
INTERNATIONAL MOBILITY
IN APPRENTICESHIPS: FOCUS
ON LONG-TERM MOBILITY
LATVIA





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CHAPTER 1.

Introduction

Craftsmanship has been the traditional type for workplace learning in Latvia (restored in 1992), but it is provided on a rather small scale in crafts. Due to historical tradition, craftsmanship is regulated by the Law on Crafts (Supreme Council, 1993). According to the law, a 'craft apprentice' is a person, who has joined a crafts company or an education institution and signed a training contract. Craftsmanship is implemented separately from programmes in other education sectors, and it does not belong to the vocational education system and is not included in the national education classification (no relevant ISCED or EQF level). As it does not lead to formal qualifications, this scheme is not considered as an apprenticeship scheme in the context of Cedefop analysis of apprenticeship schemes in the EU ⁽¹⁾.

More recently, a new apprenticeship scheme has been introduced (also known as the 'work-based learning' scheme in the national context). Legal framework for apprenticeship was developed with amendments to the Vocational Education Law (in force since July 2015) and new Cabinet of Ministers Regulations on the "Procedure on organization and implementation of work-based learning" (in force since 2016) ⁽²⁾. As a result, this apprenticeship scheme is regulated by the Vocational Education Law and belongs to the vocational education system. It is offered by vocational schools in cooperation with enterprises, in parallel to regular school-based vocational education programmes (the same school can offer both apprenticeship and school-based programmes). Further references to apprenticeship in this article refer to this scheme.

The regulations stipulate that the Sectoral Expert Councils promote and evaluate the implementation of apprenticeship and encourage cooperation between vocational schools and enterprises. A learning contract between a learner, a VET institution and an employer is concluded for no less than one semester. Employers may choose to pay wages (taxable) or scholarships (non-taxable if they do not exceed 280 Euro per month) ⁽³⁾ to learners and provide them

⁽¹⁾ Apprenticeship schemes in European countries: a cross-nation overview https://www.cedefop.europa.eu/files/4166_en.pdf

⁽²⁾ <https://likumi.lv/ta/en/en/id/283680-procedures-by-which-work-based-learning-is-organised-and-implemented>

⁽³⁾ In 2018, 46% employers concluded an employment contract with their learners while 54% concluded scholarship agreement (Cabinet of Ministers, 2019).

with in-company trainers. The employer submits to the vocational education institution an assessment of how the learner has mastered the individual apprenticeship plan. In turn, the education institution, in the light of this assessment, carries out an assessment of the student's knowledge, skills and competences.

Implementation of this new apprenticeship scheme takes place mostly within the ESF project "Participation of vocational education learners in work-based learning and practice in enterprises" (2017-23) ⁽⁴⁾. As a result, schools, employers/enterprises, and learners receive financial and methodological support. However, as the project is organised within the Latvian territory, at the moment, international mobility of apprentices within the project is not possible. However, discussions have been initiated whether the activities of project should include international mobilities as well.

In the first year of implementation of the project there was a wait-and-see attitude from the education institutions – only 19 education programmes were prepared for the implementation of apprenticeships. Starting regular and more intense exchange of experience on the introduction of apprenticeships among vocational education institutions, the number of educational programmes adapted to the implementation of apprenticeships increased rapidly.

In the 2018/19 academic year, 38 VET institutions participated in the project (as compared to 27 in 2016/17) of which 20 were already implementing apprenticeships (two in 2016/17). Moreover, 25 vocational schools (six in 2016/17) have updated 251 of their programmes to implement apprenticeships (19 in 2016/17) ⁽⁵⁾.

According to the information provided by the Employers' Confederation of Latvia (31 December 2018), 3.5% of vocational education learners have been involved in the new apprenticeship scheme. Apprenticeships are implemented by 329 enterprises of which 75% are micro or small enterprises, while large enterprises (which have greater administrative resources and have workforce planning and development policies in place) only represent 8.4%. Enterprises involved in apprenticeship represent all 15 fields of the sectoral qualification frameworks agreed by the Education and Labour Market stakeholders on the qualifications required by the labour market ⁽⁶⁾. According to the Report submitted to the Cabinet of Ministers by the Ministry of Education and Science field

⁽⁴⁾ <https://likumi.lv/ta/id/283736-darbibas-programmas-izaugsme-un-nodarbinatiba-8-5-1-specifiska-atbalsta-merka-palielinat-kvalificetu-profionalas-izglitibas>

⁽⁵⁾ <http://tap.mk.gov.lv/lv/mk/tap/?pid=40470715&mode=mk&date=2019-04-02>

⁽⁶⁾ List of all 15 fields (in Latvian): <https://visc.gov.lv/profizglitiba/nozkval.shtml>

breakdown shows that 68% of all enterprises represent three fields – beauty industry (123 enterprises), tourism industry (64 enterprises) and mechanical engineering and engineering industry (37 enterprises) (7).

Currently international mobility of learners (most frequently as Erasmus+ mobilities) are not offered by all vocational schools, and do not reach all programmes or learners. Generally, international mobilities affect only small number of learners (on average 3.5% of vocational education learners within last years) and they are mainly implemented in terms of Erasmus+ Programme projects. According to data of the State Education Development Agency, first long-term mobilities started in 2018, and are currently organised by only four vocational schools. Within the 2018 Erasmus+ contest, 777 short-term and 93 long-term mobilities for vocational education learners were approved (8). As current regulation reflecting ESF funding provisions in place does not allow apprenticeship to take place outside the country, none of these mobility experiences refer to apprentices.

(7) <http://tap.mk.gov.lv/lv/mk/tap/?pid=40470715&mode=mk&date=2019-04-02>

(8) http://viaa.gov.lv/lat/ek_izgl_programmas_iniciativas/erasmusplus/erasmus_plus_konkursi/erasmus_plus_statistika/?tl_id=22718&tls_id=54394

CHAPTER 2.

Exogenous factors influencing mobility of apprentices at upper secondary level

2.1. Economic sectors and actors

Latvia cooperates with other EU countries, in particular for the purpose of strengthening the competitiveness of the Baltic – Scandinavian region, by removing existing barriers in the EU Single Market, in order to promote opportunities for the Latvian companies to develop their services across borders, including the digital environment.

Vocational schools which apply for short-term mobility projects for their school-based VET programmes develop their internationalisation strategies which helps them acquiring Mobility Charters; thus, the schools receive benefits when applying for projects. Separate schools have joined EU-wide networks, for example, Riga Technical School of Tourism and Creative Industry in cooperation with international organisation C.H.A.S.E. (Consortium of Hospitality and Accommodation Schools of Europe). In C.H.A.S.E organisation participants have mutually agreed on exchanges of learners in projects and quality requirements of the mobility programme to be implemented.

2.2. Dynamics of skills demand and supply at the medium level occupation level

According to the Ministry of Economics “Informative report about labour market medium- and long-terms forecasts” (2018) ⁽⁹⁾, growth of labour demand will mainly refer to four fields – commercial services, construction, trade and manufacturing. In the longer term, all these fields are expected to grow, except for trade. Manufacturing is one of the fastest growing industries. With production volumes growing, demand for labour will also increase. In the agricultural and forestry field, similar to the average in the EU, the number of employees in the field will decrease.

In the medium- and long-term, demand will grow mainly for highly qualified professionals.

⁽⁹⁾ https://em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMZino_06072018_full.pdf

Demand for medium-level occupations (mainly for skilled workers) will remain stable in the medium-term, and it is expected to decline in the long run, but will remain high for skilled workers. The fastest growth in demand is expected in manufacturing and construction. At the same time, demand will decline for agricultural workers and institutional servants. In the long run, demand in the medium-level group will significantly decrease in the field for service workers ⁽¹⁰⁾.

Taking into account that economic growth will be based on productivity growth in the coming years, overall, a slow increase in labour demand is expected by 2025. At the same time, labour demand could even decline in the long-term, given the increased automation of different types of jobs and the replacement of the workforce by technology.

Most apprenticeships are offered in three fields (beauty industry, tourism, mechanical engineering and engineering sum up 68% of apprenticeship companies, see Chapter 1) that correspond to economy sectors with average or strong perspectives in terms of growth and labour demand.

The supply of labour force is expected to drop, largely due to negative demographic trends – decrease of working age population. The negative impact of demographic trends on labour supply will be diminished by the increase in economic activity of the population.

Currently, about half of the economically active population with education in agriculture and education is over 50 years old, while the number of graduates in these fields is not sufficient to ensure full replacement of the aging workforce.

In the medium- and long-term, the supply of middle-level labour will continue to decline. The most significant decrease is expected for the population with vocational education and vocational secondary education – by 2025 the labour supply will decrease by about 17% or 52 thousand. A more moderate decrease in labour supply is expected for general secondary education graduates – about 17 thousand or 6% by 2025.

2.3. Attitude of employers towards training

According to national statistics, large enterprises are not very active in participating in apprenticeships (currently only 8.4% of all involved enterprises). The main conditions motivating enterprises to participate are the opportunity to prepare their employees in a timely way, to create a positive image for their enterprise in society, to receive co-financing from the ESF project, as well as to reward learners with apprenticeship scholarships without paying taxes (Cabinet of Ministers, 2019).

⁽¹⁰⁾ https://em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMZino_06072018_full.pdf

The Labour Law (Saeima, 2001) states that employers should bear the costs of (vocational) education initiated by them. In most cases, employees' learning depends on their employers' initiative and available resources. In the 2014-20 period, the Operational Programme 'Growth and employment' supports employees' skills development at the request of the companies to promote the introduction of innovations in enterprises ⁽¹¹⁾. Different sectoral associations implement employees' training projects co-financed by EU funds. The Latvian Information and communications technology association, the Latvian Chamber of Commerce and Industry and the Investment and Development Agency receive EU funds to support and coordinate implementation of human resources development projects of companies in ICT, management (business management, quality assurance and management, project management) and in attracting investors ⁽¹²⁾. Employers may cooperate with vocational schools for them to provide learning programmes in accordance with the enterprise needs. Teachers can be employed by an education provider or may be directly contracted by employers to provide courses.

Large enterprises ensure workplace training for their employees. Generally, these learning activities focus on specific technical skills, such as performing dangerous work.

SMEs may not have sufficient resources to arrange training for their employees. Most large enterprises are ready to finance upskilling of their employees. Job rotation within the organisation is also used as a means of training.

2.4. International qualifications existence (and extent)

In Latvia, there are programmes which lead to international qualifications. The international qualifications ⁽¹³⁾ are awarded both by formal education institutions and education and/or examination centres.

The awarded international qualifications vary by purpose, type, requirements for candidates and assessment methods etc. They are mainly based on the standards elaborated by the designer of international qualification, and internal/external quality assurance has an essential meaning in the awarding of international qualifications.

⁽¹¹⁾ <https://likumi.lv/ta/id/277601-darbibas-programmas-izaugsme-un-nodarbinatiba-1-2-2-specifiska-atbalsta-merka-veicinat-inovaciju-ieviesanu-komersantos>

⁽¹²⁾ <https://likumi.lv/ta/id/282904-darbibas-programmas-izaugsme-un-nodarbinatiba-1-2-2-specifiska-atbalsta-merka-veicinat-inovaciju-ieviesanu-komersantos>

⁽¹³⁾ International Qualifications in Latvia: Study report: http://www.nki-latvija.lv/content/files/International_Qualifications_Latvia_2014.pdf

Apprenticeships are offered in fields for which international qualifications exist, such as cosmetics and beauty, or tourism (see chapter 1 and table 1 below).

Table 1. **Most visible international qualifications**

Sector	The most visible international qualifications
Academic qualifications	International Baccalaureate
Cosmetics and beauty	CIDESCO, ITEC
Tourism	AHLEI, TedQual
Welding	DVS PersZert, European welding qualification, ISO 9606
Project management	PMP, PRINCE2
Finance, accountancy and audit	ACCA, CIA, Study module "Finance management" certified by the SQA
Transport	STCW – COC
Languages	TOFEL, IELTS, Cambridge English
Information and communication technologies	Adobe qualifications, Cisco qualifications, IBM qualifications, ITIL qualifications, Microsoft qualifications, LINUX qualifications, Oracle qualifications, CompTIA qualifications, ECDL

Source: Authors

2.5. Any other relevant factors (e.g. level of interest in foreign language)

Learning of foreign languages in vocational education programmes is compulsory according to vocational education standards ⁽¹⁴⁾. In order to select those few learners who will participate in short-term international mobilities, schools carry out a contest. Knowledge of foreign languages is considered as one of the key competences in such contests.

Significantly, according to the survey among higher education students, many of them ⁽¹⁵⁾ are not eager to participate in mobilities because of relationships and friends who are staying in Latvia, as well as financial reasons.

⁽¹⁴⁾ <http://likumi.lv/doc.php?id=8533>

⁽¹⁵⁾ http://viaa.gov.lv/lat/ek_izgl_programmas_iniciativas/erasmusplus/erasmus_plus_jaunumi/?text_id=40611

CHAPTER 3.

The link between the apprenticeship scheme design and apprentices' mobility

3.1. Apprenticeship type (e.g. system or mode of delivery)

Since 2015, vocational education (at EQF levels 2 to 4), can be implemented also as an apprenticeship scheme (nationally called 'work-based learning') with flexible curricula implementation taking place in alternation at school and in enterprises. In this sense, apprenticeship represents an alternative way of reaching VET qualifications that are also accessible through school-based VET. It cannot be assessed if this function and organisation of the apprenticeship scheme acts in favour of international mobility of apprentices or not.

Being a new option, the apprentice scheme is mostly organised in the context of the ESF project on the "Participation of vocational education learners in work-based learning and practice in enterprises" (2017-23) (see chapter 1). According to the Cabinet of Ministers regulations governing the implementation of the project, the place of the implementation of the project is specified as the territory of Latvia. Consequently, the project currently does not, in principle, provide for the possibility of international mobility of apprentices. However, discussions have been initiated as to potential amendments to the regulation of ESF project allowing for international mobilities ⁽¹⁶⁾.

3.2. Apprenticeship governance (at strategic, decision-making level)

The Cabinet of Ministers defines policies and strategies for vocational education and sets procedures for the development of occupational standards, the organisation of apprenticeships, and professional qualification exams.

The Ministry of Education and Science develops the framework regulations and policies for vocational education (including apprenticeships).

⁽¹⁶⁾ <http://tap.mk.gov.lv/lv/mk/tap/?pid=40470715&mode=mk&date=2019-04-02>

There is no information available on the strategy of these main stakeholders towards (long-term) international mobility of apprentices.

3.3. Duration of apprenticeship and of the company placement in particular

According to the Cabinet Regulations (2016a), workplace training in the context of apprenticeships should take up to at least 25% of the total programme length. In case of four-year vocational secondary programmes (EQF level 4) and three-year vocational education programmes (EQF level 3), qualification practice at the workplace is added on top of the minimum 25% (at least 960 hours for vocational secondary programmes and at least 840 hours for vocational programmes). In contrast, in the two-year-long vocational secondary programmes (EQF level 4) and the one-year-long vocational programmes (LQF level 3) qualification practice is included in the minimum of 25% (at least 560 hours for both types of vocational programmes).

3.4. Organisation of alternance

The VET provider in cooperation with the enterprise develops and approves the individual learning plan for each learner according to an apprenticeship implementation plan, which consists of the teaching/learning schedule and the teaching/learning plan, thus containing all the necessary information regarding the implementation of the education programme in the form of apprenticeship. The individual learning plan determines the proportion of the vocational content, theory and practice of the education programme to be taught both in the education institution and the enterprise (Cabinet of Ministers, 2016a). It is not clear how the implementation of the individual learning plan in practice may affect mobility of apprentices, but at the moment it cannot foresee periods abroad as apprenticeships have to take place in the territory of Latvia.

3.5. Type of contract and status of apprentices

The education institution, the representative of the enterprise and the learner or its legal representative, if the learner is a minor, signs a learning contract, which stipulates the individual learning plan for implementing apprenticeship. The learning contract is concluded for not less than one semester.

In addition, the employer concludes an employment contract that regulates work relations between the learner and employer in accordance with the regulatory framework of the legal relationship or scholarship agreement with the learner or their legal representative if the learner is a minor (Cabinet of Ministers, 2016).

3.6. Remuneration

According to the Ministry of Education and Science informative report “On the implementation and development of work-based learning system in order to increase the amount of work-based learning in vocational education system” (2019) ⁽¹⁷⁾, about one third (32.3%) of the surveyed companies offering apprenticeships under an employment contract, indicated that during the learning period they paid apprentices a monthly salary of up to 50 EUR. Approximately half of apprentices (48.5%) received a monthly salary between EUR 50 and EUR 430. Approximately one-fifth of apprentices (19.2%) received a monthly salary that exceeded EUR 430, which is the current monthly minimum wage in the country.

In those surveyed companies offering apprenticeships under a scholarship agreement with the learner, half of the learners (50%) received a scholarship of up to 50 EUR per month. About a third of learners (28.9%) had a monthly scholarship of between 50 EUR and 150 EUR. About one fifth of the learners (21.1%) had a monthly scholarship of between 150 EUR and 280 EUR. So, most companies that choose to pay a scholarship give small amounts which refer to the fulfilment of minimum formal requirements and do not fully benefit from the tax incentive granted to them.

Tax incentives for individuals are also available and regulated by Law on Personal Income Tax (Saeima, 1993). The Law was amended to introduce, since January 2017, tax exemption of apprenticeship scholarships not exceeding EUR 280 per month.

3.7. Provisions on occupational health, safety and social insurance

The VET institution provides the student with insurance against accidents during the implementation of the individual learning plan, determining the life, health and physical condition of the insured person. The enterprise provides work-based learning according to the individual learning plan, by abiding the company's internal

⁽¹⁷⁾ <http://tap.mk.gov.lv/mk/tap/?pid=40470715>

rules of procedure, labour protection, fire safety and electrical safety requirements, as well as sanitary hygiene norms (Cabinet of Ministers, 2016a).

3.8. Curriculum / training standards specification

When vocational education providers design vocational education programmes, they have to refer to: (1) the relevant state vocational education standards, which are stipulated by the Cabinet of Ministers (Cabinet of Ministers, 2000), and (2) occupational standards or professional qualification requirements, which are elaborated by designated working groups comprising representatives of ministries, local governments, employers, employees, chamber of commerce and industry, NGOs and vocational education providers in line with Cabinet Regulations (Cabinet of Ministers, 2016c).

A VET programme comprises objectives, content and its implementation plan; the requirements regarding previous education; as well as personal, financial and material resources necessary for its implementation. The state VET standards include strategic aims, basic principles, mandatory content, ratio of theory and practice and evaluation procedures. Occupational standards outline knowledge, skills and competences necessary to perform professional activity, as well as duties and tasks of a particular occupation. VET standards, occupational standards and professional qualification requirements do not include provisions regarding mobility periods.

To organise apprenticeships, in addition to the vocational education programme requirements, an implementation plan specifying volume of workplace learning (see 3.4) is also required (Cabinet of Ministers, 2016a). It is not clear how the implementation of the individual learning plan in practice may affect mobility of apprentices, but at the moment it cannot foresee periods abroad as apprenticeships have to take place in the territory of Latvia.

Guidelines for organisation and implementation of apprenticeships “On the approval of guidelines for the organisation and implementation of work-based learning” were approved by the Ministry of Education and Science on 9 June 2017 to provide common basic principles and methodological support for all involved parties. They do not include a reference to mobility of apprentices.

3.9. Use of validation in apprenticeships

Apprenticeships are organised at vocational schools and qualifications are awarded by schools the same way as for other formal qualifications; therefore,

validation of their learning is not required. At first learners enrol in a vocational school, and then an individual learning plan is developed (see 3.8) for those who take the option of apprenticeship before they can start working at an employer.

CHAPTER 4.

Lessons learnt from existing policies, initiatives, projects (as applicable) of apprentices' mobility

The activities within the Baltic Alliance for Apprenticeship and Work-Based Learning (BAfA) have a significant impact on apprenticeships – nationally and in the Baltic context. The alliance was launched in June 2015 as a common framework for joint cooperation between the three Baltic countries⁽¹⁸⁾. It aims to share experience in implementing vocational education reforms introducing work-based learning and apprenticeships, and to promote examples of good practice. A study (2015)⁽¹⁹⁾ was carried out which noted the difficulties faced with apprenticeship (confusing regulations, uncertainties about wage issues) and employer needs (in terms of tax incentives and targeted funding). From December 2016 to February 2017, a campaign took place to inform on apprenticeship opportunities. In May 2017, the funding for the Erasmus+ project “Testing new approaches to training VET and workplace tutors for work-based learning – TTT4WBL” (2017-20) was approved. The project aims at supporting the implementation of apprenticeships by putting emphasis on training in-company trainers and vocational education teachers⁽²⁰⁾ in all three Baltic states (Latvia, Lithuania and Estonia) according to a uniform programme. The programme specifies that learning takes place in tandem (implemented by the ‘tandem training’ methodology), bringing together business representatives and teachers from vocational education institutions to jointly explore the various aspects that would improve the work-based learning experience.

More than 800 WBL trainers from the three countries were trained (300 in Latvia of which 131 were from vocational schools and 169 from enterprises). Company executives, students and lead trainers are still being surveyed; the collection of research data for the final report and drafting conclusions was still ongoing in 2019. The project has created a common understanding of apprenticeships, not only among teachers and business representatives, but also

⁽¹⁸⁾ Cedefop ReferNet Latvia (2018): Baltic cooperation for developing work-based learning, <http://www.cedefop.europa.eu/en/news-and-press/news/latvia-baltic-cooperation-developing-work-based-learning>

⁽¹⁹⁾ http://www.iddk.lv/wp-content/uploads/2016/07/petijums_dvbmacibu_istenosana_latvija_2015.pdf

⁽²⁰⁾ <http://visc.gov.lv/visc/projekti/ttt4wbl.shtml>

in all three Baltic states, which constitutes a base for learner mobility in the Baltic region in the future.

Regarding international mobility, a 2018-20 Interreg Estonia – Latvia pilot project represents an exception to the current limitation of having apprentice mobility periods abroad. The project “Cross-Border Work-based Learning in Estonia and Latvia” (ESTLAT-WBL) was launched on 1st April 2018, led by the Latvian Chamber of Commerce and Industry ⁽²¹⁾ to promote mobility of apprentices and teacher/trainers between Estonia and Latvia. The sectors covered include hospitality and catering, timber and construction, retail, and IT. In this context, 40 Estonian apprentices will visit several companies in Latvia, and 40 Latvian apprentices will visit companies in Estonia. They will also be offered support for improving language skills (Estonian, Latvian, and English). The initiative is meant to be a step towards a more integrated and flexible labour market. The access of vocational education graduates to jobs, and enterprises’ recruitment pool is expected to improve. A range of schools and enterprises are involved ⁽²²⁾. The model, results, conclusions, training programme and success stories will be published to promote mobilities after the project ends. Cooperation between employers and vocational education schools of Latvia and Estonia is expected to further develop in the long run and sustain a regional cross-border approach to apprenticeships. For the time being, there are no plans to extend these mobilities further outside of the scope of the project.

Currently the three Baltic Ministries of Education and Science are discussing the adoption of a common competence profile for in-company trainers who are engaged in work-based learning (apprenticeship).

⁽²¹⁾ <https://chamber.lv/en/content/2138>

⁽²²⁾ Võru County Vocational Training Centre, Estonia; Baltic Bright Ltd., Latvia; Smiltene Technical School, Latvia; Civitta Estonia AS; Tartu Vocational Education Centre, Estonia; Valga County Vocational Training Centre, Estonia; Cesis Vocational Secondary School, Latvia.

CHAPTER 5.

Conclusions

In the current stage of development of apprenticeships in Latvia, it is too early to give an evaluation of factors that could promote or hinder long-term international mobility of apprentices.

Apprenticeships in Latvia are quite new and even though their legal framework has been developed, it currently covers neither all schools nor all learners.

For the time being, mobility of apprentices is not possible, since the new scheme follows the terms of the funding ESF project “Participation of vocational education learners in work-based learning and practice in enterprises” (2017-23) which state that apprenticeships can only be implemented in the territory of Latvia. However, discussions have been initiated about potential amendments to the regulation allowing international mobilities.

Currently short-term international mobilities in Latvia cover a relatively small portion of learners not involved in apprenticeships and are mostly implemented in terms of Erasmus+ Programme projects. Long-term international mobilities of learners only started on a small scale in 2018.

At the same time, the work of the Baltic Alliance for Apprenticeship and Work-Based Learning (BAfA) including implementation of the Erasmus+ project “Testing new approaches to training VET and workplace tutors for work-based learning – TTT4WBL” (2017-20) builds cooperation and common understanding and knowledge of apprenticeships in all three Baltic states and prepares the ground for possible future apprenticeship mobility across the Baltic states. The potential adoption of the common competence profile of the in-company trainers may facilitate learners and teacher/trainer mobilities in the Baltics and contribute to the apprenticeship quality.

The ESF project “Participation of vocational education learners in work-based learning and practice in enterprises” (2017-23) and the 2018-20 Interreg Estonia – Latvia project “Cross-Border Work-based Learning in Estonia and Latvia” (ESTLAT-WBL) and the analysis of their results in the future will allow to make conclusions highlighting the contributing and disabling factors regarding apprenticeships and international mobilities.

List of abbreviations

BAfA	Baltic Alliance for Apprenticeship and Work-Based Learning
ESF	European Social Fund
SME	Small and medium sized enterprises
VET	vocational education and training

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