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Republic of Latvia

# **VET reforms in Latvia**

from policy to implementation

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# Structural context of VET reforms in Latvia

## Background

Many small VET schools, low prestige of VET, outdated building infrastructure, outdated teaching and training equipment.

Weak links with industry

Outdated curriculum and teaching methods

Gaps in regulations for VET

## Main directions of work

- **Revision and optimisation of VET school network**
- **Social partner/labour market involvement in VET**
- **VET Curriculum reform**
- **Revision of Legal framework for VET**



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# Structural context of VET reforms in Latvia

## Situation now

**Modernisation of VET school network.** Reducing fragmentation and overlap – developing strong sectoral players (VET Competence Centres) able to serve different target groups. Investment in buildings and training equipment

**Mechanism of cooperation with labour market.** Sectoral expert councils (SEC), VET school Conventions (Boards), cooperation with local municipalities

**Sectoral qualifications framework, modular curriculum principle,** work based learning (WBL)

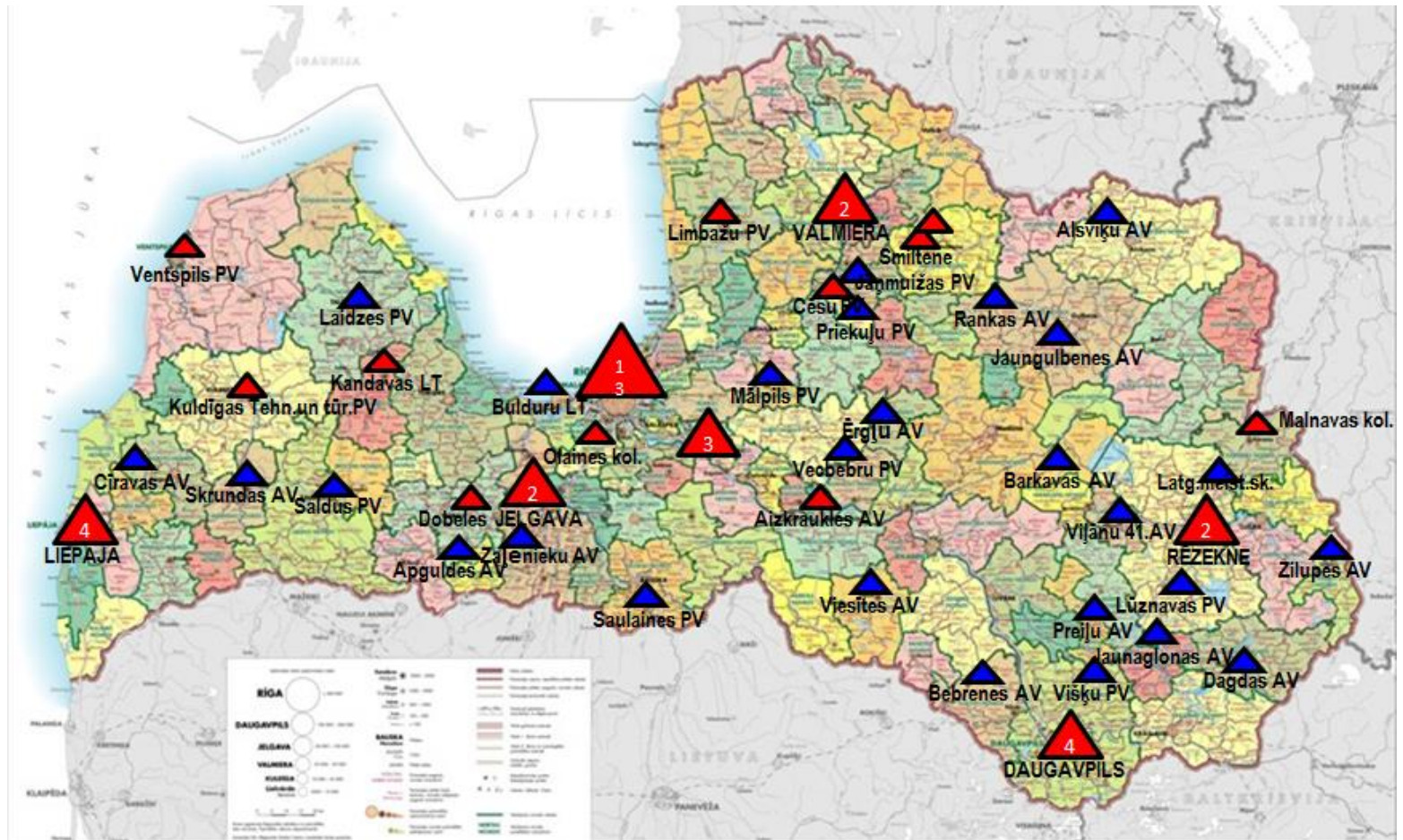
**Amendments to the Vocational Education Law** (June 2015), new secondary legislation – Cabinet of Ministers' Regulations.

**Legislation challenges** (SECs, WBL)



## Vocational Education Reform

VET school network before – 67 schools



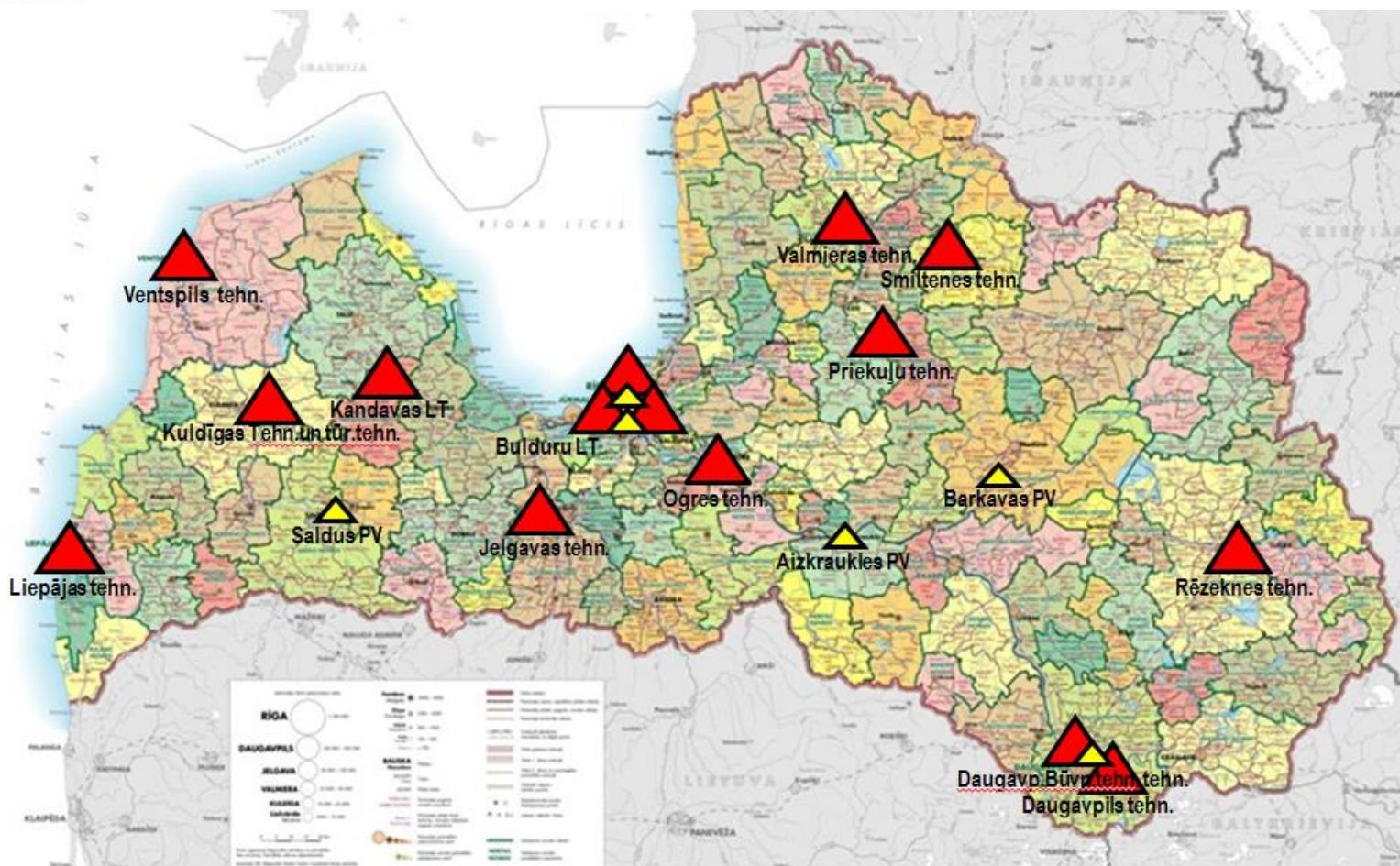




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# Vocational Education Reform

## VET school network after – 22 schools





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# VET Schools modernisation

## VET school infrastructure before investments







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# Sample: Ventspils Competence Center in **2009**





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# Venstpils Competence Center in **2015**

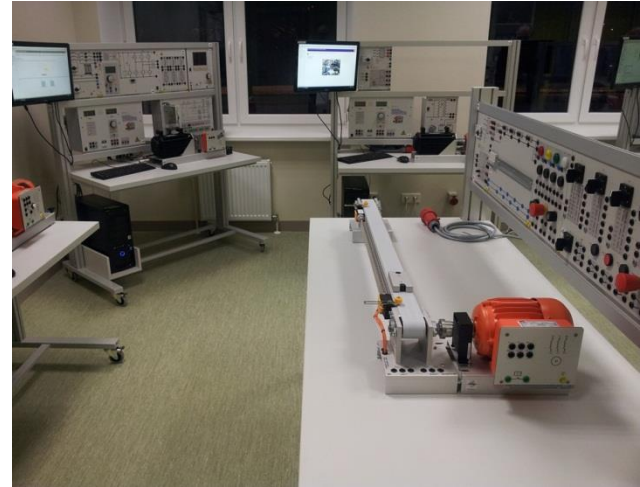






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# The future becomes the present





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## Accessibility and attractiveness in VET Curriculum development

Situation before reforms	Changes
Little impact of industry skills needs	Scanning and mapping of 14 sectors' professions and determining up-to-date skills needs. Development of new Occupational standards
Partly outdated VET Curriculum with too regulated programmes	Introduction of flexible modular Curriculum, based on learning outcomes and sectoral approach
No National Vocational qualifications structure (framework)	Sectoral Qualifications structure development for 14 sectors as a basis for Sectoral Qualifications system



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# Sectoral Expert Councils

**FIELDS** (economic sectors)

MAP of PROFESSIONS



**CORE OCCUPATIONS**

OCCUPATIONAL STANDARD  
CORE PROGRAMMES



**SPECIALIZATIONS**

QUALIFICATION REQUIREMENTS  
PROGRAMME MODULES

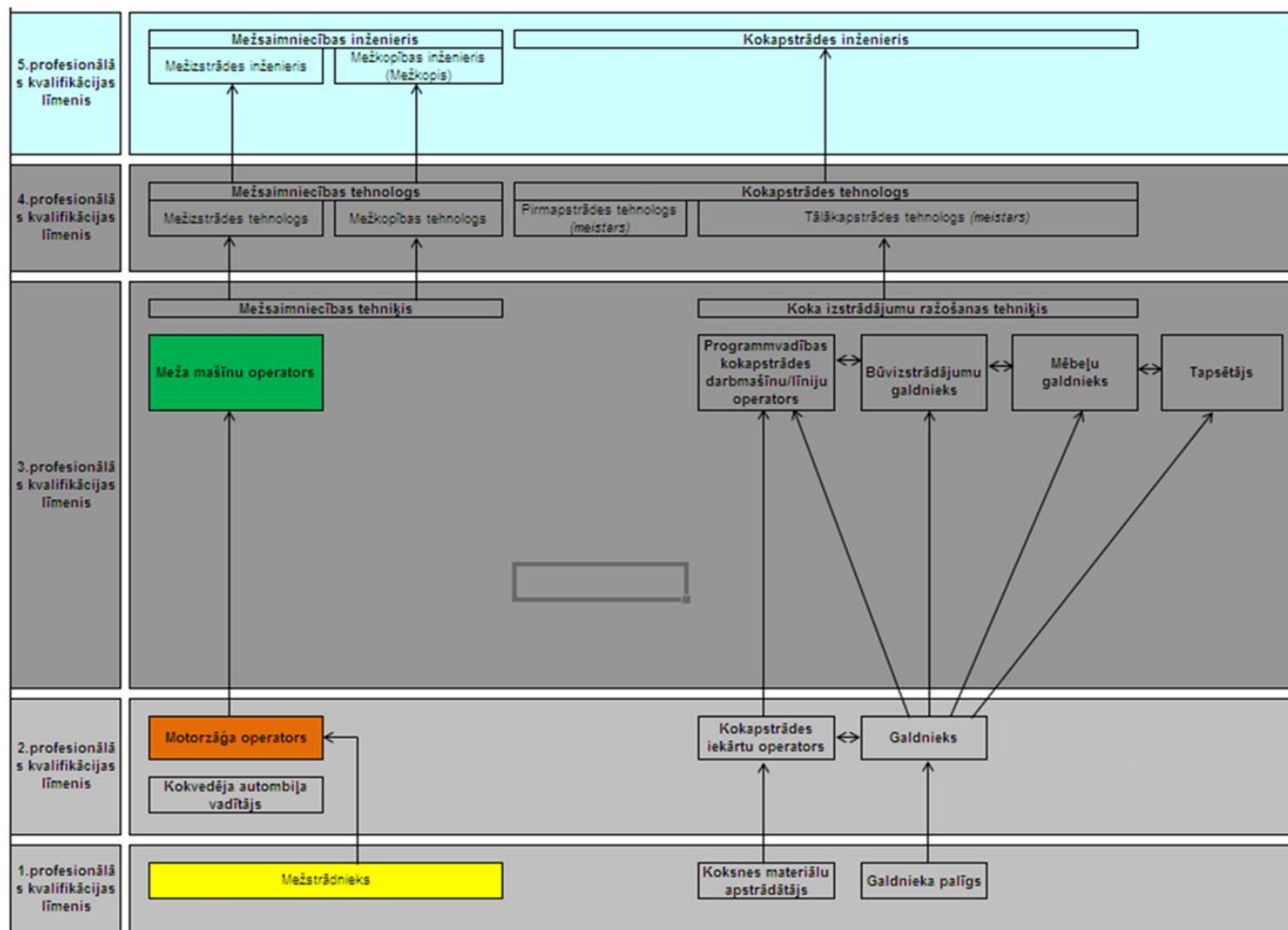




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# Map of occupations

## Example: Wooden industry





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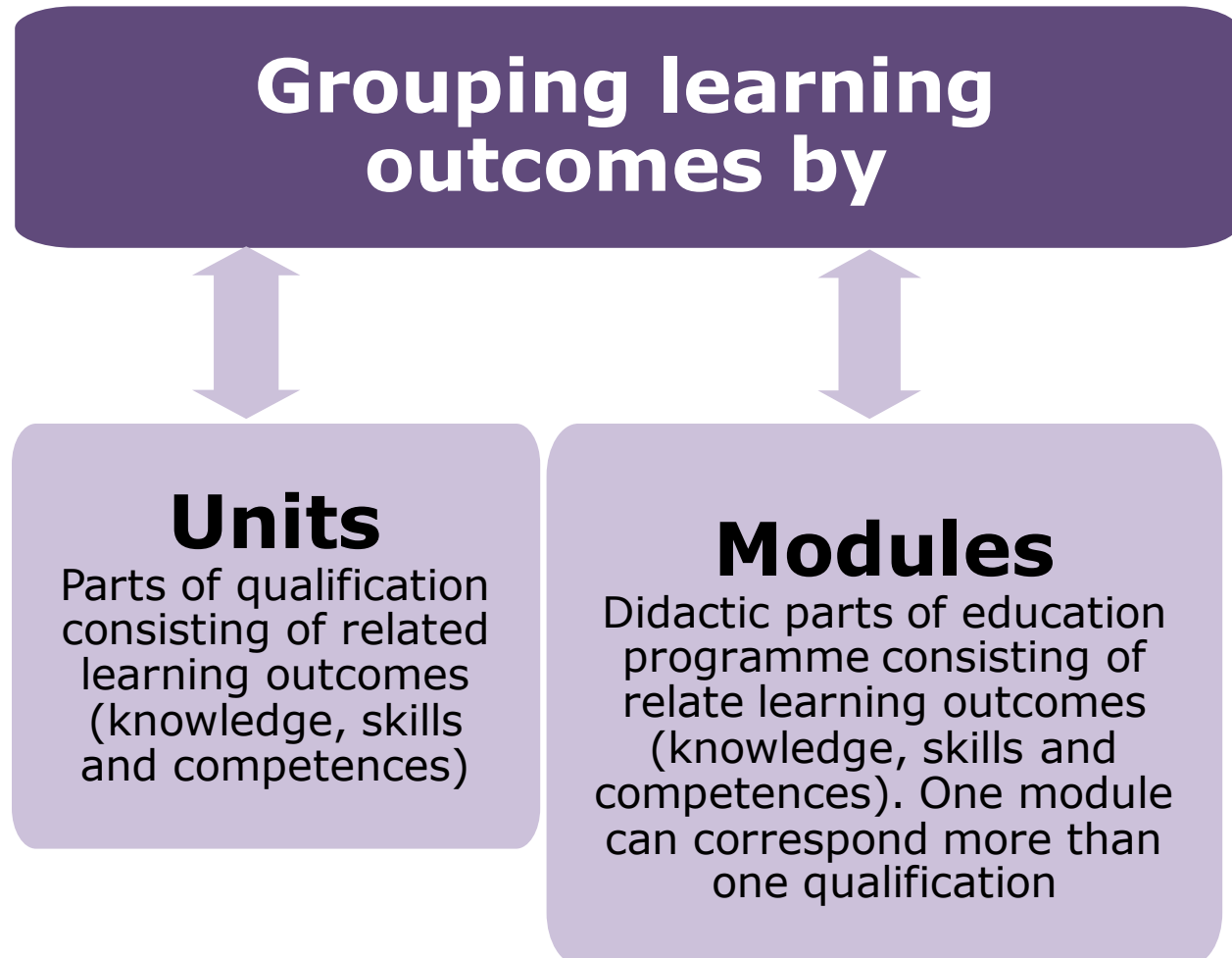
# Content development and examination process in VET





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# Modular VET programmes



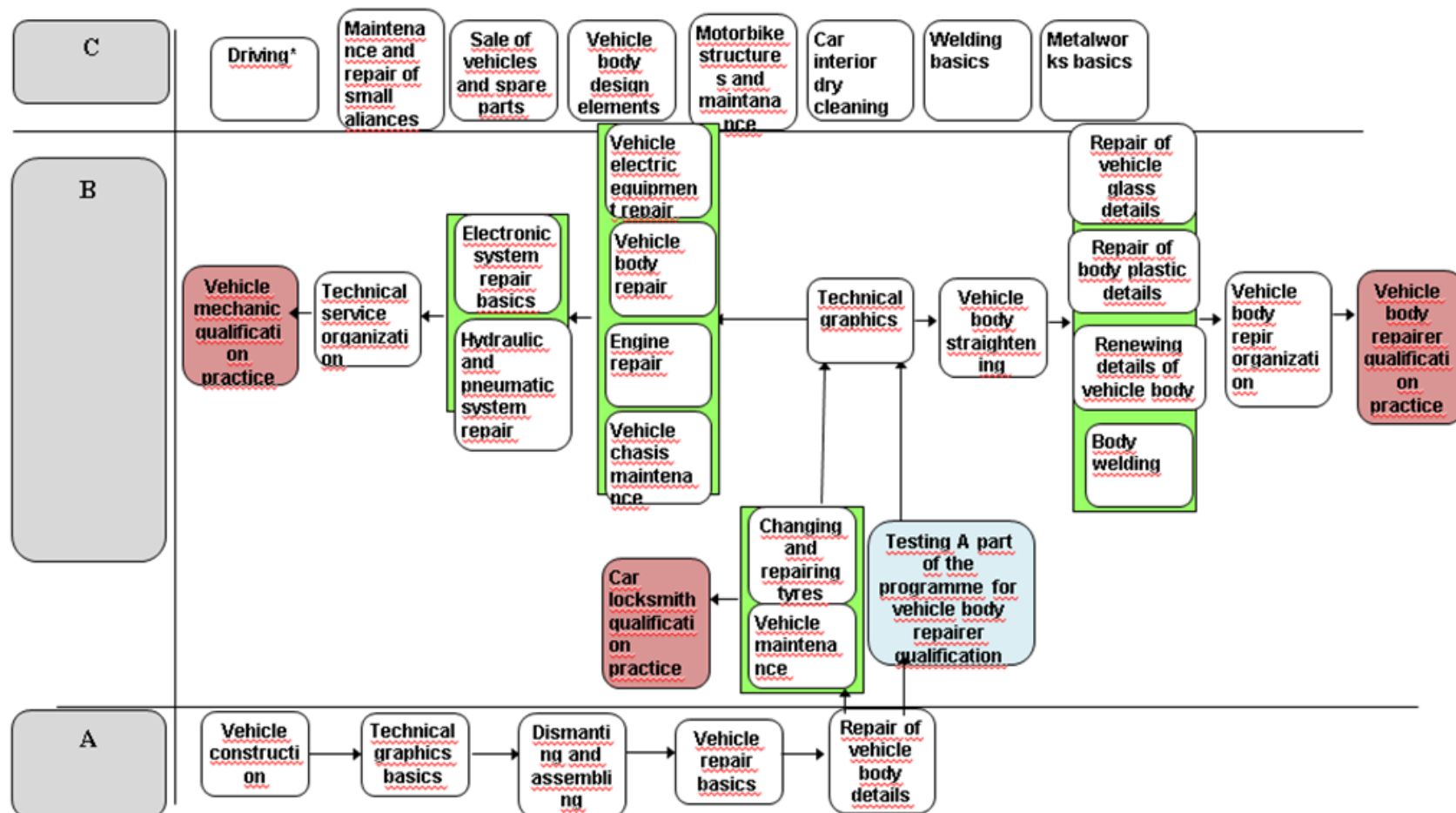




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# Map of modules

## Example: Car mechanics





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# Methodology for modular curriculum

**To make curriculum more flexible** and to ensure its correspondence to labour market demands the following approaches have been used:

- Learning outcomes based
- Modular
- Sectoral

## **Structure of modular curriculum:**

- Compulsory modules for all (provide sectoral common (core) skills)
- Optional modules (provide specific skills for a particular qualification)
- Free choice (provide sector specific or local requirements and individual in-depth vocational competence)



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## **VET reforms in action**

### **VET Curriculum reform 2020**

- **Piloting and implementation of modular vocational education programs will start from academic year 2016/2017**
- **Reform of VET curriculum will be finalized by 2020**
- **Implementation of continuing professional development for VET teachers and trainers**





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**Thank you!**  
**Questions?**

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