



WP5 TESTING Q-PLACEMENTS

FINAL REPORT

Proposals, reflections and conclusions drawn from the discussion of the different Stakeholders' Seminars conducted in different countries of the Project partners

1) Stakeholders profile

Policy makers: Ministry of Education and Science of Latvia, German-Baltic Chamber of Commerce (AHK), Federal Ministry of Education of Germany, Regional Governments, City Councils

Social partners: Chambers of Crafts, Chambers of Commerce and Industry, General Council of Chambers of Commerce, SMEs and Autonomous Associations, Public and Private Foundations, Eurochambers, Trade Unions, NGO, Professional Associations

Vet institutions: deputy directors of Vet schools, coordinators of apprenticeships, teachers

Companies: company tutors, HR Managers, General Managers

Vet Students

Entrepreneurs

2) Aims

To invite all stakeholders to sit around the same table in order to share experience, discuss challenges, look for solutions and draft proposals for:

- Improving the quality of apprenticeships.
- Implementation of WBL.
- Exchange of materials and good practice between vocational training centers to raise awareness and motivate trainees.
- Exchange of information on European projects in operation.
- Discuss the coordination of all profiles before / during and after the placement of the apprentices in the company.
- The dissemination of our Project: VET-Enterprise Cooperation for Quality Assurance of VET Placements and Apprenticeships: Introducing Q-Placements Model.

3) Answers to Q-Placements Model introduction

3.1. Main obstacles of Q – PLACEMENT approach implementation:

- a. Companies:
 - i. Differences between trainee knowledge, skills and employer needs both theoretical and professional;
 - ii. Communication between VET Tutor, trainee, Company Tutor;
 - iii. Realization of practice tasks in apprenticeships;
 - iv. Responsible mentor for trainee from employer side;
 - v. Financial investments of employer for trainee, work place;
 - vi. Motivation of trainee.
 - vii. Importance of the training of company tutors in skills to deal and teach apprentices, especially young apprentices. Modules on learning methods and on examination and qualification will be added as well.
 - viii. All parties were generally convinced that it should become beneficial to have a joint training and to intensify the co-operation. This is however at the same time rather difficult to realize, due to different time schedules.

- b. VET:
 - i. Cooperation with employer – to find common view about apprentice, motivation of employer;
 - ii. Motivation of students to choose use full apprenticeship without salary vs low qualified “practice” with minimal salary;
 - iii. Communication between Company Tutor; VET Tutor and trainee;
 - iv. Geographical differences between employer and home place of trainee;
 - v. Problems with mentors in apprenticeships.

- vi. All parties were generally convinced that it should become beneficial to have a joint training and to intensify the co-operation. This is however at the same time rather difficult to realize, due to different time schedules.
- c. Trainees:
 - i. To solve financial problems during studies;
 - ii. To solve living problems connected with apprenticeship place what mostly is not close to home;
 - iii. To solve self-motivation problems.
 - d. Policy and Social Makers:
 - i. To involve SMEs, promoting best practice in the implementation of WBL and utilise various channels to ensure that the information is delivered both to schools and businesses.
 - ii. To reduce the risk that the level of qualification of the students not involved in WBL will be lower because currently only the best students can participate.
 - iii. To improve and promote the training of company tutors in skills to deal and teach apprentices, especially young apprentices. Modules on learning methods and on examination and qualification will be added as well.

3.2. What did you like the most of Q – PLACEMENT approach?

- Opportunity for company and school representatives to learn together.
- The possibility of exchange of views, best practices and solutions to common problems among all participants.
- The checklist, that was demonstrated was a kind of eye-opener in order to come to a structural monitoring system with a fixed frequency.

4) Conclusions and country recommendations

- a. To continue discussion about VET quality accordance to labour market needs between involved sides;
- b. Continue develop methodology for increasing VET quality – Q-Placement model;
- c. Overlook best examples from EU countries practice in VET quality development;
- d. Make step further – develop close corporation with stakeholders and open experimental VET courses, where corporation between VET – employer – trainee are based on developed methodology.
- e. To search further support from EU funds, local financial supporters to develop further model for increasing quality of VET.
- f. However, Q-Placements training part can be one module or one part of the training offered to VET and company tutors.
- g. In order to provide high quality apprenticeship, it is important to know the duties and assignments of all the stakeholders, i.e. the school, the student and the company, during each of the three apprenticeship stages: before, during and after the apprenticeship. Parties should be motivated, interested to participate and open for cooperation.
- h. The educational and productive sector are complementary and need a good understanding between the two.
- i. It is very important that the vocational training centers knows the needs of the productive sector, so they can adapt their training offer and get training more attractive to the students and especially make it appropriate and productive.
- j. Continue to establish ties of cooperation between all representative parties in the implementation of placements.
- k. The Administration continues committed with dual vocational training and placements, promoting apprenticeships in the company.
- l. The Administration continues promoting the training of company tutors and the coordination between VET tutors and Company Tutors.



Q PLACEMENTS

VET ENTERPRISE COOPERATION

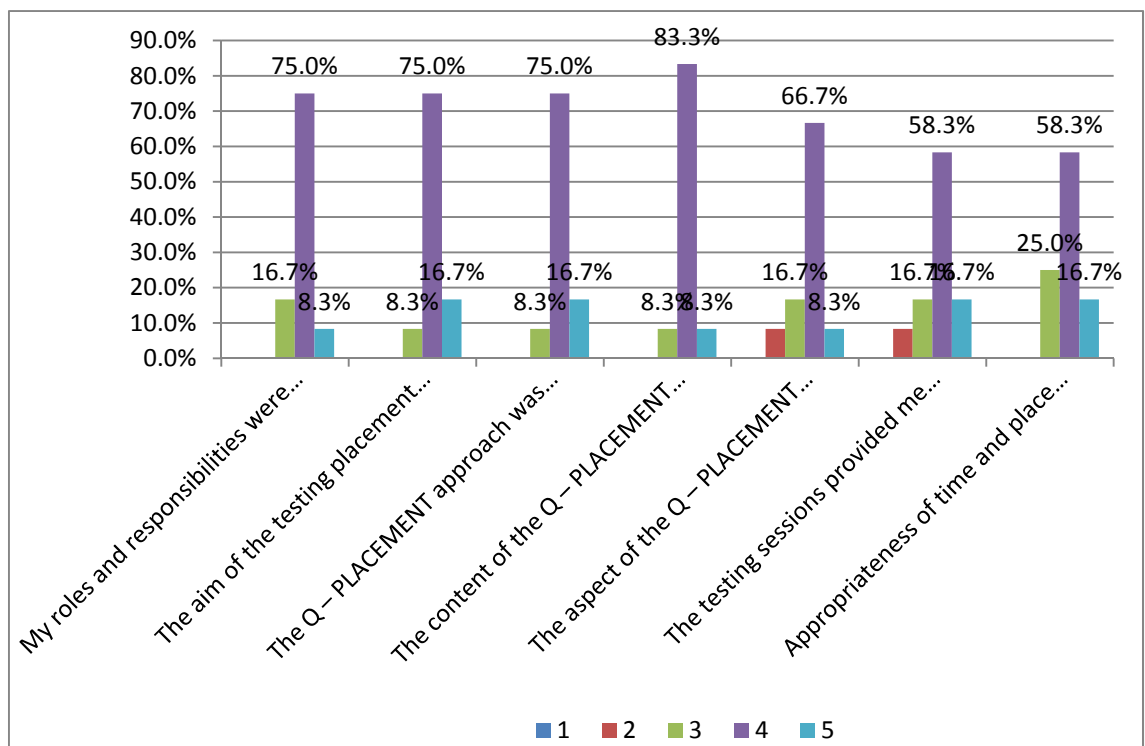


- m. Schools should plan in a targeted manner for the professional development of Vet tutors providing work experience in companies to master modern technologies in a work environment and learn what skills employers expected from their students/trainees.
- n. To improve the quality of the placements it's vital a data base comprising information about high quality apprenticeship companies as well as improve the exchange of information between educational institutions and companies regarding apprenticeship needs and offers.
- o. WBL or Dual Vocational Training is not a panacea against youth unemployment. However, a high quality apprenticeship in environments where the employee training is a set priority for the company and where employers believe that education and training meet the economic needs facilitates the transition to the labour market and reduce youth unemployment.

5) Q – PLACEMENTS TESTING EVALUATION SHEET

Summary of views taken in the Q-Placements Testing Evaluation Sheet (from Latvia, Slovenia and Spain) related to the coordination of WBL on the methodology of the Q-Placements project.

SUPERVISORS (Vet and Company Tutors)





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STUDENTS

