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Republic of Latvia

VET content reforms in Latvia

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VET reforms background

Prestige of VET should be rise

- Improved VET schools infrastructure (new buildings, teaching and training equipment)
- Vocational education competence centers with structural units in regions
- Attractiveness of VET rises - target 50/50

Mechanism of cooperation with labour market

sectorial expert councils (SEC), VET Conventions and cooperation with local municipalities

(Vocational education law (2015), Cabinet regulations (2016))

- ✓ *ERAF investment – 7 out of 41 VET schools are fully modernized*
- ✓ *Reform of content (2011-2021) – occupational standards, modular VET programs, qualification exams etc.*
- ✓ *Work based learning – 2013/2014 pilot projects, from 2016 according Cabinet regulations, ESF support 2017-2023*

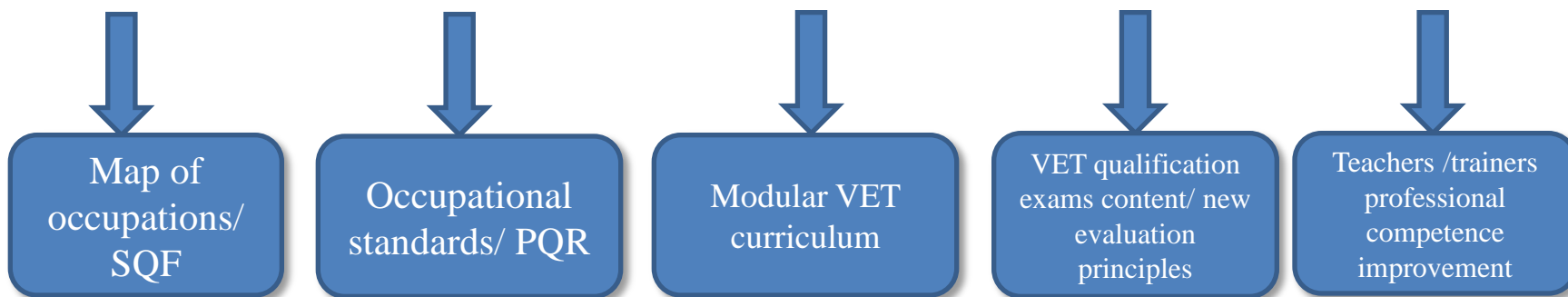


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VET Curriculum reforms

Main goal

Establish a system for ensuring the content of vocational education that is appropriate for the development needs, sectoral and dual education approach that is capable of responding rapidly to the demand of the labour market by regularly evaluating and updating the content of vocational education in accordance with the regularly updated sectoral qualifications structure.





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Social partners in VET

Social partners play significant role in VET through their involvement

- In curriculum development (new technologies, materials, equipment) to ensure its correspondence of the labour market requirements
- On the content of qualification examinations
- Process of organization- work based learning, practises
- In evaluating examination performance
- In organization of vocational skills competitions



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Occupational standards development

- **Occupational standard** is developed by working group composed of representatives of employers nominated by **Sectoral Expert's council** to better reflect sector and labour market needs
- Sectoral experts council discuss the final text and approve it
- **National Tripartite Sub-council for Co-operation in Vocational Education and Employment** ratify an occupational standard

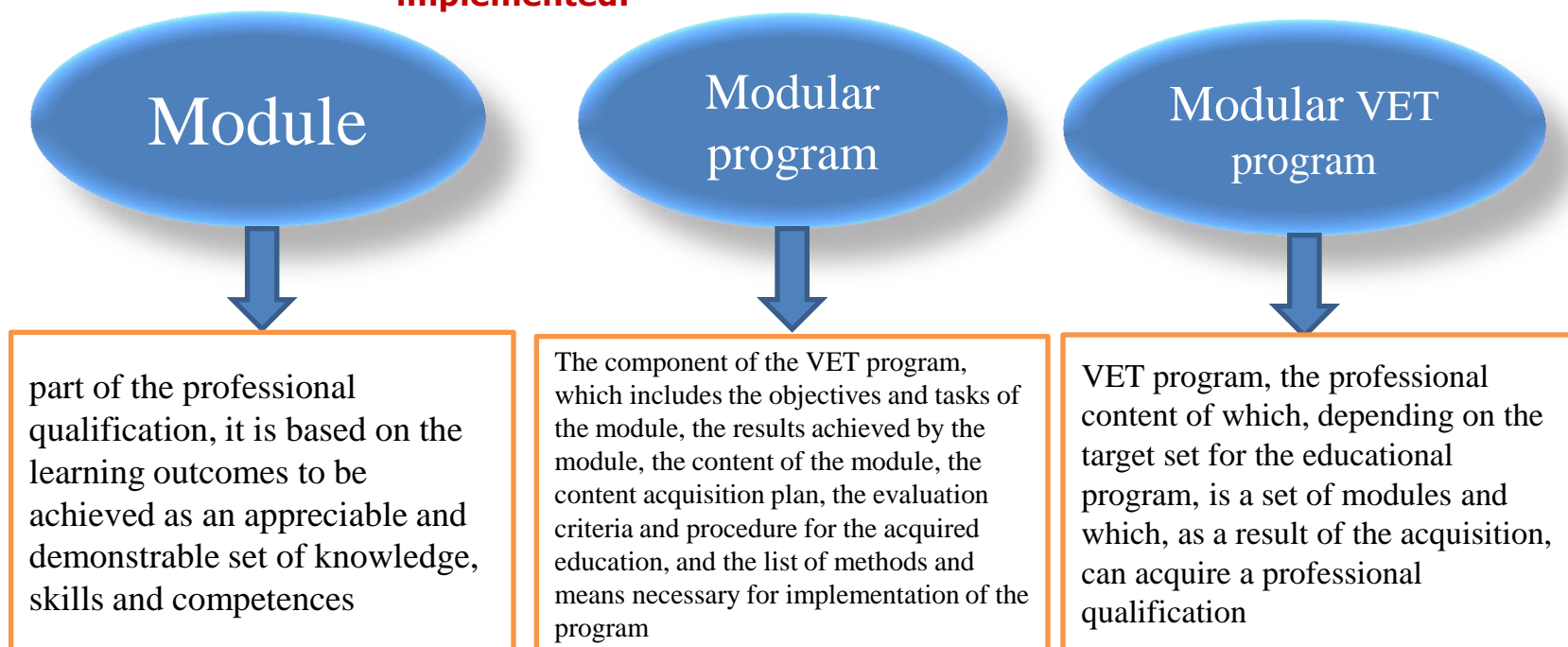


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Amendments in legislation for the VET Curriculum restructuring (1)

Professional education law amendments (1)

In vocational initial education, vocational basic education and vocational continuing education, modular VET programs can be implemented.



* 22.06.2017 amendments valid from 6.07.2017



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Amendments in legislation for the VET Curriculum restructuring (2)

Professional education law amendments(2)

Article 6 is amended by (9) as follows:

For a student who has acquired the module of accredited modular VET program or several modules that are recognizable in the labour market and can be identified as a set of evaluable knowledge, skills and competences, but does not prove the acquisition of a professional qualification, **the educational institution issues a certificate for the acquisition of the module or related modules**, the name of the educational institution, the name and surname of the student, the code and names of the accredited educational program, the names of the completed modules, the achieved results and evaluation, the time of acquisition, the name and surname of the head of the educational institution, the issued certificate number and the date of issue.



*Development of the Cabinet Ministers
Regulation No. 451 "Procedures for the
Issuance of State-recognized Vocational
Education and Professional Qualification
Documents" Amendments*



*Development of the Cabinet Ministers
Regulation No. 902 "Procedures for
issuing documents certifying professional
development and professional
orientation" Amendments*



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Amendments in legislation for the VET Curriculum restructuring (3)

Amendments to the Cabinet of Ministers Regulations No. 211 "Regulations on the National Standard for Vocational Education and State Vocational Education"

In addition to the subjects in compulsory VET content, there are also **modules for professional competences and modular programs.**

Introduction of **modular approach** based on the learning outcomes

new strategic goal

after acquiring educational programs, learners acquire **competences, which includes knowledge, skills and attitudes**, which are determined by occupational standards and requirements for professional qualifications.

VET content can be acquired on face to face **in work-based learning**

* Compliance with amendments to the PEL - Form of acquisition of vocational education face to face, including work-based learning

* 19.09.2017 amendments, valid from 22.09.2017



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Modular professional education programmes

Advantages	Disadvantages
<p>Based on the results, ensures mobility</p> <p>Flexible modular changeable content, expressed as a percentage</p> <p>Module provides competence acquisition by the learner is able to do?</p> <p>Used alone modules or module groups of professional development</p> <p>A shorter period provides new sector qualifications acquisition</p> <p>May continue to acquire professional qualifications in various forms of educational attainment</p> <p>Flexible modules varying in relation to the sector / region / business needs</p> <p>The employer in an understandable way formulated competence</p>	<ul style="list-style-type: none">▪ Development process time-consuming and laborious <p>Requires teachers methodological and pedagogical competence (interactive teaching methods, content restructuring)</p> <p>In order to achieve the results required the involvement of students in the learning process and a high level of independence</p>



Methodology of modular programmes

❖ Flexible VET curriculum

To ensure correspondence to labour market demands the following approaches have been used:

- ☐ Modular
- ☐ Sectoral
- ☐ Competences-learning outcomes

❖ Structure of modular curriculum

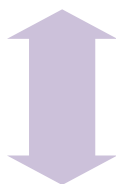
- ☐ Compulsory (A) modules- provide sector specific general skills
- ☐ Optional modules (B) – provide specific skills for particular professional qualification
- ☐ Free choice (C) – provide sector specific or local requirements



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Modular VET programmes

Grouping learning outcomes



Erasmus+



Cooperation
with ECVET/
EQAVET

Units

Parts of qualification consisting of related learning outcomes (knowledge, skills and competences)

Modules

Didactic parts of an education programme consisting of related learning outcomes (knowledge, skills and competences).
One module can correspond more than one qualification



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Modular VET programs approbation and implementation

In the 2016/2017 school year, approbation was started:

- **30** modular VET programs for **12 professional qualifications** in 16 VET institutions, incl. 14 Vocational education competence centres
- 2 approbation seminars have taken place: 16.11.2016 and 27.04.2017
- The first results of the approbation are summarized, and conclusions are drawn
- The methodological work of VET institutions has been initiated in the methodological working groups, thus establishing VECC methodological work and strengthening by promoting cooperation between VET institutions



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Modular VET programs approbation and introduction

Since September / October of 2017 has introduced

Developed and licensed 100 modular vocational education programs for 35 professional qualifications

- Implementation / approbation started for **80** modular education programs for **28 professional qualifications** in 24 vocational education institutions, incl. 17 Vocational education competence centres
- The development of modular education programs is ongoing to increase the supply of adult continuing education programs
- In winter and summer 2018 enrolments is planned to start approbation and implementation of programs in more than 10 professional qualifications
- Modular VET programmes implementation in municipal, private VET schools, and Ministry of Culture subordinate VET institutions



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VET Curriculum reforms continuing/ planned results

New modular VET programmes,
based on learning outcomes

**Modular programmes for 184
occupations** (for 10
occupations by 31.12.2018)

VET qualification examination
content development

Development and purchase of
methodological materials and
simulation equipment

- Improved 14 sectors' professions maps and **1 new-** for **Arts sector Design branch**
- New occupational standards and professional qualifications requirements development
- **160 occupational standards** and PQR (90 OS/ PQR by 31.12.2018)
- Improvement of vocational and lifelong learning competencies of VET teachers, trainers and administration, incl. work with new content



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Thank you for your attention!

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