

Ministry of
Education and Science
Republic of Latvia

Education policy in Latvia

10 October 2017

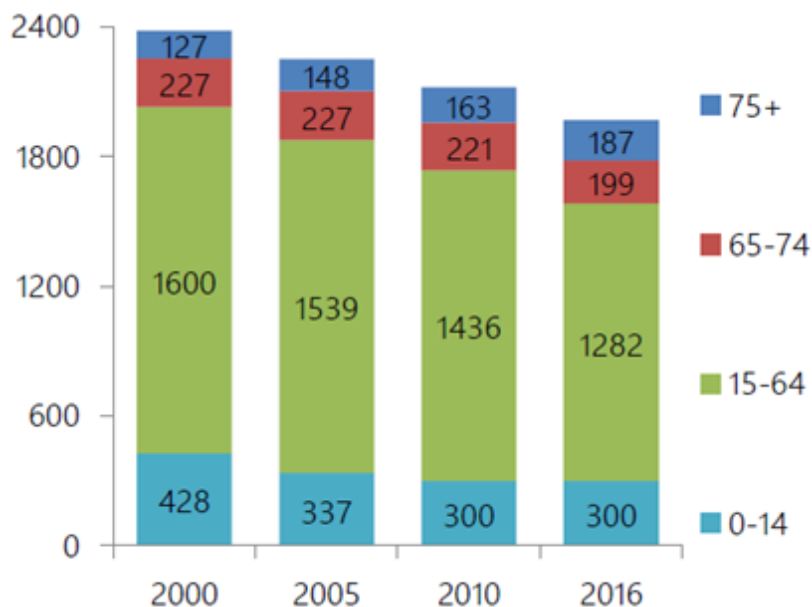


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DEMOGRAPHIC CONTEXT

Total number of the population
1 968 957

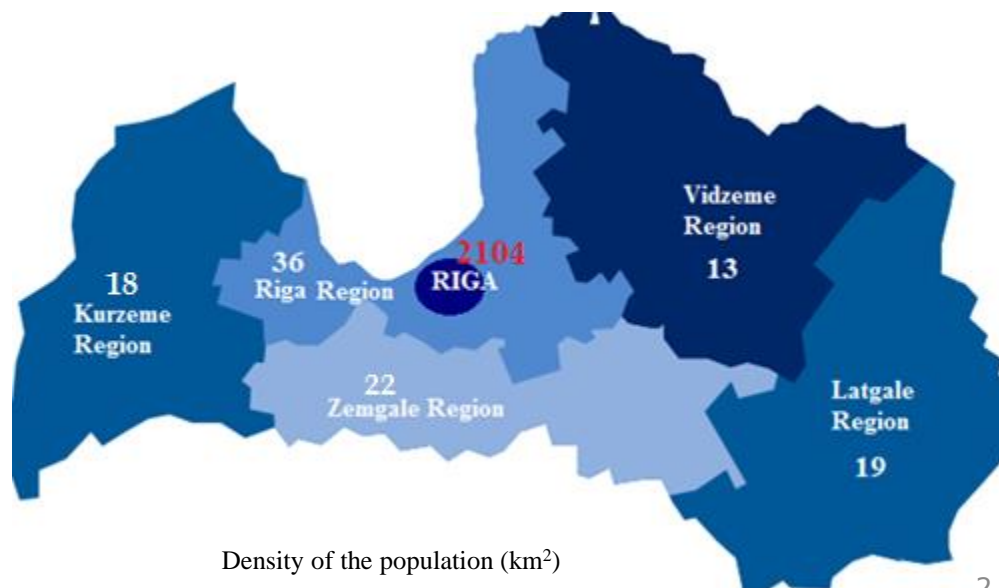
Age structure of the population
In thousands, at the beginning of 2016



1/3 of the Latvian population
were older than 55

DEMOGAFIC TRENDS:

Decreasing of the population
Aging of the population
Migration





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MINISTRY OF EDUCATION AND SCIENCE

MoES ensures development and implementation of policy in five areas:

- Education
- Science
- State language
- Sport
- Youth policy

MoES structure:

- **8** departments
- **3** divisions
- **6** subordinated agencies

Working together to ensure development and implementation of education, science, sport, youth and state language policies.





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LEGISLATION ON EDUCATION

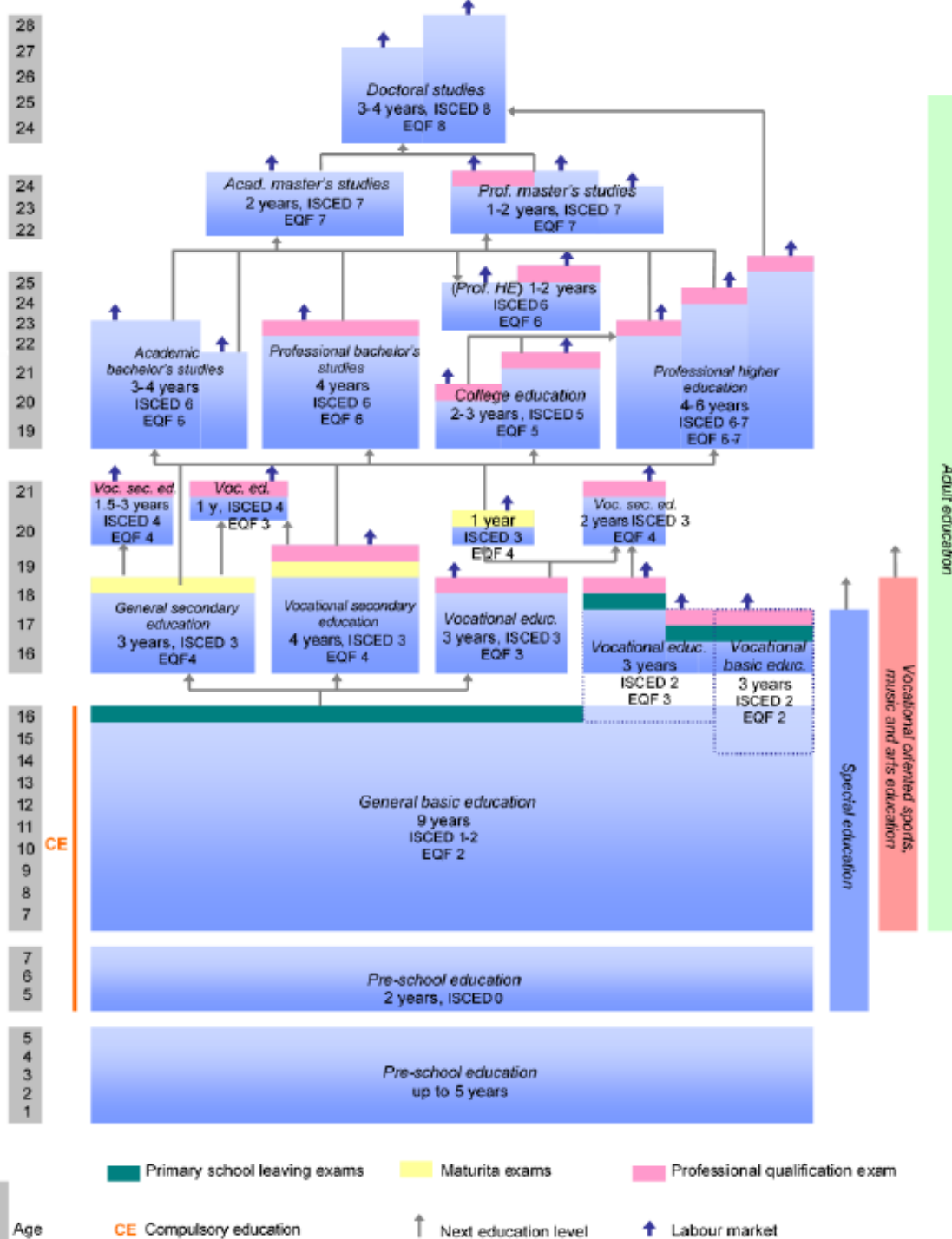
- **Constitution of the Republic of Latvia (*Satversme*)**
 - Everyone is entitled to education
 - The state provides free of charge basic education and secondary education
 - Basic education is compulsory
- **Law On Education (1998)**
 - Prohibition of unequal treatment and the right to education regardless of economic or social status, race, nationality, ethnicity, gender, religious or political beliefs, state of health, occupation or place of residence
- **General Education Law (1999)**
- **Vocational Education Law (1999)**
- **Law On Institutions of Higher Education (1995)**
- **Regulations of the Cabinet of Ministers**





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Education system in Latvia





MAIN EDUCATION INDICATORS

Indicator		Actual situation	2020 target
Participation in early childhood education, %		94,4% (2015)	95%
Top performers (15 years old; PISA results), %	Reading	4,3% (2015)	7%
	Mathematics	5,1% (2015)	8%
	Science	3,8% (2015)	8%
Low performers (15 years old; PISA results), %	Reading	17,7% (2015)	13%
	Mathematics	21,4% (2015)	15%
	Science	17,2% (2015)	10%
Student proportion in general secondary education and vocational secondary education (%)		61/39% (2017)	50/50%
Early leavers from education and training (age 18-24), %		10% (2016)	10%
Tertiary education attainment (age 30-34), %		42,8% (2016)	34-36%
Adult participation in lifelong learning (age 25-64), %		7,3% (2016)	15%

MAIN EDUCATION POLICY REFORMS 2014-2020



Education Development Guidelines 2014-2020

- Improved education content
- Maintained educational environment
- Enhanced inclusive education
- Promotion of modern VET
- Improved lifelong learning
- Monitored education quality
- Optimised use of financial resources
- Raised professional capacity of teachers and trainers
- Increased internationalization and competitiveness of HE



Policy Developments

- New competence based education content
- Transition to learning outcomes in VET
- School network optimization and modernization of infrastructure
- Reducing early school leaving
- Expanded work based learning
- Modularization of VET programmes
- Workforce upskilling and improvement of adult learning opportunities
- Developing education monitoring system
- Implementation of new teachers' remuneration model
- Professional development of teachers and trainers
- New three pillar financing model of higher education
- Modern higher education institutions infrastructure
- Improvement of HE governance
- Independent accreditation and licensing system
- Internationalization and mobility of students and academic staff
- Consolidation of R&D resources, institutions and infrastructure



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NEW COMPETENCE-BASED GENERAL EDUCATION CONTENT

ESF project "Competence-based approach in education content"
(implemented by the National Centre for Education)



Target

- Ensure the approbation and introduction of competence-based general education content in pre-school, primary school and secondary school



Main activities

- Development of competence-based general education content
- Development of learning and methodological materials, assessment instruments
- Professional development of teachers



Main expected results

- Introduced new competence-based general education content
- Learning and methodological materials (including for students with special needs)
- Professional development for 6000 teachers
- Developed assessments instruments (including 20 diagnostic works, ICT programme "Text to speech", etc.)



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GENERAL PRINCIPLES OF THE SCHOOL NETWORK ORGANISATION

EDUCATION DEVELOPMENT GUIDELINES 2014-2020

Pre-school education

as close to the place of residence as possible irrespective of geopolitical criteria

Inter-institutional working group aiming to develop proposals for a complex solution in the design of a possible **ideal school network**

Basic education

1 to 6 grade - as close to the place of residence as possible
7 to 9 grade – according to the school network placement

An independent **study** on school network

Secondary general education

(10 to 12 grade)
concentrated in regional cities, densely populated area and district centres

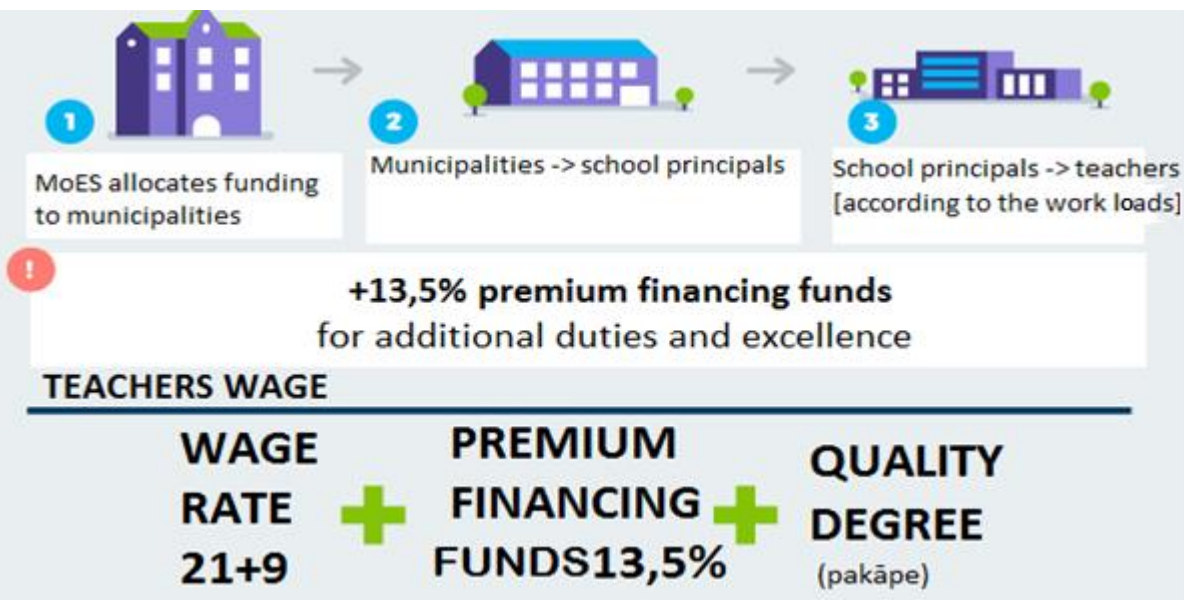
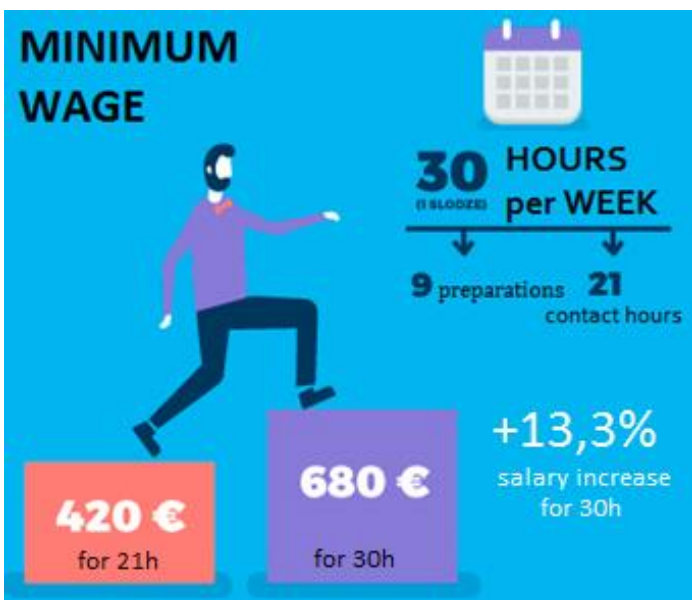
Secondary vocational education

concentrated in regional cities, densely populated area and district centres



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NEW TEACHERS' REMUNERATION MODEL



MoES allocates funding for:

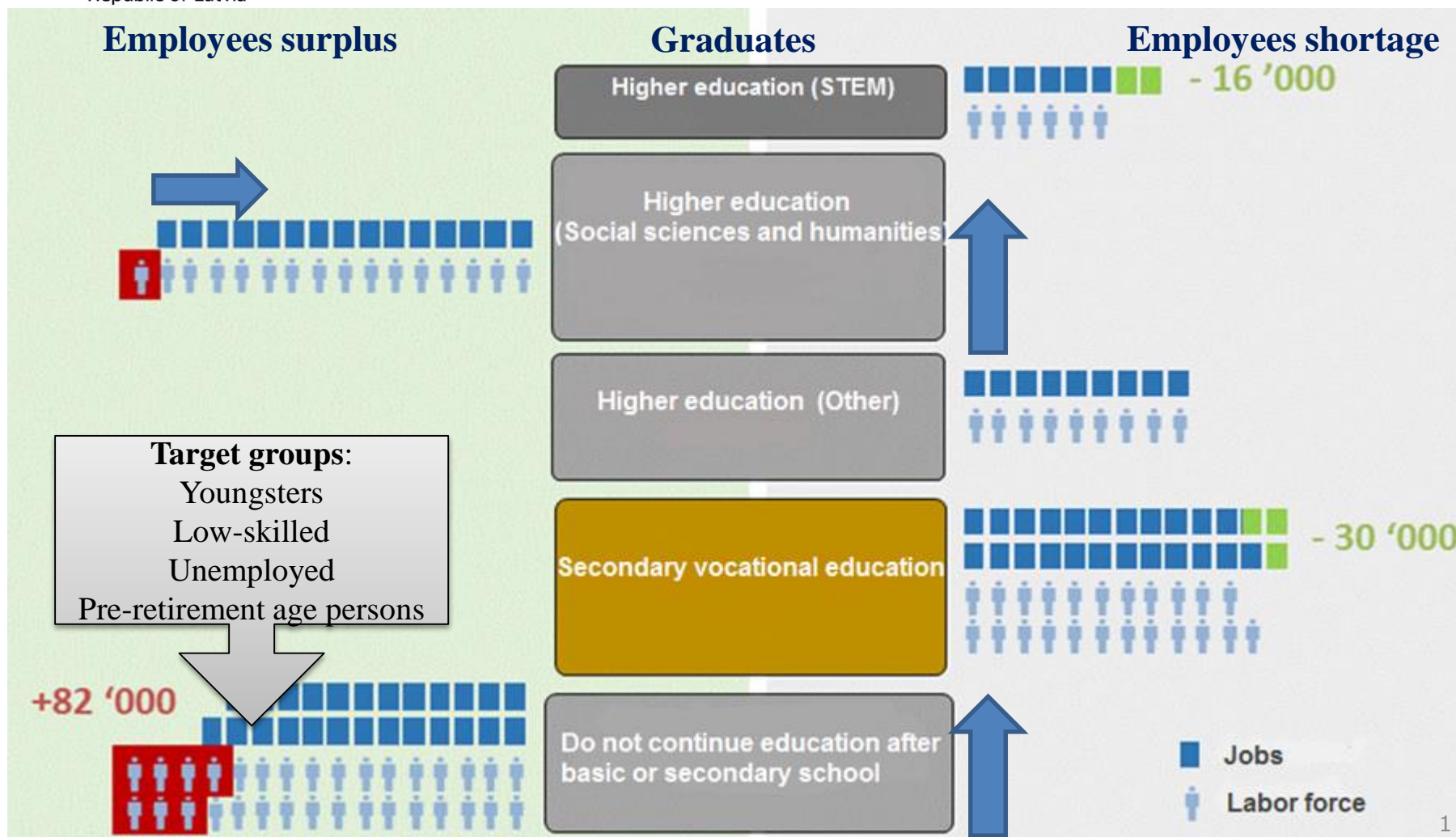
- ✓ teachers
- ✓ administrative staff
- ✓ support staff (psychologist, speech therapist, career education teacher, librarian etc.)
- ✓ interest related education



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LABOUR MARKET FORECASTS

On a basis of the
Report on Medium and Long-term Labour Market Forecasts, MoE





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VOCATIONAL EDUCATION AND TRAINING

- ✓ **Student proportion VET/GE (%)**:
39/61 (2017), aiming for 50/50 (2020)
- ✓ **VET school network and VET competence centers** – from 60 VET institutions in 2010 to 24 institutions in 2015, VECC – 17
- ✓ **VET modernization** (curriculum, trainers, infrastructure, active employers involvement, modularization, career guidance, initial and continuous professional development of VET teachers)
- ✓ Expanding **work based learning**
- ✓ Building **adult education** capacity in VET
- ✓ Close **cooperation among VET stakeholders**
(*National Tripartite Sub-Council for Cooperation in Vocational Education and Employment, Sectoral Expert Councils, Conventions*)





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WORK-BASED LEARNING

Since April 2015 WBL is one of the VET implementation forms

Established a **Procedure on Organisation and Implementation of WBL** (2016)

- Theory and practical training in VET schools and companies
- Individual learning plan for students
- Learning agreement with the VET school
- Employment contract or Scholarship agreement
- Sectoral Expert Councils' responsibilities – promotion of WBL, information dissemination, advise and recommendation on implementation, assessment of the WBL implementation



8.5.1. Specific Objective “To increase the number of qualified VET students through participation in work-based learning and practices in enterprise”

~ **22 mil. EUR** *inter alia*
ESF ~19 mil. EUR

The aim: To increase the number of qualified VET students

- ✓ **3 150** VET students will be involved in WBL
- ✓ **11 025** VET students – in practical trainings

Responsible for the implementation: Employers' Confederation of Latvia

Implementation: 2016 III quarter – 2023 III quarter



HIGHER EDUCATION

Academic study programmes leading to academic degrees:

- ✓ Bachelor, duration 3-4 years
- ✓ Master, duration 2 years

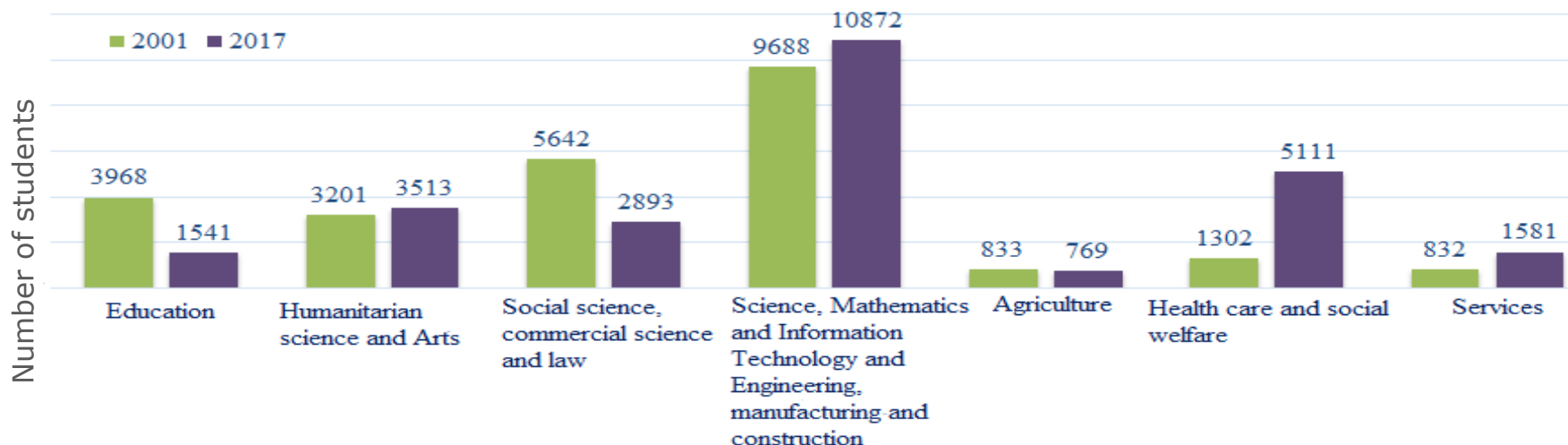
Professional study programmes leading to professional degrees and professional qualifications:

- ✓ Professional Bachelor, duration 4 years
- ✓ Professional Master, duration 1-2 years

Doctoral study programmes leading to Doctor's degree, duration 3-4 years

Main reforms:

- ✓ New 3-pillar financing model of higher education
- ✓ STEM priority in HE funding
- ✓ Modernization of higher education infrastructure
- ✓ Accreditation and licensing system
- ✓ Improvement of HE governance
- ✓ Internationalization
- ✓ Consolidation of R&D resources





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LIFELONG LEARNING / ADULT EDUCATION

Adult Education Governing Board (ministries + social partners):

- ✓ Confirms the quality criteria for adult educators
- ✓ Evaluates and analyzes quality of the AE programmes
- ✓ Decides on AE priority target groups
- ✓ Decides on the priority areas of AE: (1) *ICT*; (2) *Construction*; (3) *Woodwork*; (4) *Metalworking*

Implementation plan for Adult Education Governance model (2015-2020)

Sets comprehensive AE governance model (stakeholders, areas of responsibilities, action directions, measures for implementation):

- ✓ The **Ministry of Education and Science** is responsible for the employed persons' education
- ✓ The **Ministry of Welfare** is responsible for the unemployed persons' education
- ✓ The **Ministry of Economics** is responsible for the employed persons' education according to the demand of the employers





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THANK YOU!

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