over the last decade Latvia is pursuing large-scale improvements in the system of vocational education and training in order to raise the quality of VET, its attractiveness and suitability for the needs of the labour market. These are general measures carried out to promote the attractiveness of vocational education, such as upgrading infrastructure, quality of education programmes, social security for students, career training activities, cooperation with employers to provide placements and potential jobs, innovative approaches to vocational education, including the introduction of work-based learning system.

By 2020, it is planned to achieve change in the ratio of the number of learners in vocational secondary and general secondary education in favour of vocational education to a ratio of 50/50. In the year 2017/2018 the ratio of the total number of students to vocational secondary education to general secondary education was 38%. The number of secondary-level vocational education institutions subordinated to Ministry of Education and Science decreased from 60 in 2010 to 21 in 2018, while the number of secondary-level vocational education institutions subordinated to the Ministry of Culture decreased from 14 in 2014 to 10 at the beginning of the 2016/2017.

In order to ensure the training of future professionals in line with labour market requirements, the reform of the content of vocational education led to the establishment of cooperation mechanisms with social partners and companies. The need for developing specific vocational education programmes is determined by taking into account the medium and long-term labour market forecasts by the Ministry of Economics, the opinion of the sectoral expert councils and conventions and aligned with the Tripartite Cooperation Council for Vocational Education and Employment.

The introduction of Work Based Learning (WBL) system is currently on agenda within the vocational education policy and is a high level VET priority in Latvia. It derives from the need to bring closer vocational education and training (VET) to the business world and to ensure preparation of the skilled workforce with skills, knowledge and competences relevant to the labour market needs and the national economy, to increase number of skilled graduates with VET qualifications and to improve youth employment overall.

Launching a pilot project in 2013/14, which addressed the incomplete legal framework, insufficient offer in traditionally school-based VET, and low involvement of employers, who, nevertheless, demanded improved

VET quality and labour market relevance led to the adoption of legal framework for the implementation of WBL in Latvia by 2016.

Amendments to the VET Law were adopted by the Saeima on April 23, 2015 i.e. determining work-based learning as one of the forms for the implementation of vocational education and training.

Following the Amendments to the VET Law, on July 15, 2016 Regulations No 484 by the Cabinet of Ministers “Procedure for the organisation and implementation of work-based learning” (Regulation No. 484) were adopted.

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. Article 10 determines the professional and pedagogical requirements for work-place tutors.

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 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”. Whereas, the Regulation No 569 of 11.09.2018 stipulates the professional and pedagogical requirements for VET tutors.

It should be noted that EU funding has greatly supported the introduction and promotion of WBL system in Latvia by allowing for law updates, large-scale reforms, policy innovation and experimentation, extended social dialogue and has served for raising the overall awareness and participation of the involved stakeholders.

A special role in 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-Balt), No.2014-3566/001-001” implemented in the period

December 1, 2014 till February 28, 2017. The project acted as a facilitator for national reforms in the 3 Baltic States, as well as for peer learning, cooperation, exchange of information and experience on implementing VET reforms, and especially developing further and promoting WBL and apprenticeships.

The complementarity and sustainability of WBL-Balt has been ensured by another Erasmus + Policy experimentation project Testing new approaches to training VET and workplace tutors for work-based learning (TTT4WBL) launched in 2017 by nine partners from Latvia, Estonia, Lithuania and Finland. The project is testing a professional development model for WBL tutors - joint/tandem training of VET and company tutors in 3 Baltic countries - Latvia, Estonia and Lithuania. The aim of experimentation is to show the impact of joint/tandem training on the quality of WBL.

Two national-scale ESF program projects in support of WBL are currently implemented in Latvia:

1) Project SAM: 8.5.3. “Providing efficient management of vocational training institutions and development of professional competence of involved personnel” No. 8.5.3.0/16/I/001. Leading organization: National Centre for Education (VISC). Implementation period: November 2016 – December 2022.

The project aims at further development of key competences and professional competences of teachers, tutors, master craftsmen, WBL tutors and administrative personnel of VET institutions.” The 36h training programme

“ABC of pedagogy for implementation WBL” and 72h training programme “Practical pedagogy for implementation of WBL” implemented in this project envisage both: the acquisition of the basis of pedagogy and practical aspects of WBL. By the end of 2018 652 tutors from companies and VET schools were trained in 36 hours course and 302 tutors from companies received the training of 72 hours. The trainings are continuing in 2019.

2) Project SAM 8.5.1. “Participation of VET students in work-based learning and practices in enterprises” No. 8.5.1.0/16/I/001 leading organization: Employers’ Confederation of Latvia (LDDK). Implementation period: January, 2017 till August, 2023.

The project aims at providing support for 3150 WBL apprentices and 11025 VET students during WBL or practical placements in enterprise. Financial support is provided for all involved parts – enterprise, VET school, and apprentice. According to WBL regulation, the enterprise pays a wage or scholarship to apprentices, provides them with personal protective equipment, liability insurance and assigns a tutor. The regulation sets the requirements for tutors in the enterprise. From September 2017, they must have a master of crafts certificate (issued by the Latvian Chamber of Crafts), vocational education or at least three years of relevant work experience and teaching competence. The VET school provides accident insurance for students as well as transportation and accommodation during the WBL periods.

By January 2019 1522 WBL apprentices were at practical placements at the workplace with 1836 more students to be involved till the end of the study year. In total 2169 enterprises from all regions of Latvia representing the main national sectors: transport and logistics, tourism and beauty, agriculture and food production, metalworking, chemical product manufacturing, construction, forestry, printing sector, finance sector, textile product manufacturing, electronics and information communication technologies (ICT) and 38 VET schools from all regions of Latvia have signed an intention agreement to participate in WBL in the frame of the ESF project and the recruitment process of new enterprises is continuing.

The Sector expert councils play important role in the ESF projects by offering legal and logistic assistance for implementing the WBL scheme. Moreover, they are engaged in – promotional activities, information dissemination, advice and recommendation on implementation, implementation assessment, and identification of the relevant enterprises.

As a result of several integrated initiatives Latvia succeeded to create its own tailor-made approach which has been recognised as a useful experience by other European countries and international partners.

FI

Vocational upper secondary education in Finland

After completing the compulsory nine-year basic education, young people can choose to continue their educational track either in general upper secondary education or vocational education and training. The latter of these comprises vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications.

Persons with a completed vocational upper secondary qualification have the basic vocational skills in a particular field and the professional competence required in the practical work life. The scope of the qualification is 180 competence points. Besides completing a vocational upper secondary qualification, it is also possible to complete further and

specialist vocational qualifications. Further and specialist vocational qualifications are being completed as competence-based qualifications, and preparatory training for these is provided.

The Government decides on the general goals of vocational education and training, the structure of qualifications, and the core subjects. The Ministry of Education and Culture decides on the studies and their scope.

The qualification requirement system of vocational education and training consists of the national qualification requirement; each education provider's locally approved curricula and the students' personalised competence development plan (PCDP/HOKS).

The Finnish National Board of Education decides on the national qualification requirement for each vocational qualification, determining the composition of studies and objectives, core contents and assessment criteria for study modules. It also includes provisions on student assessment, student counselling, on-the-job learning¹, special education and training, educational arrangements for immigrants and apprenticeship training. The content of local curricula is defined in the national qualification requirement as well.

National qualification requirements are drawn up in co-operation with employers' organisations, trade unions, the Trade Union of Education and student unions. National Education and Training Committees, local tripartite bodies as well as other representatives of working life take part in the curriculum work as advisers and consultants.

As today's working life is changing all over the globe, so is the Finnish vocational education and training changing with it. We are expected to continuously develop our skills throughout our careers. The newly reshaped Finnish vocational education and training, provides a future proof model for continuous and up-to-date competence development.

- Life-long learning in Finland

Life-long learning is ensured by making it possible for learners to take up studies at any stage of their lives. Education for adults is provided at all levels of education. Also, informal and non-formal education is recognized. In vocational education, for example, competence-based qualifications offer a way to demonstrate prior learning.

Adult learning is very popular. Different institutions arrange a great variety of courses and programmes for adults at all levels of formal education, and the provision of liberal adult education is extensive. Adult education and training encompass education leading to a qualification, degree studies, training preparing for competence-based qualifications, apprenticeship training, further and continuing education updating and extending the professional skills, studies in subjects relating to citizenship skills, working life skills and society, and studies in different crafts and subjects on a recreational basis.

In 2017 over 27 per cent of Finnish adults participated in adult education compared to an EU average of 11 per cent. Most of this is non-formal education.

Adult education and training can either be paid for by the student himself or herself or it can be apprenticeship training, labour policy education, or staff-development and other training provided or purchased by employers.

The purpose of VET is to increase and maintain the vocational skills of the population develop commerce and industry and respond to its competence needs. VET supports lifelong learning and students' development as

¹ In the Finnish VET the new term is *learning at work*, but in order to help improve this article's readability we are using the former term of on-the-job learning.

human beings and members of society. It provides students with knowledge and skills necessary in further studies and promotes employment.

VET provides students with strong vocational competence. However, the continuous changes in working life and the transformation of work require constantly updated competences and applied specialist skills. Therefore, another key principle is continuous competence development. In fact, more than half of VET students are 20–60 years old.

Finnish vocational education and training is competence-based and customer-oriented. Students are assessed and credited for previously acquired competence and only acquire the missing skills during their studies.

The system allows students to flexibly utilize units of the qualifications and smaller parts corresponding to their own needs.

All competences can be acquired in work-based learning² directly linked to the qualification requirements. Also, the fact that vocational education is developed and delivered in cooperation with the labour market serves as a guarantee for its quality and attractiveness.

For decades, all the reforms in Finnish VET have aimed to strengthen a learning-outcomes-based approach and work-based learning. With the latest reform, the number of qualifications was decreased, and qualification content was broadened to support individual learning pathways and to enable more rapid responses to the changing competence needs in working life.

Vocational qualifications are independent of the way the vocational skills have been acquired. As long as the individual's competences meet the national qualification requirements, they can be acquired in different learning environments and ways, at different times. Students demonstrate their skills in competence demonstrations at practical work.

Guided and goal-oriented work-based learning takes place in versatile learning environments both at home and abroad and is based on practical work tasks. Educational institutions, workplaces, workshops, worksites of educational institutions and virtual learning environments reinforce each other.

Work-based learning is either based on apprenticeship or on training agreement. Both can be flexibly combined. Learning at work can be used to acquire competence in all vocational qualifications as well as other training advancing or supplementing vocational skills. Work-based learning can cover an entire degree, a module or a smaller part of the studies.

In apprenticeship, most of the competence will be acquired at the workplace through practical work tasks and will be reinforced in other learning environments if needed. The student, education provider and employer agree on the arrangements on the apprenticeship together. The apprenticeship is based on a fixed-term contract between the student and the employer. The student is a full-time worker and receives pay.

In the training agreement, the student is not in a contract of employment and does not receive any pay or other compensation. This agreement is drawn between the education provider and the workplace. The workplace is required to keep track of the development of the student, report to the education provider and take action if the competence is not reached.

² In the Finnish VET the new term is *learning at work*, but in order to help improve this article's readability we are using the former term of work-based learning.

2.2. IA AND ILP IN PARTNER COUNTRIES

LT

Individual Learning Plan outlines a programme of learning agreed between the Company/Organization, Provider and the Learner. The Plan is to be carried out under work-based learning arrangements and is underwritten by an Apprenticeship Agreement.

When a student is sent to apprenticeship training, an individual work-based learning plan is prepared, providing the Company/Organization, Provider with the planned hours of the apprenticeship training, based on the curriculum-only. The individual plan includes the hours of the work-based learning that have not been delivered to the student at school. If the student starts the apprenticeship training after the beginning of the academic year, the delivered training hours are not included. The student must account for all academic subjects of the curriculum at school monthly, according to the individual schedule. The apprenticeship contract is concluded for the whole period of the studies.

Company/Organization, Provider appoints a competent person (a supervisor) responsible for the student's work-based learning at the company. The supervisor records the student's achievements in the individual learning plan, in the column of a practical assessment of the subject (completed / not completed). After completing the curriculum, the student presents the assessment to the vocational teacher at school.

LV

The introduction of Work Based Learning (WBL) system in Latvia is ongoing and the schools where the system is already working are still establishing the most efficient implementation mechanisms, also the concept of ILP is quite new for the school and company tutors. The Cabinet regulations describe the general procedure and required documents for overall implementation of WBL, state the responsibilities of all parties as well as provide guidelines and templates for ILP implementation. However practical implication of ILP is interpreted differently and often takes standardised and formal approach rather than serving its purpose – individualising the learning process and representing the needs, interests of trainees in achieving their professional and life goals. Often the way how ILP is implemented depends on the variation of internal and external circumstances – understanding of ILP purpose and its application skills, preparation of VET tutors from school and company and students themselves, economic situation in the region, opportunities for placements in SME`s and possible limitations in each professional field.

FI

Individual learning pathways in Finland

Prospective students can apply to VET whenever suitable and start their studies flexibly throughout the year. National joint application is organized each spring for those who have completed basic education and who do not have a secondary qualification. The aim is to ensure each young person a student place after basic education.

A personal competence development plan (PCDP/HOKS) is drawn up for each student. The plan is drawn up by a teacher or a guidance counsellor together with the student and, when applicable, representative of working life.

The plan charts and recognises the skills previously acquired by the student and outlines what kind of skills the student needs and how they will be acquired in different learning environments. Students may have obtained relevant skills from working life, another school, international study, work placement periods, family and leisure activities or through the media. Previous learning is recognised and only the missing skills are acquired.

The plan also includes information on the necessary supportive measures. The support received by a student may involve special teaching and studying arrangements due to learning difficulties, injury or illness, or studies that support study abilities.

No minimum or maximum amount has been set for competence acquired in connection with practical work tasks. Instead, education and training organized at the workplace is planned as part of the personal competence development plan, taking into account the competence needs of the workplace and individuals. The plan is attached to the agreement and the training is designed in cooperation with different parties. Students can find the workplace by themselves or ask the education provider for help with finding a suitable workplace.

Working life representatives take part in preparing students' personal competence development plans, implementing education at workplace and assessing competence demonstrations.

The popularity of VET in Finland has increased steadily over the past 20 years. Participation in VET figures have fluctuated yearly but the overall trend is one of participation being on the rise. The proportional popularity of VET has also increased, especially in the 21st century: in 2012, 42% of young people continued their education in IVET.

There is evidence that students prefer work-based learning and that this has increased the attractiveness of VET. The system that emphasises learning at workplaces has also led to a declining trend in dropout numbers in IVET.

These aspects have changed over the two decades. Even though the VET is still school-centred, there are more on-the-job-learning and skill demonstrations and other flexible study methods. Through consolidation, many VET units have been closed and the size of colleges has grown. The importance on life-long learning is acknowledged and for that reason all VET degrees now qualifies its holder to enter higher education thereby leaving no dead ends in Finnish educational system.

The core of the reform is to increase on-the-job training, individualize study paths, and have broader degrees. The broader degrees practically mean that the number of different programs will decrease but on the other hand the students have more flexibility in including different modules in their degrees. It can be said that the aspect of life-long learning is also incorporated in the reform. There is a growing emphasis on skills demonstration and acquired skills recognition. These elements have been present in the Finnish VET system since the 1990's but their importance is growing.

2.2.1. EXISTING LEGAL REGULATION OF IA/ILP IN PARTNER COUNTRIES

LT

There are no existing legal regulations of IA/ILP in Lithuania, only some documents on WBL/Apprenticeship: 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 organizing the VET. The law states that “Vocational education shall be organized in school and apprenticeship forms”. The law mentions that when applying the apprenticeship form, a vocational education provider (vocational education institution, freelance teacher, company, organization 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.

The concept of Work Based Learning/Apprenticeship in vocational training in Lithuania’s legislation has been introduced with the adoption of a legislation Law on Vocational Education and Training (2007, came into force in 2008-01-01). This law established such apprenticeship definition: Apprenticeship is a form of vocational training, where training is provided at a workplace: in the organization, farm or at a free teacher. Theoretical training could be provided at a vocational school or any other school. In the Term Glossary (2008), apprenticeship is defined as follows: “It is a long- term vocational training when a learner makes a contract with a company that undertakes to create conditions to gain some qualification or competence for him/her during work (receiving salary).

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 organizer, 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 organizing 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

Framework of regulations and requirements for ILP in Latvian WBL.

There are two main documents, namely Cabinet Regulations No. 484 of July 2016 “On organizing and implementing work-based learning” and Guidelines for Organization and Implementation of Work-based Learning, which determine the use of Individual learning plan.

The Cabinet regulations state that the required documents necessary for WBL are Overall Implementation Plan for WBL (covering the whole curriculum) and Individual Learning Plan covering part (related to specific period and specific enterprise) of the curriculum.

Among the responsibilities related to ILP:

- VET together with the WBL company develop and approve ILP for each individual VET learner/trainee;
- VET school involves/approves a company at which it is possible to implement the ILP;
- VET school introduces and explains the ILP to the trainee;

- The company ensures learning process and tasks in accordance with the ILP;
- The company monitors implementation of ILP by trainee;
- The company provides assessment of learning outcomes on the basis of the ILP;
- The trainee is required to implement the tasks of ILP.

The Guidelines state that the ILP of the Trainee is an indispensable part of the WBL Agreement.

Drawbacks which we see in ILP concept as represented in the regulations:

- 1) The learner/trainee is not seen as an active player: the ILP is to be agreed between VET and workplace without consulting with the trainee. Involvement of the trainee would give him/her the feeling of ownership.
- 2) The existing template: instead of subjects and topics, we would recommend to use learning outcomes, i.e., specific skills, knowledge, competences to be acquired and related tasks;

The Guidelines also propose the format of ILP. There is template developed as a recommendation/example – the ILP template is called “Annex 3 to Guidelines” (please see attached a scanned version).

The proposed format allows using ILP as both planning and assessment tool. The template has a column for the assessment to be provided by the workplace tutor.

The template requires filling in information about:

- Goal of WBL (not clear how general or specific)
- Tasks of the specific WBL period (formulates as learning outcomes)
- Detailed subdivision of tasks under subjects or modules, topics and sub-topics.
- Assessment by workplace tutor (at least once a month)

At the end of the template there are Instructions for Filling in ILP. The instruction says that the goals, tasks, subjects and topics are to be written by VET through agreement with the company.

FI

In Finland, Parliament makes all the decisions on legislation and the annual budget to VET. The Ministry of Education and Culture is responsible for preparing the legislation related to VET and is also the body to steer, regulate, finance and monitor the field. The Act on Vocational Education and Training (531/2017) and the Government Decree on Vocational Education and Training (637/2017) define all aspects of VET.

Vocational qualifications in Finland are developed by the Finnish National Agency for Education in close relationship with working life to make sure that they support a flexible and efficient shift into the labour market. This flexibility promotes equality and reduces unnecessary overlapping of studies. A significant part of Vocational studies is studying at the workplace. This is either based on apprenticeship or on training agreement.

The chapter 5 of the Act determines the actions concerning the personalization of studies, more precisely the personal competence development plan (PCDP/HOKS) that is mandatory for all students entering VET in Finland. The Government Decree in Vocational Education and Training (637/2017) defines the content of the HOKS. The responsibility for composing and updating the HOKS is that of the VET provider. If the student is underage, the guardian or legal representative must be allowed to participate in the composing and updating

procedures. Also, the employer or other representative of the working place participates in the composing and updating of the HOKS at least in the parts where the studying at the workplace is concerned.

2.2.2. IA/ILP: PROCEDURE, RESPONSIBILITIES OF PARTIES INVOLVED AND COOPERATION PATTERNS

LT

In Lithuania there are a few apprenticeship schemes. 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 VET license. Such licenses have VET institutions. Companies that want to conduct apprenticeship have to receive the VET license or cooperate with a VET institution – then the VET license is not necessary for the company.

An employer that wants to train a person at work has to find a vocational education and training institution which has a license to carry out appropriate vocational training programme. Qualifications and VET Development Centre advises or suggests the training institution could be chosen. VET institutions before training choose companies themselves and cooperate with them. Some companies implement their own apprenticeships by cooperating with international companies established in the countries that have had apprenticeship systems implemented for a long time.

The requirements for an apprenticeship organizer, an apprentice and VET provider were defined on 13 April 2010 by order no. V-512/A1-142 of the Minister of the MoES and Minister of the Social Security and Labour (hereinafter – MoSSL). According to this order it is possible to distinguish the main organizational steps.

10 steps that the VET institution has to implement for apprenticeship:

1. A cooperation agreement between the company and the VET institution is concluded;
2. Competence detailing: VET institution and the company details of the requirements for apprenticeship;
3. An employment agreement, regulating work-based learning is concluded between the company and the apprentice;
4. The apprentice writes a request to the head of VET institution for permission to study in the form of apprenticeship;
5. The head of VET institution gives the apprentice permission to study in the form of apprenticeship;
6. The company and VET institution combines together Individual Learning Plan for the apprentice's practical training in the company (theoretical training takes place in the VET institution);
7. Three-party vocational training apprenticeship agreement is concluded among the participants of the apprenticeship (VET institution – Company - Apprentice);
8. VET institution appoints a vocational teacher to lead practical training of the apprentice at the workplace;
9. The employer appoints a worker/tutor responsible for coordinating and organizing work activities and practical training of the apprentice.
10. The apprentice is instructed on company's safety, health and hygiene requirements in the workplace.

Whereas the VET institution has experienced vocational teachers who can arrange new high-quality training programme or module according to the company's needs, implementing apprenticeship, the VET institution assumes organizational functions, fills in documentation, coordinates teaching process, is responsible for the

quality of the entire training process, organizes the evaluation of apprentice's knowledge and grants the student document certifying his qualification. The company assumes responsibility for the company-based part of the programme leading to a qualification. The company needs to ensure that the workplace has adequate equipment, tools and other technology for learning and that safety measures are observed.

VET programme, according to which an apprentice is trained, (practical and theoretical training) is ongoing, according to the training schedule. Individual Learning Plan and training schedule of the apprentice agreed with the employer are approved by the VET institution. The apprentice in the VET institution may be trained in a group or individually (during individual consultations). The intermediary evaluation of the apprentice's results is performed by the VET institution.

The main problem is that training institutions do not have sufficient resources (human time and financial resources) be able to supervise the students work in companies. There is no mechanism to grant financial support to companies that accept apprentices or students to learn at their workplaces.

Despite the problems of financing and resource requirements the most effective and high-quality method of apprenticeship is when it is conducted together by the company and the VET institution. People who are leading, organizing and coordinating practical training of the apprentice ensure smooth cooperation.

LV

A professional education program implemented according to WBL scheme as well as the placement programme/individual plan, is developed or updated in collaboration with the company (-ies) or branch association. A study schedule development for the specific study year, depending on the educational program, is agreed with the company. Of course, the agreeing of an individual plan and schedule with the company is possible only if the whole group or a couple of students implement work-based learning within one company. If there are many companies and students, it is essential to base on the profession standard and common qualification study plan upon developing ILP. During the work-based learning in the company, a supervisor on behalf of the technical school maintains a close collaboration with a work-based learning manager of the company as well as monitors the progress of work-based learning and ILP implementation. At the end of the work-based learning, students perform their final training presentation of work-based learning.

The general procedure for IA/ILP is described below:

1. VET school's WBL tutor gathers information about the companies able to implement work-based learning.
2. VET school requests and receives (or does not receive) a conclusion from the relevant branch expert council about the company correspondence for implementing a work-based learning.
3. An individual plan of work-based learning is developed listing the themes (skills), which the student will acquired in the company.
4. A six-sided agreement is concluded and signed by: head of school, company manager, student, WBL tutor of the school, WBL tutor of the company, parents/guardian;
5. Instructing students on labour protection and work safety issues before starting WBL in the company.
6. During work-based learning:
 - a. VET school covers the accident insurance of students in WBL.
 - b. A company covers the civil insurance of students in WBL.

7. A student is provided a work uniform according to work safety and labour protection demands.
8. Medical conclusion, medical book, vaccination against tick-borne encephalitis etc. are ensured according to specific character of each branch.
9. The assessment of the WBL progress takes place at the end of each placement period in collaboration with the company representatives. It is comprised of:
 - a. Report by the student (a presentation) about the WBL progress in accordance with the developed practice evaluation criteria (information about the place of practice, importance in Latvian economy, performed work tasks, obtained skills, knowledge, conclusion, planned tasks for the next practice).
 - b. Characteristics of the student given by the WBL tutor of the company;
 - c. Characteristics of the student given by the VET school's WBL tutor.
 - d. Common conclusions and tasks determined for the next practice.
10. A company and a student may conclude an agreement/contract about the remuneration for the WBL period.

FI

As in the core of VET in Finland is individual approach, PCDP is beneficial for the process. Students may have learned different skills from their previous life. Vocational education law (Act 531/2017) in Finland emphasizes identification and recognition of prior learning of certain student. Practically this means that the student may have achieved some of the qualification unit's vocational competence requirements earlier. Then it is crucial to customise the learning goals for the student in this particular qualification unit. Individual Learning Plan is designed first together with the student and teacher. They first discuss what the student should be learning on the workplace. This discussion is one part of the personal competence development plan (PCDP/HOKS). Later on student is encouraged to find a suitable place for the training. Teacher may help the student by offering places from previous co-operators. When the right workplace has been found, teacher starts the process of signing the contract, designing education at the workplace together with the student and the instructor (tutor) from the company. Signing the contract is the start of the collaboration and the workplace-based education. More about planning the workplace education may be read from Ohjaan.fi webpage (<https://ohjaan.fi/en/planning/what-is-planning-needed-for/>).

Act on Vocational Education and Training (531/2017) has an entire chapter for the learning at work. It's an important part of the studies in vocational education. Act explains (69 §) that the education provider may organize the education at the workplace on the practical assignments. Education at the workplace can be done in two ways: 1) with Training agreement (koulutussopimus) or 2) in Apprenticeship training (oppisopimus).

Detailed differences can be found in figure 1 below.

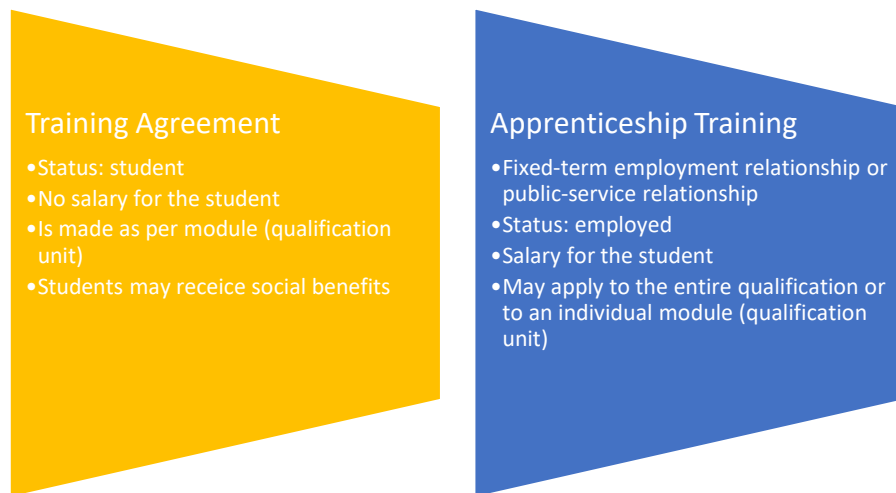


FIGURE 1 *Education at the workplace in Finland*

Act (531/2017) points out that contract, which has to be done in both cases of training, should be done only after the education provider verifies that the workplace is valid for the WBL education. This means that the workplace should be able to carry on the education in the means of enough production or service activities, necessary tools or utensils to carry on the work as well as qualified, educated and experienced personnel.

Contract can be written to these kinds of workplaces (for example companies, municipality etc.). Decree on Vocational Education and Training (673/2017) defines more closely what should be written on contracts. Apprenticeship training contract should foresee apparent period of validity, working hours, trial period and basis of the salary for the apprentice. Both contracts (training agreement and apprenticeship training) has to have also information about duties and responsibilities of the parties, time of starting and ending of the training period, possible compensation for the employer (only in apprenticeship training) as well as other important information for the training.

During the training both teacher and mentor support, guide, give feedback and evaluate the student. At the end of the training student will prepare for competence demonstration (näyttö) which leads to the assessment meeting whereas student will be provided with feedback for his/her demonstration. The final assessment is done by both teacher and mentor together. They decide the grade by comparing student's performance to the vocational competence requirements and assessment criteria from the qualification requirements.

2.2.3. COVERAGE/INCLUSION OF IA/ILP ASPECTS DURING TEACHER-TUTOR CPD, TRAINING OF TUTORS AT THE COMPANY.

LT

Recently there is a high demand in Lithuania for workplace tutor training. There are no formal requirements for workplace tutors in Lithuania. It is also not regulated on the national level who would train company work based learning tutors. There is no specific regulation concerning training. So there is no list of WBL tutor competences.

Teachers in VET schools all have relevant education in the field they are teaching and they also have pedagogical qualification or certificate. If they do not have pedagogical competence, they take pedagogical-psychological courses. In all programmes, companies are usually asked to assign a qualified staff member/tutor to supervise learners during their training periods in company. Tutors are usually skilled employees, managers (human resource or floor managers). Companies do not apply formal requirements for in-company tutors who are in charge of apprentices. The Ministry of education submitted a proposal to start the procedure for organizing formal VET so that an in-company trainer/tutor in an apprenticeship scheme completes a course of pedagogical-psychological basics of 120 hours. In addition to formal pedagogical qualification, trainers should know industrial and company processes, be able to explain them to learners and instruct learners concerning their tasks.

It is clear that if A Company WBL tutors lack competencies in didactics, they need competencies in planning practical work-based learning together with the vocational teacher, creation and adjustment of the Individual Learning Plan (ILP). Recently it is foreseen that the VET institution must provide the company with all the methodological support for apprenticeship organization.

Apprenticeship should follow an individual learning plan which is based on recognized standards and curriculum and should cover the whole set of learning outcomes for the learner needed to get a qualification. Both the tutor and the learner should agree and know the content of the ILP. Both should be aware how the content is distributed and who is in charge of what. So far there is no guidance how to do this. Also in school-based programmes, schools develop standard ILP's, and companies say that it is difficult to accomplish the foreseen tasks during eight working hours. Individual learning plan needs to be discussed and agreed between the VET provider and the company. So, this is the area where both sides lack methodological knowledge and competences.

The Cedefop review of apprenticeship in Lithuania noticed that VET teachers are not prepared to coordinate apprentices and do not have enough resources. This is a critical point; in Lithuanian models of apprenticeship VET providers will continue to have coordinating role.

WBL Tutor Training Program used for preparing the tutors from VET schools and the tutors from companies for WBL implementations divides the WBL period into three stages – before WBL, during WBL and after WBL - explaining the procedure, steps and the roles of involved actors at each stage. ILP is included in all three stages. Information what and how WBL tutors are taught about ILP:

Before WBL period	During WBL period	After WBL period
<p>VET school negotiates ILP content with companies for specific trainees and specific periods (we have a tasks in tandem training when VET and company together try to fill in the ILP template).</p> <p>VET tutor discusses ILP with Trainee, how ILP goals and tasks are relevant for the individual Trainee; try to take into account the strong and weak sides of the trainee.</p> <p>VET explains learning outcomes and how they will be assessed; VET guides trainee towards self-assessment in implementation of ILP.</p> <p>Trainee interview at the Company: both can discuss ILP goals and potential for implementing them.</p>	<p>Trainee follows ILP with the guidance of Workplace tutor and support of VET tutor.</p> <p>Trainee is encouraged to self-assess his/her progress according to ILP.</p> <p>Company monitors the implementation of ILP;</p> <p>Company or Trainee may propose adjustments or changes if there's problem with implementation of some aspects.</p> <p>VET follows, monitors the ILP implementation by Trainee and Company.</p> <p>Company carries out assessment of learning outcomes and of learning progress on the basis of ILP;</p> <p>VET may consult regarding assessment.</p>	<p>Final assessment from Company.</p> <p>Trainee self-assessment of ILP: what did I learn, what I need to improve; what will be the next steps in my learning.</p> <p>Trainee reports to VET about ILP implementation.</p> <p>VET school accepts/records the completion of ILP.</p> <p>Company provides feedback to VET about ILP (e.g. relevant of some points, etc.).</p> <p>VET provides feedback to Company about results of WBL.</p>

Overall, ILP is seen not only as a learning planning and assessment tool, but as a strong motivation tool if the tutors manage to take into account the needs, goals, interests of individual trainees, to help trainees to link the ILP goals with their life goals and to be aware of their talents and progress.

FI

In the WBL, the collaboration between the teacher and the workplace tutor ³is of primary importance. A workplace tutor needs to be aware of what is learnt at the educational institute to be able to support the student in applying this knowledge at the workplace. In Omnia the teacher is required to visit workplace at least once at the beginning of the WBL. After that workplace tutor and teacher can communicate by teacher's workplace visits or through digital tools. The teacher is responsible for the training as a whole.

Personal competence development plan (PCDP/HOKS) in WBL

The need for tutoring is individual for each student. Some need more support and guidance, others act and learn independently. Tutoring a person who is supplementing his/her professional skills and has vast experience of work life can be close to mentoring. Workplace tutors of young people often have a stronger pedagogical role.

Because every student has a different learning background, a personal competence development plan (PCDP) is always created for each student's studies. Making the plan is called the personalization process. In the PCDP, the skills of the student, the qualification requirements and the tasks of the workplace are defined. For each student, previously acquired skills, necessary skills, ways to acquire the skills, vocational skills demonstrations necessary tutoring and support are taken into account. When the workplace tutor gets acquainted with the student's skills and learning objectives, the student has the possibility to learn the right things.

The PCDP is updated throughout the studies, all the way from applying for a study place to completing the qualification.

Workplace tutor's training in Finland

In Finland the formal requirements for workplace tutors are not mentioned in the Act of Vocational Education and Training (531/2017). Act (72§) explains that at the workplace there must be (essential to the plan):

- Sufficient production and service activities
- The necessary tools
- Qualified staff with competence, vocational training and experience

Act also says, that a workplace tutor with a professional and educational experience must be appointed from the workplace. However, the act does not define what the sufficient experience or competencies are.

Therefore, the Ministry of Education and Culture has given money to certain VET institutions (both Omnia and WinNova are among these funded VET institutions) to develop common national models to workplace tutors' training. The development project is called Best know-how (Parasta osaamista). The national collaboration between VET institutions and the Best know-how project began at the beginning of 2018. In the project VET institutions have created the operation model for teachers to introduce the workplace tutors to WBL. In that operation model also the PCDP plan is taken into account. In the operation model, the teacher's tool to introduce is called the check list. The check list guides the teacher to share all the important things about WBL step by step with the workplace tutor and the student.

In the Best know-how project, the VET institutions will also create a common online training course to the workplace tutors. The course will be done by May 2019. In this context the VET institutions will define the requirements the workplace tutor should have.

³ In the Finnish VET the new term is *mentor*, but in order to help improve this article's readability we are using the former term of workplace tutor.

In addition to these, VET institutions are able to organize any kind of trainings for workplace tutors. E.g. in Omnia there are trainings of following themes: planning, assessment, counselling skills and multicultural counselling. All these have duration of three hours.

Personal competence development plan (PCDP) aspects during teacher-tutor CPD

At the Omnia a teacher's role called Qualification Coordinator has been recognized. Qualification Coordinators have modelled and designed process of personalization and introduced it to their fields of studies. Besides this, they act as the support for the teachers and help teachers in the process of executing the personalisation process (PCDP).

2.2.4. BEST PRACTICE EXAMPLES/CASE STUDIES ON APPLICATION OF IA, ILP FROM LT, LV, FI

LT

Case study of Visaginas Technology and Business Vocational Education and Training Centre

Visaginas Technology and Business Vocational Education and Training Centre started vocational training in the form of apprenticeship in 2015. At present, 9% of students are studying under this form of vocational training. The Centre organizes apprenticeship training in a mixed way: there are cases where training is organized for the whole group, or this form of training is applied to individual pupils in groups.

The Centre establishes an apprentice's individual training plan in communication with companies. The curriculum requirements and parts of the curriculum are coordinated in companies with tutors. The planned process of apprenticeship training is also discussed. Before concluding the individual learning plan of the apprentice, the Centre identifies competences the student has. At this stage companies take part and indicate their needs, expectations of the apprentice's existing or missing competencies needed to perform the job functions.

Before starting the apprentice's practical training in the company, the Centre's responsible staff go to the company - the future venue for practical apprenticeship. The apprentice's workplace suitability for seeking skills and qualification of the training program is evaluated, the needed competences of the apprentice are discussed.

The successful implementation result of VET apprenticeship in the Centre is determined by the fact that students are only sent to companies where the workplaces meet or are very close to the curriculum.

Complementing of practical training with theoretical knowledge of the apprentices at the Centre is carried out using the distant learning environments Classroom manager, Moodle. The school has a unique self-directed learning platform, which they willingly share with all educational institutions.

The organization of the apprenticeship training process necessarily requires cooperation between company tutors and vocational teachers. They communicate on issues of coordination and preparation of tasks and are constantly exchanging information.

The most important achievement of the training institution in organizing the form of apprenticeship vocational training is that the Centre is trusted and it cooperates with such advanced companies as Intersurgical, Biovela, SBA (JSC Visagino linija), and JSC Baltijos Informinës sistemas.

Case study of Latvia

1. One of VET centres describes the successful model of implementation of WBL/ILP - where the WBL plan for the students of Electronics program was developed in a close cooperation with the regional enterprises, agreeing about certain practical tasks that will be trained already at school and which competencies will be developed in the company. At the end of the first two-year WBL in the company the students performed their practical test work, which was assessed by several company engineers, who evaluated the trainees according to the standards for evaluating company workers. The school and company agreed about the adaptation of the scores received to the 10 points assessment system which allows the school to implement the assessment of practical skills gained during WBL. The responsibilities of VET centre's staff regarding the WBL and ILP of students are as follows:
 - Deputy Director of educational issues is responsible for the work-based-learning of students;
 - Head of Training Department is responsible for the implementation of study schedule, combining theoretical and practical studies in the VET school with the work-based learning of students in the company;
 - Heads of the units of relevant educational program are responsible for the professional education program development or updating, development of the study schedule for the particular year, processing ILP content;
 - The WBL tutor from the VET school and WBL tutor of the company are responsible for the progress of aims set for the work-based learning and ILP implementation.
2. Brief statements about using individual learning plans which have appeared in conversations or trainings with WBL tutors from VET schools and host companies:

Catering company IMIga (cooperation with Aizkraukle VET School) about how the agreement is reached about the learning plan:

„We arranged a meeting with VET school deputy director at our company. The school explained how important it was to have a good work-based learning place for trainees. We showed her around our company, showed the kitchen, equipment. We also demonstrated and explained how the work process is organized at our company, what are the stages. Then we discussed how the Trainees could be integrated into the work process in each stage. We discussed what the Trainees could learn at our company and how we may motivate the trainees to be active.

As regards individual trainees, we make trilateral agreements. The trainees come to us with their documents prepared. There are individual learning plans, but we review them and, through dialogue, we adjust them to what learning our company can provide.”

Company “Bucher Municipal” Ventspils (cooperation with Ventspils VET centre), experienced workplace tutor:

“We follow individual learning plans. Sometimes, they cannot be fully implemented. Then we propose changes or corrections and VET school usually accepts the changes.”

VET centre in Vidzeme region, WBL coordinator of VET centre:

“When we would like to start WBL cooperation with a company, I visit the company, talk to the management and explain the WBL system to them. I also get familiar with the company and see to what learning program can be implemented.

Then, when an individual learning plan is developed, it takes into account the specific learning possibilities at the company. However, the individual learning plans are not adjusted to personalities of individual trainees. We do not have the capacity for that.”

FI

Local level examples and case studies

The personal competence development plan (HOKS) process is the core process of WinNova. It creates the foundation for WinNova’s pedagogical activity. The HOKS Guide Handbook is being prepared and there is also a check-list for the PCDP process.

WinNova’s career guidance model puts students into the working life and also postgraduate studies.

Notice to successful:

- Career plans are already made at the beginning of studies
- A clear career guidance / recruitment service is available at the institution
- Clear career paths should be modelled in qualifications
- Strengthening co-operation in Bachelor’s degree
- Strengthening working life cooperation

In Omnia there is an “Omnia” model in practice in workplace guidance. This model contains all steps of learning in the working life from its planning to the end. According to this model the responsible teacher acquaints the workplace tutor to the part of qualification that the student is performing, to the vocational skills requirements of the part of qualification, how to give feedback and to assessing the student. This process is endorsed with a check-list that includes all the issues associated with familiarization.

Open Day - and Open Partner –operating models

Open Day: Teachers visit and work one day in the workplace communicating the reform of VET with an entrepreneurial perspective and gaining insights into their working life. At the same time, discussions will be held on how to develop cooperation with the working life. Training needs are also mapped during the day (eg workplace training, apprenticeship, and in-service training).

Open Partner: “Welcome to visit the school!” One of the aims of VET reform is to increase cooperation between working life and educational institutions. This is supported by the Open Partner operating model, where the workplace representative is invited to visit the educational institution and get to know the everyday life of the school and how to teach their own field to students today.

National level examples and case studies

The ohjaan.fi site is intended to support learning and guidance at the workplace. In vocational education, workplaces, workplace tutors and work communities implement them in collaboration with teachers.

The content of the site has been collected utilising the latest research data related to on-the-job learning, workplace tutors' feedback and the good tutoring practices of working life. The content and materials serve the entire field of vocational education and training. Apprenticeship contents can be found in the tool menu. Content:

- Learning workplace
- Roles and tasks
- Planning
- Tutoring
- Assessment and guides
- Development

Check lists of learning in working life

Work place tutors check list

VET teachers check list

Students check list

The checklist supports the student's career planning, acquisition of skills, guidance and supports both student feedback on development and goals at work.

The new Act on Vocational Education and Training states that learning in working life is executed either with a training agreement or with an apprenticeship agreement. This new law enables drawing up apprenticeship agreements also to smaller entities than a whole qualification such as individual part of a qualification. If a student is performing a temporary (e.g. summer) job, the new law enables to combine work and studies with an apprenticeship agreement. This enhances the student's graduation. The employer benefits from drawing up an apprenticeship agreement by gaining a training compensation.

2.2.5. COMPARISON OF IA/ILP PRACTICES IN PARTNER COUNTRIES LT, LV, FI

The main similarity of all the three countries' practice examples is that Individual Learning Plans are developed in close co-operation of VET Centres and enterprises. In this way partners agree on certain tasks that will be trained at school and competences that will be developed in the company. In Lithuania and Latvia, before starting the apprentice's practical training in the company, the staffs of VET institution goes to the company - the future venue for practical apprenticeship. The apprentice's workplace suitability for seeking skills and qualification of the training program is evaluated; the needed competences of the apprentice are discussed.

It is noticed that the organization of the apprenticeship training process necessarily requires cooperation between company tutors and vocational teachers. They communicate on issues of coordination and preparation of tasks and are constantly exchanging information. Sometimes individual learning plans cannot be fully implemented. Then tutors and vocational teachers propose changes or corrections.

In Finland the personal development plan (HOKS) is the core process of VET institution. They prepare the HOKS Guide Handbook - the model which contains all steps of learning in the working life from its planning to the end. According to this model the responsible teacher acquaints the workplace tutor to the part of qualification that the student is performing, to the vocational skills requirements of the part of qualification, how to give feedback and to assessing the student.

Apprentices in Lithuania supplement their practical knowledge with theoretical by using distant learning environments Classroom manager, Moodle. VET institution in Lithuania which has the greatest experience in organizing apprenticeship, uses a unique self-directed learning platform, which they willingly share with all educational institutions.

In Finland they have Open Day – and Open Partner operating models, when teachers visit and work one day in the workplace communicating the reform of VET with an entrepreneurial perspective and gaining insights into their working life, where the workplace representative is invited to visit the educational institution and get to know the everyday life of the school and how to teach their own field to students today. Finland also has the ohjaan.fi site which is intended to support learning and guidance at the workplace. In vocational education, workplaces, workplace tutors and work communities implement them in collaboration with teachers. The content of the site has been collected utilising the latest research data related to on-the-job learning, workplace tutors' feedback and the good tutoring practices of working life.

Assessing the experience of Lithuania, Latvia and Finland in developing and implementing Individual Learning Plans for apprentices, it is clear that close and regular cooperation and communication between enterprises and VET centers, VET teachers and tutors are the most important elements for successful apprenticeship. Before starting WBL, it is very important to evaluate the workplace and determine its relevance to the competence acquisition foreseen in the VET program, clear expectations of apprentices and the host companies should be core elements of successful implementation of Individual Approach/Individual Learning Plans

3. ASSESING THE COMPETENCE OF WBL TUTORS FROM SCHOOLS AND COMPANIES TO EMPLOY IA AND DEVELOP ILP (BASED ON QUESTIONNAIRE RESULTS)

LT

In March 2019 a survey of 20 VET teachers' and 20 tutors in enterprises taking part in the implementation of vocational training in the form of apprenticeship was carried out. The survey questionnaire consisted of five parts: identifying pupils' learning needs, planning of individual learning, guidance and support, assessment, and quality assurance. Respondents could assess their skills in these areas on a four-point scale.

Data of self-assessment of Lithuania's vocational institutions teachers and tutors in enterprises skills in identifying learners' learning needs is given below.

Table 1. Identifying learning needs

Learning needs	Self-assessment of skills of VET teachers (n=20)				Self-assessment of skills of tutors in enterprises (n=20)			
	1	2	3	4	1	2	3	4
1. Are you able to identify learning needs of learner?			50%	50%			60%	40%
2. Are you able to assess the potential of individual learners?			50%	50%		20%	50%	30%
3. Are you able to understand the specific needs of labor market in the learning context?		20%	50%	30%			30%	70%
4. Are you able to understand learner's needs for training environment?			60%	40%			60%	40%
5. Do you have enough knowledge and skills in individualizing learning processes?			40%	60%			80%	20%
6. Are you able to solve difficulties in learning process (cultural, social, communication)?		40%	20%	40%		20%	50%	30%

The data in the first table shows that both vocational teachers and tutors in companies have mostly assessed their skills in identifying pupils' learning needs in 3-4 points.

Less skills VET teachers have in identifying specific needs of labour market in the learning context and in solving difficulties in learning process (cultural, social, communication). Whereas the best skills vocational teachers have in identifying the learner's learning needs and skills in individualizing learning process.

The skills of VET tutors in identifying learners' learning needs are very similar to VET teachers. Less skill they have in assessing the potential of individual learners and in solving difficulties in learning process (cultural, social, communication). The best skills tutors show in the ability to understand the specific needs of labour market in the learning process.

Data of self-assessment of Lithuania's vocational institutions teachers and tutors in enterprises skills in planning of individual learning.

Table 2. Planning of individual learning

Planning of individual learning	Self-assessment of skills of VET teachers (n=20)				Self-assessment of skills of tutors in enterprises (n=20)			
	1	2	3	4	1	2	3	4
7. Are your cooperation and communication skills sufficient to negotiate and agree on learner's individual learning plan with the school/company?			70%	30%	10%	20%	30%	40%
8. Are you able to design or prepare learning tasks (assignments) and explain them to the learner?		30%	30%	40%			80%	20%
9. Are you able to suggest improvements regarding learning implementation?		20%	40%	40%		30%	50%	20%
10. Are you able to influence learner's social and personal development?		50%	30%	20%		40%	50%	10%

The data in the second table shows that the majority of VET teachers and tutors in enterprises have mostly evaluated their abilities in the planning of individual learning in 3-4 points.

The lowest self-assessment of vocational teachers is the ability to influence learner's social and personal development. Their best skills occur in the ability to design or prepare learning tasks (assignments) and explain them to the learner and to suggest improvements regarding learning implementation.

The majority of respondents, both vocational teachers and tutors in companies, evaluate their cooperation and communication skills sufficient to negotiate and agree on learner's individual learning plan with the school/company on a higher scale.

Self-assessment of VET tutors' as well as VET teachers' skills in the planning of individual process shows that the weakest place in this process is the ability to influence learner's social and personal development. Their better skills are in designing or preparing tasks/assignments and explaining them to the learner.

Data of self-assessment of Lithuania's vocational institutions teachers and tutors in enterprises skills in guidance and support are given in table 3.

Table 3. Guidance and support

Guidance and support	Self-assessment of skills of VET teachers (n=20)				Self-assessment of skills of tutors in enterprises (n=20)			
	1	2	3	4	1	2	3	4
11. Are you able to support individual learning processes (explaining things and solving problems)?			50%	50%		20%	70%	10%
12. Do you have knowledge on different learning styles?		20%	20%	60%		60%	20%	20%
13. Do you have skills on interacting and guiding learners by using active learning methods?			40%	60%		60%	30%	10%
14. Do you have guidance skills (able to motivate learners, initiate changes, communicate directly and understandably)?		20%	30%	50%		20%	50%	30%

The data in the third table, where self-assessment of guidance and support skills is presented, shows that the abilities of the two groups (vocational teachers and tutors) differ.

Vocational teachers in this field gave the best assessment on their abilities to support individual learning processes (explaining things and solving problems) and being able on interacting and guiding learners to use active learning methods. The weaker knowledge of vocational teachers is about different learning styles and having guidance skills (ability to motivate learners, initiate changes and communicate directly and understandably).

Also, according to the results of self-assessment, the skills of VET tutors are the best having the ability to support individual learning process (explain things and solve problems). However, in contrast to vocational teachers, tutors evaluate as good their guidance skills (the ability to motivate learners, initiate changes and communicate directly and understandably). Tutors have weaker skills in their knowledge on different learning styles and using active learning methods.

Data of self-assessment of Lithuania's vocational institutions teachers and tutors in enterprises skills in assessment is given in table 4.

Table 4. Assessment

Assessment	Self-assessment of skills of VET teachers (n=20)				Self-assessment of skills of tutors in enterprises (n=20)			
	1	2	3	4	1	2	3	4
15. Are you able to assess and give feedback to the learner's progress according to learning outcomes?		20%	60%	20%		20%	60%	20%
16. Are you able to select and apply appropriate evaluation and assessment instruments and techniques?			60%	40%		40%	40%	20%

The table shows that self-assessment of VET teachers is higher than tutors in enterprises in the field of assessment.

The majority of vocational teachers indicate that their ability to select and apply appropriate evaluation and assessment methods is higher - 3-4 points on the scale. Some (20%) of the interviewed teachers have weaker abilities to assess and provide feedback on the learner's progress.

The majority of the surveyed tutors in the companies gave 3-4 points on the scale to the assessing skills of the learner's progress. The weaker area of competence of the surveyed tutors (40% of respondents) is the ability to select and apply appropriate evaluation instruments and techniques.

Data of self-assessment of Lithuania's vocational institutions teachers and tutors in enterprises skills in quality assurance is given in table 5.

Table 5. Quality assurance

Quality assurance	Self-assessment of skills of VET teachers (n=20)				Self-assessment of skills of tutors in enterprises (n=20)			
	1	2	3	4	1	2	3	4
17. Are you able to evaluate your methods of teaching/tutoring/training?			70%	30%			70%	30%
18. Are you able to self-reflect, self-evaluate and adapt the own behaviour to learning context?		40%	30%	30%		20%	40%	40%
19. Are your cooperation and communication skills sufficient to ensure successful cooperation with school/company and learner?		30%	50%	20%		50%	40%	10%
20. Do you feel need to update your competencies by keeping inform, participating in training etc.?		20%	60%	20%		20%	20%	60%

Weaker skills of VET teachers are the ability to self-reflect, self-evaluate and adapt their own behaviour to learning context. Vocational teachers' cooperation and communication skills are stronger, ensuring successful cooperation with school/company and the learner. 20% of VET teachers indicated the need for updating their competencies and information participating in training (2 points on the scale), 60% - 3 points on the scale. This shows that there is a need for vocational teachers to develop competences in organizing vocational training in the form of apprenticeship.

Whereas, the majority (60%) of VET tutors in enterprises the need for their competence updating, keeping informed and possibility to participate in training evaluated as 4. This shows that the need for tutors to improve their skills is slightly lower than that of vocational teachers.

In the process of quality assurance of teaching, tutors evaluated their ability to evaluate and adapt their behaviour to learning context as 3-4 points on the scale, 50 percent of tutors say that their cooperation and communication skills are not sufficient enough to ensure successful cooperation with school/company and learner (only 2 points).

Conclusions

Summarizing the results of the survey, it can be stated that organizing vocational training in the form of apprenticeship shows the ability of vocational teachers and tutors in enterprises to evaluate their teaching methods. The majority of respondents rated their skills on a scale of 3 points. This shows that both vocational teachers and tutors are ready to implement vocational training in the form of apprenticeship, but there is a need for improving competences for both groups in order to ensure the quality of vocational training in the form of apprenticeship.

LV

The survey for VET teachers and workplace tutors participating in WBL was carried out in February 2019 using online surveying tools (Google forms). The survey was distributed by VISC (P1) and Ogre Technical school (P3) to VET schools located in different regions of Latvia having experience of WBL placements and to companies the schools cooperate with.

The questionnaire is comprised of 20 questions in 5 thematic sections. The scale of the assessment provided was from 1-4, one being the lowest and four the highest score.

In total 44 responses were received, out of them 23 were VET school tutors and 21 workplace tutors. The summary of data by percentage and the interpretation of responses are provided below.

Table 1. Identifying learning needs

Learning needs	Self-assessment of skills of VET teachers (n=23)				Self-assessment of skills of workplace tutors (n=21)			
	1	2	3	4	1	2	3	4
1. Are you able to identify learning needs of learner?			47%	53%	5%	5%	52%	38%
2. Are you able to assess the potential of individual learners?			56%	44%			67%	33%
3. Are you able to understand the specific needs of labour market in the learning context?		13%	39%	48%			57%	43%
4. Are you able to understand learner's needs for training environment?		4%	48%	48%		5%	52%	43%
5. Do you have enough knowledge and skills in individualizing learning processes?		9%	48%	43%		24%	48%	28%
6. Are you able to solve difficulties in learning process (cultural, social, communication)?		9%	65%	26%		5%	66%	29%

In general VET teachers feel rather confident about their abilities to assess their students, their training needs, potential and specific market needs and have good skills to individualize the learning process accordingly; however, only to questions 1 and 3 the majority of respondents gave the highest score – 4 points. To further develop and strengthen the existing knowledge, additional training would be needed on the following aspects – assessment of students' potential and their needs for training environment, individualization of the learning process, solving difficulties in the learning process.

Workplace tutors self-assess their knowledge and skills to identify, understand and assess students' learning needs and knowledge of managing individualised learning process as good and dominantly score 3 to all questions of this section. Only 43% of respondents seem to understand the needs of labour market in the learning context, which needs to be drawn attention to. 24% rated their ability to individualize the learning process at the company with score 2 and also highlight the need for further development of skills how to manage individualised learning process.

Table 2. Planning of individual learning

Planning of individual learning	Self-assessment of skills of VET teachers (n=23)				Self-assessment of skills of workplace tutors (n=21)			
	1	2	3	4	1	2	3	4
7. Are your cooperation and communication skills sufficient to negotiate and agree on learner's individual learning plan with the school/company?			60%	40%		5%	38%	52%
8. Are you able to design or prepare learning tasks (assignments) and explain them to the learner?		4%	31%	65%		10%	57%	33%
9. Are you able to suggest improvements regarding learning implementation?		4%	52%	44%		5%	38%	57%
10. Are you able to influence learner's social and personal development?		13%	19%	25%	5%		67%	29%

Overall, in questions 7-10 the VET teachers rated their skills in planning individual learning as good. 65% of VET teachers positively assessed (4 points) their knowledge and skills of preparing and explaining the learning tasks to the learner, which is not a surprise since the majority of VET teachers are veteran teachers and have many years teaching experience and have compiled solid methodology portfolios. Less than a half (40%) rated their communication and negotiation skills (experience) when agreeing about ILP with the company with 4 points. This suggests that VET teachers do not feel totally confident when it comes to communication with the company representatives and there seems to be some space for improvement.

The responses to this block of questions suggest that in general workplace tutors feel less confident about their skills to plan individual learning pathways of students than the VET teachers. Only 33% of workplace tutors have assessed their ability to design tasks and explain to learner with the highest score and 10% do not feel very confident about it. Only a bit more than a half - 52% assess their communication skills as sufficient to negotiate the ILP with the school. Most of workplace tutors evaluate their ability to prepare learning assignments as good (score 3), only few rate this ability as very good (score 4).

The results suggest that both, school teachers and workplace tutors, feel that there are certain deficiencies in building and maintaining communication between both parties. VET teachers seem to feel more certain than the workplace tutors about having the necessary skills to design the learning tasks for students.

Table 3. Guidance and support

Guidance and support	Self-assessment of skills of VET teachers (n=23)				Self-assessment of skills of workplace tutors (n=21)			
	1	2	3	4	1	2	3	4
11. Are you able to support individual learning processes (explaining things and solving problems)?		17%	39%	44%		14%	43%	43%
12. Do you have knowledge on different learning styles?		17%	56%	26%		24%	38%	38%
13. Do you have skills on interacting and guiding learners by using active learning methods?		17%	48%	31%		24%	52%	24%
14. Do you have guidance skills (able to motivate learners, initiate changes, communicate directly and understandable)?		9%	56%	35%		5%	38%	57%

In general, the largest part of VET school tutors evaluates their knowledge on guiding and supporting their students as good, assessing it with the score 3. In question 11 the slight majority of 44% of respondents stated that they have the ability to support the individual learning process. The numbers suggest that more training input might be needed on different learning styles, since only 26% of respondents rated them with highest score and on guidance skills, which implies that the teacher has the skills to communicate clearly, ability to motivate and explain, which only 35% of respondents rated as very good.

The majority of positive responses of workplace tutors to questions 11, 12, 14 suggest that the respondents feel good about supporting and guiding students in the workplace as well about having knowledge about different learning styles. Little less confidence appears in responses about active learning methods, which can partly be explained by the fact that not all respondents might be aware what is meant by active learning methods or indicates that this aspect needs to be emphasized in the training.

Table 4. Assessment

Assessment	Self-assessment of skills of VET teachers (n=23)				Self-assessment of skills of workplace tutors (n=21)			
	1	2	3	4	1	2	3	4
15. Are you able to assess and give feedback to the learner's progress according to learning outcomes?		3%	70%	27%		14%	48%	38%
16. Are you able to select and apply appropriate evaluation and assessment instruments and techniques?			57%	43%		14%	62%	24%

70% of VET teachers rated their feedback-giving skills as good while only 27% considered them as great. The responses to question 16 were divided similarly between scores 3 and 4, where 57% of respondents felt rather confident and 43% were very confident about their choice of assessment instruments and techniques. The ability to provide constructive feedback and use differentiated methods of assessment on different stages of WBL is essential, therefore these two aspects could be emphasised during the training of VET tutors.

The workplace tutors evaluate their feedback-giving and assessment techniques as good or very good. Few of respondents felt the lack of knowledge on this aspect of WBL. Some respondents (14%) in questions 15 and 16 pointed out that they do not feel very confident about their evaluation skills and assessment instruments at hand.

Table 5. Quality assurance

Quality assurance	Self-assessment of skills of VET teachers (n=23)				Self-assessment of skills of workplace tutors (n=21)			
	1	2	3	4	1	2	3	4
17. Are you able to evaluate your methods of teaching/tutoring/training?			48%	52%		10%	67%	23%
18. Are you able to self-reflect, self-evaluate and adapt the own behaviour to learning context?		2%	35%	60%		10%	52%	38%
19. Are your cooperation and communication skills sufficient to ensure successful cooperation with school/company and learner?		9%	56%	35%		10%	19%	71%
20. Do you feel need to update your competencies by keeping inform, participating in training etc.?			44%	56%	5%	9%	48%	38%

In this section rather high scores were given, which suggests that VET teachers evaluate their own teaching and self-reflection abilities as high. Further development needs are revealed in question 19 where 35% respondents rated their communication skills with the highest score possible, which suggests that others who responded with score 2 and 3 would appreciate extra training on these aspects. The respondents' interest in further self-development was strongly confirmed by the answers to question 20 where the majority of respondents gave the highest scores (3 and 4).

Again the workplace tutors have a bit lower general scores than the VET teachers. What regards the self-assessment of their own professional activity, ability to adapt the behaviour and need for continuous development of competences; the workplace tutors give positive confirmation with an average score of 3. The majority of workplace tutors rate their communication skills as very strong – 71%, which slightly contradicts to the results obtained in question 7.

Some individuals have evaluated that their skills are not so sufficient (scores 1-2) in all aspects of quality assurance covered by the questions 17-20 and this requires some attention.

- Conclusions

The results of the questionnaire are quite positive as the questionnaire was distributed to VET schools which are the pioneers of WBL in Latvia and have already some years of experience and their cooperation partners, which suggests that the WBL cooperation patterns have already been established.

In general, both VET teachers and workplace tutors evaluate their skills in managing the students' learning and related professional abilities rather high, but VET teachers tend to be more confident than the workplace tutors. Currently the teachers are provided with multiple opportunities for identification and building on their professional and personal strengths as, for example, through in-service training courses, EU-funded projects and international mobilities, exchange of experience with colleagues in Latvia etc. which has strengthened their capacity as professionals.

Another general conclusion arising from the results is that none of 20 questions asked received a dominantly positive score (with the highest being 71%), which shows that in all thematic question blocks there is a space for further improvement.

There are also no distinct differences between the respondent answers to the thematic question blocks - none of the blocks was rated exceptionally positively or negatively.

The need to build and expand the respondents' knowledge and skills of developing and using ILP was revealed by the answers of both respondent groups in the thematic block Guidance and Support. Although in general the majority of answers were positive, it was obvious that the respondents lack certain knowledge about facilitation of individual learning.

The need for further development of knowledge and skills arising from the results of VET teacher questionnaires are as follows:

- Assessment of the potential of individual learner
- Understanding the learner's needs for training environment
- Skills for individualization of learning process
- Ability to difficulties in learning process
- Knowledge about different learning styles

- Ability to provide constructive feedback and use differentiated methods
- Knowledge and application skills of evaluation and assessment methods and tools
- Cooperation and communication skills.

The need for further development of knowledge and skills arising from the results of workplace tutor questionnaires are as follows:

- Knowledge of the specific needs of labour market
- Knowledge of individualisation of the learning process at the company
- Skills to support individualised learning process
- Knowledge how to design and prepare tasks and explain them to learner
- Skills of interacting and guiding the learner using active learning methods
- Knowledge and application skills of evaluation and assessment methods and tools
- All aspects of quality assurance thematic question block.

FI

A survey for VET teachers and workplace tutors participating in the implementation of learning in the working places took place in February 2019 in Espoo area in the southern Finland and in Satakunta area in the western part of Finland. The survey consisted of five parts each focusing in an important part of the implementation of learning in working places (identifying students' learning needs, planning of individual learning, guidance and support, assessment and quality assurance). The scale of the assessment was from one to four, one being the lowest and four the highest score. We managed to receive altogether 45 answers out of which 23 were from teachers and 22 from workplace tutors. Detailed description of the division of the given answers is shown in the following tables 1-5.

- Identifying students' learning needs

Remarkable in the results is that the workplace tutors have assessed their skills higher than the teachers in most of the areas. Especially high scores are given to areas of assessing the potential of the students and understanding their specific needs. The fact that they assess their skill to understand the labour market's specific needs very high is somewhat understandable as they do indeed come from the field.

What could be considered quite surprising is that teachers seem to assess their skills quite low in the area of having enough knowledge and skills to individualise learning processes. This procedure has been in use in Finland already for many years but maybe teachers still see themselves just learning the new procedures that were put to use in 2018 along with the new legislation of VET.

Table 1. Identifying learning needs

Learning needs	Self-assessment of skills of VET teachers (n=23)				Self-assessment of skills of workplace tutors (n=22)			
	1	2	3	4	1	2	3	4
1. Are you able to identify learning needs of learner?		4,3%	43,5%	52,2%		9%	45,5%	45,5%
2. Are you able to assess the potential of individual learners?		8,7%	52,2%	39,1%		4,5%	45,5%	45,5%
3. Are you able to understand the specific needs of labour market in the learning context?			43,5%	56,5%		4,5%	27,3%	68,2%
4. Are you able to understand learner's needs for training environment?		8,7%	39,1%	43,5%		9,1%	40,9%	50%
5. Do you have enough knowledge and skills in individualizing learning processes?	4,3%	17,4%	47,8%	30,4%		27,2%	36,4%	36,4%
6. Are you able to solve difficulties in learning process (cultural, social, communication)?		26,1%	52,2%	21,7%		18,1%	45,5%	36,4%

- Planning individual learning

Teachers seem to be more confident and familiar to implement the procedures of individual learning when it comes to collaborating with the working life representatives. They are obviously also more able to design learning tasks and explain them to students. This is however also quite highly valued skill among the workplace tutors. But what is seen quite difficult especially among teachers is suggesting improvements and to influence students' social and personal development. Some of the workplace tutors on the other hand seem to be more familiar with this kind of tasks. This might partly be because of different kinds of personnel development programmes that are used in companies and have equipped also the workplace tutors to handle this kind of issues better.

Table 2. Planning of individual learning

Planning of individual learning	Self-assessment of skills of VET teachers (n=23)				Self-assessment of skills of workplace tutors (n=22)			
	1	2	3	4	1	2	3	4
7. Are your cooperation and communication skills sufficient to negotiate and agree on learner's individual learning plan with the school/company?		8,7%	30,4%	56,5%	9,1%	18,1%	27,3%	45,5%
8. Are you able to design or prepare learning tasks (assignments) and explain them to the learner?			34,8%	65,2%		13,6%	31,8%	54,6%
9. Are you able to suggest improvements regarding learning implementation?		8,7%	52,2%	39,1%		9,1%	40,9%	45,5%
10. Are you able to influence learner's social and personal development?		30,4%	43,5%	21,7%	4,5%	13,6%	45,5%	36,4%

- Guidance and support

Both teachers and workplace tutors are delightfully able to support the actual processes of individual learning. But still both parties seem to somewhat lack guidance skills and especially skills needed in interacting with and guiding students. It is also quite surprising that the teachers seem to assess their knowledge of learning styles quite low.

Table 3. Guidance and support

Guidance and support	Self-assessment of skills of VET teachers (n=23)				Self-assessment of skills of workplace tutors (n=22)			
	1	2	3	4	1	2	3	4
11. Are you able to support individual learning processes (explaining things and solving problems)?		4,3%	30,7%	60,9%		4,5%	31,8%	63,7%
12. Do you have knowledge on different learning styles?		8,7%	52,2%	39,1%		18,1%	50%	27,3%
13. Do you have skills on interacting and guiding learners by using active learning methods?		4,3%	56,5%	34,8%	4,5%	13,6%	36,4%	40,9%
14. Do you have guidance skills (able to motivate learners, initiate changes, communicate directly and understandable)?		4,3%	47,8%	47,8%		13,6%	36,4%	45,5%

- Assessment

It is very striking and surprising that the teachers assess their ability to give feedback and to assess students' progress in accordance to the learning outcomes quite low. Especially in comparison with the very high level of assessment of the workplace tutors. Then again, the dispersion of the workplace tutors' answers is very big which indicates that there are probably also very young or new workplace tutors among the survey participants.

Both respondent groups assess their ability to select instruments and techniques for evaluation and assessment to be of good level. Workplace tutors seem to value their ability a bit higher than teachers do.

Table 4. Assessment

Assessment	Self-assessment of skills of VET teachers (n=23)				Self-assessment of skills of workplace tutors (n=22)			
	1	2	3	4	1	2	3	4
15. Are you able to assess and give feedback to the learner's progress according to learning outcomes?		4,3%	60,9%	34,8%	4,5%	4,5%	22,7%	63,6%
16. Are you able to select and apply appropriate evaluation and assessment instruments and techniques?		13,6%	56,5%	30,4%		9,1%	50%	40,9%

- Quality assurance

Teachers seem to be more ready and able to assess their own methods when it comes to teaching or tutoring students even if a small majority of workplace tutors has assessed their ability as highest possible. Surprisingly there is no much difference between these two groups in relation to assessing one's self-reflection, self-evaluation and adapting own behaviour to learning context abilities. Both parties are also almost uniform in assessing their cooperation and communication skills.

Most respondents also feel that they do need to update their competences related to implementing individual learning in VET. This is well in line with the planning of the Learning, Teaching and Training activity of the ILP4WBL project to take place in autumn 2019.

Table 5. Quality assurance

Quality assurance	Self-assessment of skills of VET teachers (n=23)				Self-assessment of skills of workplace tutors (n=22)			
	1	2	3	4	1	2	3	4
17. Are you able to evaluate your methods of teaching/tutoring/training?		4,3%	73,9%	17,4%		13,6%	24,5%	31,8%
18. Are you able to self-reflect, self-evaluate and adapt the own behaviour to learning context?		13,6%	52,2%	34,8%		9,1%	59,1%	31,8%
19. Are your cooperation and communication skills sufficient to ensure successful cooperation with school/company and learner?		4,3%	43,5%	52,2%	4,5%	9,1%	22,7%	59,1%
20. Do you feel need to update your competencies by keeping inform, participating in training etc.?	8,7%	8,7%	52,2%	30,4%	4,5%	22,7%	45,5%	27,3%

- Conclusions

Summarising the survey results it can be said that at least according to this small group of respondents the situation in Finland is quite good when implementing learning in the working places in VET. Both teachers and workplace tutors seem to be adequately familiar with the process of individualisation and have gained the necessary skills and competences for implementing and assessing individual learning procedures.

There are however still many things to do to make the process of individualisation and learning in working places an integral part of VET. The new legislation from 2018 is still somewhat in the stage of initialisation and it will take some time until all parties involved feel that they have assimilated all the aspects of individualisation and are also able to fully implement them.

4. RECOMMENDATIONS FOR THE CONTENT OF THE TRAINING PROGRAMME

From conducted surveys for VET teachers and workplace tutors in Lithuania, Latvia and Finland we can summarize that they seem to be adequately familiar with the process of individualisation and have the necessary skills and competences for planning, implementing and assessing individual learning procedures. For the additional training project team suggests to pay attention mainly to answers which are graded 1 or 2.

According to the results of the survey there is a need for training with a particular emphasis on planning of individual learning, guidance and support as well as assessment procedures.

LT, LV, FI

Table 1. Identifying students' learning needs

Learning needs	Self-assessment of skills of VET teachers				Self-assessment of skills of workplace tutors			
	1	2	3	4	1	2	3	4
1. Are you able to identify learning needs of learner?		1,43%	46,83%	51,73%	1,7%	4,7%	52,5%	41,17%
2. Are you able to assess the potential of individual learners?		2,9%	52,73%	44,37%		8,17%	54,17%	36,17%
3. Are you able to understand the specific needs of labour market in the learning context?		11%	44,17%	44,83%		1,5%	38,1%	60,4%
4. Are you able to understand learner's needs for training environment?		4,2%	49,03%	43,83%		4,7%	50,97%	44,33%
5. Do you have enough knowledge and skills in individualizing learning processes?	1,43%	8,8%	45,27%	44,47%		17,07%	54,8%	28,13%
6. Are you able to solve difficulties in learning process (cultural, social, communication)?		25,03%	45,73%	29,23%		14,37%	53,83%	31,8%

Table 2. Planning of individual learning

Planning of individual learning	Self-assessment of skills of VET teachers				Self-assessment of skills of workplace tutors			
	1	2	3	4	1	2	3	4
7. Are your cooperation and communication skills sufficient to negotiate and agree on learner's individual learning plan with the school/company?		2,9%	53,47%	42,17%	6,37%	14,37%	31,77%	45,83%
8. Are you able to design or prepare learning tasks (assignments) and explain them to the learner?		11,33%	31,93%	56,73%		7,87%	56,27%	39,2%
9. Are you able to suggest improvements regarding learning implementation?		10,9%	48,07%	41,03%		14,7%	42,97%	40,83%
10. Are you able to influence learner's social and personal development?		31,13%	30,83%	22,23%	3,17%	17,87%	54,17%	25,13%

Table 3. Guidance and support

Guidance and support	Self-assessment of skills of VET teachers				Self-assessment of skills of workplace tutors			
	1	2	3	4	1	2	3	4
11. Are you able to support individual learning processes (explaining things and solving problems)?		7,1%	39,9%	51,63%		12,83%	48,27%	38,9%
12. Do you have knowledge on different learning styles?		15,23%	42,73%	41,7%		34,03%	36%	28,43%
13. Do you have skills on interacting and guiding learners by using active learning methods?		7,1%	48,17%	41,93%	1,5%	32,53%	39,47%	24,97%
14. Do you have guidance skills (able to motivate learners, initiate changes, communicate directly and understandable)?		11,1%	44,6%	44,27%		12,87%	41,47%	44,17%

Table 4. Assessment

Assessment	Self-assessment of skills of VET teachers				Self-assessment of skills of workplace tutors			
	1	2	3	4	1	2	3	4
15. Are you able to assess and give feedback to the learner's progress according to learning outcomes?		9,1%	63,63%	27,27%	1,5%	12,83%	43,57%	40,53%
16. Are you able to select and apply appropriate evaluation and assessment instruments and techniques?		4,53%	57,83%	37,8%		21,03%	50,67%	28,3%

Table 5. Quality assurance

Quality assurance	Self-assessment of skills of VET teachers				Self-assessment of skills of workplace tutors			
	1	2	3	4	1	2	3	4
17. Are you able to evaluate your methods of teaching/tutoring/training?		1,43%	63,97%	33,13%		7,87%	53,83%	28,27%
18. Are you able to self-reflect, self-evaluate and adapt the own behaviour to learning context?		18,53%	39,07%	41,6%		13,03%	50,37%	36,6%
19. Are your cooperation and communication skills sufficient to ensure successful cooperation with school/company and learner?		14,43%	49,83%	35,73%	1,5%	23,03%	27,23%	46,7%
20. Do you feel need to update your competencies by keeping inform, participating in training etc.?	2,9%	9,57%	52,07%	35,47%	3,17%	17,23%	37,83%	41,77%

The need for further development of knowledge and skills arising from the results of VET teacher questionnaires are as follows:

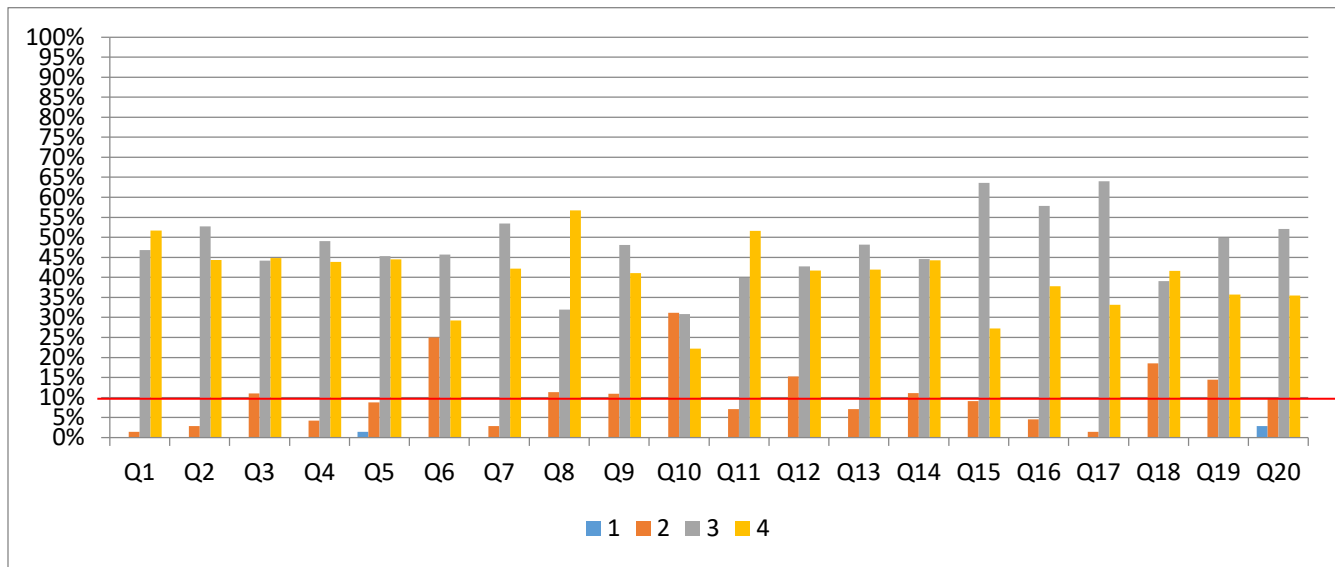


FIGURE 2 Self-assessment of skills of VET teachers

VET teachers need to improve knowledge and skills in:

- Understanding the specific needs of labour market in the learning context (Q3);
- Learning processes individualization (Q5);
- Solving difficulties in learning process (cultural, social, communication) (Q6);
- Designing or preparing learning tasks (assignments) and explaining them to the learner (Q8);
- Suggesting improvements regarding learning implementation (Q9);
- Influencing learner's social and personal development (Q10);
- Different learning styles (Q12);
- Guidance (motivating learners, initiating changes, communicating directly and understandable) (Q14);
- Self-reflecting, self-evaluating and adapting the own behaviour to learning context (Q18);
- Cooperation and communication fields to ensure successful cooperation with school/company and learner (Q19);
- Updating their competencies by keeping inform, participating in training etc. (Q20).

The need for further development of knowledge and skills arising from the results of workplace tutor questionnaires are as follows:

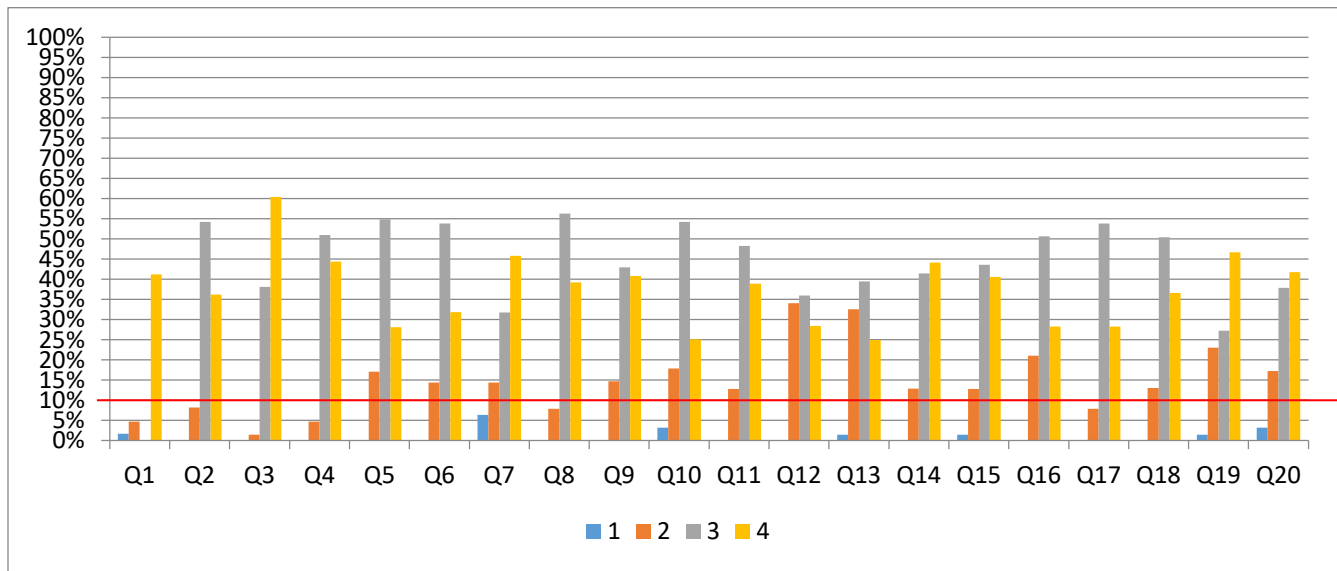


FIGURE 3 *Self-assessment of skills of workplace tutors*

Workplace tutors need to improve knowledge and skills in:

- Learning processes individualization (Q5);
- Solving difficulties in learning process (cultural, social, communication) (Q6);
- Collaboration and communication with the school / company, agreeing and agreeing on a learner's individual learning plan (Q7);
- Suggesting improvements regarding learning implementation (Q9);
- Influencing learner's social and personal development (Q10);
- Supporting individual learning processes (explaining things and solving problems) (Q11);
- Different learning styles (Q12);
- Interacting and guiding learners by using active learning methods (Q13);
- Guidance (motivating learners, initiating changes, communicating directly and understandable) (Q14);
- Assessing and giving feedback to the learner's progress according to learning outcomes (Q15);
- Selecting and applying appropriate evaluation and assessment instruments and techniques (Q16);
- Self-reflecting, self-evaluating and adapting the own behaviour to learning context (Q18);
- Cooperation and communication fields to ensure successful cooperation with school/company and learner (Q19);
- Updating their competencies by keeping inform, participating in training etc. (Q20).

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