National Centre for Education
Republic of Latvia

ECVET Peer Learning Activity Riga

VET Curriculum reform
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Many small VET schools, low prestige of VET, outdated building infrastructure, teaching and training equipment
History of relatively weak links with industry
Outdated curriculum and teaching methods
Gaps in regulations for VET

Main directions
• Revision and optimisation of VET school network
• Framework of social partner/labour market involvement in VET
• VET Curriculum reform
• Revision of Legal framework for VET
Structural context of VET reforms in Latvia

**Situation now**

**Modernisation of VET school network.** Reducing fragmentation and overlap – developing strong sectoral players (VET Competence Centers) that can serve different target groups. Investment in infrastructure and equipment.

**Mechanism of cooperation with labour market** sectoral expert councils (SEC), VET school governing boards and cooperation with local municipalities

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

**Amendments to the Vocational Education Law** (June 2015), new Cabinet Ministers’ Regulations.

**Successful developments** – VET Competence centres, VET school governing boards

**Legislation challenges** (SECs, WBL)
VET school network - 2010
VET school network - 2016
VET Competence Center in Ventspils 2009
VET Competence Center in Ventspils 2015
# Accessibility and attractiveness aim for VET Curriculum development

<table>
<thead>
<tr>
<th>Situation before reforms</th>
<th>Changes</th>
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<tr>
<td>Little impact of industry skills needs</td>
<td>Scanning and mapping of 14 sectors’ professions and determining current skills needs. Development of new Occupational standards</td>
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<td>Partly outdated VET Curriculum with strongly regulated programmes</td>
<td>Introduction of flexible modular Curriculum, based on learning outcomes and sectoral approach</td>
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<tr>
<td>No National Vocational qualifications structure</td>
<td>Sectoral Qualifications structure development for 14 sectors as a basis for Sectoral Qualifications system</td>
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Change of paradigm

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<tr>
<th>Traditional qualifications for initial training</th>
<th>Modern qualifications for lifelong learning</th>
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<td>Determined by providers</td>
<td>Defined by stakeholders</td>
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<tr>
<td>Based on curriculum</td>
<td>Based on learning outcomes</td>
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<td>Learning in a set context</td>
<td>Alternative pathways</td>
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<td>Focused on young learners</td>
<td>For all types of learners</td>
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<td>Overseen by a single authority, often MoE led</td>
<td>Involves different institutions and stakeholders</td>
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<td>Only full qualifications recognised</td>
<td>Partial recognition key principle to facilitate validation of non-formal and informal learning</td>
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The results of ESF project
Development of sectoral qualifications system and increasing efficiency and quality of vocational education

• implemented from 01.12.2010 till 30.11.2015 in cooperation with employers, employees and educators
• in 14 sectors research has been carried out
• 14 Sectoral Qualifications Structures have been developed (core occupations, linked occupations and specializations have been defined) and 14 sectoral maps of occupations were designed
• 12 Sectoral Expert Councils were established
• modular vocational education programmes were designed for 56 occupations
• the process of examination and students’ outcomes assessment has been improved
• the system of validation of knowledge and skills acquired outside formal education and training was been established
• Developments in EQAVET
Sectoral Expert Councils

FIELDS (economic sectors)
MAP of PROFESSIONS

CORE OCCUPATIONS
OCCUPATIONAL STANDARD
CORE PROGRAMMES

SPECIALIZATIONS
QUALIFICATION REQUIREMENTS
PROGRAMME MODULES
Map of occupations
Wood processing 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
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 skills)
- Optional modules (provide specific skills for a particular qualification)
- Free choice (provide sector specific or local requirements and individual in-depth vocational competence)
Map of modules
Vehicle service
Modular VET programmes

Grouping learning outcomes

**Units**
Parts of a 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 to more than one qualification.
VET reforms in Latvia

Main directions of work

Revision and optimisation of VET school network
- Optimisation of VET school network has been finalized. The next step is to finish school renovation and provide schools with necessary equipment.

Framework of social partner/labour market involvement in VET
- Sectoral expert councils will continue work to ensure VET compliance with labour market needs. VET school Conventions have started their work.

Revision of Legal framework for VET
- Amendments to the Vocational Education Law have been introduced. Work on new Cabinet of Ministers’ Regulations is in process.

VET Curriculum reform
VET reforms in Latvia

VET Curriculum reform

• Piloting and implementation of modular vocational education programs will start from academic year 2016/2017

• Development of VET curriculum will be finalized by 2020 (specific objective SAM 8.5.2.)

• Implementation of continuing professional development for VET teachers and trainers (specific objective SAM 8.5.3.)
The future becomes the present
We learn from each other!
Thank you for your attention!

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