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Many small VET schools, low prestige of VET, outdated building infrastructure, outdated teaching and training equipment.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Outdated curriculum and teaching methods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
<table>
<thead>
<tr>
<th>Situation now</th>
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<tr>
<td><strong>Modernisation of VET school network.</strong> Reducing fragmentation and overlap – developing strong sectoral players (VET Competence Centres) able to serve different target groups. Investment in buildings and training equipment</td>
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<td><strong>Mechanism of cooperation with labour market.</strong> Sectoral expert councils (SEC), VET school Conventions (Boards), cooperation with local municipalities</td>
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<td><strong>Sectoral qualifications framework, modular curriculum principle</strong>, work based learning (WBL)</td>
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<td><strong>Amendments to the Vocational Education Law</strong> (June 2015), new secondary legislation – Cabinet of Ministers’ Regulations.</td>
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<td><strong>Legislation challenges</strong> (SECs, WBL)</td>
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Vocational Education Reform
VET school network before – 67 schools
Vocational Education Reform
VET school network after – 22 schools
VET Schools modernisation
VET school infrastructure before investments
Sample: Ventspils Competence Center in 2009
Venstpils Competence Center

in 2015
The future becomes the present
# Accessibility and attractiveness in VET Curriculum development

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Partly outdated VET Curriculum with too regulated programmes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

FIELDS (economic sectors)

MAP of PROFESSIONS

CORE OCCUPATIONS

OCCUPATIONAL STANDARD
CORE PROGRAMMES

SPECIALIZATIONS
QUALIFICATION REQUIREMENTS
PROGRAMME MODULES
Map of occupations
Example: Wooden industry
Content development and examination process in VET

Field research → Sectoral qualification structure based on NQF (descriptions of qualification levels, descriptions of professions, maps of professions) → Development of the occupational standard → Designing vocational education programme → Vocational education process → Qualification practice → National qualification examinations → Skilled/ trained worker
Modular VET programmes

Grouping learning outcomes by

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

**Modules**
Didactic parts of education programme consisting of relate learning outcomes (knowledge, skills and competences). One module can correspond more than one qualification
Map of modules
Example: Car mechanics
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)
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
Thank you!
Questions?

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