







Ministry of  
Education and Science  
Republic of Latvia













IZGAUSMEI UN LABKLĀJĪBAI



LATVIJAS DARBA DEVĒJU  
KONFEDERĀCIJA



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ABKLĀJĪBAI

RBA DEVĒJU























# NETRAUČE! ŠOBRÍD WÁCOŠ!







# **Work-based learning in EU VET policy**

## **Presentation for the meeting of the Baltic Alliance for Apprenticeships**

25 January 2017

*Dana Carmen Bachmann,  
European Commission,  
Directorate General for Employment, Social Affairs and Inclusion  
Unit E3, Vocational training, Apprenticeships and Adult learning*





## **Focus on**

**What's new in VET policy at EU level**

**Things to look for in 2017**





# VET policy update





## First European Vocational Skills Week

### Preliminary results



**Aim: *Raise the attractiveness of VET***

### **Preliminary results :**

- More than 980 events
- Outreach to more than 780,000 people
- Social media:
  - ✓ Reach out to more than 7.000.000 viewers
  - ✓ Created more than 32.000.000 impressions

**49 events  
in 3 Baltic  
states**

<http://ec.europa.eu/social/VocationalSkillsWeek>



## 2015 Riga conclusions on VET

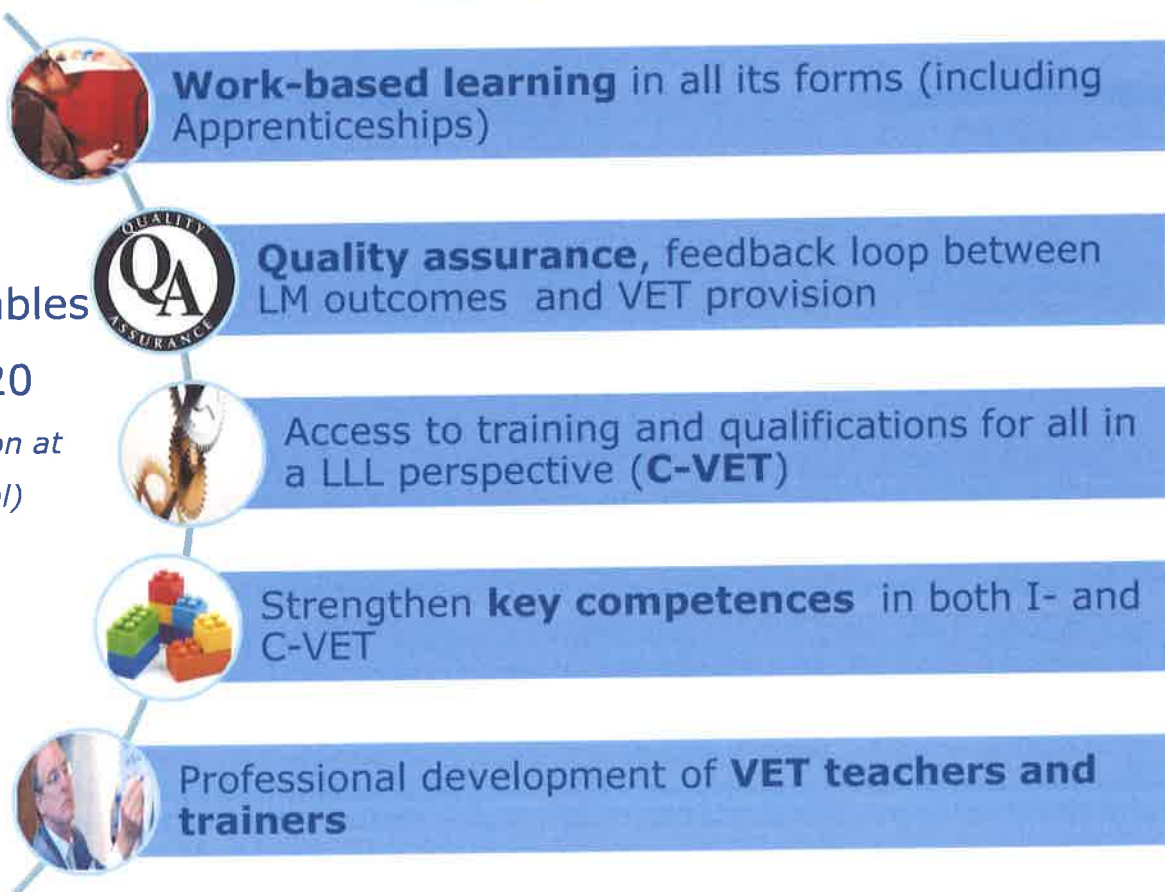


European  
Commission

VET deliverables

2015-2020

(Implementation at  
national level)





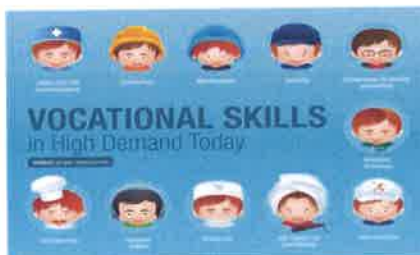
# New Skills Agenda for Europe



## Possible revision of ECVET and EQAVET



## Increase work-based learning opportunities



*...Business-education partnerships*

*...boost VET mobility*

## Higher level VET Skills



## Streamlining governance for cooperation on VET



## European Vocational Skills Week





**Key VET areas to  
Continue developing NOW**



**Riga priorities**

**Skills Agenda**

**CWP 2017**

**Key areas of European VET policy**

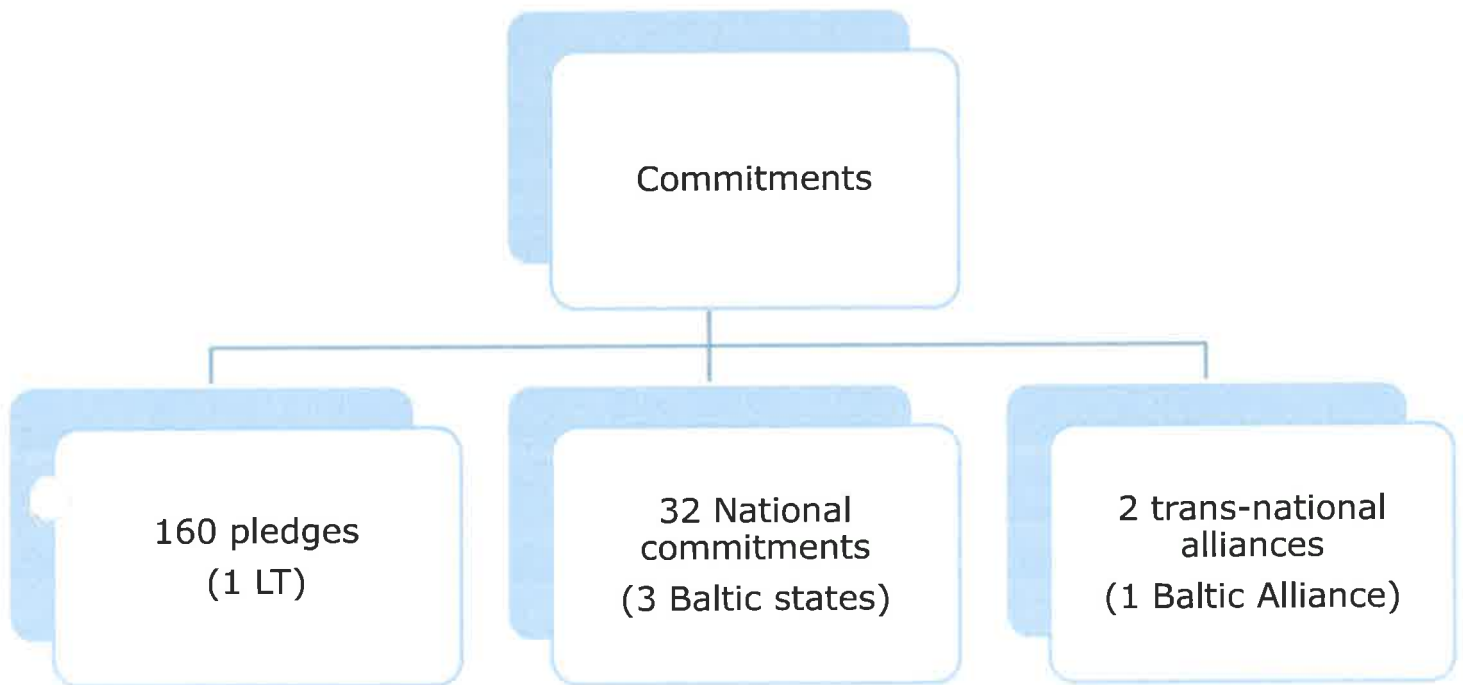
- 1) WBL and Apprenticeships**
- 2) Quality** and graduate tracking, **EQAVET**
- 3) Flexible** learning pathways, **ECVET**
- 4) Mobility** of VET learners and apprentices
- 5) Excellence**, and **Higher VET** skills and qualifications
- 6) Upskilling** and **reskilling** through c-VET

*Better use of EU financial instruments to support policy objectives*





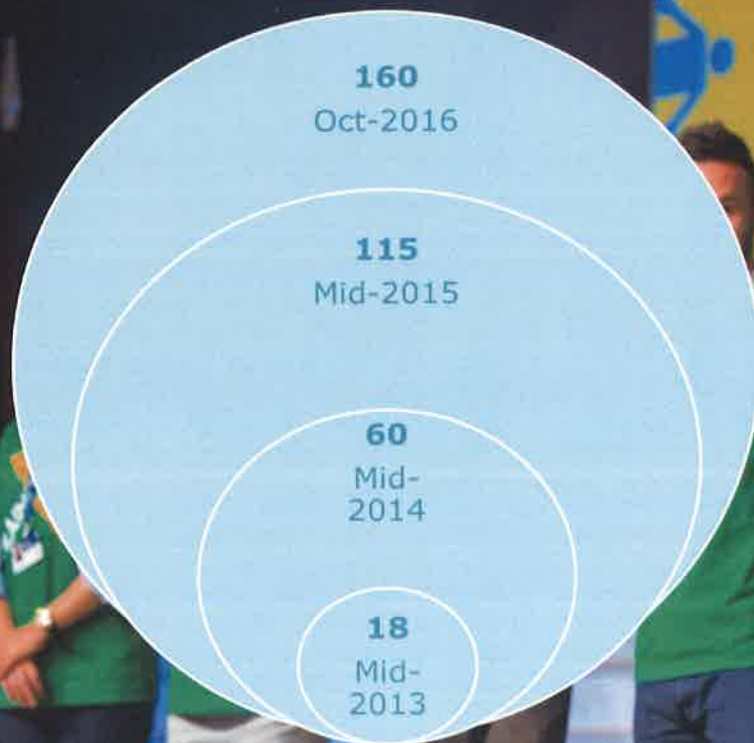
# European Alliance for Apprenticeships – Key figures





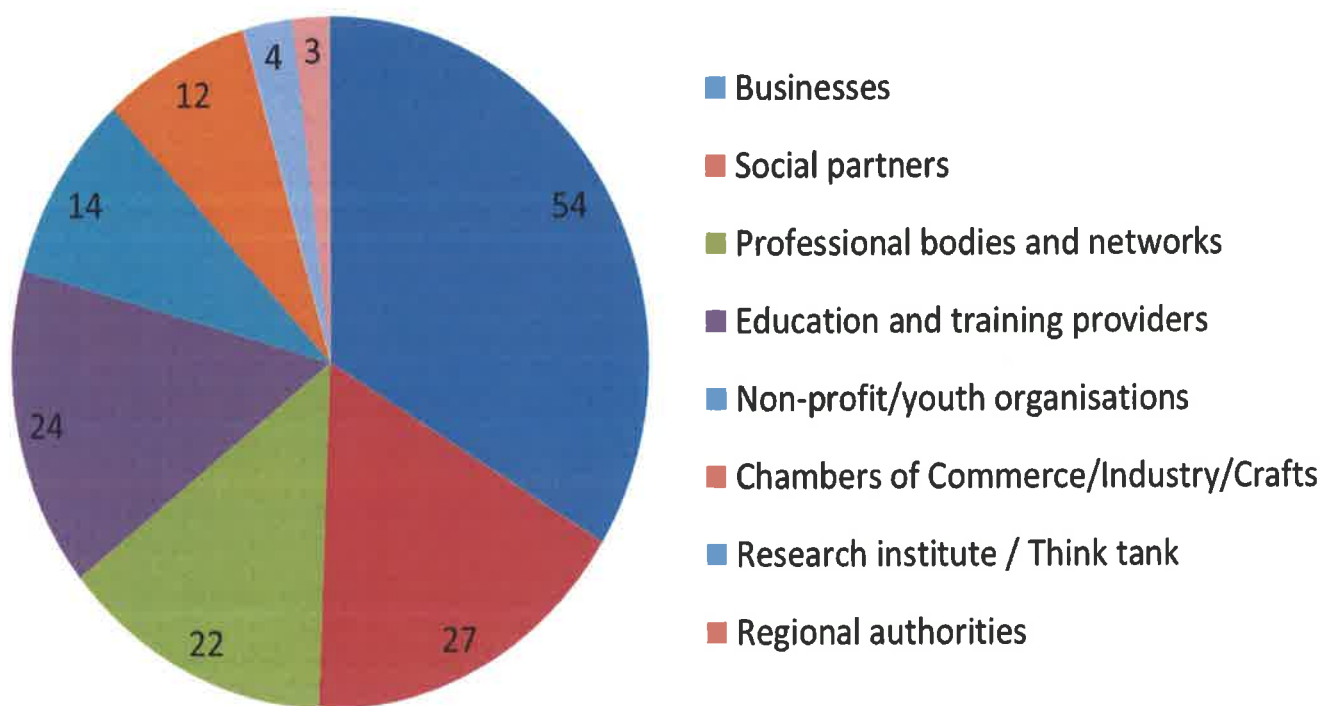


# Growing Alliance





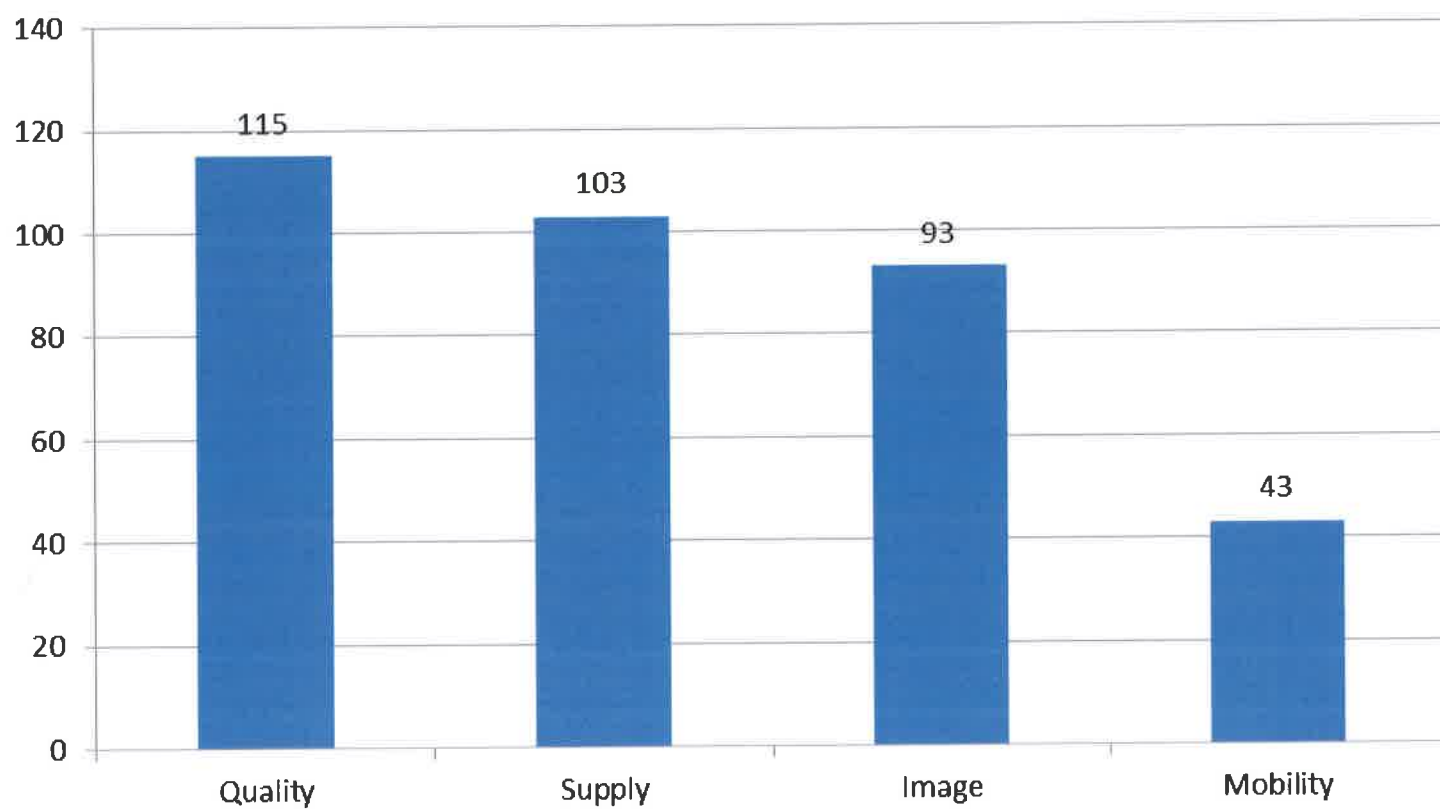
## Variety of stakeholders







## Focus of pledges





# Things to look for in 2017





**Youth initiative**  
**7 December 2016**



## **"Investing in Europe's Youth"**

- 1. Proposal for tracking of outcomes for graduates (including VET)**
- 2. A Quality framework for apprenticeships**
- 3. Apprenticeships support services (*bench-learning model*)**
- 4. Proposal on ErasmusPRO**



***Also includes measures on:***

- European Solidarity Corps, modernising school and higher education, and Agenda for Schools and Teachers<sub>13</sub>*

**Opportunity Youth**



## Quality Framework for Apprenticeships



- 2013 Joint Declaration of Commission, Social Partners and LT Presidency at the launch of the EAfA,
- 2013 Council Declaration on "European Alliance for Apprenticeships", includes quality elements
- 2016 Joint Statement of EU Social partners
- 2016 ACVT Opinion on "A Shared Vision on Quality and Effective Apprenticeships and Work-based learning"
- Council Recommendation foreseen 2017 (1<sup>st</sup> semester)
  - *Will also underpin the quality of apprenticeships supported through EU programmes (Youth Guarantee, YEI, European Solidarity Corps, Erasmus+, and European Social Fund), as well as EU initiatives (EAFA and P4Y)*



## VET/Apprenticeship mobility

Policy context – demand for action



### Erasmus Pro

For a million young "European apprentices" by 2020



### MEP Jean Arthuis

Pilot project - Towards a single European apprenticeship framework

### Youth Mobility Programme

To make VET/apprenticeship an attractive, quality and equal choice for transitions to jobs





## ErasmusPRO mobility

Work placements and Apprenticeship



### What is ErasmusPRO:

*a specific activity within Erasmus+ Key Action 1 - Not a new programme*

### Purpose:

*to increase the number of long-duration (6 to 12 months) VET mobility*

*Greater focus on work placements*

### How:

*Foster demand and supply of long-duration mobility by:*

- *improving Erasmus+ support/incentives (in AWP 2018), and*
- *mobilising VET providers, Social partners, and companies*



## **Key funding opportunities**



### **Erasmus + 2017 call**

**Mobility projects: 2 February**

**Strategic partnerships: 29 March**

**Forward looking cooperation projects: 14 March**

**Sector skills alliances/Blueprint for sect coop: publ upcoming**

**Pilot project mobility of apprenticeships: publication Jan/Febr 2017**

**Erasmus 2018: specific call on joint degrees/higher VET (planned)**



**2017-18**

## **EaFA 3 Priority areas**



**1.**

### **Support Services**

LEARN -  
Knowledge sharing  
SHARE -  
Networking and cooperation  
ACT - Supporting actions

**2.**

### **European qualifications**

Joint European VET/  
apprenticeship qualifications  
New Erasmus+ call (KA3),  
including higher VET  
Link to Sector Skills Alliances,  
Blueprint and existing cross-border projects

**3.**

### **Mobility**

Boost apprenticeship mobility  
Launch 2nd pilot projects on long-term mobility  
Work with EaFA members on removing obstacles  
Work to strengthen Erasmus+ support  
Transparency of offers through EURES & Drop'pin



**2017-18**



## **Working areas**

**4.  
New  
challenges**

Integration of  
migrants into VET  
Digitalisation  
Innovation  
Entrepreneurship  
Higher VET  
Evidence-based  
approach

**5.  
Quality &  
cost-  
effective-  
ness**

Quality  
Framework for  
Apprenticeships  
Follow-up of OECD  
project on cost  
and benefits

**6.  
Access to  
funding**

Implementing  
VET-business  
partnerships  
New projects for  
regional  
approaches  
And new call on  
joint qualifications  
Improve  
information on  
access to funding



**2017-18**



## **Working areas**

**7.  
Attractive-  
ness &  
pledges**

Vocational Skills  
Weeks  
Build geographical  
spread, sectoral  
and regional  
outreach  
Encourage  
concrete targets  
MT Presidency  
Conference (30-31  
May 2017) as  
boosting event

**8.  
Apprentices**

Build EU wide  
Apprentices  
network as a  
sounding board  
for EAfA work In  
Cooperation with  
Youth Forum &  
Obessu

**9.  
Inter-national  
cooperation**

Strengthen  
UNESCO-led  
Inter-Agency  
Group

Continue  
cooperation  
with ILO,  
OECD, GAN  
and EU-U.S.  
dialogue

WBL in  
candidate  
countries

Conference at  
WorldSkills  
2017 in Abu  
Dhabi



## ET 2020 Working Group on VET



### Thematic focus:

teachers and trainers in work based learning/apprenticeships

### Outputs:

*Policy guidance, practical examples*

### Past results:





## Key challenges



***Link pledges to national commitments***

***Get more actors on board, especially employers***

***Promote apprentices mobility***

***Involve more the youth***

***More focus on actions at local/regional level***





European  
Commission



**DISCOVER  
YOUR TALENT!**

European Vocational Skills Week  
**2016**





LATVIJAS PĀRBA DĒVEJU KONFEDERĀCIJA



Ai Eiropas savienības  
Erasmus – programmas atbalstu



Izglītības un zinātnes  
ministrija

# BAfA for Innovative VET

Baltic Alliance for Apprenticeships for Innovative Vocational Education and Training

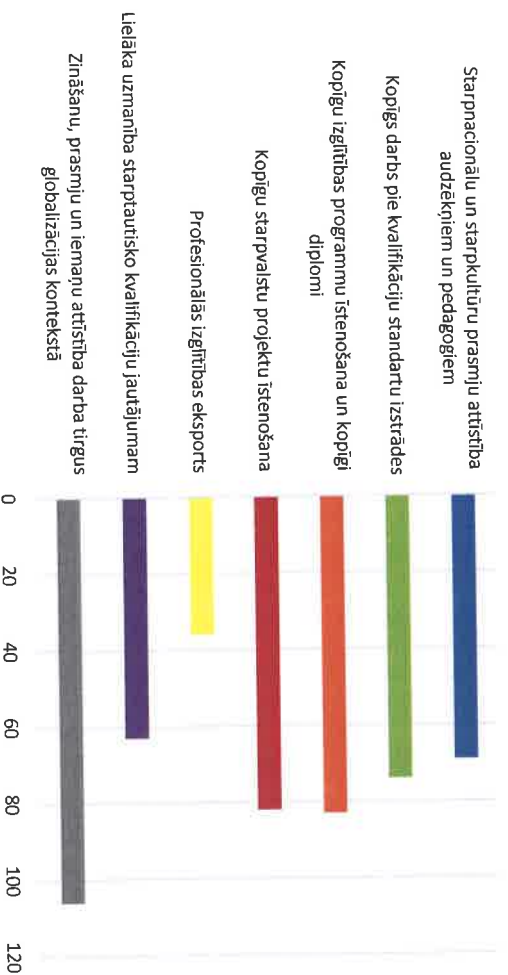
Rīga, 25 January, 2017

Within the framework of the EU Erasmus+ programme project  
“National Authorities for Apprenticeships: Implementing Work Based Learning in Latvia, Lithuania and  
Estonia” (WBL-Balt), Nr.557236-EPP-1-LV-EPKA3-APPREN



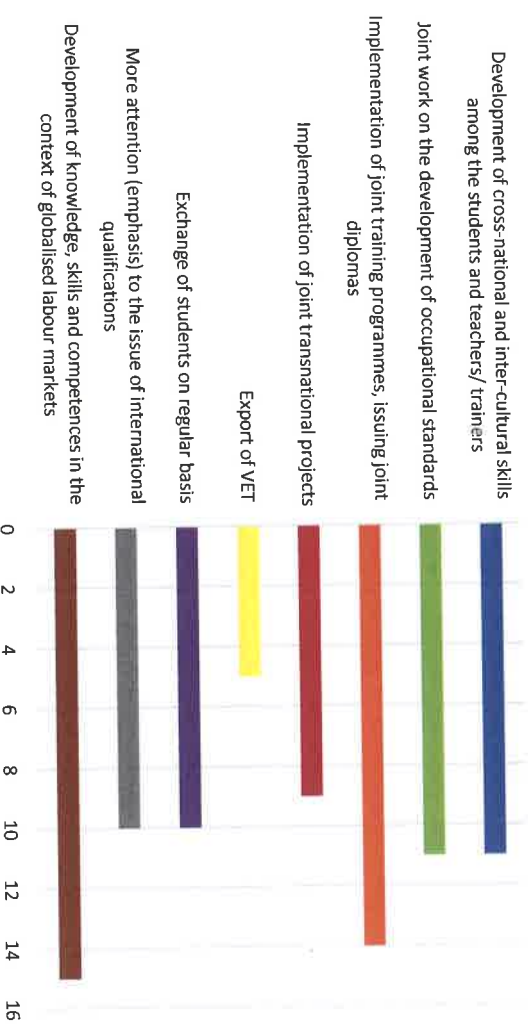
# EKSPRESAPTAUJAS REZULTĀTI

## 2. Internacionalizācija profesionālajā izglītībā ir:



- Kopīgu izglītības programmu īstenošana un kopīgi diplomu

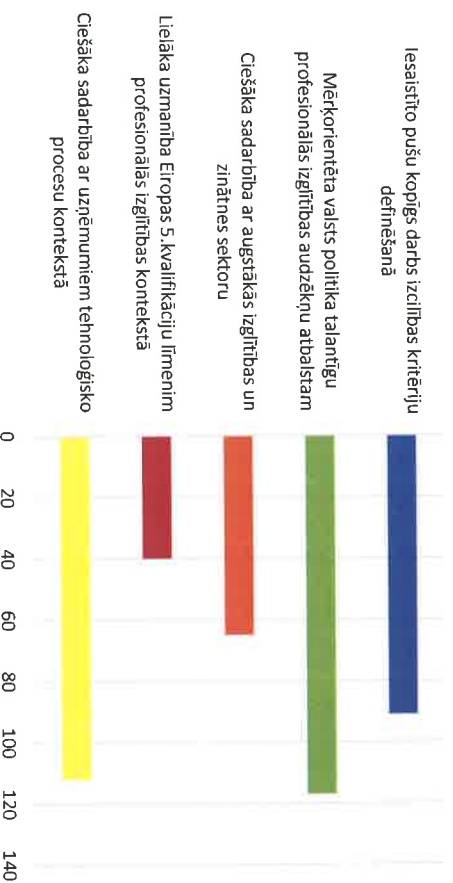
## 2. Internationalisation in VET implies:





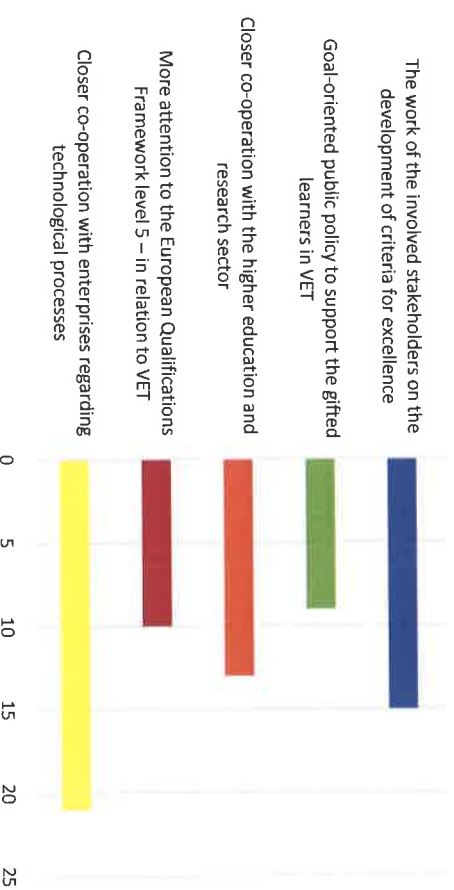
# EKSPRESAPTAUJAS REZULTĀTI

## 4. Ekselence (izcilība) profesionālajā izglītībā ir:



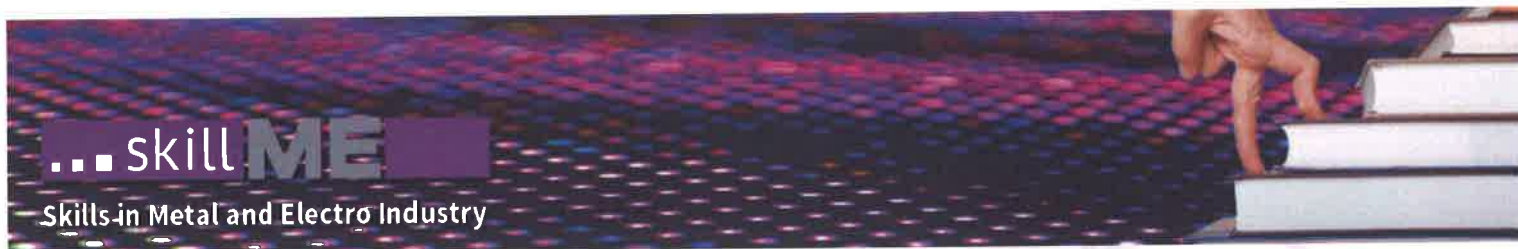
- Laba bāze (audzēkņu pamatprasmes) + mūsdienu Darba tirgus prasībām atbilstoša kvalifikācija
- Kvalificēti pedagogi, kas spēj nodrošināt kvalitatīvu izglītību
- Kvalitātes standartu definēšana un izpildes monitorings

## 4. Excellence in VET implies:



- Public private partnership in VET and in the definition of standards
- Guaranteed employment of advanced students.
- achieving that VET pathway is as valid as university allowing learners follow their gifts and vocations





Co-funded by the  
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of the European Union

skillME...

Erasmus + KA2 (2. PAMATDARBĪBA — SADARBĪBA INOVĀCIJAS  
VEICINĀŠANAI UN LABAS PRAKSES APMAIŅAI) , sektors "Nozaru prasmju  
apvienības "

Nr. 554370-EPP-1-2014-1-SI-EPPKA2-SSA

## Prasmes metālapstrādē un elektronozarē JAUNĀS TRŪKSTOŠĀS PRASMES NĀKOTNĒ



### Profesionālās izglītības kompetences centrs "RĪGAS TEHNISKĀ KOLEDŽA"

Valsts akreditēta augstākās profesionālās izglītības mācību iestāde  
ar struktūrvienību profesionālā vidusskola



**Zinātne** ir process, kurā nauda tiek pārvērsta zināšanās, savukārt **inovācija** ir process, kurā zināšanas tiek pārvērstas naudā.

---

**Inovācija** aptver tās rīcības, kas saistītas ar zināšanu praktisko pielietojumu un prasmju īstenošanu, kas nepieciešamas, lai radītu pilnvērtīgākus produktus un pakalpojumus

(Inovāciju portāls LR Ekonomikas ministrija)





Co-funded by the  
Erasmus+ Programme  
of the European Union

skill**ME**...



MASOC  
VISC  
PIKC RTK







Co-funded by the  
Erasmus+ Programme  
of the European Union

**skillME...**

## Projekta mērķis

- veikt izpēti par projekta partnervalstīs (Slovēnijā, Slovākijā, Horvātijā un Latvijā) trūkstošajām INOVATĪVĀM NĀKOTNĒS prasmēm metālapstrādē un enerģētikā
- izstrādāt četras salīdzināmas/pārnesamas/vienotas mācību programmas (sasniedzamo jeb mācīšanās rezultātu vienības), modulārās programmas un mācību materiāli) nepieciešamo prasmju apguvei, veikt pilnīgu programmu testēšanu pilot apmācībās un uzsākt akreditācijas procesu programmu atzīšanai partnervalstu profesionālās izglītības sistēmās.







Co-funded by the  
Erasmus+ Programme  
of the European Union

### Profesionālās izglītības programmas

- atbilstoši ECVET principiem, un to kvalitāte tiks novērtēta ar EQAVET indikatoriem, lai nodrošinātu programmu ieviešanu visā Eiropā.
- izstrādātās profesionālās izglītības programmas būs izmantojamas gan profesionālajā sākotnējā izglītībā, gan tālākizglītībā.

# skillME...

- Tehniskā dokumentācija
- Tehniskā redze
- CAD/CAM programma
- KOMPOZĪTMATERIĀLI- RTK izstrādāta 25 st
- Pēc projekta materiāliem(2016.dec.apstiprināta Rīgas izglītības un metodiskā centrā- PEDAGOGU PROFESIONĀLĀS KOMPETENCES PILNVEIDES PROGRAMMA (A) Materiāls par KOPOZĪTMATERIĀLIEM -130 lpp., būs RTK mājas lapā februārī
- Notiek moduļu pilotēšana sadarbībā ar MASOC, VISC, (uzņēmumiem)

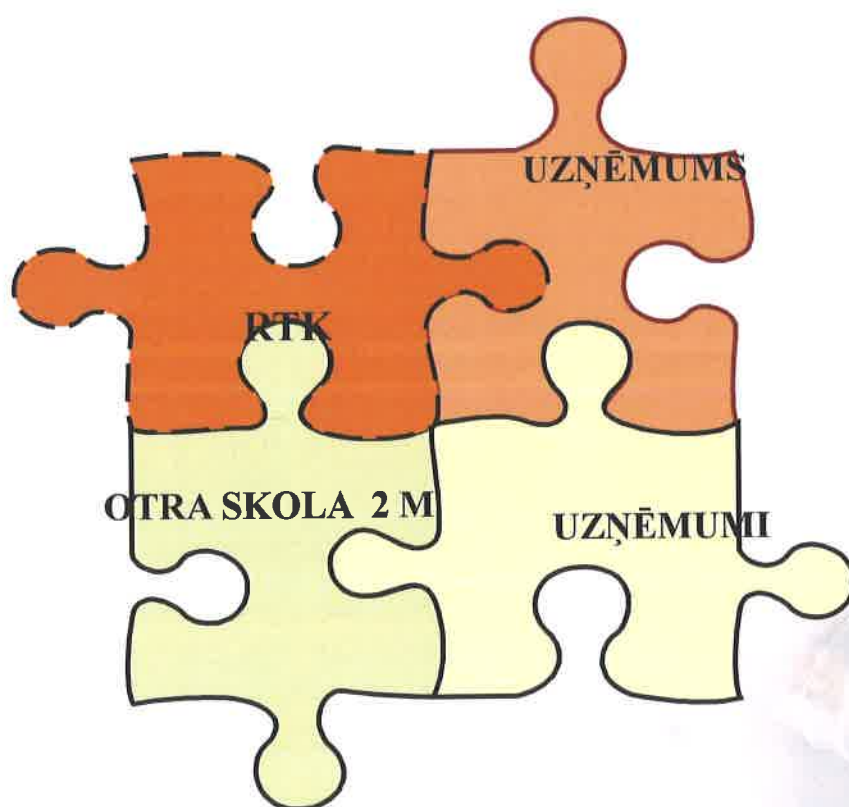






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**Programmas nosaukums.**

**Kompozītmateriāli**

**Programmas mērķauditorija.** Metālapstrādes un mašīnbūves nozares 3. profesionālās kvalifikācijas līmeņa profesionālās izglītības programmās

- Datorizētās ciparu vadības (CNC) metālapstrādes darbgaldu iestatītājs
- Mehatronisku sistēmu tehniķis
- Mašīnbūves tehniķis
- Automehāniķis

**Programmas mērķis.**

Izglītības procesa rezultātā sniegt izglītojamiem zināšanas un prasmes, kas nepieciešamas darbam ar kompozītmateriāliem

**Programmas uzdevums.** Izglītības procesa rezultātā dod iespējas apgūt spējas:

- atšķirt polimēra, metāla, keramikas kompozītmateriālus pēc to matricas un apdares komponenta, salīdzināt kompozītmateriālus ar tradicionālajiem materiāliem;
- noteikt kompozītmateriālu marķējumu, lietojot ražotāju standartus;
- izvēlēties kompozītmateriālus un to apstrādes veidu atbilstoši darba uzdevumam;
- izvēlēties apstrādes instrumentus, lietojot ražotāju katalogus;
- aprēķināt apstrādes parametrus atbilstoši kompozītmateriālu īpašībām, apstrādes veidam un instrumentu ģeometriskajiem parametriem

**Iegūtie rezultāti.**

Spēj atšķirt polimēra, metāla, keramikas kompozītmateriālus pēc to matricas un apdares komponenta, salīdzināt kompozītmateriālus ar tradicionālajiem materiāliem, parametriem.

Spēj noteikt kompozītmateriālu marķējumu, lietojot ražotāju standartus.

Spēj izvēlēties kompozītmateriālus un to apstrādes veidu atbilstoši darba uzdevumam.



Mūsdienu didaktikā termins **«inovatīvs mācību process»**, **«inovatīva pieeja»** nozīmē to, ka mācību process jāorganizē tādējādi, lai mazāk kavētos pie pagātnes un šodienas aktualitātēm, bet gan,

- lai veiktu apsteidzes mācības un
- sagatavotu cilvēku rītdienas pašizglītības nepieciešamībai,
- sniegtu nepieciešamās prasmes saskatīt un risināt problēmas,
- saskatīt problēmu risinājumus





Pieredze

+ -

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**Ministry of Education of the Republic of Belarus  
REPUBLICAN INSTITUTE FOR VOCATIONAL EDUCATION**

***Improving the world with the power of skills:*  
INTERNATIONALIZATION, INNOVATION, EXCELLENCE  
IN VOCATIONAL EDUCATION OF BELARUS**

***Olga Dekhtiarenko***  
**Department for Comparative Research and  
international cooperation in VET**

**Riga , January 2017**









# THE REPUBLIC OF BELARUS

## ECONOMY

Export-oriented industries:

- Automobile industry
- Petrochemistry
- Optics, lasers
- Manufacturing automation
- IT sector
- Well-developed service sector
- Agriculture

Belarus produces, % in the world market:



17% of all harvesters



6% of tractors



6.4% of flax-fibre



2.8% of potatoes



30% of BelAZ dumpers



11% of butter





# Global trends of world development

## Internationalization of economy



- ✓ Climate, demography, globalisation, technological progress change our world at ever faster pace
- ✓ Increased global competition
- ✓ Changed dimensions of the labour market
- ✓ Mobility of labour

## Speeding up of the scientific and technological progress

- ✓ Transition to the knowledge society
- ✓ Smart Manufacturing and Industry 4.0
- ✓ Emerging skills, new jobs, changed occupational profiles
- ✓ Life long learning





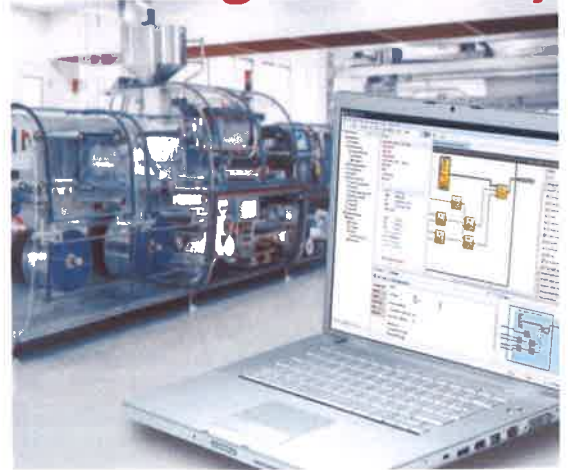
## Manufacturing system of the past



- Mass production of standardised products (economies of scale),
- Extended stockkeeping
- Repetitive processes, one-purpose technologies
- **Lots of small work steps, specialisation**
- **Low qualification requirements**
- **Hierarchy, low individual responsibility,**
- Centralised policy making

## Production in the knowledge economy

- Flexible short-scale production, small stockkeeping,
- Smart multi-purpose technologies
- Horizontal organisation of labour, individual responsibility, cross
- **Hypercompetition, international quality management**
- **Virtual and geographical mobility, asynchronous communication**
- **Higher qualification requirements, transversal skills**
- **Human capital, competencies as a key component of value of an enterprise**
- De-centralisation, agglomerations, spatial clusters







### **RIVERS OF CHANGE:**

- ➔ Globally connected world, hypercompetition, superstructured organizations
- ➔ Digitalization, visualization, new media ecology, 'smart' innovations
  - ➔ Changing occupational standards and learning outcomes
  - ➔ Need for improved career pathways and future-focused LLL
  - ➔ Need for quality assurance at system, institutional, individual levels





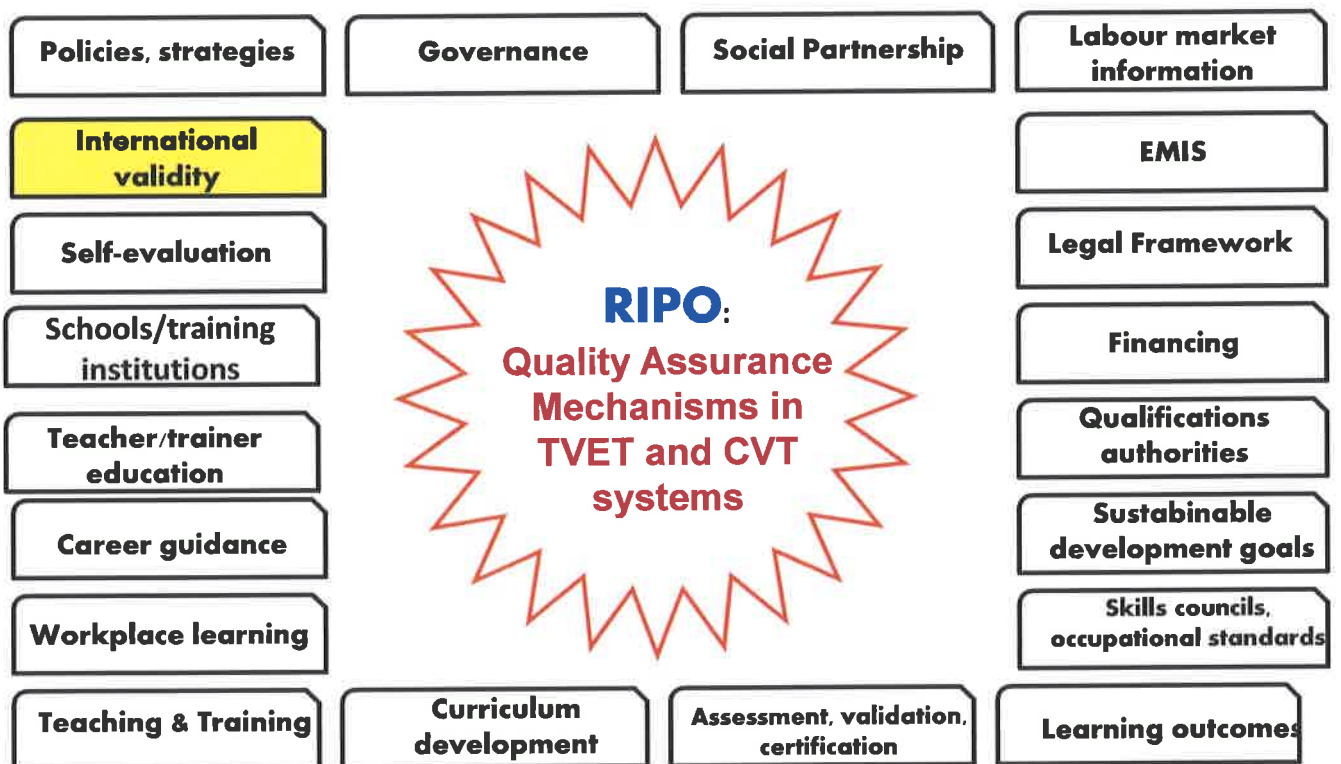
### **LEVELS OF VET INTERNATIONALIZATION:**

➔ **didactic curricular:** development of transnational vocational competence of trainees, new forms of training etc.

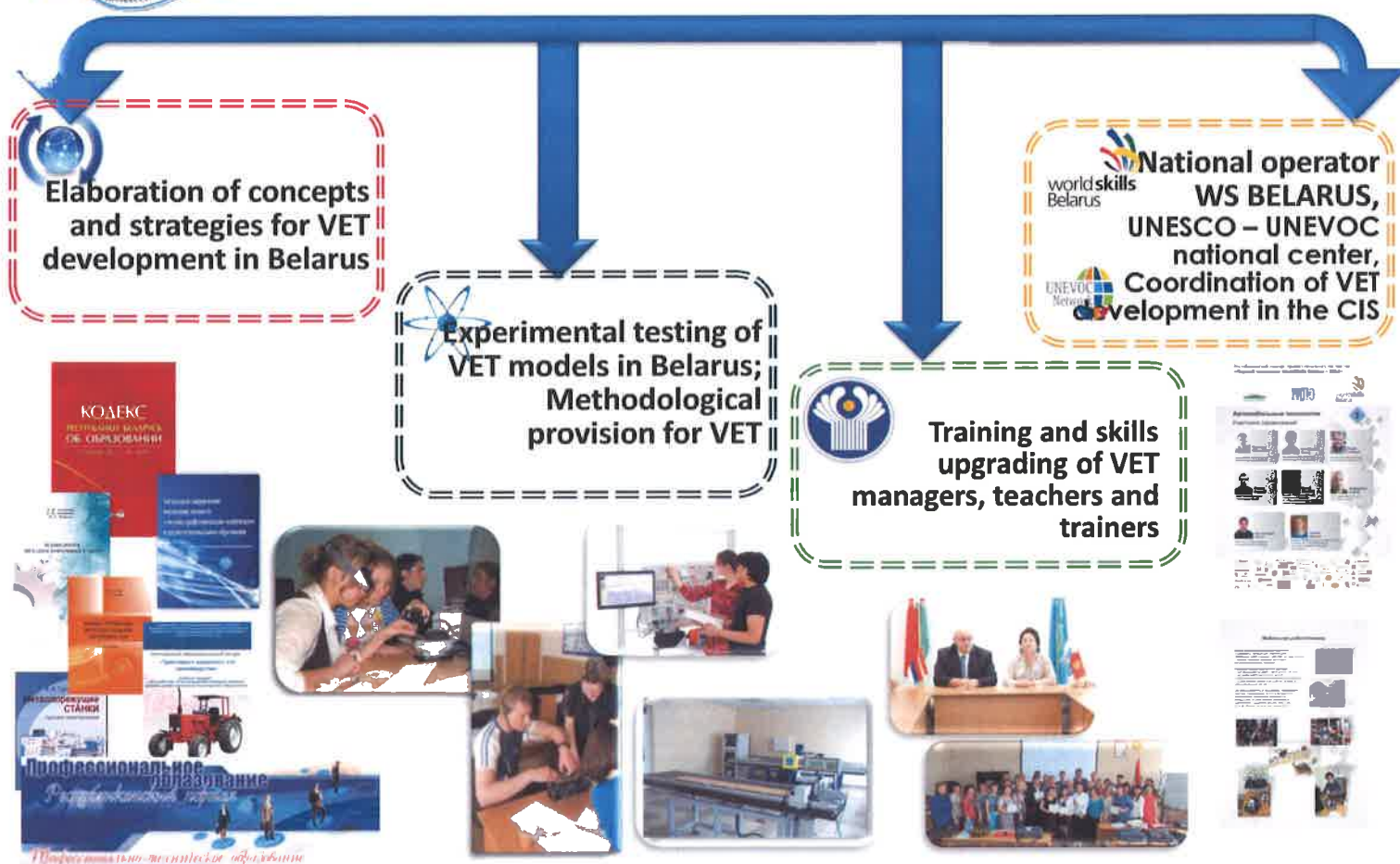
➔ **level of supranational educational policy:** mega-standards for professions, international benchmarking of VET quality, transparency and recognition of qualifications, promotion to international mobility of VET students and teachers



## Republican Institute for Vocational Education as the national key actor in the labour force reproduction









## Sectoral VET Centers of Excellence / Resource Centers

- as *scientific-training-industrial clusters* in various types of economic activities

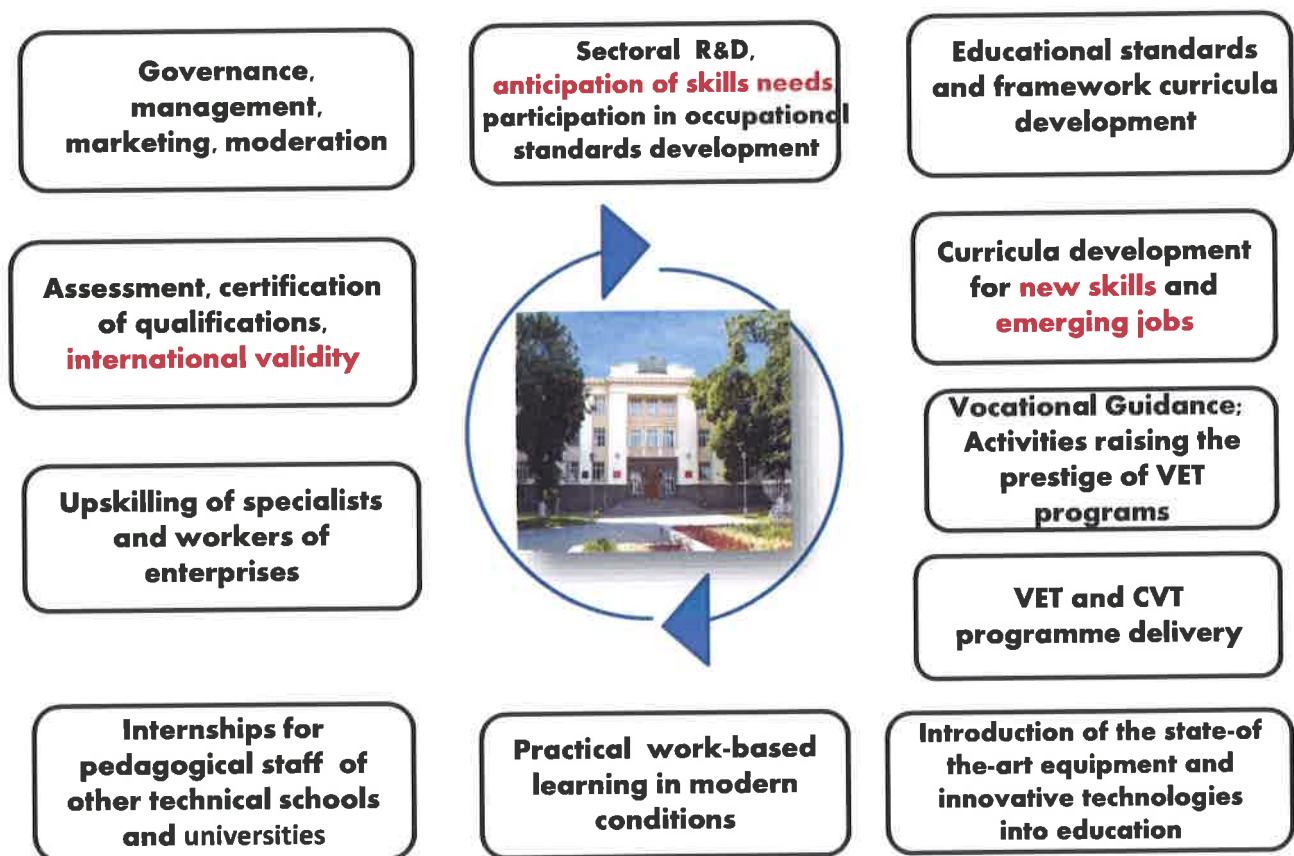
**Mission:** providing demand-driven and future-oriented skills for the innovative economy according to the **international** standards

**Objective:** establishment of multilevel and multifunctional sectoral platform for VET with continuous, dynamic mechanisms ensuring the match of skills of graduates (ISCED 1-5) to the current and future needs of the economy



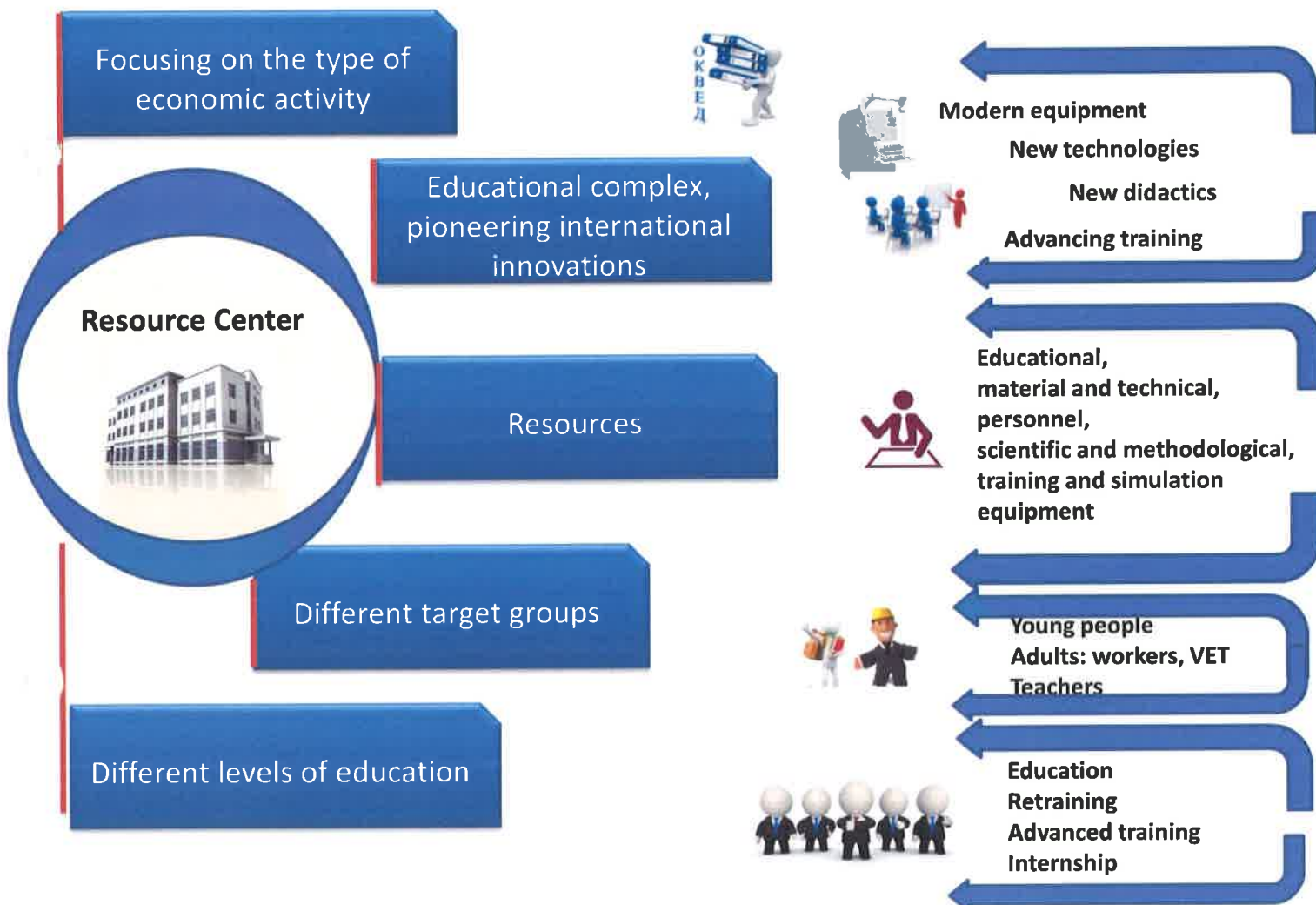


## Sectoral VET Centers of Excellence: core functions





## Sectoral VET Centers of Excellence: essential features



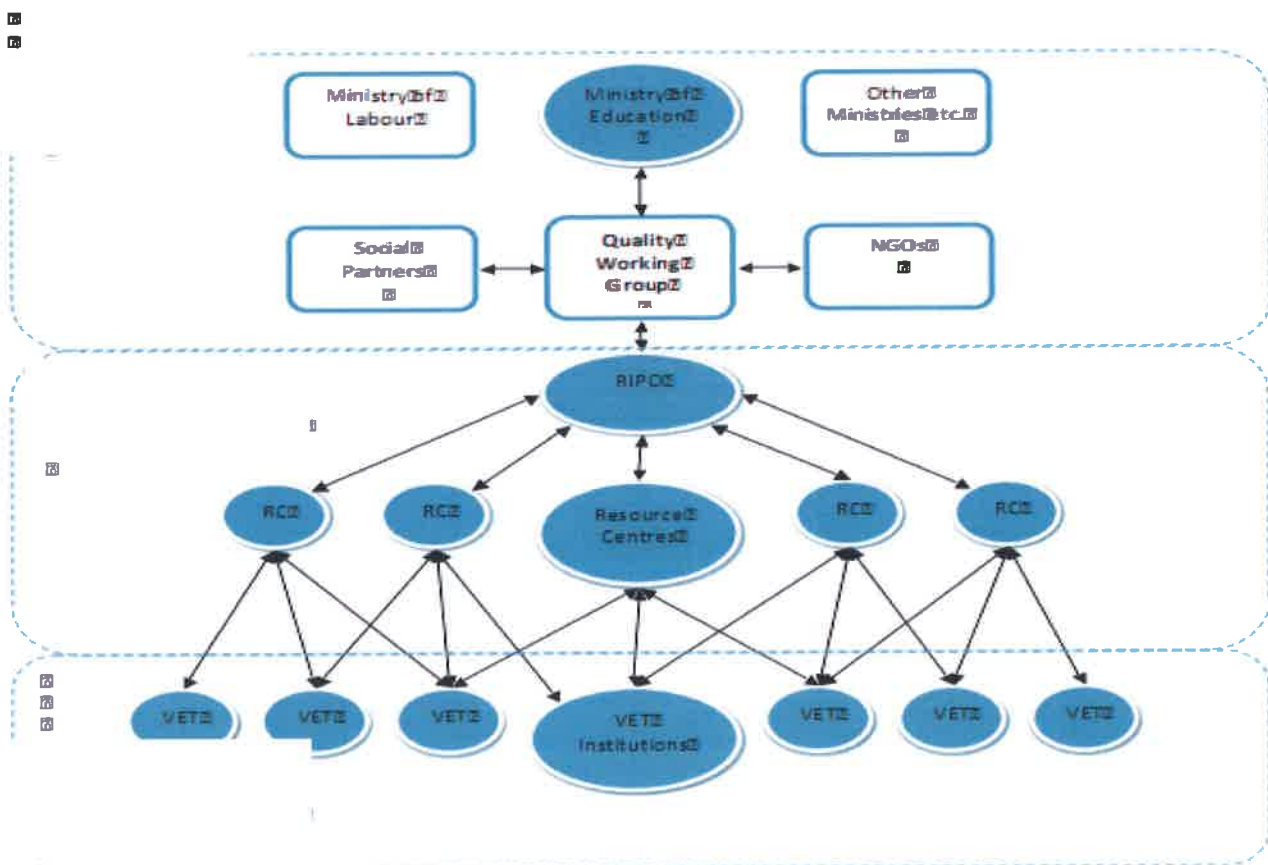


## Sectoral VET Centers of Excellence: principles





## VET Center of Excellence: network principle of education





## Resource Centers in the Republic of Belarus

### THE NETWORK OF RESOURCE CENTRES

- AGRICULTURE
- CONSTRUCTION
- MECHANICAL EQUIPMENT
- LIGHT INDUSRTY
- CATERING. CONSUMER SERVICES
- ENERGETICS
- TRANSPORT
- LOGGING AND TIMBER PROCESSING
- FOOD PRODUCTION



**39** specialties



## New specialties in VET, designed with business partners

Micro- and nano-electronic technologies and systems

Mechatronics

Electronics of motor vehicles

Operator of mechanized and automated warehouses

Technical maintenance of automation equipment

Control and measuring equipment and automatics

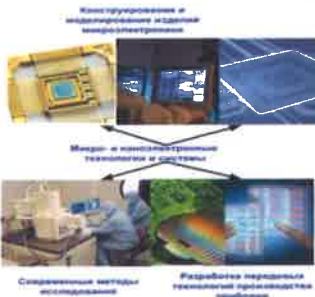
Maintenance and repair of computer equipment

Technical support of logging operations

Software Testing

Installation and maintenance of security and fire alarm

Programmable mobile systems





## VET Resource Center for Renewable Energies: EcoTechnoPark Volma



ЭКОТЕХНОПАРК

### Profile:

Delivery of multilevel VET programs in the field of renewable energies, power engineering, smart construction, energy efficiency and resource saving technologies in different sectors



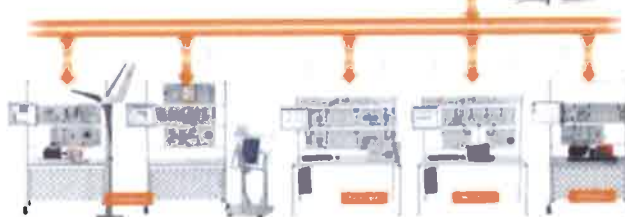
Встреча с Представителями  
Государственного Районного Управления



Повышение Квалификации



Новости





## **Resource Centre for Machinery Industry:** *in partnership with FESTO, SIEMENS, SAMSUNG, FANUC, HAAS, BOSCH*

### **Profile:**

- **Operator of metal working equipment, machine tools and lines,**
- **CNC milling and turning,**
- **Engineering technologies for manufacturing**
- **Mechatronics**
- **Program management of machine tool equipment**

**Sphere of professional activity** - engineering enterprises and organizations.





## VET Center of Excellence for Machinery Industry

### *Laboratories:*

- electrical and electronic engineering, electronic equipment, electric drive and electro automatics
- management systems of equipment
- hydro pneumatic automatics
- programming processing and setting up processing equipment
- automation of production processes in mechanical engineering, flexible manufacturing systems
- training of work on CNC machines





# **VET Center of Excellence for Automobile Technologies:** *in partnership with Volkswagen, Audi, Mercedes, KIA, Toyota, Renault,*

**Equipment**

**Location**

**Educational program  
documentation**

**Educational and  
methodical complex**



**Specialty "Maintenance and repair of motor vehicles"**

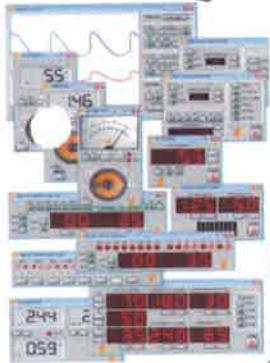
**Qualification "Auto Mechanic"**

**Sphere of professional activity** - operation, maintenance and repair of motor vehicles in the organizations of various organizational and legal forms



**Laboratories (RC) :**

- ✓ electrical engineering and automotive electronics
- ✓ structure and technologies of maintenance of motor vehicles
- ✓ diagnostics and repair of motor vehicles





# VET Center of Excellence for Agriculture

## (branch - the livestock)

Group of specialties «Livestock. Pisciculture. Apiculture»

### Educational dairy farm (project)

Farm buildings of frame type  
 Insulated roofing covering  
 Concrete floor  
 Gate (on a metal frame with filling tree) insulated, hinged casement  
 The ventilation system, lighting, water supply, sewerage  
 modern equipment  
 Educational and methodical complex  
 Training and internships of teachers and masters in EU profile of the Republic of Belarus and the EU

Specialty	Level of professional education
Zootechnology	Secondary special
Veterinary medicine	Secondary special
Apiculture	Secondary special
Livestock production	Vocational and technical

qualifications

Operator of livestock farms and mechanized farms

Milking machine operator

Operator of poultry farms and mechanized farms

Operator of mechanized farms





## VET Center of Excellence for the Food Industry

### *Training laboratories:*

- for microbiology products of food production
- for techno chemical production control of fermentation and winemaking
- for operation of equipment of mechatronic systems
- technology of beer and soft drinks

### *Educational baking section*

### *Educational mini brewery*

### *Educational cheesemaking*

### *Educational confectionery shop*





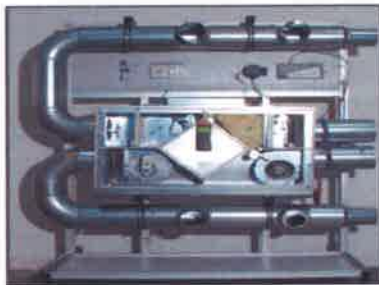




## VET Center of Excellence for Construction Technologies

### Profiles:

- ✓Plasterer
- ✓Painting and decorating
- ✓Wall and floor tiling
- ✓Thermal insulation, insulation of facades
- ✓Installation and repair of domestic central heating systems, water supply, gas supply and sewerage;
- ✓Installation of sanitary and heating appliances
- ✓Repair of steam boilers;
- ✓Testing of parts and units of pipelines at the site of their production





## Directions of International Cooperation in Development of Vocational Education and Training



- Development of fundamentals, search for new methodological approaches to modernization of vocational education practices
- Organization of international comparative researches in the field of quality assessment of vocational education and training on the basis of the national qualification frameworks
- Development of the international thesaurus of main notions and terms of vocational pedagogy
- Development of international educational standards of supra-professional competencies
- Coordination of efforts for integration of the priorities of sustainable development in vocational education and training
- Support of exports of educational services in vocational education and training of young people and adults.





**Thank you**

Find us at:

<http://ripo.unibel.by>

Write us :

[belnob@ripo.unibel.by](mailto:belnob@ripo.unibel.by)

**Welcome to Belarus!**





# AKADEMIJA.IT

INFOBALT IR TECH CITY



AKADEMIJA.IT  
INFOBALT IR TECH CITY



## MISSION

Preparing most wanted IT professionals in a short period of time.





# GEOGRAFY

## Vilnius, Lithuanian Republic





## CURRENT PROGRAMS

- JAVA PROGRAMMER
- SOFTWARE TESTER



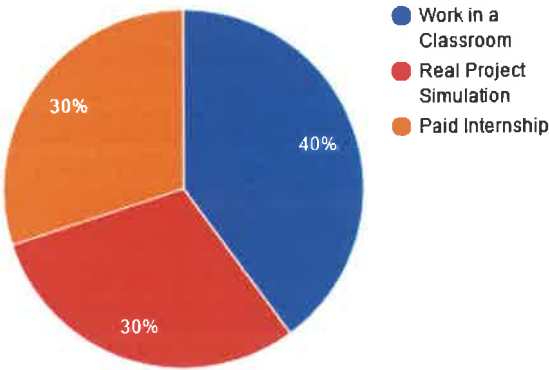
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# PROGRAMME TIMELINE

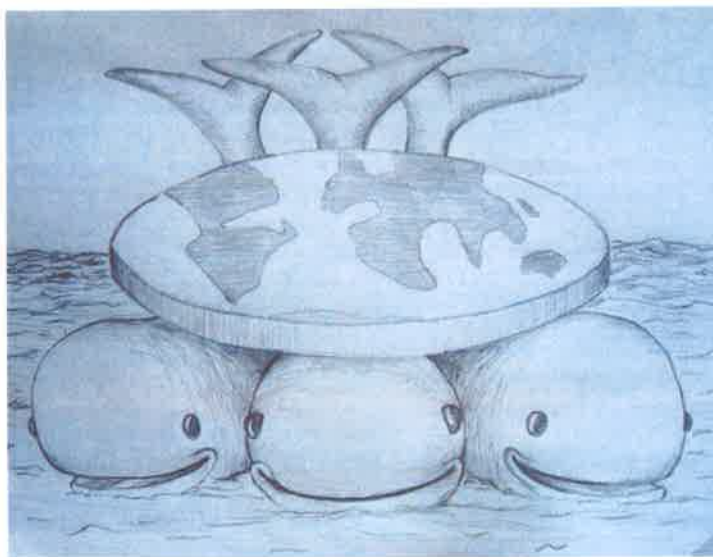
STUDIES IN A CLASSROOM: LEARN AND PRACTICE				SIMULATION OF A REAL PROJECT			PAID INTERNSHIP		
September	October	November	December	January	February	March	April	May	June





# MEMBERS

- VOCATIONAL SCHOOL
- ASSOCIATIONS
- BUSINESS PARTNERS



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# RESPONSIBILITIES

BUSINESS PARTNERS	VOCATIONAL SCHOOL	ASSOCIATIONS
Training programme content	Paperwork	Relationship with business partners
Teachers	Infrastructure	Advertisement
Admission test	Teachers	Events
Hiring interns	Advertisement	Coordination with state authorities



# ACADEMIC YEAR 2014-2015

VOCATIONAL SCHOOL



VILNIAUS TECHNOLOGIJŲ IR VERSLO  
PROFESINIO MOKYMO CENTRAS

ASSOCIATION



BUSINESS PARTNER

EIS GROUP



TRAINING PROGRAMME: JAVA PROGRAMMER

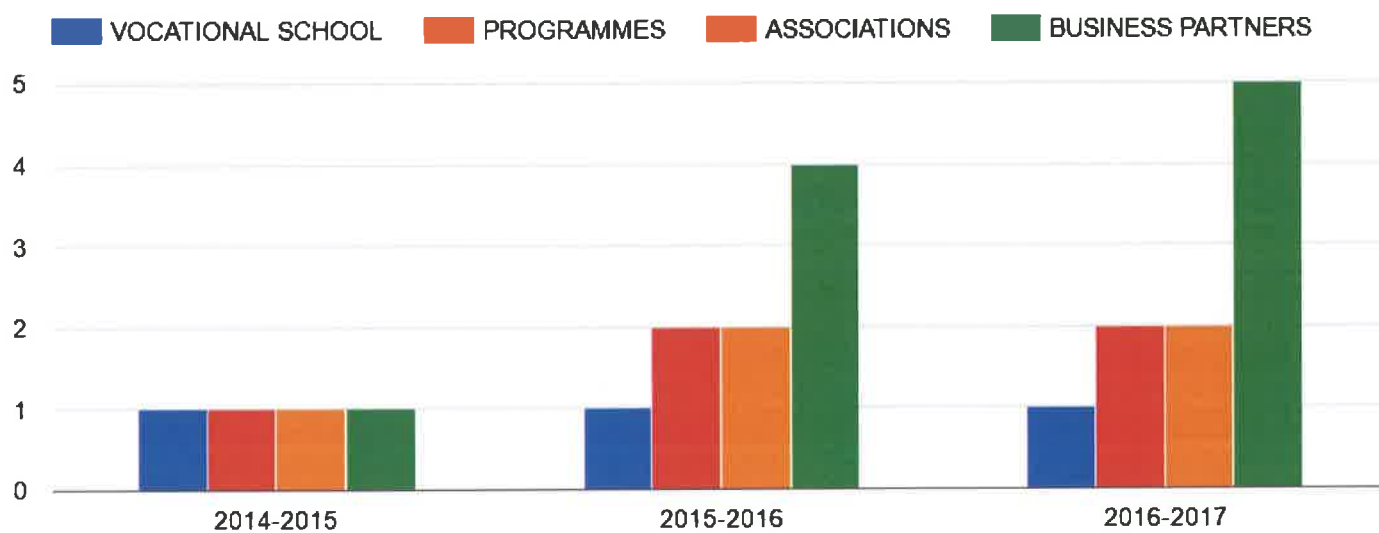


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# GROWTH

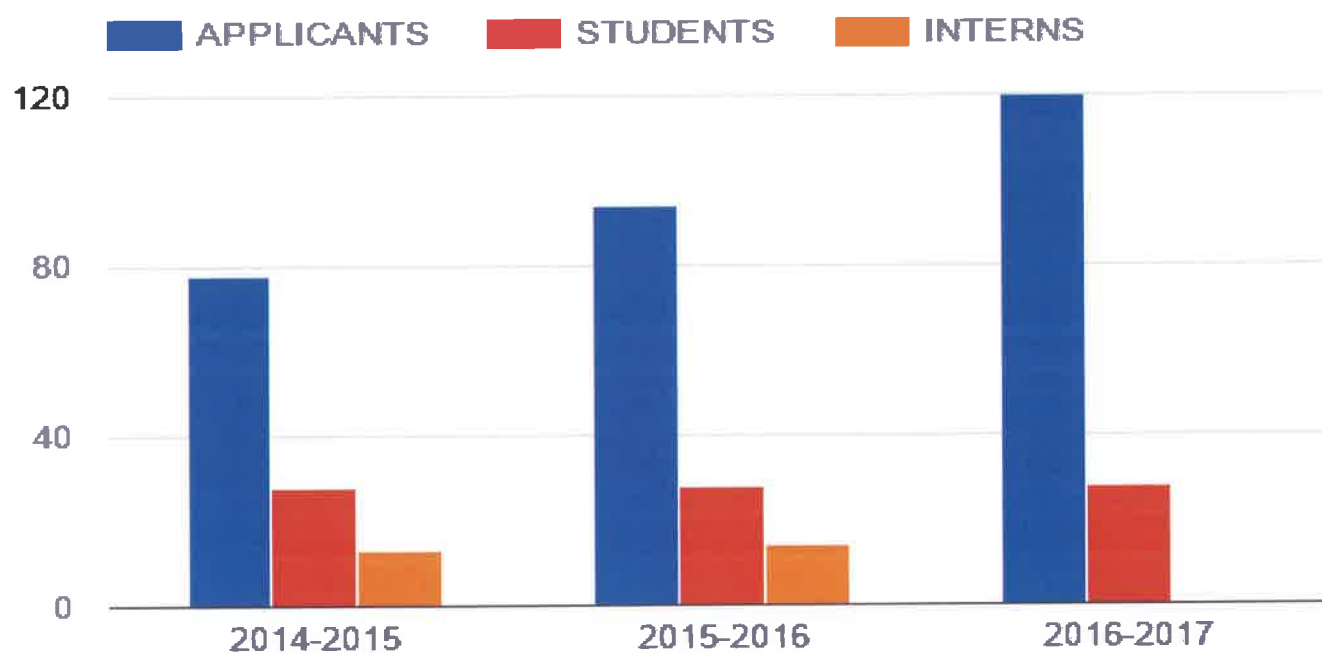


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# STUDENT STATISTICS



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## SUCCESS FACTORS

- Field experts are involved in training
- Paid internship guaranteed for advanced students
- Admission tests
- Unique training programmes
- Quality Assurance and continuous improvement



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## PROBLEMS

- Attracting new business partners
- Attracting students for new specialities









# REVOLUTION 4.0 AND MODERN EDUCATION

**Dr. Juris Binde**

President

Chairman of Management Board

*Latvijas mobilais telefons Ltd.*



### 1.0

The water stream is used to power mechanical devices



1764 - spinning jenny was the innovation that started the Industrial Revolution

1800

### 2.0

Electricity allows to start mass production



1870 – early factory electrification started Technical or Technological Revolution

1900

### 3.0

IT systems allow to automate production process



1969 - industrial computer control system development started Digital Revolution

2000

### 4.0

IoT and cloud computing allow connect several systems in a single network



Today





## DIGITAL AGE DRIVES NEW SOCIAL TRENDS





**GLOBALIZATION**  
boarder-less inspiration



**INFLUENCE**  
instant shearing



**ACCELERATION**  
digitalization and  
optimization



**NETWORKING**  
open mind and  
influence





THE ONLY THING WE CAN DO  
TO PREPARE OURSELVES FOR LIFE IN THE FUTURE  
IS TO LEARN HOW TO CHANGE



HOW  
TO  
BALANCE?

SELF- EDUCATION

“Cathedral-like”  
people

- highly educated
- articulate personality
- complex and dense knowledge

“Pancake” people

- wide spread but thin knowledge
- instant demand for the information
- pressed by information overload

TRADITIONAL  
EDUCATION





**EDUCATION'S PURPOSE IS TO REPLACE  
AN EMPTY MIND WITH AN OPEN ONE**

Malcolm S. Forbes  
Publisher of Forbes magazine



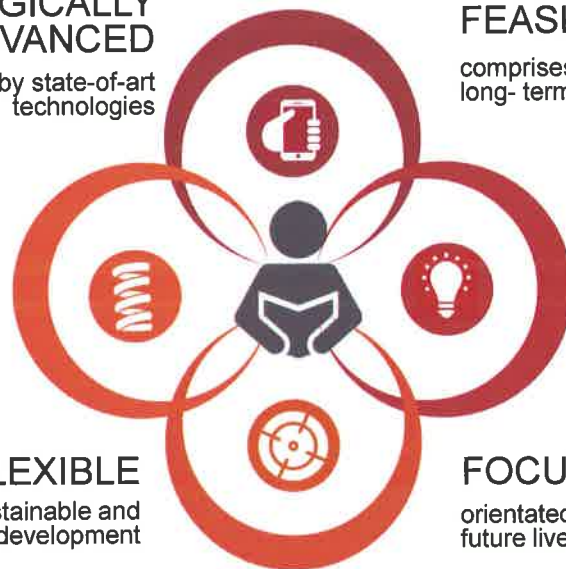
## MODERN EDUCATIONAL SYSTEM MODEL

### TECHNOLOGICALLY ADVANCED

supported by state-of-art  
technologies

### FEASIBLE

comprises attainable goals and  
long- term interest



### FLEXIBLE

assisting sustainable and  
harmonious development

### FOCUSED

orientated on learners  
future lives



THANK YOU!







Ar Eiropas Savienības  
Erasmus+ programmas atbalstu



# PROFESIONĀLĀS IZGLĪTĪBAS POPULARIZĒŠANA LATVIJĀ - EIROPAS PROFESIONĀLO PRASMJU NEDĒĻAS UN PROFESIONĀLĀS IZGLĪTĪBAS ĶAMPAŅA «DARI UN MĀCIES»

---

**INESE LUKAŠEVSKA  
LUKA  
REPUTĀCIJAS VADĪBAS AĢENTŪRAS DIBINĀTĀJA**

Konference "Baltijas Mācekļības alianse inovatīvai profesionālajai izglītībai" (BAfA for Innovative VET)  
projekta „Nacionālās iestādes mācekļībai: Darba vidē balstītas mācīšanās ieviešana Latvijā, Lietuvā un Igaunijā”  
(„National Authorities for Apprenticeships: Implementing Work Based Learning in Latvia, Lithuania and Estonia”, (WBL-Balt))

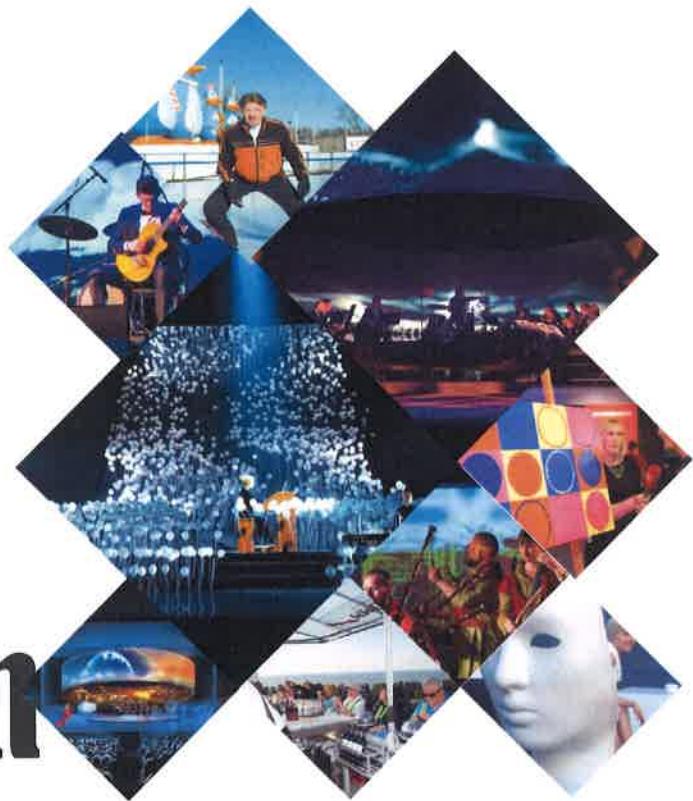


# PAR MUMS.

Reputācijas vadības un komunikācijas aģentūra – izcilu profesionāļu komanda ar neordināru domāšanu un radošu pieeju komunikācijas procesam.

Mēs patiesi ticam, ka esam citāda aģentūra – ar individuālu attieksmi, spēju iedziļināties detaļās un domāt ārpus rāmjiem, nebaidoties klientiem piedāvāt un spējot realizēt vērienīgus projektus, kas rada pārmaiņas sociālpolitiskā līmenī. Mēs apzināmies, ka klientu uzticība un to reputācija ir visdārgākā valūta un mēs cenšamies to attaisnot. Kāpēc? Jo mums rūp.

# Radam Baudām Iedvesmojam





# KAMPAŅAS MĒRĶI.

Jaunieši – Darba devēji – Vecāki – Ģimenes – Sabiedrība - Mediji

**01**

**PRESTIŽS**

**02**

**IZPRATNE**

**03**

**POPULARIZĒT**

Veicināt profesionālās izglītības prestiža un atpazīstamības pieaugumu Latvijā

Veidot plašākā sabiedrībā izpratni par DVB mācību procesa būtību, mainot iesīkstējušos stereotipus

Popularizēt noteiktām mērķa grupām DVB mācības kā profesionālās izglītības ieguves formu



# APTAUJA - PROBLEMĀTIKA.



**531**

vīrieši: 213 (40.11%)  
sievietes: 318 (59.89%)

- 64%** Pārliecināti par profesijas izvēli
- 80%** Kādreiz kaut ko ir dzirdējuši par profesionālās izglītības iestādēm
- 54%** Kādreiz ir apmeklējuši kādu no profesionālās izglītības iestādēm

## IEMESLI

- 43%** Ar iegūto izglītību nevar atrast labi apmaksātu darbu
- 31%** Iegūtā izglītība nav prestiža un kvalitatīva
- 26%** Mācību process ir novecojis

1. Vai Tu jau zini, kādu profesiju izvēlēties?



atbildējušo skaits 531

8. Kas varētu būt tie iemesli, kāpēc Tu nevēlētos turpināt mācības kādā no profesionālās izglītības iestādēm?



atbildējušo skaits 531



DARBA MĒRĒŠANAS ATBALSTA PASĀKUMI

# DARI UN MĀCIES – VISS TIKAI SĀCIES!

SVESALOŠU APŠŪVE

KURSI

IZGLĪTĪBA

KONKURETSPĒJAS  
PAAUGSTINĀŠANAS PASĀKUMIIzglītības un zinātnes  
ministrija

Darba un sociālās drošības ministrija

Līdzfinansē  
Eiropas Savienības  
Erasmus+ programmaATVAĻA  
SĒVAISĀNĪBĒ



# VIZUĀLĀ IDENTITĀTE

## Kāpnes

- simbols augšupejai, tieksmei pilnveidotais, sasniegt jaunas, personīgas virsotnes, ceļā uz kurām tiek pārbaudītas spējas, prasmes un konkurētspēja
- veiksmes simbols, jo ik pakāpiens ir kā maza uzvara
- simbols ceļam, kurš ved augšup uz ne tikai panākumiem, bet arī iespējām, uz sevis pilnveidošanu
- pāreja no bezdarba uz nodarbinātību





# PROMO MATERIĀLI





# E-kalendārs





## VIDES INSTALĀCIJAS





# VIDEO

- Slavenības
- Mācību iestādes





# DIGITĀLAIS TESTS

ĀĀDS PERSONĪBAS TIPS TU ESI jeb ATKLĀJ SAVU  
TALANTU



**TALANTS**





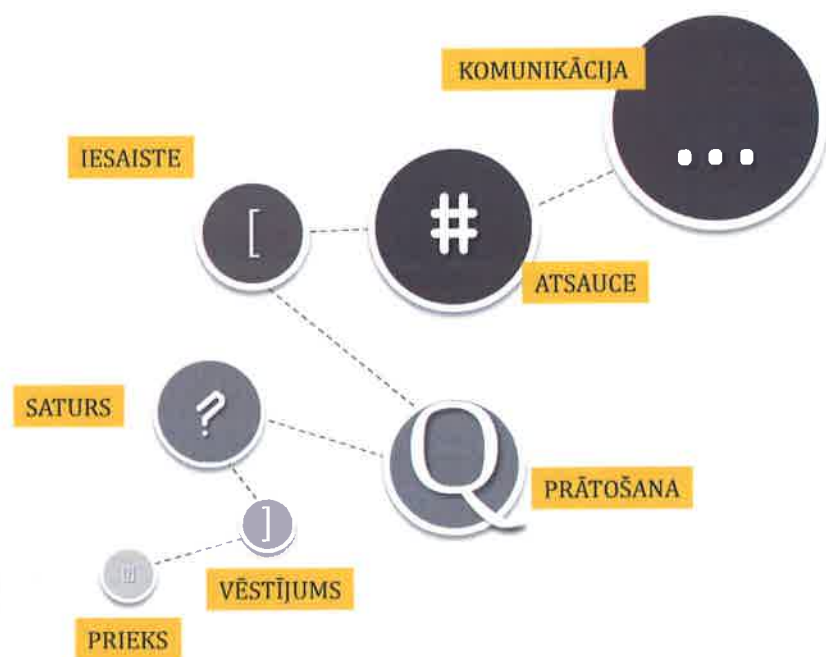
# Konkurss

## «Es lepojos ar paveikto»





# SOCIĀLO MEDIJU AKTIVITĀTES



## D-F

### SOC.MEDIJU KOMUNIKĀCIJA

Izmantojot esošos kontus, iesaistot sadarbības partnerus, mācību iestādes

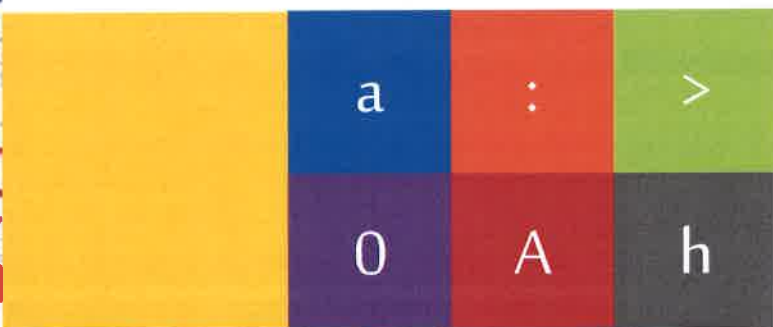
## J

### Profesionālās izglītības iestāžu audzēkņu darbu virtuālā fotoizstāde

Stāsti, kas jauniešiem palīdzēja izvēlēties savu nākotnes profesiju.



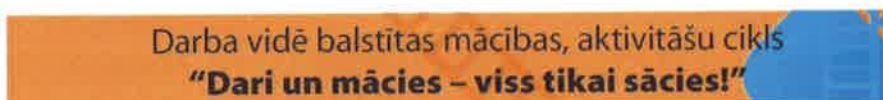
# MEDIJU ATTIECĪBAS



“  
Relīzes  
Intervijas  
Viedokļi  
Tiešraides sarunas



# CITAS AKTIVITĀTES



## JAUNUMU AVĪZE

### Cien./god. profesionālās izglītības iestāžu vadītāji!

Izglītības un zinātnes ministrija (IZM) sadarbībā ar Latvijas Darba devēju konfederāciju (LDDK) ir uzsākusi informatīvo kampaņu "Prakšu alianse". Kampaņas aktivitātes vērstas uz profesionālās izglītības prestiža paaugstināšanu un darba vidē balstītu (DVB) mācību popularizēšanu dažādām mērķa grupām – jauniešiem, izglītības iestādēm, uzņēmējiem un sabiedrībai kopumā, t. sk. ģimenēm un vecākiem.

Minētā informatīvā kampaņa Latvijā tika uzsākta 2016. gada 1. decembrī un turpināsies līdz 2017. gada februārim.

Informatīvās kampaņas ietvaros tiek veidotas dažādas aktivitātes, kurās aicinām iesaistīties ikvienu no jums, sniedzot savu artavu un popularizējot ne tikai DVB mācības, bet arī jūsu

### Kampaņas tēmturis #Dariunmācies

Veidojot ziņas, tekstā izmantojiet kampaņas tēmturi **#Dariunmācies**



### Konkurss "Es lepojos ar paveikto"

Konkursa norises laiks: 2017. gada 2. janvāris – 2017. gada 1. februāris

Konkursa izsludināšana: 2017. gada 2. janvāris

Darbus var publicēt līdz 2017. gada 21. janvārim

Konkursa rezultātu pasludināšana: 2017. gada 1.





A photograph of a person walking away from the camera down a narrow, old street. The person is in silhouette, wearing a dark jacket. The street is flanked by tall, light-colored buildings with many windows. The sky is a warm, golden-orange color, suggesting sunset or sunrise. The overall mood is contemplative and somber.

CILVĒKI AIZMIRSĪS, KAS TIKS SACĪTS, CILVĒKI AIZMIRSĪS,  
KAS TIKS IZDARĪTS, TAČU CILVĒKI NEKAD NEAIZMIRSĪS TO,  
KĀ LIKĀT VIŅIEM JUSTIES

[www.luka.lv](http://www.luka.lv)



# PALDIES!



## KONTAKTI

Phone: 29536344  
Email: [inese@luka.lv](mailto:inese@luka.lv)  
Web: [www.luka.lv](http://www.luka.lv)





## Strategic Partnership for the development the Dual System

# The Danish Model and the projects recommendations

- an introduction to the Danish Dual System and a presentation of our recommendation for the further dissemination and development of the dual system

Presentation at the main event  
Krzyzowa, Poland



Erasmus+







Claus Brandt Kristensen (M.Sc)  
International Coordinator  
Center for Vocational Education Lolland-  
Falster  
Secretariat for Internationalisation and  
projects



**CELF**.dk



## CELF are localized in NAKSKOV, MARIBO AND NYKØBING



**CELF**.dk



# The Vocational Education System in Denmark

## Definition

All Vocational Education and Training (VET) takes place in an apprenticeship at a "master craftsman" at a company where student is working as an apprentice.

During the training in the company there is periods of schooling of various types and duration at the so-called vocational schools - i.e. technical schools, trade schools, combining schools, agricultural schools and the like.

The Vocational Education and Training finishes with an apprenticeship test /final exam - and if the apprentice pass the test, he/she will given a certificate of completed apprenticeship.





# The Vocational Education System in Denmark

Organization of the VET education – background for the Danish vocational educational system



The first Danish VET school  
which was purpose built  
(Copenhagen 1881)



## The Vocational Education System in Denmark



The battle of “Nørre Fælleden” 1872



## The Vocational Education System in Denmark

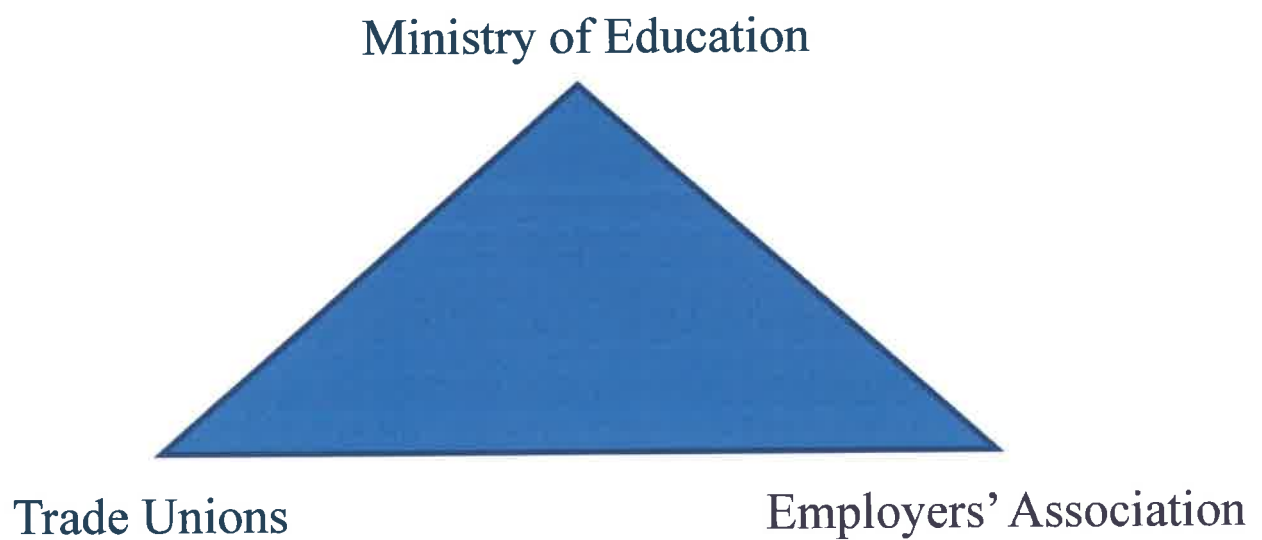
### **The September Settlement - 5<sup>th</sup> September 1899**

Settlements result was that the employers' association accepted the right of workers to organize themselves, while unions accepted employers' right to manage and distribute work

The settlement was a key condition for the overall development of the labor market in Denmark, as it established some of the statutory principles, which since has been in force. The principles are often called 'the Danish model' and refers to a labor market where employers and employees enter into voluntary agreements with virtually no government interference.



## Main stakeholders in the Danish Dual System





# Stakeholders in the Danish Dual System

## **The Danish Parliament (Folketinget)**

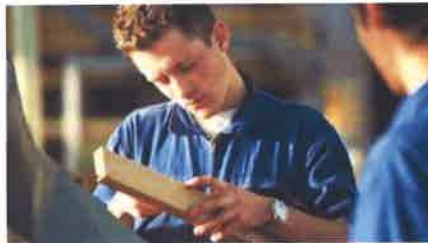
- Decides general framework for management, structure and objectives by law

## **The VET providers**

- Responsible for school training of education and training
- Guidance of students to get a training agreement.

## **Ministry of Education**

- Lay down the content of the education and training programs with ordinances
- Responsible for quality assurance for VET



## **The Companies**

- Offer training agreements
- Responsible for reaching the practical objectives in the main courses of study

## **The Trade Committees**

- Advices the Ministry on the structure and content in the ordinances
- Lay down the detailed content of each vocational education
- Approve companies for apprenticeships

## **Local Education Committees**

- Advice the schools about planning and helps develop cooperation with local trade and industry
- Approve companies for apprenticeships



## Legal framework

### **VET laws:**

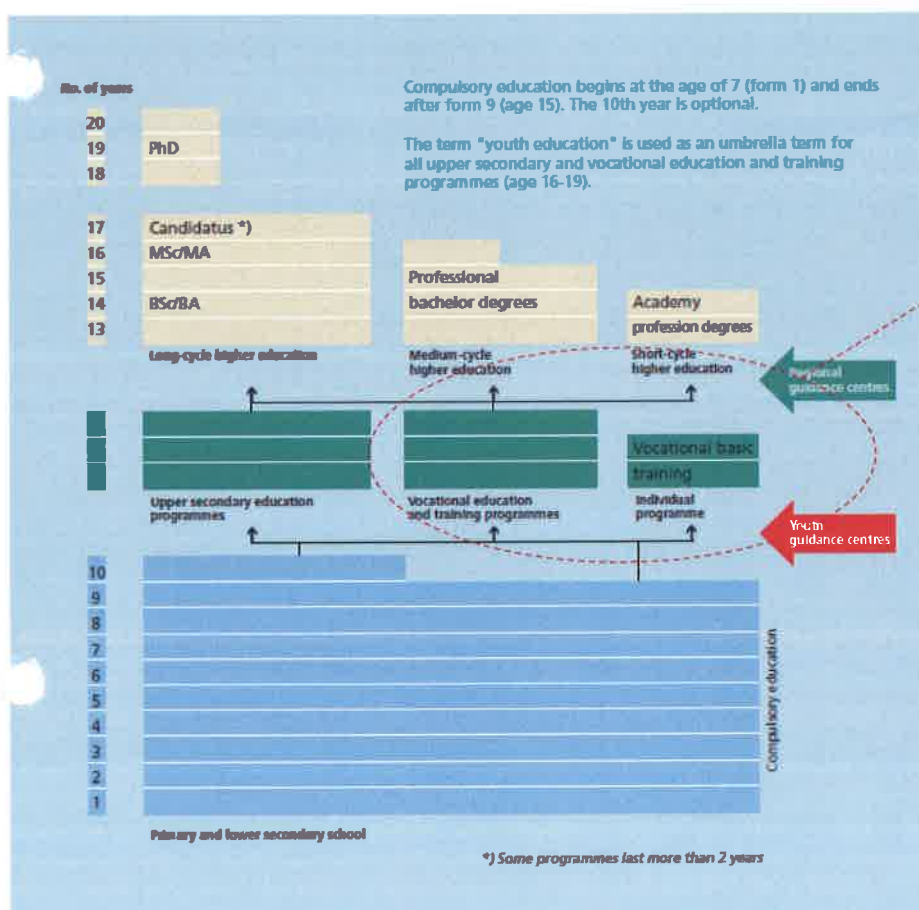
- Lov om erhvervsuddannelser
- Lov om studiekompetencegivende eksamen i forbindelse med erhvervsuddannelse (eux) m.v.
- Lov om Arbejdsgivernes Uddannelsesbidrag
- Lov om institutioner for erhvervsrettet uddannelse

### **VET ordinances:**

- Bekendtgørelse om erhvervsuddannelser  
Nr. 1010 af 22-09 2014
- One per education



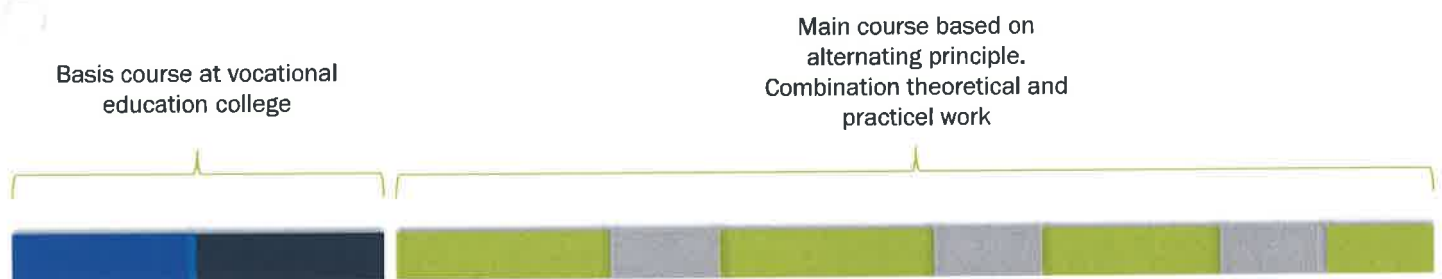
# Danish Education system



Danish  
apprenticeship  
programme  
(VET)



# Principle of the Danish apprenticeship program (VET)



Student must have training agreement with approved company or be accepted into schoolbased practical training center



Vocational education college - basis course part 1



Vocational education college - basis course part 2



Vocational education college - theoretical training - main course



Approved company - practical training - main course



## Apprenticeship



**Ta ´en elev - vi gør det nemt!**

**Apprenticeship Center at CELF- helps businesses and students**

Consultancy on all practical formalities, including internships abroad.

Help to fill in the learning agreement.

Information on grant opportunities.

Assists in the administration.

**CELF**.dk



## The challenges and the answers

- Low rate of completion
  - Reputation of VET
  - Finding enough companies
  - Motivating students to seek apprenticeships in a geographical larger area
  - Preparing the students for work life
  - Guiding young people into the right trade and education
  - Matching students and companies
- VET Reform 2015
    - Stronger students in VET
    - Higher attractiveness of VET
    - Students satisfaction
  - Three part negotiations between main stakeholders 2016
    - 10.000 new apprenticeships in 2025
    - Incitements for students
  - Apprenticeship preparatory courses
  - Student guidance





## Setting the Board – our project in the larger context

- The Copenhagen Process
- Maastricht Communique
- The Bruges Communique
- The Riga Conclusions
- New Skills Agenda



Policy project:

<http://www.apprenticeship-toolbox.eu/>

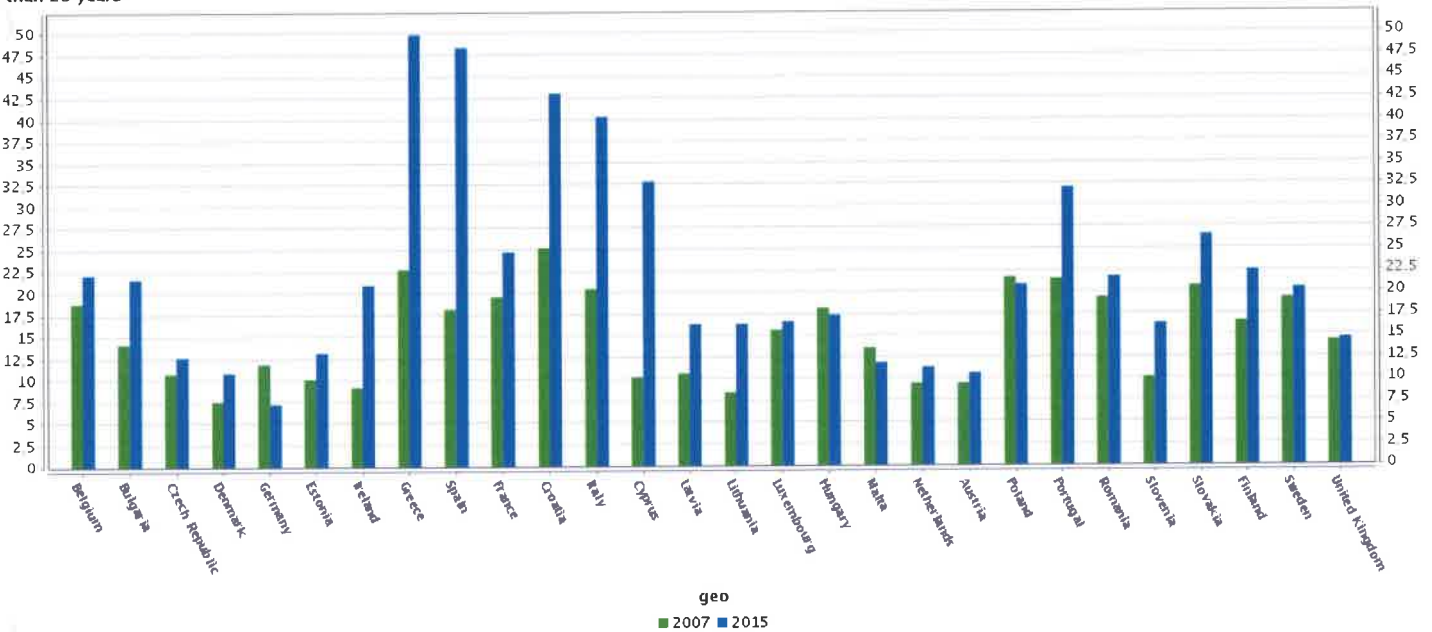
<http://www.wbl-toolkit.eu/>

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# The Dual system – What's the big deal?

Unemployment rate – annual data  
Less than 25 years



Source of Data Eurostat



## Country specific recommendations - Denmark

- Improved guidance in primary and lower secondary school focusing on getting more students to take a vocational education;
- Systematic evaluations of the reform of the vocational educations to see if they have the wanted effect on early school leaving and the reputation of vocational education;
- Create new incentives for companies to take apprentices e.g. improved financial schemes or social causes.



## Country specific recommendations - Germany

- New teaching plan for weaker students – other professions should be taught step by step like shop assistant/merchant in retail trade;
- Improving the ability to access to the place of vocational training. You should use every potential; free upgrade possibilities transition from vocational education system to the system of higher education. Raising the possibility of transition from apprenticeship to higher education and vice versa is extremely important for social justice and security specialists;
- Differentiation of vocational education: a) pupils weaker b) Normal vocational training c) a person stronger in science with full permeability each way, and our duty recognition of education.



## Country specific recommendations - Germany

- The creation of criteria for access to vocational training, diverse for each profession. Everyone should learn what suits his inclinations and competencies, and occur to different ways, but achieve everything. Intensive creation a real job, which may be acquired upon the completion of the profession and the opening of the first vertical career path. Very strong implementation of dual Bachelor Studies;
- Equal opportunities! Vocational training for all young people: Support and help for weaker and stronger in science. Permeability in and between vocational training systems. Recognition and adding skills acquired to further their career;
- Better network of partners of vocational education (workplaces, schools, offices). More accompanying measures for vocational training;
- Transferring content of vocational education in certain professions (particularly in occupations combined) leads to an overload especially weaker students;
- Sectors with less well-known and disliked professions have more and more difficulty to find suitable students.



## Country specific recommendations – Lithuania

### *Schools*

- Consultation of the school curriculum with employers is recommended;
- Good preparation to self-presentation and interviews is important;
- All trainers need constant up-to-date training;
- Vocational instructors should be delegated to workplace for the time of profession instruction;
- More support to students should be given;
- School level and attitude of apprentices must be assessed;
- Taking feedback from students and employers seriously.



## Country specific recommendations – Lithuania

### *Workplaces*

Important factors of good training at workplace:

- Good atmosphere at work (nice, kind and willing to help workmates) Good relation helps in the assimilation of content and fast learning;
- Actual contact with some difficult situations takes place only after the start of work;
- Real tasks, real work should be given to students. Students pass through all departments in the company - to acquire technical competence - good chances for employment and faster career;
- 100 % scheduled training should be completed. Employers should prepare students for a profession in a permanent way and not just treat them as " gap fillers" in the absence of qualified staff;



## Country specific recommendations – Lithuania

### *Workplaces*

Learning by doing and implementing cooperation with all institutions:

- Intensive contact between the school and the workplace, rapid transition from theory to practice at the school in the plant;
- Companies should take part in developing frame plans for education and participate in the formulation of practical teaching plans and react to changes / progress;
- Development of frame plans for education and participate in the formulation of practical teaching plans and react to changes / progress;
- Help and support. The pedagogical attitude towards entering the vocational training could be improved.



## Country specific recommendations - Poland

### *For schools*

- Adjusting the curriculum to the particular employers' expectations on the specific area;
- Longer vocational training;
- Better cooperation with employers in matter of determination the common needs and evaluation of vocational training;
- Up-to-date knowledge of trainers.



## Country specific recommendations - Poland

### *For students*

- Better preparation for the skills and competence required on the labour market;
- Changes of attitude for more positive and open to learning – make it more attractive to take an vocational education.



## Country specific recommendations - Poland

### *For employers*

- Care for the atmosphere at work – make it attractive to learn in a company;
- Realization of the yield of vocational training in companies – make sure that student has a learning outcome when in a company;
- Giving the chance for real work – make sure that the students task in a company reflex real working situations and tasks;
- Cooperation with schools and people interested in creating a dual system – Start at micro level find partners - schools and other people or institutions – who also want to make dual education and start there building up trust and create a social contract you can build on.



## Country specific recommendations - Poland

*For people/institutions interested in vocational education and the labour market*

- Cooperation between institutions e.g. schools, companies, chamber of commerce and industry, local, regional and national authorities.



## General recommendations

- Attractiveness of vocational education needs to be raised;
- Improving the ability to access to placements for vocational training;
- Free upgrade possibilities transition from vocational education system to the system of higher education. Raising the possibility of transition from apprenticeship to higher education and vice versa is extremely important for social justice and security specialists or would be in order to compete;
- General education should do more to relate to the realities of the labour market and substantive parts, e.g. arithmetic, spelling or science;
- The role of parents is problematic as well, since parents in most countries has big influence on the choice of occupation of their child and are forcing their children to educational paths, which don't match them.



## Recommendations for the countries who want to build up a dual system

- Curricula for vocational education should be largely adapted to the changing needs in society in general and on the labour market specific;
- Part of practical and theoretical education should be balanced. The practical part should take place in the workplace, so that students from the beginning form their 'labour service' mentality and learn current techniques;
- Support from the government and employers are needed;
- Better network of partners of vocational education (workplaces, schools, offices);
- Good organization inside school, workplace and between all institutions;
- Every student should after graduation be given enough time so that he or she could deploy in the new requirements. In many workplaces students don't have such possibility.



## Recommendations for the countries who want to strengthen an existing dual system

- Attractiveness of vocational education must be raise;
- Further education of teachers;
- Increased focus on dropout rate;
- Increased focus on the completion rate;
- Increase the number of companies how are taking apprentices;
- Increased focus on the opportunities for tertiary education for vocational graduates.



Thank you for your attention

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