

ILP4WBL - Individual approach and individual learning plan in WBL: Training for WBL tutors 2018-1-LV01-KA2020-047004

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ILP4WBL Final Newsletter sums up the project achievements

In this Newsletter the focus lies on the highlights of the last project year, sharing some conclusions from the partners and practitioners, as well as the feedback from the participants and stakeholders. In line with the current situation across the globe some ideas on the opportunity of applying individual approach in the context of work-based learning (WBL) under remote teaching and learning conditions will be shared.

How to organize effective international training workshop?

OMNIA team of educators had a long journey preparing and planning the ILP4WBL Joint Staff Training event, which took place in Espoo (Finland) in October 2019.

It was intended to **keep participants giddy** by blending different learning methods each session of the workshop.

Some reflections from me the trainer Elise Nyssönen: It is important to know the **background of participants** and clarify the topics: do we understand the concepts the same way.

I suggest every training planner to use also **walking meetings/lessons** on some matters: I could add a task for training participants who are joining skills demonstration for guiding and discuss later their findings. Moving oneself while learning is proven to give even more intensified learning outcomes. **Changeable spaces** are also great: using the same classroom in the morning with tables in a horseshoe shape and in small groups on afternoon gives several possibilities on using different learning and working methods. Taking participants into different places may also surprise them and help them find new things about themselves: where they learn and what kind of memory trace arises from different places. I was happy also to show the **flexibility of a good presenter, teacher and a human**: I'll do whatever is needed to help!



National workshops in Finland, Lithuania and Latvia

A very important chain of activities was organized by each partner. These were national workshops, one per country, aimed at offering the workplace tutors, VET school teacher, company representatives the opportunity to learn more about the individual approach and individual learning plan in practice and the multiplier events. The content was similar to that of the joint staff training but in much more compact format. The agenda included the following main themes: Individual Learning Plan and Learning Pathways, Individual guidance and workplace learning, Individual assessment and implementation of ILP for WBL.

Overall feedback received is positive and encouraging. The main conclusions confirm that the project theme is important for VET schools and companies implementing WBL. The participants of these events have emphasized that the main motivation to participate in project events was willingness to understand the practical application of individual learning plan, benefits of IA, to learn more about Finnish experience in flexible VET.



ILP4WBL student mobility experiences

The project emphasizes the fact that the workplace learning process needs strong involvement of all three partners: student, VET-teacher and workplace tutor. The communication between the tutors is essential to be able to fulfil student's individual learning plan. Therefore the training on individual approach is of high importance to ensure the implementation of individual guidance in workplaces.

Three VET school involved in ILP4WBL project as partners each implemented 2 transnational mobilities of learners. Each mobility was to a different country. The length of traineeships was 30 days. The 6 VET students represented the following study programmes: 2 Welders, 2 Catering services students, 1 Joiner and 1 Carpenter. The age range of VET students varied from 18 to 22. This activity was implemented according to a unified approach and with the focus on individual approach principles and ILP. In the preparation phase the tutors were introduced with and were recommended to use Open Education Resources compiled by the project partners supporting the use of this approach.



One of the conclusions made and discussed was the presence of the cultural dimension in internships as enterprises are becoming increasingly transnational and culturally diverse. Multi-culturality can be seen as a working life skill and competence. Thus cultural issues in workplace tutor guidance need to be taken into account. Another important factor is that the workplace tutor/trainer is an important support person for a foreign student or a foreign employee. In general the mobility students were satisfied with the experience gained in enterprises abroad and moreover had an opportunity to experience also some cultural insights into the culture of the host country.

As a result of these mobilities also some practical tips and hints for workplace tutors and also VET-teachers were summed up: Don't assume anything. Keep the open mindset. Get to know the newcomer. Be curious in a positive way. Learn the name and use it! Reserve enough time to orientation, half than you think. Sometimes it is good to remember "one thing - one sentence". Change the work language in English, when there are non-native speakers present. Confirm communality and well-being at work. Give real work tasks, give responsibility.

Still at school but with a welder's qualification test certificate



I'm Simas Mažeika, the second year student of welder's specialty at Kaunas Technical Vocational Education Center. Being the first year student I had an amazing opportunity to participate in a blended mobility in Finland at WinNova vocational school. Teachers Mikko and Jari put a lot of effort to teach me welding secrets, to feel safe both in the workplace and in the country far from my home. WinNova school tutor Ilkka also helped me to learn as much as I could.

My school trainer Vigantas, me and Ilkka discussing together and evaluating my skills, prepared the Individual Learning Plan, according to which I could learn new welding positions and try different welding materials. My most important achievement in Finland was my perfectly performed test and obtaining Welder's Qualification

Certificate which proves my abilities and is approved all over the European Union.

Now I'm working in Kaunas, at „Peikko Lithuania“, the Finnish capital reinforced connections and building composite structures manufacturer, at the same time having my theoretical classes in a distant way at Kaunas TVEC, where I can successfully apply the acquired knowledge and skills in my today's studies and work. I'm very proud that my school in Kaunas and WinNova vocational school gave me this opportunity and helped to make the decision for my future career.

Individual approach in support of Work-Based Learning during the time of COVID-19

Currently, in the context of the Covi-19 crisis, companies have to make additional efforts to provide Work-Based learning, wherewith the cooperation between companies and the educational institution, as well as individual support, is particularly important. Ogre VET school (VECC) in Latvia shares their experience and the **5-step WBL** arrangement process:

1. The educational institution, in close cooperation with the company, adjusts or creates an individual plan according to the specifics of its activities and the possibilities **for the student to provide individual support**.
2. According to the topics of the individual plan, the tutor of work-based learning works with the student online and offers the student to perform practical tasks - fill in various technological documents, forms, describe technological processes, work using special computer programs, create photo, audio and video recordings.
3. Significant support for the student is the company's ability to provide the **necessary materials** and **tools** for the implementation of work-based learning. An educational institution helps here, and during the distance learning process, in coordination with the company, offers various tools as much as possible.
4. **Continuous feedback** and **the result achieved** in the assessment of the student's work are important for the implementation of work-based distance learning. According to the specifics of the activity, companies develop special forms, which indicates specific evaluation system and specific tasks and results to be achieved.
5. Both the student and the tutor of work-based learning need **to expand their minds, adapt to the new situation**, prioritizing **learning to learn** and improving professional skills throughout their lives.

Change is inevitable: it will also introduce gradual and successive innovations in the implementation of Work-Based Learning, with an emphasis on digital skills, collaboration and green thinking.

International online forum "Individualised approach in VET- focus on the student" brought together VET experts and practitioners

The forum was intended as the closing event of the project and was held online on 10th of November and gathered more than 90 participants from 10 countries, which suggests of high interest in the novelty flexible approaches in VET/WBL among the VET professionals across Europe. The forum aimed at highlighting the significance of individual approach for effective WBL in vocational education and training and sharing the main results of the project through experience of project partners-practitioners from Finland, Lithuania, Latvia. The keynote speaker Hanna Autere, the expert from the Finnish National Board of Education, addressed the participants in the field of vocational education sharing Finland's experience on the road to implementing individual approach. Followed by Natalja Gudakovska, coach and founder of the Association of Educational Games and Methods, who shared practical advice on how to better support the management of a young person's self-learning process and offered the methods that can be used to promote efficient

communication. The ILP4WBL partners form VET schools Latvia, Lithuania and Finland offered insights from student mobilities organized based on IA principles, practical tips for implementing individual approach in daily work and presented OER resources developed and gathered during the project lifetime. To learn more visit: **www.qualityplacements.eu**

