

WP4
General description of the formal education and VET system
and
Overview about corresponding national VET programmes

National Report
LATVIA

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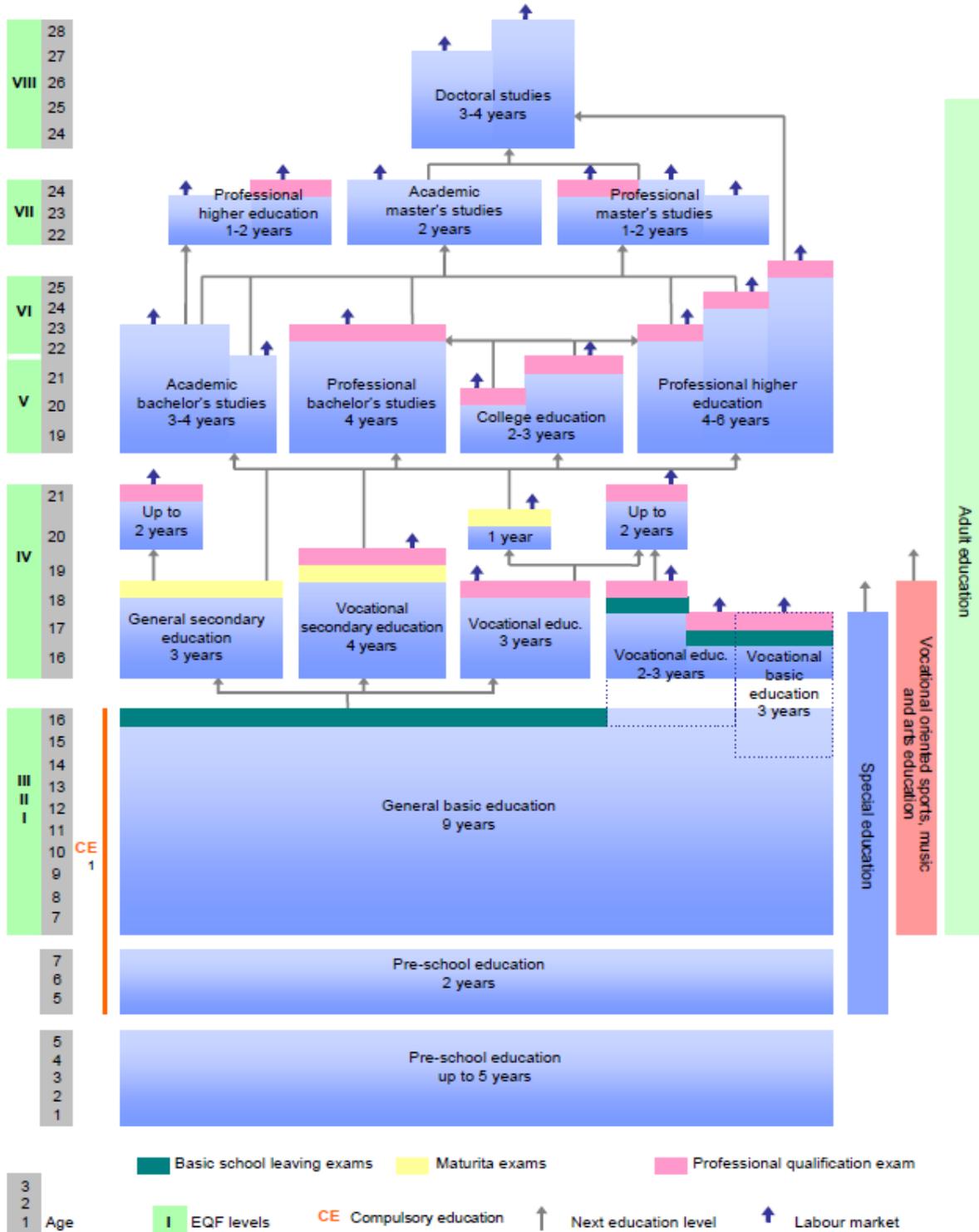
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General description of the formal education and VET system in Latvia

Description of the formal education system



The Latvian education system consists of pre-school education, basic education, secondary education and higher education.

General education in total lasts 12 years consisting of compulsory 9-years basic education and 3-years secondary education. Additionally pre-school education at age 5-6 is compulsory in Latvia. Basic education stage comprises general basic education (grades 1-9) and vocational basic education (grades 7-9).

Secondary education stage comprises general secondary education, vocational secondary education and vocational education. Higher education comprises both academic and professional study programmes.

At present there are 5 laws regulating education system in Latvia:

- The Education Law (1991, 1998) – regulates all types and stages of education, defines rights and functions of involved institutions e.c.
- The Law “Of Craftsmanship” (1993) – concerns craftsman and journeyman qualifications. Have not been referred to EQF.
- The Law on Higher Education Institutions (1995) – regulates legal basis, sets and protects the autonomy of HEI.
- The General Education Law (1998) – stipulates organisational and functional principles; regulates rights and obligations of institutions and persons involved.
- The Vocational Education Law (1999) – regulates implementation of all vocational education forms and stages. New version of Vocational Education Law is under preparation.

Referencing of the Latvian education system to the European Qualifications Framework

Since the referencing procedure should cover all education stages, forms, and levels, the elaboration of the national qualifications framework is a labour-, time and resource-consuming process. To perform the referencing process and the elaboration of national qualifications in a continuous and meaningful way, in Latvia it is planned to perform in **two phases**.

1. Phase (2009-2011) – the establishment of the Latvian Qualifications Framework (LQF); and the referencing of the existing Latvian FORMAL education system to the European Qualifications Framework (EQF) for lifelong learning and the Qualifications Framework of the European Higher Education Area (QF-EHEA).

2. Phase (2013-2015) – review of the Self-Assessment Report, on the basis of the new Vocational Education Law, Higher Education Law and the results of several current projects,

e.g. ESF project “Development of sectoral qualifications system and increasing the efficiency and quality of vocational education” (2010-2013).

As result of 1st phase, 8-level Latvian Qualifications Framework was established. The developed level descriptors are based on learning outcomes, and formal education qualifications are linked with these levels. The level descriptors were elaborated regarding the state education and occupational standards, as well as the level descriptors of European Qualifications Framework. The Latvian Qualifications Framework comprises formal higher, vocational and general education sectors.

The placement of the Latvian formal qualifications in the LQF and EQF Latvian education documents (qualifications)	LQF and EQF level
Certificate of general basic education (for students in special education programmes for students with severe mental development disorders or several severe development disorders)	1
Certificate of general basic education (for students in special education programmes for students with mental development disorders)	2
Certificate of general basic education Certificate of vocational basic education	3
Certificate of general secondary education Certificate of vocational education Diploma of vocational secondary education	4
Diploma of first level professional higher education (1st level professional higher (college) education, the length of full-time studies 2-3 years)	5
Bachelor’s diploma Professional Bachelor’s diploma Diploma of professional higher education, diploma of higher professional qualification (2nd level professional higher education, the length of full-time studies – at least 4 years)	6
Master’s diploma Professional Master’s diploma Diploma of professional higher education, diploma of higher education, diploma of higher professional qualification (2nd level professional higher education, the total length of full-time studies – at least 5 years)	7
Doctor’s diploma	8

Vocational education (*profesionālā izglītība*) provides the opportunity to continue education after graduating from the basic school or secondary school and to acquire the initial professional qualification, as well as to develop abilities for continuing vocational education and to acquire the right to continue education on a higher education level. Vocational education establishments offer education programmes in all lines of economic activities.

Section 4 of the Vocational Education Law (1999) defines three levels of vocational education:

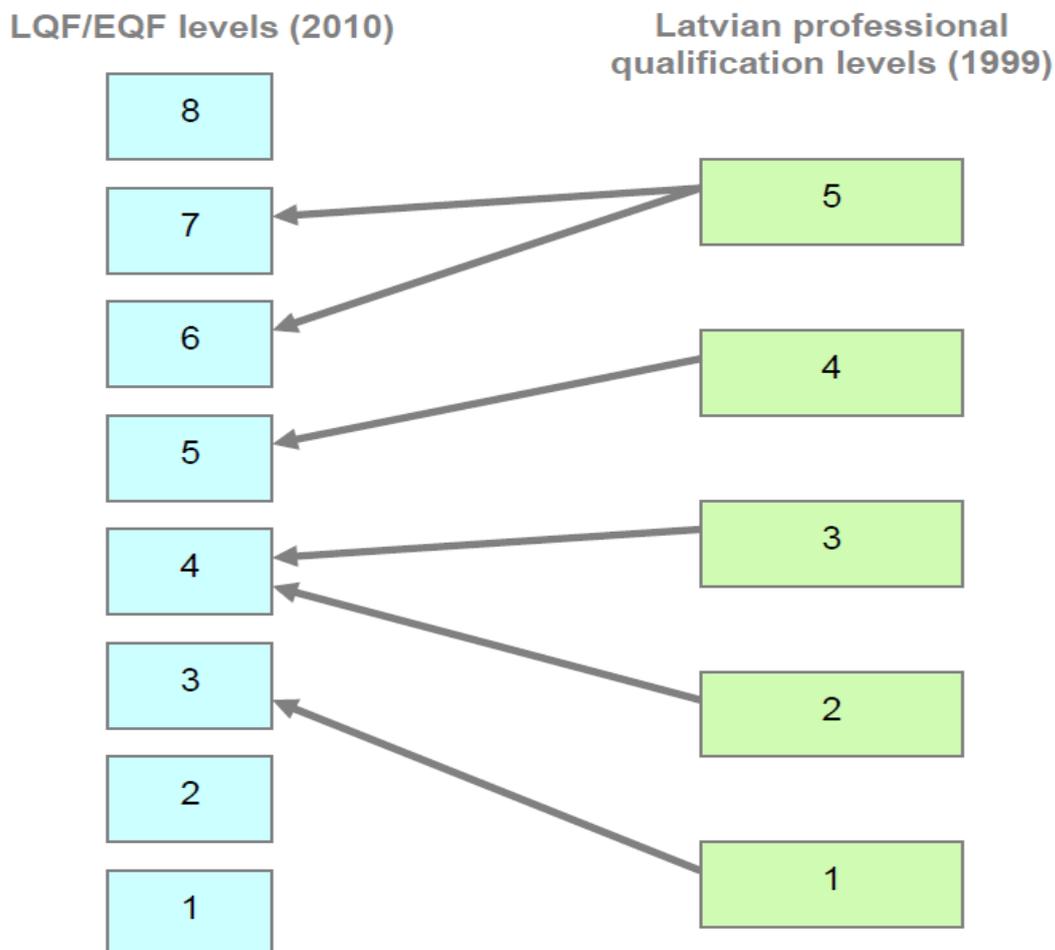
1. Vocational basic education (LQF/EQF level 3);
2. Vocational secondary education(LQF/EQF level 4);
3. Professional higher education (refers to HE) - The graduates of the first level professional higher education programmes (college education) are awarded with the relevant education document and the Latvian professional qualification level 4 (theoretical and practical background that enables the holder to perform complicated tasks as well as to organise and manage others in their work). When graduating a second level professional higher education programme (university education), graduates are awarded with the relevant diploma and the Latvian professional qualification level 5 (highest specialist qualification which provides for practical performance as well as abilities to plan and perform research and scientific work)
 - First level professional higher education (college education); (LQF/EQF level 5) leading to the Latvian professional qualification level 4. The amount of the programmes is 80-120 CP (120-180 ECTS credit points), and they are basically intended for the acquisition of a profession, but the graduates may continue studies in second level professional higher education programmes.
 - Second level professional higher education. (LQF/EQF level 6) - ensure the acquisition of the Latvian professional qualification level 5 upon their completion. These programmes are in the amount of at least 40 CP (60 ECTS credit points) after the acquisition of a Bachelor's degree or at least 160 CP (240 ECTS credit points) after the acquisition of secondary education. In both cases the programme should comprise practice training in the amount of at least 26 CP (39 ECTS credit points) and a state examination (including the graduation thesis) in the amount of at least 10 CP (15 ECTS credit points). If the programme of 240 CP comprises the mandatory part of a bachelor's programme, the graduates acquire the right to enroll in a master programme.

Higher education refers to the LQF levels 5-8. First level professional higher education programmes (college education) are referred to the LQF level 5. On the LQF level 6 academic and professional bachelor study programmes, as well as professional higher education programmes are placed; on the LQF level 7 – academic and professional master study programmes, as well as professional higher education programmes; and on the LQF level 8 – doctor study programmes. In Latvia a credit point is defined as the amount of the workload of one-week full-time studies. The amount for one academic year of full-time studies is 40 credit points. Recalculating it into the ECTS credits, the amount of Latvian credit points has to be multiplied by 1.5

- Academic higher education (LQF/EQF levels 6-7) - The amount of an academic bachelor study programme is 120-160 Latvian credit points (180-240 ECTS credit points), of which:
 - Mandatory part is >50 CP (75 ECTS credit points);
 - Mandatory electives is >20 CP (30 ECTS credit points);
 - Bachelor thesis is >10 CP (15 ECTS credit points);
 - And electives.

The length of studies in full-time studies is from six to eight terms.

- The professional bachelor study programmes ensure the acquisition of professional competence, the amount of these programmes is at least 160 Latvian CP (240 ECTS credit points), which are comprised of:
 - Courses of general education >20 CP (30 ECTS credit points);
 - Theoretical foundations of the field >36 CP (54 ECTS credit points);
 - Professional specialization >60 CP (90 ECTS credit points);
 - Elective courses >6 CP (9 ECTS credit points);
 - Practice training >26 CP (39 ECTS credit points);
 - State examination, including the graduation thesis >12 CP (18 ECTS CP).
- The amount of an academic master study programme is 80 Latvian credits (120 ECTS credit points), of which at least:
 - 20 CP (30 ECTS credit points) is the master thesis;
 - 30 CP (45 ECTS CP) from the mandatory contents of the programme is devoted to the theoretical insights of the chosen scientific field;
 - 15 CP (22.5 ECTS credit points) – to the approbation of the mentioned insights in respect to topical issues.
- The amount of professional master study programmes is at least 40 Latvian CP (60 ECTS credit points), which comprises:
 - Recent achievements in the field, theory and practice >7 CP (10.5 ECTS CP);
 - Practice training >6 CP (9 ECTS credit points);
 - State examination, including the graduation thesis > 20 CP (30 ECTS CP);
 - Courses in research, project design, management, psychology and other study courses.

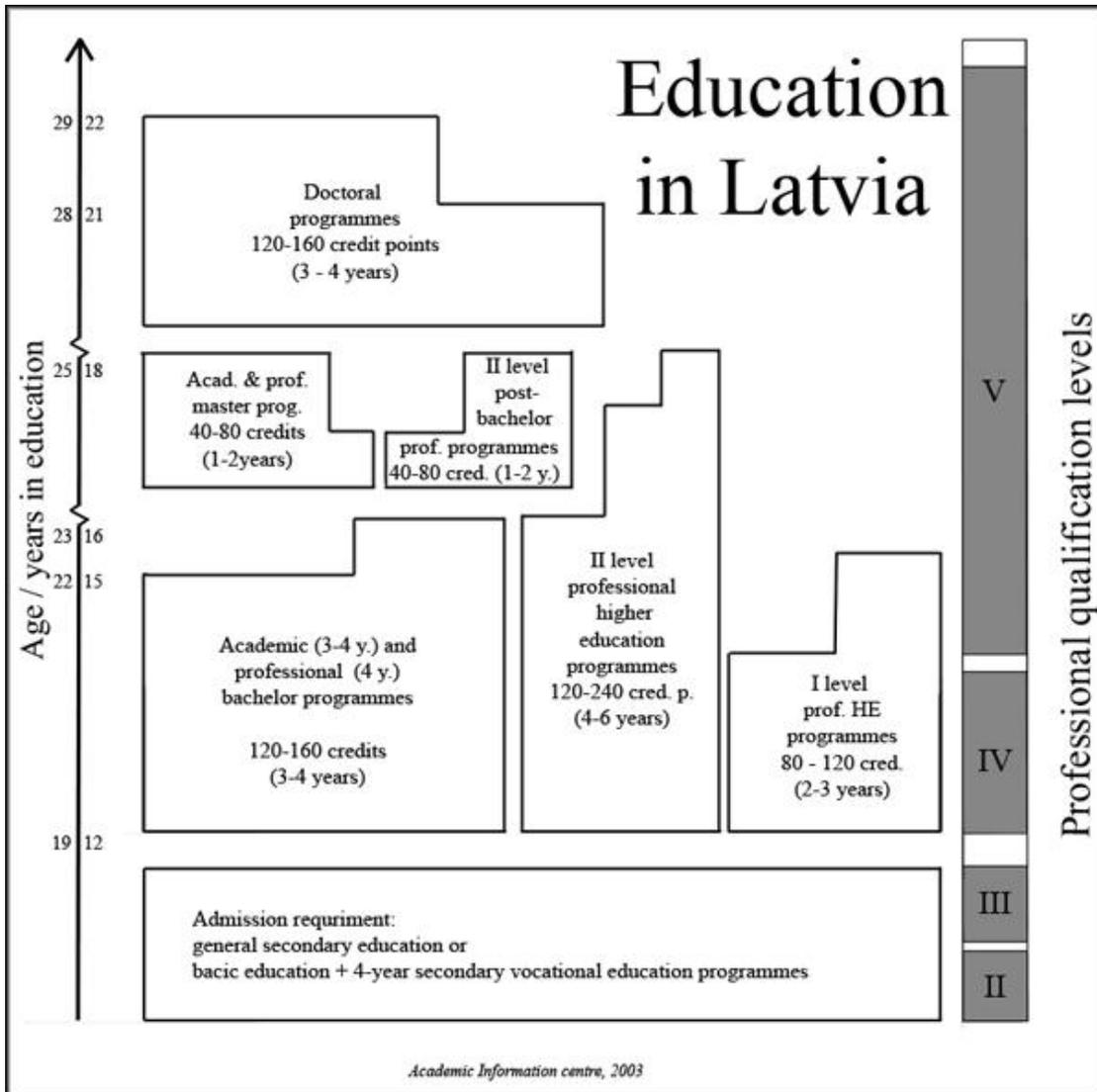


Placement of 5 Latvian professional qualification levels on eight LQF/EQF levels

The Vocational Education Law (1999) stipulates that there is a system of five professional qualification levels in the Latvian vocational education:

1. Level 1 – theoretical and practical training that prepares students for performing simple tasks in a certain area of practical activity (assistant cook, carpenter etc.);
2. Level 2 – theoretical and practical background that allows the holder to perform qualified work independently (carpenter, hairdresser, cook, welder etc.);
3. Level 3 – advanced theoretical and professional background which enables the holder to fulfill certain tasks, including planning and organizing work (various technicians, car mechanics, hotel service specialist etc.);
4. Level 4 – theoretical and practical background that enables the holder to perform complicated tasks as well as to organize and manage others in their work;
5. Level 5 – the highest qualification of a specialist in a field that enables the holder to plan and perform research and scientific work in the field.

Professional qualification levels are reflected in all formal education documents issued in Latvia when awarding professional qualification. These professional qualification levels refer only to vocational education, and they are not automatically referred to the Latvian Qualifications Framework and European Qualifications Framework levels.



Changes are being made in the vocational education system of Latvia, envisaging practical restructuring of the vocational education system – new Vocational Education Law is being created, which will specify the regulations for the implementation of ECVET in Latvia. At present, a unit-based credit system has not been introduced in vocational education; however, conditions necessary for the implementation of ECVET are being gradually created.

Only after the establishment of the Sectoral Qualifications System and implementation of the European Qualifications Framework for lifelong learning the work on implementation of the European Credit System for Vocational Education and Training (ECVET) could be started.

European Qualifications Framework Levels and the Latvian Qualifications Framework

European level descriptors based on learning			Latvian level descriptors based on learning outcomes			Latvian education documents	LQF&EQF level
Knowledge	Skills	Competence	Knowledge	Skills	Competence		
Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Able to demonstrate elementary knowledge, which manifests itself in recognition and recollection	Able to use elementary practical and cognitive skills, able to execute them under direct supervision using simple tools Able to perform simple tasks, which are repetitive as to their content and predictable	Able to perform tasks in a structured environment, to function in a limited context Is able to perform elementary tasks, following a model, able to master basic self-care skills	Certificate of general basic education (for students in special education programmes for students with severe mental or several severe development disorders)	1
Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Able to demonstrate basic knowledge in concrete subject syllabi	Able to use basic cognitive and practical skills, which are necessary to solve everyday problems by using relevant information, perform tasks and using simple rules and means. Able to understand the consequences of one's own actions with regard to self and others	Able to perform tasks individually or in a group under supervision or semi-independently Able to participate in setting some learning objectives and planning the course of actions	Certificate of general basic education (for students in special education programmes for students with mental development disorders)	2
Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish a task and solve problems by selecting and applying basic Methods, tools, materials and information	Take responsibility for completion of tasks in work or study Adapt own behaviour to circumstances in solving problems	Able to demonstrate the knowledge of facts, principles, processes and general concepts and to use them in the field of studies and professional activities. Able to understand various information about materials, technologies in the relevant field of studies or a concrete	Able to use various cognitive and practical skills, which are necessary to perform tasks and to solve simple problems, by selecting and using basic methods, means, materials, information and technologies	Able to be aware of and assume responsibility for performing work or study tasks in a permanent and stable environment under the supervision of a specialist in the sector. When solving the tasks, is able to adjust one's actions to conditions and to be	Certificate of general basic education Certificate of vocational basic education	3

			profession		responsible for the result of work		
Factual and theoretical knowledge in broad context within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	Able to demonstrate comprehensive knowledge of facts, theories and causalities, which are needed for personal growth and development, civic participation, social integration and continuous education. Able to comprehend in detail and demonstrate knowledge of diverse facts, principles, processes and concepts in a specific field of studies or professional activities in standard and non-standard situations Has good knowledge of technologies and methods for performing study or work tasks in the profession	Able to plan and organise work, using various methods, technologies (including information and communication technologies), equipment, tools and materials for performing tasks Able to find, assess and creatively use information for performing study or professional work tasks and problem solving Able to communicate at least in two languages both in writing and orally in a known and unknown context .Able to work independently in the profession, to learn and to improve professional qualifications Able to cooperate	Is motivated for further career development, continuous education, lifelong learning in a knowledge-oriented democratic, multi-lingual and multi-cultural society in Europe and in the world Able to plan and perform study or work tasks in the profession individually, in a team or by managing the teamwork Able to assume responsibility for the quality and quantity of the outcomes of study or professional activities	Certificate of general secondary education Certificate of vocational education Diploma of vocational secondary education	4
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change Review and develop performance of self and others	Able to demonstrate comprehensive and specialised knowledge and understanding of facts, theories, causalities and technologies of the concrete professional field	Able, on the basis of analytical approach, to perform practical tasks in the concrete profession, demonstrate skills, allowing to find creative solutions to professional problems, to discuss and provide arguments regarding practical issues and solutions with	Able to define, describe and analyse practical problems in one's profession, select the necessary information and use it for solving clearly defined problems, to participate in the development of the concrete professional field, demonstrate	Diploma of first level professional higher education (1st level professional higher (college) education, the length of full-time studies 2-3 years)	5

				<p>colleagues, clients and management, able to, to engage in further learning, improving one's competences Able to assess and improve one's own actions and those of other people, to work in co-operation with others, to plan and to organise work to perform concrete tasks in one's profession or to supervise such work activities, in which unpredictable changes are possible</p>	<p>understanding of the place of the concrete profession in a broader social context</p>		
<p>Advanced knowledge of a field of work or study, involving critical understanding of theories and principles</p>	<p>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</p>	<p>Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts Take responsibility for managing professional development of individuals and groups</p>	<p>Able to demonstrate the basic and specialised knowledge typical of the concrete branch of science or profession and a critical understanding of this knowledge, moreover, a part of this knowledge complies with the highest level of achievement in this branch of science or profession Able to demonstrate understanding of the most important concepts and causalities of the concrete branch of science or professional field</p>	<p>Able, by using the mastered theoretical foundations and skills, perform professional, artistic, innovative or research activity, to define and describe analytically information, problems and solutions in one's own branch of science or profession, to explain them and to provide arguments when discussing these with both specialist and non-specialists Is able to structure independently one's own learning, to guide one's own and subordinates' further learning and improvement of professional qualification, to demonstrate scientific approach to</p>	<p>Able to obtain, select and analyse information independently and to use it, to take decisions and solve problems in the concrete branch of science or profession, demonstrate understanding of professional ethics, assess the impact of one's professional activities on environment and society and participate in the development of the concrete Professional field</p>	<p>Bachelor's diploma Professional Bachelor's diploma Diploma of professional higher education, diploma of higher professional qualification (2nd level professional higher education, the length of full-time studies – at least 4 years)</p>	6

				problem solving, to assume responsibility and take initiative when performing individual work, when working in a team or managing the work of other people, to take decisions and find creative solutions under changing or unclear conditions			
Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/ or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/ or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches Take responsibility for contributing to professional knowledge and practice and/ or for reviewing the strategic performance of teams	Able to demonstrate advanced or extensive knowledge and understanding, a part of which conforms with the most recent findings in the concrete branch of science or professional field and which provide the basis for creative thinking or research, inter alia, working in the interface of various fields	Able to use independently theory, methods and problem solving skills to perform research or artistic activities, or highly qualified professional functions Able to provide arguments when explaining or discussing complex or systemic aspects of the concrete branch of science or professional field both to specialists and non-specialists Able to guide independently the improvement of one's own competences and specialisation, to assume responsibility for the results of staff and group work and analyse them, to perform business activities, innovations in the concrete branch of science or profession, to perform work, research	Able to define independently and critically analyse complex scientific and professional problems, substantiate decisions and, if necessary, carry out additional analysis Able to integrate knowledge of various fields, contribute to the creation of new knowledge, research or the development of new professional working methods, demonstrate understanding and ethical responsibility for the possible impact of the scientific results or professional activity on environment and society	Master's diploma Professional Master's diploma Diploma of professional higher education, diploma of higher education, diploma of higher professional qualification (2nd level professional higher education, the total length of full-time studies – at least 5 years)	7

				or further learning under complex or unpredictable conditions, if necessary, change them, using new approaches			
Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/ or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research	Able to demonstrate that has knowledge of and understands most topical scientific theories and insights, has mastered research methodology and contemporary research methods in the concrete branch of science or professional field and in the interface of various fields	<p>Able to assess and select independently appropriate methods for scientific research, has contributed to the expansion of the limits of knowledge or given new understanding of the existing knowledge and its use in practice, by carrying out an original research of major scope, part of which is on the level of internationally cited publications</p> <p>Able to communicate both orally and in writing about one's own field of scientific activity (one's own branch) with wider research community and the general public</p> <p>Able to improve one's scientific qualification independently, by implementing scientific projects, attaining achievements meeting the international criteria of the branch of science, to manage research or development tasks in companies, institutions and organisations, requiring extensive research knowledge and skills</p>	Able, by performing independent critical analysis, synthesis and assessment, to solve significant research or innovation tasks, to set independently research idea, to plan, structure and manage large-scale scientific projects, including projects in international context	Doctor's diploma	8

Qualification of Pedagogical Training of Trainers in VET system

The VET system contains vocational education teachers which are both teachers and trainers. They provide a range of programmes: vocational basic education; vocational lower secondary education; vocational upper secondary education; and professional development and continuing education. VET teachers in VET schools provide both IVET and CVET (continuing VET courses) courses and there is no distinction regarding their education requirements. In enterprises in-company teachers and trainers could be involved in local training, nevertheless, there is no regulation on their education requirements

Traditionally there is a common teacher's education system for all teachers where VET teachers are not treated separately. Teacher training process mainly takes place as:

- education of teachers takes place in university sector,
- training of teachers within different international educational projects. These are directed towards improvement of teaching quality as well as towards mutual integration of subjects,
- training of teachers in different courses (with no diploma education).

In Latvia there are only pedagogical programmes for teachers of general subjects or primary school teachers, music or art teachers. An effort to begin initial training of VET teachers/trainers was made by Riga Technical University. An option still exists to obtain (through choice of pedagogical subjects as electives) a VET teacher's professional qualification together with an engineer's diploma. It was envisaged to develop special "engineering pedagogy" programmes at RTU. However, because so far choice of a qualification of VET teacher has turned out to be unpopular (some 7-10 students per year), the development of "engineering pedagogy" programmes has been stopped. It is evident though, that it is necessary to change the public opinion regarding VET system as a whole and the work of VET teacher/trainer in particular.

Pedagogical staff members at vocational schools usually have one of the following two types of education:

- in vocational field (higher or secondary vocational)
- in pedagogy (higher).

As a result, the professionals lack pedagogical training, while these who have pedagogical education are not related to the vocational field but rather to the general subjects.

So, the answer to a question: *who teaches at VET schools in Latvia?* could be the following. Traditionally specialists with a higher education or with a secondary professional (*vidējā speciālā*) education in the appropriate field work as teachers of vocational subjects at educational establishments of vocational education. In many cases they have no pedagogical (diploma) education. Teachers of general subjects in their turn do have higher pedagogical education, but their education is not related to a concrete vocational field.

Since the Law on Vocational Education was implemented in January 2004, all VET teachers are now required to gain a pedagogical qualification. Since 2004, all VET teachers must be in one of the following situations:

- have a vocational qualification and pedagogical training;
- have a vocational qualification and participating in pedagogical training;
- have a higher pedagogical qualification or an academic degree and a pedagogical qualification.

Regulations on the needs for training and vocational qualifications required by teachers

The Cabinet of Ministers Regulation No. 347 (October 2000, amendments 2001, 2002, 2003, 2004) provides “Regulations on the needs for training and vocational qualifications required by teachers”. The requirements describe:

- the vocational qualification requirements to be met by VET teachers;
- the training programmes which should be followed to qualify to work as a VET teacher.

Pre-service training for VET teachers is organised in higher education establishments. There are 2 types of programme depending whether the teacher is training to be a general subject teacher in a VET school or a teacher of a specific vocation. Programmes for general subject teachers are the same whether the teacher will teach in the general education or VET system. Students study a higher pedagogical level education and achieve a pedagogical qualification.

Professional training programmes are available in different occupational sectors to become a VET teacher. Graduates obtain a professional qualification or scientific degree in the branch. If the graduate would like to work in VET school he/she should continue in a pedagogical education programme (for no less than 320 hours) at a higher education institution, adult continuing education centre or other training institution.

For those without a pedagogical qualification, who would like to work in VET schools as a VET teacher, there is a special programme (Vocational education teachers’ professional perfection programme lasting no less than 320 hours) designed according to the occupational standard for VET teachers (2002).

All pedagogical staff (VET teachers, school director, deputy directors, methodologists, interest education teachers, social pedagogue, librarian, etc.) should participate in further training to improve their professional qualification every 3 years. Different continuing education programmes, courses, seminars, projects and other pedagogical tools could be used as long as they are not less than 36 contact hours in total. Teachers have the right to use 30 calendar days every 3 years for professional development as paid training leave.

Various organizations provide continuing training for VET teachers including school boards, municipalities, professional associations, the vocational education centre, the teaching and examination centres, universities and higher education institutions as well as continuing vocational training centres.

Description of existing national qualification offers and programmes

1. Basic education programme in Pedagogy for VET teachers (*profesionālās izglītības pedagogu pedagoģiskās pamatizglītības programma*)

Name of qualification	Basic education programme in Pedagogy for VET teachers (<i>profesionālās izglītības pedagogu pedagoģiskās pamatizglītības programma</i>) Acquires professional Qualification certificate (B category programme)
Duration	400 hours
Entry requirements	Vocational secondary education or higher education + person is working in vocational education institution
Learning outcomes	<ul style="list-style-type: none"> • Knowledge of National policies of VET systems • Knowledge how labour market and educational policy is connected • Able to organize, plan, realize and evaluate pedagogical processes • Ability to choose appropriate methods • Able to stimulate learning environment • Recognize the Importance of communication in pedagogical process • Knowledge how to understand specific features of different age groups and manage to work with them • Interconnection between theoretical and practical side of the learning process • Knowledge how to recognize features of trainees, how to analyze their abilities • Knowledge on developing learning materials • Use of ICT during educational process • Choose and put in use right evaluation methods to assess trainees learning outcomes
Formal evaluation	
Educational system: formal or VET?	VET
Provider	Center of Professional Education, Further Education and Examination (PITEC)
EQF level assigned	In Latvia EQF for now are assigned only to formal education system

2. Continuing education course “Innovations in Pedagogy”

Name of qualification	Innovations in Pedagogy (continuing education course, A1 programme)
Duration	36 hours
Entry requirements	Highest education. Course is for VET or Secondary school teachers
Learning outcomes	<p>Aim of the course – to facilitate professional development by acquiring theoretical base of didactics and innovative training methods.</p> <p>Content: innovations in education system; the processes of change in education; changing education paradigms and its impact on development of education; quality of innovation and education; insight into learning theories; didactics; evolution of pedagogical theories; topicality in theory and methodology of pedagogy and psychology; pedagogical methodologies; research process and it`s planning;</p>
Formal evaluation	At the end of the course final work+presentation
Educational system: formal or VET?	VET
Provider	Latvia University of Agriculture, Faculty of Engineering
EQF level assigned	Currently EQF levels are assigned only to formal education IN Latvia. Graduates receive certificate

3. Continuing education programme for vocational education teachers and trainers working in adult education ("Pieaugušo izglītības pedagogu profesionālās pilnveides programma pedagogijā")

Name of qualification	Educational certificate of Professional qualification
Duration	160 hours
Entry requirements	Teachers and trainers who carries out professional qualification or adult informal education programmes
Learning outcomes	<p>Not mentioned .</p> <p>Course structure:</p> <ul style="list-style-type: none"> • Adult psychology. Features and skills. • Adult educations and learning methods. Learning process and aspects, motivation and learning motive. • Planning of learning process. Build up of training environment. Elaboration of curricular • Organization and management of learning process. Communication and group dynamics. Role of a leader in group. • Evaluation of training process and results. Evaluation criterion. • Evaluation of trainee achievements and course itself.
Formal evaluation	Final work + teaching practise
Educational system: formal or VET?	VET
Provider	Latvia University of Agriculture centre of Lifelong education
EQF level assigned	EQF levels are assigned only to formal education for now.

4. 1st level professional higher educational programme “Vocational Pedagogy”

Name of qualification	Teacher of vocational education
Duration	2,5 years (82 KP = 123 ECTS)
Entry requirements	Secondary vocational education or professional higher education. Working in Vocational education institution
Learning outcomes	<p>Graduates should be able to:</p> <ul style="list-style-type: none"> • plan, organize and evaluate teaching and learning within the context of labour market needs • to develop and elaborate appropriate session plans and learning units for particular subject • Choose and apply the most appropriate techniques and pedagogical methods towards the objectives, the target audiences and the context of training • Create motivational learning environment aimed at development of personality • Create learning materials • To be able to select appropriate and use newest ICT for teaching and learning process • To acknowledge, analyse and evaluate individual characteristics of trainees • To realize training individualization • Choose and put in use right evaluation methods to assess trainees learning outcomes • To carry out researches in pedagogy
Formal evaluation	
Educational system: formal or VET?	1 st level professional higher educational programme, FORMAL
Provider	Riga Technical University (currently programme has been stopped due to expired accreditation term)
EQF level assigned	LEVEL 4

5. Professional development course “Development of e-learning courses using Moodle” (*Emācību kursu veidošana un lietošana MOODLE vidē*)

Name of qualification	Development of e-learning courses using Moodle.
Duration	18 hours
Entry requirements	Not specified
Learning outcomes	<p>Basic principles of training courses delivered via e-learning platforms ; methods and tools how to use e-learning in education; creation of a course in Moodle, it`s usage; improvement of ICT competences in line with the needs of education system; preparation and Inclusion of educational resources in platforms;</p> <p><u>Results:</u></p> <p>Acquired competences: creation and usage of an online course in Moodle; elaboration and inclusion of training materials and educational resources for e-learning; principles of training courses delivered via e-learning platforms; usage of e-learning tools in learning process.</p>
Formal evaluation	
Educational system: formal or VET?	VET
Provider	Adult Pedagogical Education Centre of University of Latvia, Faculty of psychology and pedagogy
EQF level assigned	No levels

6. Development of general computer skills for effective ICT usage in creation of interactive training materials (*“Vispārējo datorprasmju pilnveide informācijas tehnoloģiju efektīvai izmantošanai interaktīvo mācību materiālu izveidē”*)

Name of qualification	Development of general computer skills for effective ICT usage in creation of interactive training materials
Duration	16 hours
Entry requirements	Teachers and trainers of formal and VET education systems
Learning outcomes	Improvement of general computer skills for effective usage of ICT. Course consists of 4 modules that all together develop skills for the work with computer, it`s operating system, web browser etc. In order to create interactive materials.
Formal evaluation	Before acquisitions of the course and after there are tests for evaluation of knowledge and skills (online tests)
Educational system: formal or VET?	VET
Provider	administration institution supervised by the Minister of Education and Science “The Latvian Language Agency”
EQF level assigned	No levels

7. Continuing education programme for VET teachers and trainers without pedagogical background “Basics in Pedagogy for Vet teachers”

Name of qualification	Basics in Pedagogy for VET teachers
Duration	72 hours
Entry requirements	Higher education or secondary vocational education,
Learning outcomes	Newest technology offered opportunities in education; history of pedagogical evolution; didactics; creation and development of social competences; management and communicative skills; psychological models of personality development; theory of educating; ethics of pedagogy; interaction of different personalities in pedagogical process; recognition of current trends in social psychology and pedagogy, ANDRAGOGY
Formal evaluation	Final work + presentation
Educational system: formal or VET?	VET
Provider	Latvia University of Agriculture centre of Lifelong education
EQF level assigned	No level

8. Professional development/ Continuing education course “Creation of Powerpoint presentations”

Name of qualification	Creation of Powerpoint presentations
Duration	6 hours
Entry requirements	Basic computer skills
Learning outcomes	Knowledge how to use Power Point and create presentations
Formal evaluation	
Educational system: formal or VET?	VET
Provider	Centre of education and art “Three colours”
EQF level assigned	No level

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