



Linking theory and practice in education: dual education system

Role of trade unions

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Background

- Economical crises, unemployment level of youth in Europe
- Work-based learning, which is generally associated with apprenticeships for young people and dual systems of vocational training, **is part of the policies:**
 - 1) supporting the transition from school to the labour market
 - 2) tackling the youth unemployment
 - 3) tackling the NEET (Not in Employment Education or Training)

Youth unemployment rate, %

	2010	2014
Latvia	28.3	14.2
Lithuania	27.1	14.6
Estonia	24.3	11.6

Young people neither in employment nor in education and training (NEET rates), %

Latvia	20.7	8.3
Lithuania	17.0	7.6
Estonia	18.1	6.6

Long term unemployment rate (15-29), %

Latvia	10.1	4.0
Lithuania	9.1	4.1
Estonia	9.7	4.1

Concepts

- Internships
- Apprenticeships
- Dual education
- Work-based learning

Work-based learning models, such as dual learning systems, a significant part of the education takes place in an enterprise.

The principle is to alternate between learning and training in school and on-the-job learning while working in an enterprise.

ETUC Resolution Improving quality of Apprenticeship and Work-based learning (Adopted on 11-12 March 2014)

Apprenticeship - systematic, long-term training alternating periods at the workplace and in an educational institution or training institutions. 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’.

Apprenticeship schemes should be built **on stable foundations**, on the basis of national law, regulations and/or collective bargaining agreements.

Apprenticeship schemes should cater for the **real employment and skills needs of employers** within the framework of sectorial and/or national priorities and at the same time the personal development and career opportunities of apprentices.

Memorandum on cooperation in vocational education and training in Europe (2012)

Discussions about work based learning in Latvia were initiated on **December 11, 2012** when the “**Memorandum on cooperation in vocational education and training in Europe**” was signed by the Ministry of Education and Science of the Republic of Latvia and the German Federal Ministry of Education and Research.

Main activities:

- Increasing the attractiveness and quality of vocational education and training
- Involving the social partners and the private sector as responsible players in vocational education and training
- Supporting each other in the modernization of vocational education and training
- Increasing mobility in vocational education and training as a contribution to the development of a European labour market and education area

Challenges of Work based learning (WBL) in Latvia

Through analysis of information from vocational education institutions about implementation of WBL in the study year of 2013/2014, main identified problems and challenges are:

- ✓ Role of social partners in setting WBL organizing criteria (definition, duties of all parts, financial support of the students, for employer, load of the students, controlling mechanisms)
- ✓ Information- common understanding and implementation of WBL
- ✓ Quality assessment of learning outcomes of different learning venues
- ✓ Setting education and work experience requirements for in-company trainers
- ✓ Training of in-company trainers
- ✓ Cooperation model with companies (governance)
- ✓ Formation of groups and acquiring general education
- ✓ Need for information about employment of graduates.

Baltic Alliance for Apprenticeships

- Inter-ministerial Declaration of intent (signed on 22/06/2015)

- ✓ Enhancing the quality of the training provided on the job;
- ✓ **improving school-work transition** and implementing vertical and horizontal mobility within education and training systems;
- ✓ raising the attractiveness of apprenticeship for learners and companies;
- ✓ promoting apprenticeships and work-based learning through the **new regulatory framework of the employment services.**

Dual learning systems

- ✓ It is **difficult to transfer the dual learning system** from one country to the other. The concept of work-based learning needs to be tailored to the context of each individual country, where applicable on a tripartite basis.
- ✓ **Social partners** have a key role to play in the **setting of quality regulatory frameworks at national level** and in the design of procedures that limit excessive legal or administrative requirements.
- ✓ Social partners have a role to play to encourage the sharing and the **improvement of national practices** on apprenticeships.
- ✓ **Take part in** the design, monitoring, evaluation and review of VET policy, youth guarantee measures implemented at national level to monitor their effectiveness and value for money, in light of their performance in activating the young unemployed.

Dual learning and VET systems (2)

- Social partners should **promote the attractiveness of and work on the image of VET and apprenticeship systems** towards young people, their parents and enterprises
- Cooperate with governments and education and training institutions to provide young people with **targeted information on available career opportunities and skills needs** on labour markets, and on apprentices', trainees' and workers' rights and responsibilities.
- Contribute to the design, implementation and monitoring of education, training and lifelong learning curricula, policies and programmes.
- Promote **the attractiveness and value of jobs in “shortages” areas** as future careers by organising, where relevant, awareness-raising campaigns, open days, “taster” opportunities, initiatives between social partners and schools/colleges, etc., and/or restore the image of a sector or occupation in all their aspects, ensuring that health and safety regulations are respected in all sectors.

ETUC Resolution Improving quality of Apprenticeship and Work-based learning (2)

1. TU are committed **to ensure appropriate working conditions and protection** for apprentices and young people involved in work-based learning.
2. TU throughout Europe should continue to demonstrate their active and committed **support for good quality apprenticeship schemes.**
3. TU throughout Europe should improve their engagement **with apprentices in the workplace** so as to represent their interests more effectively.

Role of TU at enterprise level/ Field of work?

Tripartite agreement, main duties and responsibilities of all parts - work safety issues, requirement for accident insurance of VET students in time of internship.

Necessary documents for apprentice/student are:

- 1) internship diary (information about the place of internship, in-company trainers, duration of internship, work performed, comments of the student and in-company trainer etc.);
- 2) evaluation of the performance of the student;
- 3) tripartite internship agreement– duties and responsibilities of all parts.

Other criteria:

Student is informed about tasks and requirements of internship.

Student has place of internship.

Student has appointed trainer in the company.

The internship is organized according curriculum.

Fulfilment of tasks of internship is being controlled, analyzed and improved by VET institution.

Employers are involved in fulfilment of requirements of internship.

Employers (maybe- TU?) are involved in evaluation of quality of internship.

Thank you for your attention!

Do not hesitate to ask for further information:

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