



VOCATIONAL EDUCATION
AND TRAINING IN EUROPE

LATVIA

SYSTEM DESCRIPTION



VET IN EUROPE 2022

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 - Second level higher professional education programme after bachelor level studies (otrā

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CHAPTER 1.

Summary of main elements and distinctive features of VET

Summary of main elements (1)

Vocational education and training (VET) in Latvia is offered at three (2) levels: lower secondary (part of the national 'basic' education; integrated primary and lower secondary); upper secondary (secondary); and tertiary (professional higher) education. It includes practical training (50% to 65% of curricula) at schools and enterprises. In 2015, an apprenticeship scheme (called 'work-based learning' nationally) was introduced with alternating study periods at school and in an enterprise. The scheme is available for all VET programmes at EQF levels 2 to 4. To acquire a VET qualification at these levels, all VET learners take a State qualification exam at the end of the programme.

Basic VET programmes (one to three years, ISCED 254) lead to qualifications at EQF level 2 and involve around 1% of the VET population (2018/19 data). Learners must be at least 15 years old to enrol. Those without completed basic education are admitted to 3-year programmes (ISCED 254) that include a compulsory basic general education course.

At upper secondary level, VET enrolls 42% of all learners in:

- 3-year programmes (ISCED 353) leading to a qualification at EQF level 3 and involving 2% of VET learners. To enrol in higher education, graduates should attend an additional 1-year follow-up programme;
- 4-year programmes (ISCED 354) leading to a secondary VET qualification at EQF level 4 and involving 67% of VET learners. Graduation from the programme requires both the VET qualification and success in four State exams in general subjects, giving access to higher education;
- 1- to 2-year programmes (ISCED 351 and 453) leading to a qualification at EQF levels 3 and 4. These programmes are designed for 17 to 29 year-olds with or without completed upper secondary education. They involve 30% of VET learners and focus on vocational skills, so they are shorter.

Professional higher education programmes are provided at two levels:

- first-level college (short cycle) programmes (two to three years; ISCED 554, EQF 5) targeted mainly at the labour market, though graduates can continue their studies in second-level professional higher education;
- second-level higher education programmes (two to six years) (ISCED 655, 656, 657, 756 and 757, EQF 6 and 7) leading to a professional qualification and either professional bachelor or master degree or a professional higher education diploma.

Formal continuing VET (CVET) programmes enable adults with education/work experience to obtain a State-recognised professional qualification in 480 to 1 280 hours, depending on the

field of study. Shorter professional development programmes (at least 160 hours) enable learners to acquire or upgrade their professional knowledge and skills regardless of their age, education and professional background but do not lead to a qualification.

Craftsmanship (not part of apprenticeships) exists on a small scale, separate from the rest of the education system.

The Ministry of Education and Science is the main body responsible for the VET legal framework, governance, funding and content. Social dialogue and strategic cooperation are arranged through the national Tripartite Sub-Council for Cooperation in Vocational Education and Employment. Twelve sectoral expert councils ensure that VET provision is in line with labour market needs; they participate in developing sectoral qualifications frameworks, occupational standards, qualifications requirements, education and training programmes and quality assessment procedures. Since 2015, collegial advisory bodies, including representatives from employers, local governments and the supervising ministry – conventions – have been established at each VET school contributing to strategic development and cooperation with the labour market.

Distinctive features (3)

Initial VET is centralised and highly regulated by the State. Most vocational schools are owned and run by the State; half have the status of vocational education competence centres, receiving substantial investments in infrastructure and equipment with the support of EU funds since 2007. In addition to provision of vocational programmes, they validate non-formal and informal learning and offer lifelong learning and continuing teacher training.

Comprehensive reforms of VET content – the introduction of modular vocational education programmes, new occupational standards and sectoral qualifications frameworks – increase the responsiveness of VET to labour market needs and support the use of learning outcomes.

CVET providers are mainly private. IVET providers are increasing their educational offer for adults.

Most vocational education learners are at upper secondary level. This share has increased in recent years.

VET provides learning opportunities for early leavers from education and training. With more investment in infrastructure and the development of new programmes, VET attractiveness is increasing.

A validation system for professional competences acquired outside formal education has been available since 2011, allowing direct acquisition of professional qualifications at EQF levels 2 to 4. Procedures for assessment and criteria for validation of prior learning were set up for higher education in 2012.

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- [2] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [3] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).
- [4] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.
- [5] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).
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- [2] As per Amendments to the CROQF Act (Official Gazette No 20/2021), abbreviation 'st' is added to professional qualifications at CROQF level 6 to differentiate these from university qualifications at the same level, indicated by abbreviation 'sv'. 'St' is abbreviated from

stručni (professional), and 'sv' from sveučilišni (university).

- [3] As per Amendments to the CROQF Act (Official Gazette No 20/2021), abbreviation 'st' is added to professional qualifications at CROQF 7 to differentiate these from university qualifications at the same level, indicated by abbreviation 'sv'. 'St' is abbreviated from stručni (professional), and 'sv' from sveučilišni (university).
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CHAPTER 2.

Main challenges and policy responses

Reforming VET and adult learning are national policy priorities. Recent reforms aim at:

- promoting VET quality;
- ensuring its relevance to labour market needs;
- efficient use of resources to raise VET attractiveness.

Policy strives for a balanced (equal) distribution of students choosing VET and general education after completing basic education. It also aims to more than double adult participation in learning from the current 6.6% (2020).

In order to improve the responsiveness of VET to labour market needs, modularisation of programmes is being implemented. Content for modular programmes is being developed and gradually introduced.

Limited access to guidance and counselling for young people, and the need to put in place ECVET and EQAVET principles for better quality and permeability, are challenges that require aligning stakeholder opinions and extensive promotion. Other challenges include motivating employers to cooperate with VET providers, for example, by offering training at the workplace and promoting continuing training for employees.

In order to address these challenges, the education development plan (Future skills for the future society 2021-27) was submitted for consultation in October 2020. The priorities for VET include developing the education offer according to labour market needs, modern, digital, and green VET schools, competent educators, international cooperation and involvement of employers in VET (4).

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Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [3] There is no final version of this document up to date. A draft strategy for 2019-21 is available on www.mon.bg. VET priorities are defined under Priority area 7 in the Strategic Framework for development of Education, Training and Learning (2021-2030) which was adopted by the Council of Ministers in February 2021. The strategy is available at the education ministry website <https://mon.bg/bg/143>
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<http://data.europa.eu/doi/10.2801/667443>
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- [7] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work

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- [3] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [4] BMBF website on the programme (German only)
<https://www.bmbf.de/de/bundesprogramm-ausbildungsplaetze-sichern-13371.html>
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CHAPTER 3.

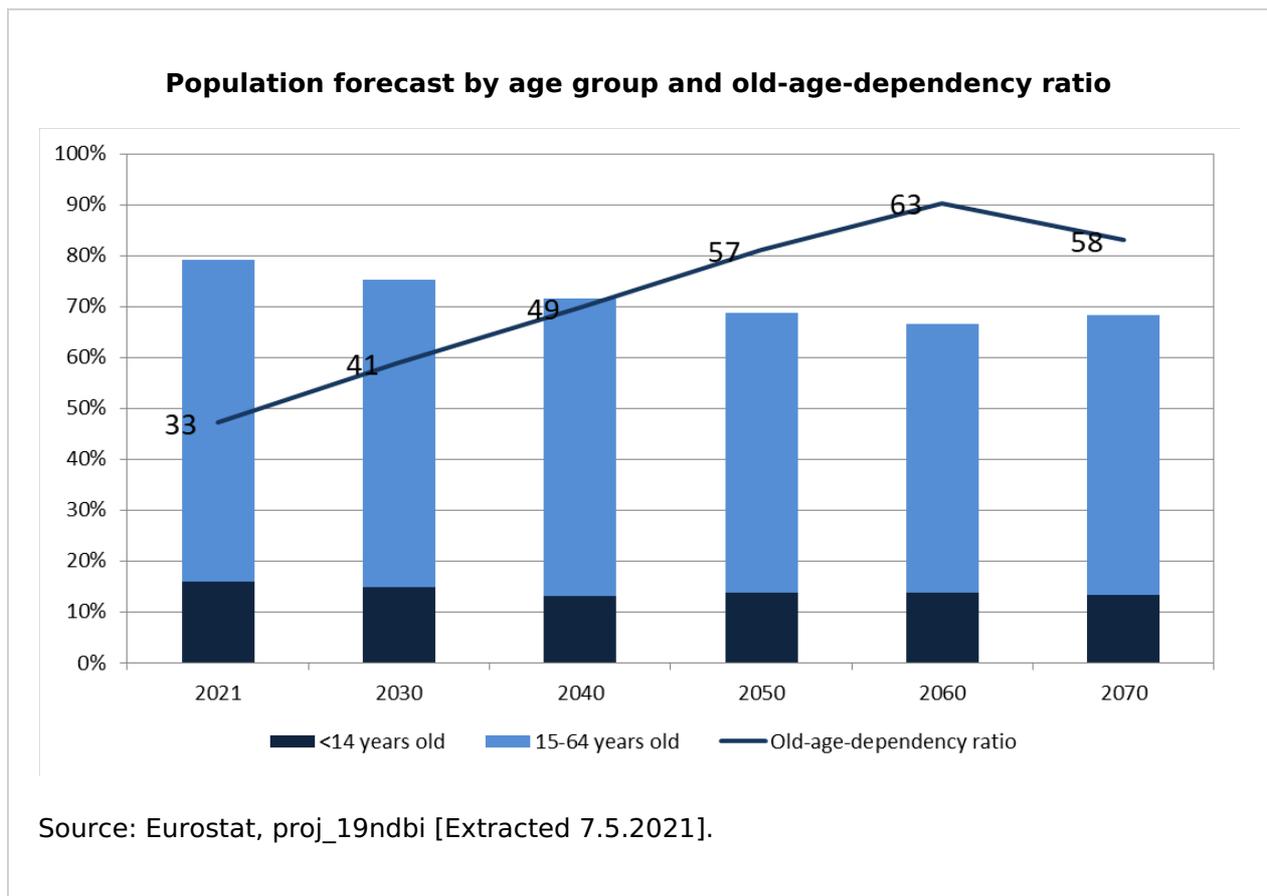
External factors influencing VET

3.1 Demographics

Population in 2020: 1 907 675 (5). It decreased by 3.9% since 2015 due to negative natural growth and emigration of people in search of employment abroad (6).

As in many other EU countries, the population is ageing.

The old-age-dependency ratio is expected to increase from 33 in 2021 to 58 in 2070 (7).



Demographic changes have an impact on vocational education and have led to rearrangement of the vocational education institutions network: the number of State VET schools has reduced significantly.

To increase the quality and efficiency of vocational education, many small providers were merged into regional vocational education competence centres offering a wide range of qualifications and other services. Several providers were merged by local governments into integrated general and vocational education institutions.

3.2 Economics

Most companies are micro and small-sized.

Main economic sectors are trade, accommodation and catering, social services, manufacturing, transport/logistics, construction.

Since 2016, export growth has slowed, leading to slower growth in tradable sectors. Growth has continued in all sectors except construction. Internal market-oriented sectors make a larger contribution to growth in trade and commercial services. With the increase in State budget expenditures, the volumes of public services increased.

Domestic demand-oriented industries contributed the most to GDP growth in recent years. Since 2010, when GDP fell to its lowest level in a decade, it has grown by an average of 3.3% per year and now exceeds pre-crisis levels. In 2019, Latvia continued to grow, but economic growth had slowed to a more moderate level. Trade in public services had the largest impact on growth. In turn, in 2020 the COVID-19 crisis has led to a fall in GDP.

3.3 Labour market

Requirements for non-regulated professions are determined by employers. The Law on Regulated Professions and Recognition of Professional Qualifications and relevant government regulations stipulate special requirements for education programmes, recertification or recognition of qualifications in regulated professions.

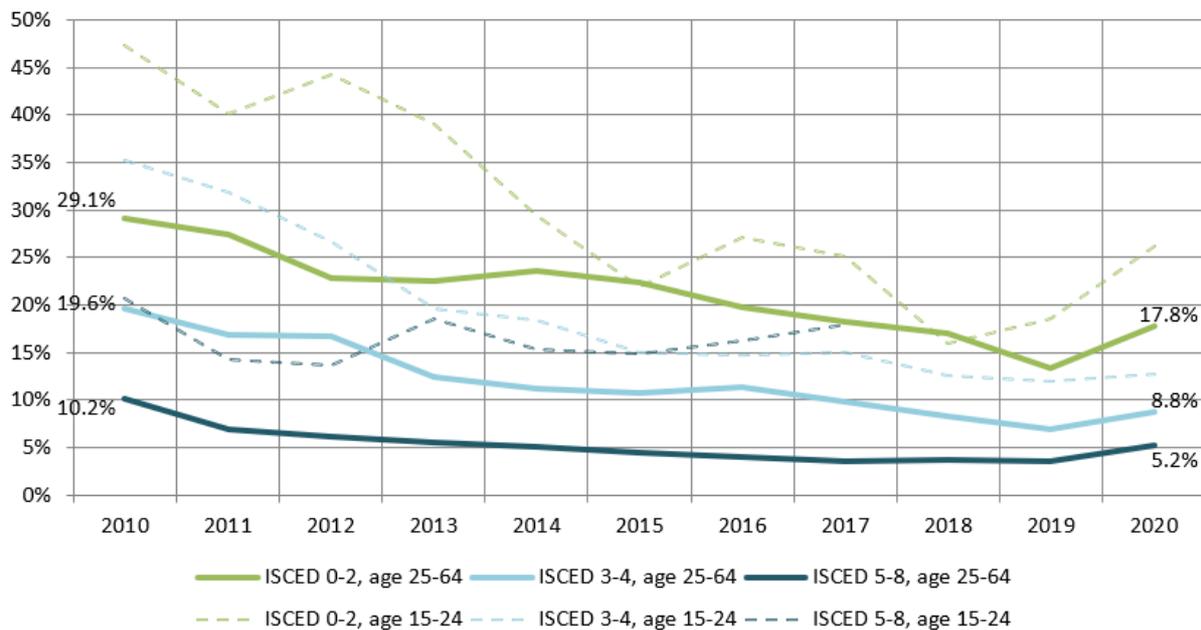
The number of regulated professions acquired in secondary vocational education is very limited.

The labour market is generally considered flexible.

Total unemployment (8) in 2020: 7.7% (6.2% in EU27); this fell by 1.3 percentage points since 2016 (9).

Unemployment is distributed unevenly between those with low- and high-level qualifications. In 2020, the unemployment rates are higher for all ISCED levels than in 2018. There are stark differences between the different ISCED levels. The unemployment rate of people with low-level qualifications (ISCED 0-2) is twice as high as with medium-level qualifications (ISCED 3-4) and almost 3.5 times higher than for those with high-level qualifications (ISCED 5-8). It is also higher compared to the total unemployment rate in Latvia (7.7%).

Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2008-18



NB: data based on ISCED 2011; breaks in time series; low reliability for ISCED 0-2 and 5-8, age 15-24.

ISCED 0-2 = less than primary, primary and lower secondary education

ISCED 3-4 = upper secondary and post-secondary non-tertiary education

ISCED 5-8 = tertiary education

Source: Eurostat, Ifsa_urgaed [Extracted 6.5.2021].

In 2020, the employment rate of all ISCED level graduates (age 20-34) is 78.8%, an increase of 0.1% since 2016, when it was 78.7%

The increases in employment of 20 to 34-year-old VET graduates at ISCED levels 3 and 4 are fluctuating from year to year. The employment rate of VET graduates at ISCED level 3 and 4 has increased by 1% since 2016 when it was 80.4%

Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)



NB: Data based on ISCED 2011; breaks in time series.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education

Source: Eurostat, edat_lfse_24 [Extracted 6.5.2021].

[4] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021].

[6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021]

[8] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[10] See https://www.wko.at/site/fachkraeftepotenzial/b_mobile.html

[16] See <http://ec.europa.eu/growth/tools-databases/regprof/index.cfm>

[17] Source: Eurostat, une_rt_a [extracted 27.8.2021].

[18] Eurostat table edat_lfse_24 [extracted 27.8.2021].

[19] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 27.8.2021].

[21] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 27.8.2021].

[4] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[5] Source: Statbel.be

[6] <https://economie.fgov.be/fr/publications/aperçu-de-leconomie-belge-note>

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[8] Source: Eurostat, edat_lfse_24 [extracted 16.5.2019].

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- [13] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [14] The number is an expert estimation. Many Roma declare Czech nationality in census and there are methodological as well as ethical problems related to determining exact number of ethnic minority members.
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https://www.destatis.de/DE/Themen/Arbeit/Arbeitsmarkt/Erwerbstaetigkeit/_inhalt.html
- [14] Percentage of active population, aged 25 to 64.
- [15] Eurostat table une_rt_a [extracted 6.5.2021].
- [17] Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat table une_rt_a [extracted 6.5.2021].
- [10] Percentage of active population, 25 to 64 years old.
- [11] Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [12] NB: Break in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [13] NB: Break in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] Statistics Finland: www.tilastokeskus.fi/tup/maahanmuutto/maahanmuuttajat-vaestossa/ulkomaan-kansalaiset_en.html#tab1483972171375_1
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).
- [8] In 2017, it was 61.2 years. Source: Finnish Centre for Pensions: www.etk.fi/en/statistics-2/statistics/effective-retirement-age/
- [9] https://www.oph.fi/julkaisut/2011/koulutus_ja_tyovoiman_kysynta_2025
- [10] Source: https://tilastokeskus.fi/til/tyti/index_en.html [accessed 25.11.2021].
- [11] Percentage of active population, 25 to 64 years old.
- [12] Eurostat table une_rt_a [extracted 6.5.2021].
- [13] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [14] Cedefop (2018). The changing nature and role of vocational education and training in Europe. Volume 3: the responsiveness of European VET systems to external change

(1995-2015). Case study focusing in Finland. Cedefop research paper; No 67.
https://www.cedefop.europa.eu/files/finland_cedefop_changing_nature_of_vet_-_case_study.pdf

- [6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].
- [7] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].
- [13] Percentage of active population, 25 to 74 years old.
- [14] Eurostat, une_rt_a [extracted 31.8.2021].
- [15] Eurostat table edat_lfse_24 [extracted 30.8.2021].
- [4] NB: Data for population as of 1 January 2020.
- [5] NB: data for population as of 1 January 2020. Eurostat table tps00001 [Extracted 14.9.2021].
- [6] Source: Statistics Iceland. See:
https://px.hagstofa.is/pxis/pxweb/is/lbuar/lbuar__mannfjoldi__1_yfirlit__Yfirlit_mannfjolda/MA
[Accessed 14.9.2021]. See also Eurostat, proj_19ndbi [Extracted 7.5.2021].
- [7] This indicator is the ratio between the number of persons aged 65 and over (age when they are generally economically inactive) and the number of persons aged between 15 and 64. The value is expressed per 100 persons of working age (15-64).
<https://ec.europa.eu/eurostat/web/products-datasets/-/tps00198> [Accessed: 12.10.2021].
- [8] Adapted by ReferNet Iceland from Statistics Iceland.
- [10] Data from Statistics Iceland.
- [11] Data from Statistics Iceland.
https://px.hagstofa.is/pxis/pxweb/is/Efnahagur/Efnahagur__utanrikisverslun__3_voruthjonust_rxid=1a61cf91-98c6-4d19-a48c-3df6b8dfc8e6
- [12] Percentage of active population, 25 to 64 years old.
- [13] Source: Eurostat, une_rt_a [extracted 20.5.2019].
- [14] Source: Eurostat, lfsa_urgaed [extracted 6.5.2021].
- [15] NB: Break in series. Eurostat table edat_lfse_24 [extracted 23.1.2019]. No data for VET graduates for the period 2014-18. The employment rate of all 20-34 year old graduates for the period 2016-20 decreased by 5.3 percentage points.
- [4] NB: Data for population as of 1 January. Eurostat table tps00001 [Extracted 6.5.2021].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [Extracted 6.5.2021].
- [7] Percentage of active population, 25 to 64 years old.
- [8] Source: Eurostat, une_rt_a [extracted 6.5.2021].
- [9] NB: Breaks in time series. Source: Eurostat, edat_lfse_24 [extracted 6.5.2021].
- [10] NB: Breaks in time series. Source: Eurostat, edat_lfse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January; break in series. Eurostat table DEMO_PJAN [extracted 23.07.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 23.07.2021].
- [6] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [7] Foreign citizens residing in Luxembourg can obtain Luxembourgish nationality by naturalisation. Legislation requires them to attend citizenship training and to pass an oral Luxembourgish language exam.
- [8] The latest population census available from 2011.

- [9] Percentage of active population, 25 to 74 years old.
- [10] Eurostat table tps00203 [extracted 06/05/2021].
- [11] Time series for the 15-24 group must be considered with caution due to the small number of observations taken into account.
- [12] Time series for the 15-24 group must be considered with caution due to the small number of observations taken into account.
- [13] Time series must be considered with caution due to the small number of observations taken into account.
- [14] NB: Break in series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat table une_rt_a [extracted 7.5.2021.].

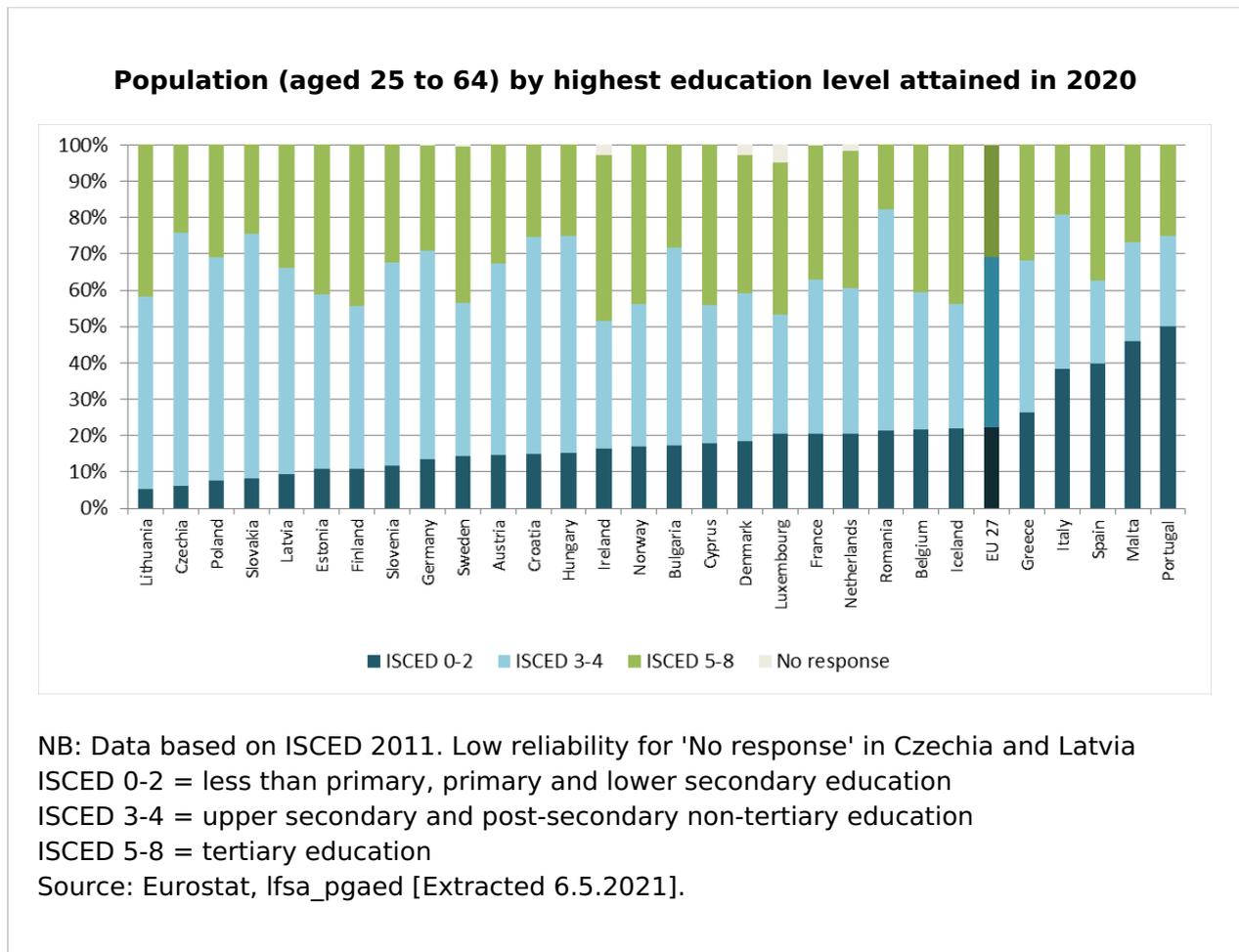
CHAPTER 4.

Education attainment

4.1 Share of high, medium and low level qualifications

Education attainment in Latvia is traditionally high. In 2020, the share of population aged 25 to 64 with upper secondary education including vocational education (ISCED levels 3 and 4) was 53.8%.

The share of people with tertiary education (37.8%) is higher than EU-27 average (32.2%). The share of those with less than primary, primary and lower secondary education is 8.3%.



4.3 VET learners by level

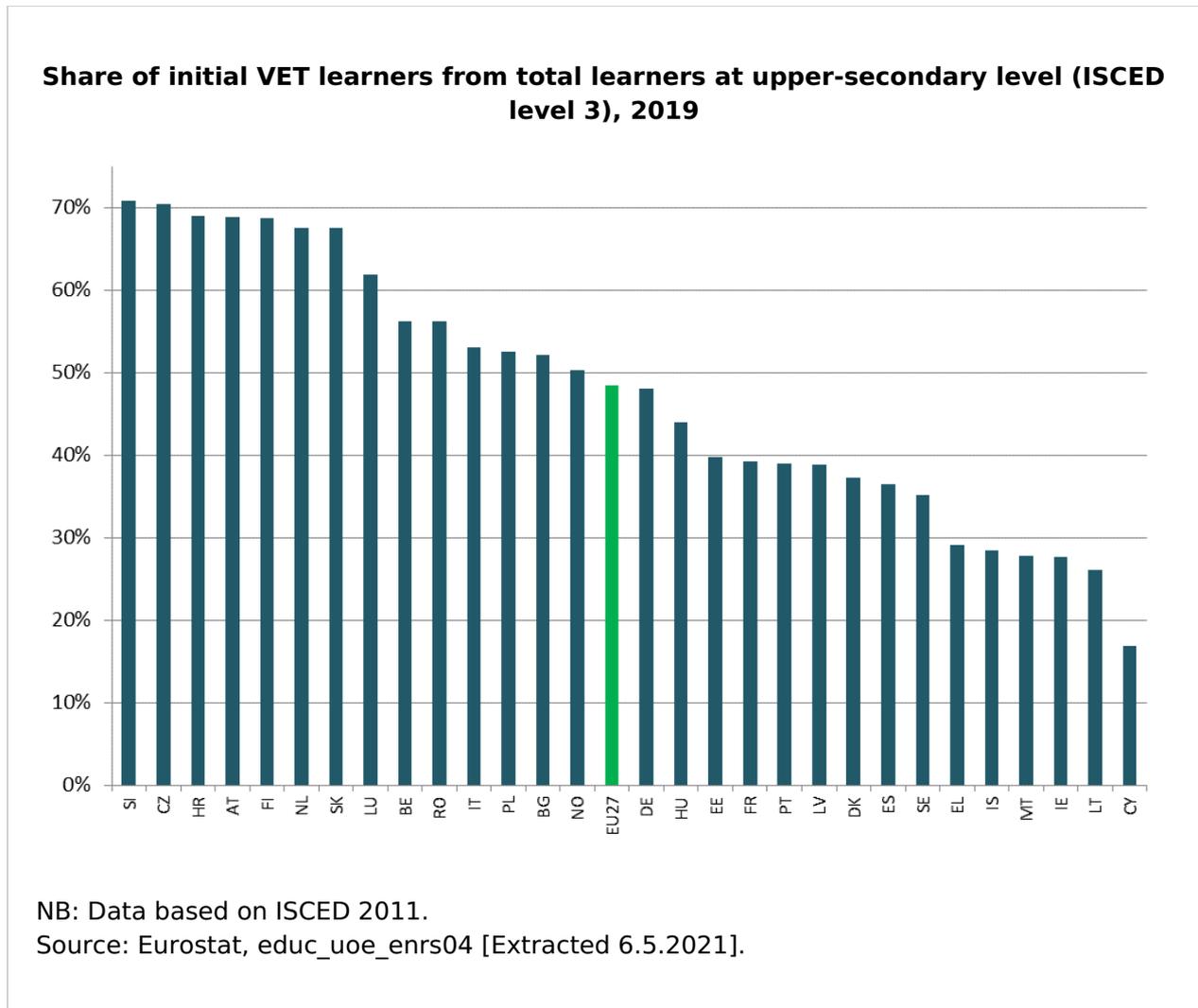
Share of learners in VET by level in 2019

lower secondary	upper secondary	post-secondary
0.33% (decreased by 0.34 pp since 2015)	38.9%	100%

NB: Data based on ISCED 2011.

Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07 [Extracted 6.5.2021]

Initial VET learners form 38.9% of total learners at upper-secondary level. The share is 0.9 pp lower than it was in in 2015 (39.8%); also lower that the EU27 average,



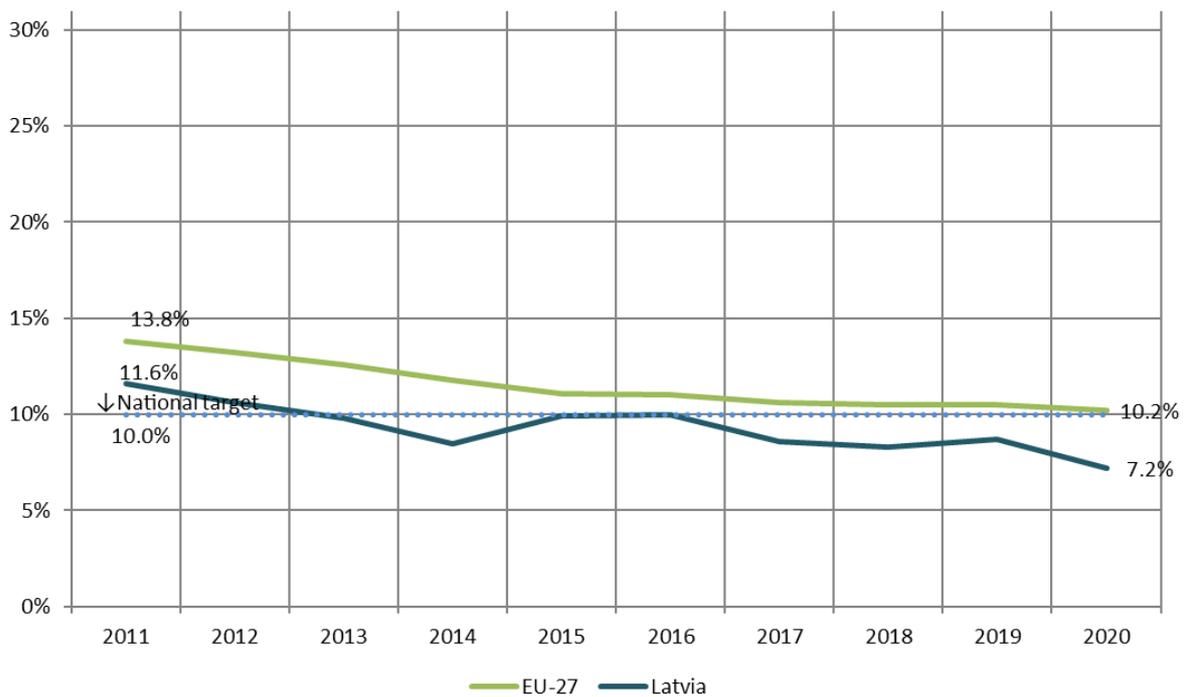
4.4 Female share

Traditionally, there are more males in VET (53.8% in upper-secondary education), except at post-secondary level (10).

4.5 Early leavers from education and training

The share of early leavers from education and training has decreased from 8.3% in 2018 to 7.2% in 2020. It is below the national objective for 2020 of not more than 10% and the EU-27 average of 10.2%.

Early leavers from education and training in 2011-20



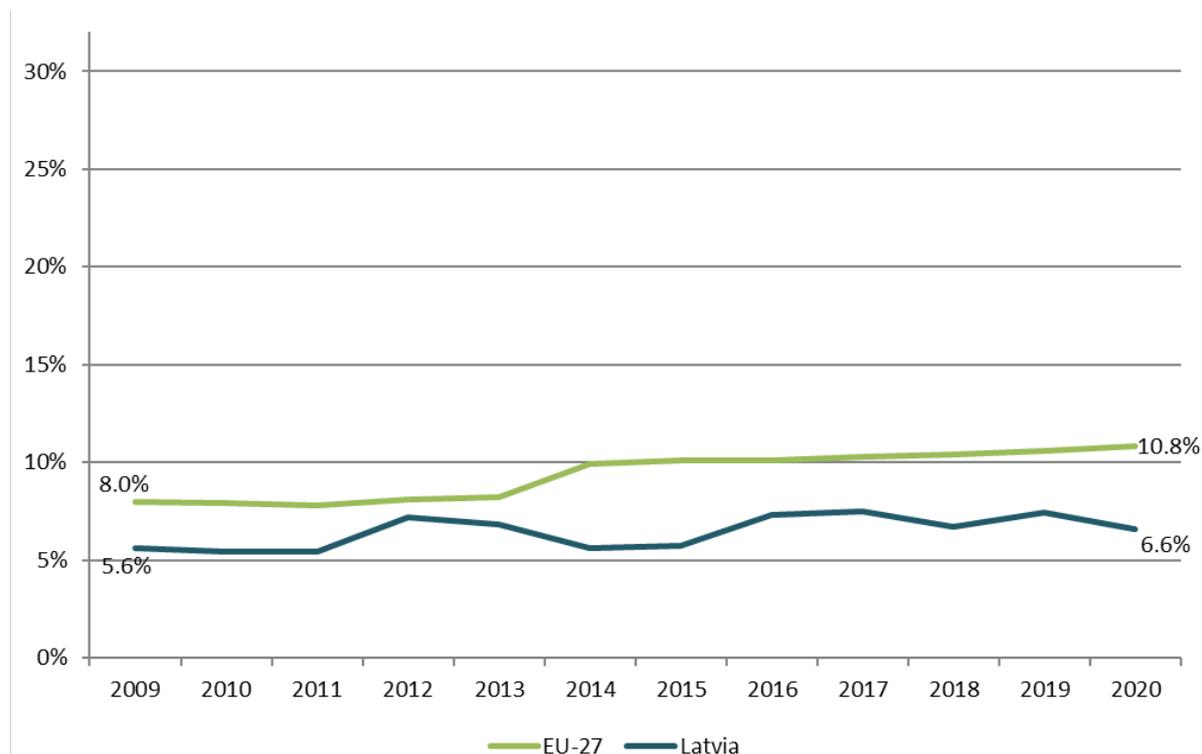
NB: Share of the population aged 18 to 24 with at most lower secondary education and not in further education or training

Source: Eurostat, edat_lfse_14 [Extracted on 6.5.2021] and European Commission, <https://ec.europa.eu/info/2018-european-semester-national-reform-progra...> [accessed 14.11.2018].

4.6 Participation in lifelong learning

Lifelong learning offers training opportunities for adults, including early leavers from education.

Participation in lifelong learning in 2015-20



NB: Share of adult population aged 25 to 64 participating in education and training
Source: Eurostat, trng_lfse_01 [Extracted 6.5.2021].

Participation in lifelong learning in Latvia has decreased to 6.6% in 2020. It is still below the EU average and far below the national objective for 2020 (15%).

[24] Eurostat table edat_lfse_24 [extracted 17.8.2021]

[25] Eurostat table edat_lfse_24 [extracted 17.8.2021]

[27] <https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie1.pdf> [accessed 27.8.2021]

[9] Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07

[11] National Statistical Institute. Education statistics. <https://infostat.nsi.bg>

[13] These are the names of the relevant specialisations.

[14] The European Union Labour Force Survey (EU LFS) is conducted in all Member States of the European Union, four candidate countries and three countries of the European Free Trade Association (EFTA) in accordance with Council Regulation (EEC) No 577/98 of 9 March 1998. LFS microdata for scientific purposes currently contain data for all Member States plus Iceland, Norway and Switzerland. The EU Labour Force Survey is a large household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on persons outside the labour force. All definitions apply to persons aged 15 years and over living in private households. Persons carrying out obligatory military or community service are not included in the target group of the

survey, as is also the case for persons in institutions/collective households. The data collection covers the years from 1983 onwards. In general, data for individual countries are available depending on their accession date. The labour force surveys are conducted by the national statistical institutes across Europe and are centrally processed by Eurostat. The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting the direct interviews among households, and forwarding the results to Eurostat in accordance with the requirements of the regulation. Thus, it is possible to make available harmonised data at European level. More information available at: <https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey>

- [27] The common part of the maturita exam is defined by the State, including two obligatory subjects: Czech and foreign language or maths and in certain cases two extra subjects. Schools are responsible for the profile part of the exam (2 to 4 subjects), which is also a compulsory part of the maturita exam. In the profile part of the exam, VET learners should be examined in at least 2 VET subjects.
- [28] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.
- [22] Actual expenditures 2017: EUR 97.1 million. Source: BMBF (2018). Berufsbildungsbericht 2018 [Report on vocational education and training 2018]. Bonn: BMBF, p. 121. https://www.bmbf.de/upload_filestore/pub/Berufsbildungsbericht_2018.pdf
- [15] Measured on 10 November each year; excludes those who: attended classes less than 31 days, were readmitted within 31 days, applied but never attended or who changed programme in the same curriculum group and in the same institution.
- [16] See Chapter 2 for the information on education levels.
- [15] <https://findikaattori.fi/en/>
- [16] Cedefop (2019). The changing nature and role of vocational education and training in Europe. Volume 6: vocationally oriented education and training at higher education level. Expansion and diversification in European countries. Case study focusing on Finland. Cedefop research paper; No 70. https://www.cedefop.europa.eu/files/finland_cedefop_changing_nature_of_vet_-_ce_study_0.pdf
- [17] For example, young graduates from upper secondary education at age of 19 cannot always enter higher education due to limited places available; they often apply several years in a row in order to enrol.
- [16] Eurostat, educ_uoe_enrt02 [extracted 30.8.2021].
- [17] Školski e-Rudnik, ŠeR [database] [extracted 30.8.2021].
- [16] Source: Statistics Iceland.
- [17] Source: Statistics Iceland.
- [15] Data from the 2018/19 school year.
- [16] The European Union labour force survey (EU LFS) is conducted in all Member States of the European Union, four candidate countries and three countries of the European Free Trade Association (EFTA) in accordance with Council Regulation (EEC) No 577/98 of 9 March 1998. At the moment, the LFS microdata for scientific purposes contain data for all Member States plus Iceland, Norway and Switzerland. The EU labour force survey is a large household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on persons outside the labour force. All definitions apply to persons aged 15 years and over living in private households. Persons carrying out

obligatory military or community service are not included in the target group of the survey, as is also the case for persons in institutions/collective households. The data collection covers the years from 1983 onwards. In general, data for individual countries are available depending on their accession date. The labour force surveys are conducted by the national statistical institutes across Europe and are centrally processed by Eurostat. The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting the direct interviews among households, and forwarding the results to Eurostat in accordance with the requirements of the regulation. Thus, it is possible to make available harmonised data at European level. More information available at: <https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey>

- [17] Istat (2021), Levels of education and participation in training. Year 2020. The gap with the EU in education levels is growing, Statistics Report, 8 October 2021 (Istat (2021), Livelli di istruzione e partecipazione alla formazione. Anno 2020. Cresce il divario con l'Ue nei livelli di istruzione, Statistiche Report, 8 ottobre 2021). www.istat.it
- [18] Chamber of Deputies-MLPS-INAPP-ANPAL, XX/XXI Report on Continuing Vocational Training in Italy. Annuality 2018-2019-2020, XVIII Legislature, Parliamentary Act: Document XLII No 2 (Camera dei Deputati-MLPS-INAPP-ANPAL, XX/XXI Rapporto sulla Formazione continua. Annualità 2018-2019-2020, XVIII Legislatura, Atto Parlamentare: Documento XLII No 2). https://www.camera.it/leg18/494?idLegislatura=18&categoria=042&tipologiaDoc=elenco_categoria
- [19] Chamber of Deputies-MLPS-INAPP-ANPAL, XIX Report on Continuing Vocational Training in Italy. Annuality 2017-2018, XVIII Legislature, Parliamentary Act: Document XLII No 1 (Camera dei Deputati-MLPS-INAPP-ANPAL, XIX Rapporto sulla Formazione continua. Annualità 2017-2018, Senato della Repubblica - XVIII Legislatura, Atto Parlamentare: Documento XLII No 1 < <http://www.senato.it/leg/18/BGT/Schede/docnonleg/40068.htm>
- [20] Angotti R, Polli C., Lavoratori over 50 a bassa qualificazione e crisi economica in Italia, Osservatorio Isfol, VI (2016), No 3. pp.37-57. <https://isfoloa.isfol.it/xmlui/handle/123456789/1637>
- [10] Source: Eurostat tables educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07 [accessed 7.5.2021.].

CHAPTER 5.

VET within education and training system

The education system comprises:

- pre-school education (ISCED level 0);
- integrated primary and lower secondary education (ISCED levels 1 and 2) (hereafter, basic education);
- upper secondary education (ISCED levels 3 and 4) (hereafter, secondary education);
- higher (tertiary) education (ISCED levels 5, 6, 7 and 8).

Pre-school education for five to six-year-old children is compulsory.

Basic education is mainly general, it is compulsory, and lasts for nine years. Vocational education is mainly offered for learners with mental disabilities or without completed basic education.

Secondary education can be acquired through general education or vocational education programmes. It is non-compulsory. General education programmes last for three years and vocational education programmes – for four years (after completed basic education).

Higher (tertiary) education includes both academic and professional study programmes.

The Vocational Education Law (11) provides legal regulations and defines three VET levels:

- basic vocational education;
- secondary vocational education;
- higher professional education.

Vocational education programmes are mainly school-based, with practical learning periods at schools or enterprises. Since 2015, vocational education can also take the form of an apprenticeship type scheme (nationally called 'work-based learning') with flexible curricula implementation taking place alternately at school and enterprise. To acquire a professional qualification (at EQF levels 2 to 4), learners have to undergo qualification practice and take a State qualification exam at the end of the programme.

Basic vocational education

Basic vocational education programmes leading to EQF level 2 (ISCED 254).

These programmes last from one to three years and are part of formal education. The main target groups are learners with intellectual disability and early leavers from compulsory basic education. They lead to a certificate of basic vocational education with a professional qualification at EQF level 2 (such as cook's assistant, carpenter's assistant) and / or a certificate of basic general education.

Vocational education at secondary level

There are four types of secondary vocational education programmes.

1) Lower secondary vocational education programmes (*arodizglītība*) leading to EQF level 3 (ISCED 353).

These programmes last for three years. They are part of formal education, and they target young people who are at least 15 years old and have completed basic general education or a

basic vocational education programme. They include general subjects, but not sufficiently to allow access to higher education. To access higher education programmes, students must attend a 1-year bridging course and to get a certificate of secondary vocational education or secondary general education.

2) Secondary vocational education programmes leading to EQF level 4 (ISCED 354).

These programmes last for four years. They are part of formal education, and they target young people with completed basic education. They include general subjects; at the end of programme students take a professional qualification examination and four State centralised exams in general subjects. After completion of the programme, learners can enter the labour market or higher education.

3) 1-year vocational education programmes leading to EQF level 3 (ISCED 351 or 453).

These programmes last for one year. They are part of formal education and they target young people who are at least 17 years old and have completed general basic education. The programmes do not include general subjects. After completion of the programme learners can enter the labour market.

4) 1.5 to 3-year secondary vocational education programmes leading to EQF level 4 (ISCED 453).

These programmes last for one and a half to three years. They are part of formal education, and they target young people with secondary education. They do not include general subjects. After completion of the programme, learners can enter the labour market.

Higher professional education

Higher education programmes can be academic (lead to a degree) and professional (lead to a degree and/or professional qualification).

Adult learning programmes

There are two types of adult learning programmes:

1) Continuing vocational education

These programmes enable adults with previous education/work experience to acquire a professional qualification (12) in 480 to 1280 hours. Continuing vocational education and initial vocational education have the same legal and governance framework. Similar to initial vocational education, students of continuing vocational education take a final professional qualification exam in accordance with procedures approved by the government (13).

2) Professional development programmes

These programmes (of at least 160 hours) enable people to master systematised professional knowledge and skills corresponding to labour market requirements. They do not have age, previous education, or professional qualification requirements. They do not lead to a formal qualification, but to a certificate of professional development education (*profesionālās pilnveides izglītības apliecība*) (14).

Other forms of learning

Work-related knowledge, skills and competences can also be acquired through non-formal learning (short courses), or craftsmanship (apprenticeship programmes).

- [10] IFAPME: Institut wallon de Formation en Alternance et des indépendants et Petites et Moyennes Entreprises – The Walloon Institute for dual training and self-employment in small and medium-sized enterprises.
- [11] SYNTRA: Vlaanderen The Flemish Agency for Entrepreneurial Training.
- [12] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for Vocational and Educational Training.
- [13] Zentrum für Aus- und Weiterbildung.
- [14] Socio-professional Integration Centres – Centres d'insertion socioprofessionnelle.
- [15] Socio-professional Integration Organisations – Organismes d'insertion socioprofessionnelle.
- [12] Education is compulsory until the age of 16.
- [16] New modern apprenticeship (NMA) is directed towards young people between 14 and 21 years of age at two apprenticeship levels (preparatory and core). Participation in the NMA is not part of compulsory education and is free of charge. The new modern apprenticeship targets two distinct groups of learners:
- a. learners who have not completed compulsory education lower secondary programmes (third grade of gymnasium) can enrol at the preparatory apprenticeship level. The preparatory apprenticeship has been introduced to provide support to early school leavers between the ages of 14 and 16, by gradually introducing them to the labour market, giving them a taste of VET, and helping them to choose a specialisation when they proceed to the core level of apprenticeship;
 - b. learners who have either completed compulsory education or preparatory apprenticeship can enrol at the core apprenticeship level.
- [17] In 2012, the education ministry in cooperation with the labour ministry and other stakeholders established, within the context of the education reform, post-secondary institutes of VET, jointly financed by the ESF, which offered further technical specialisation as of the academic year 2012/13. These were in April 2017 by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education granted them tertiary non-university level status.
- [18] Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). In Greek: Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης (<http://www.dipae.ac.cy/index.php/el/>)
- [19] Private institutions of tertiary education offer a wide range of academic as well as vocational programmes of study at various levels (1- or 2-year diploma, 3-year higher diploma, 4-year bachelor degree and 1- or 2-year master degree) in secretarial studies, aesthetics, food preparation, music, arts and drama, graphic design, hotel and tourism management, computer science, social sciences, education, business studies, management and engineering. English is the language of instruction for most programmes of studies offered, which attracts students from other countries. Furthermore, several private institutions of tertiary education offer academic programmes of study based on validation or franchised agreements with more than 10 European universities and following the provisions of the competent Law of the Republic of Cyprus. Since 1996, the establishment and operation of all private institutions of tertiary education is regulated by law. Each institution sets its own internal regulations, student entry requirements and evaluation, qualifications awarded, tuition fees and teachers' qualifications, which are published in an annual prospectus.
- [20] Cyprus Productivity Centre (CPC). In Greek: Κέντρο Παραγωγικότητας Κύπρου: http://www.mlsi.gov.cy/mlsi/kepa/kepa_new.nsf/index_gr/index_gr?opendocument
- [21] Higher Hotel institute of Cyprus (HHIC). In Greek: Ανώτερο Ξενοδοχειακό Ινστιτούτο Κύπρου: http://www.hhic.moec.gov.cy/moec/hhic/hhic.nsf/index_gr/index_gr?OpenDocument&lang=el
- [30] The Education Act No 561/2004 Coll.: <https://www.msmt.cz/dokumenty-3/skolsky-zakon-ve-zneni-ucinnem-ode-dne-27-2-2021> [accessed 10.11.2021].

- [31] The Higher Education Act No 111/1998 Coll.: <https://www.msmt.cz/dokumenty-3/zakon-c-111-1998-sb-o-vysokych-skolach> [accessed 10.11.2021].
- [32] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [33] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [34] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing an IVET programme or by the recognition of prior learning.
- [35] Národní soustava kvalifikací: www.narodni-kvalifikace.cz
- [36] Data taken from the Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz, NPI´s ČR calculation includes all upper and lower secondary and tertiary professional, follow-up and shortened programmes (i.e. all VET types).
- [21] Education and Youth Authority - State examinations: <https://harno.ee/riigieksamid>
- [18] <https://www.finlex.fi/fi/laki/alkup/2017/20170531>
- [18] As per amendments to the CROQF Act (Official Gazette No 20/2021), CSVET represents the Croatian credit system for vocational education and training. One CSVET point corresponds to a workload of 15 to 25 hours lasting 60 minutes.
- [19] Zakon o obrazovanju odraslih (NN 17/07, 107/07, 24/10) [Adult education act]: <https://www.zakon.hr/z/384/Zakon-o-obrazovanju-odraslih>
- [19] There are two main institutions: the IDAN VET training centre (the largest continuing VET institution in Iceland) which offers continuing VET programmes in a variety of sectors (e.g. food and catering, metal and machines, building and construction, printing technology, auto mechanics, computer supported design and hair styling) and the Retraining and Technical Training Centre (Rafiðnaðarskólinn) for electric and electronic technicians.
- [20] These are: the private company Sýni Research Centre which offers various job-related courses for people working in the food industry and the Icelandic Innovation Centre which is a public institution under the Ministry of Industries and Innovation offering courses in project management or personal leadership.
- [22] In 2019 the Ministry of Education, Universities and Research (MIUR) was divided into two ministries, the Ministry of Education and the Ministry of Universities and Research.
- [23] Information retrieved from Eurydice: https://eacea.ec.europa.eu/national-policies/eurydice/content/italy_en
- [18] Following the Law of 29 August 2017 (SCL, 2017d) on secondary education 'general secondary education' is nationally referred to as 'classical secondary education' (éducation secondaire classique - ESC) while 'technical secondary education' is referred to as 'general secondary education' (éducation secondaire générale - ESG). However, to allow comparison at EU level, the previous terminology will be kept.

CHAPTER 6.

Apprenticeship

Vocational education programmes are mainly school-based, with practical learning periods at schools or enterprises. Since 2015, vocational education can also take the form of an apprenticeship-type scheme (nationally called 'work-based learning') with flexible curricula taking place alternately at school and enterprise. To acquire a qualification (at EQF levels 2 to 4), learners have to undergo qualification practice and take a State exam at the end of the programme.

Learn more about apprenticeships in the national context from the European database on apprenticeship schemes by Cedefop: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>

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- [16] Information is based on following publication where you can find also further information on this topic:
Allinckx, I.; Karno, A.; Monico, D. (2019). Vocational education and training in Europe – Belgium. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Belg
- [18] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for vocational and educational training in small and medium-sized enterprises.
- [13] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [14] Almost 10 000 learners from over 140 schools will be covered by planned project activities.
- [22] In Greek: Διεύθυνση μέσης τεχνικής και επαγγελματικής εκπαίδευσης και κατάρτισης.
- [36] Some occupations only require 2 years and there are also regulations allowing a shorter training period for apprentices with an Abitur (the school leaving certificate allowing entry to higher education).
- [41] <https://www.bibb.de/uebs-digitalisierung>
- [46] https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf
- [47] See AusbildungPlus database: <http://www.ausbildungplus.de/webapp/suche?typ=zq&neuesuche=true> and Berufsbildungsgesetz 2005: https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf
- [48] BMBF. Report on vocational education and training
<https://www.bmbf.de/de/berufsbildungsbericht-2740.html>
- [22] Currently, apprenticeships are not provided in upper secondary VET (ISCED 354).
- [23] Salaries, training materials and maintenance (such as heating and electricity).
- [20] <https://mzo.gov.hr/UserDocsImages//dokumenti/Obrazovanje/StrukovnoObrazovanje/Reform>
- [21] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>
- [22] Cedefop (2019). Apprenticeship review: Croatia. Improving apprenticeships through stronger support and care. Luxembourg: Publications office. Thematic country reviews.
<https://www.cedefop.europa.eu/en/publications-and-resources/publications/4173>
- [21] In Icelandic: ÍÐAN fræðslusetur.
- [21] <https://legilux.public.lu/eli/etat/leg/rgd/2021/08/06/a616/jo>

CHAPTER 7.

VET governance

Most vocational education institutions are governed by the Ministry of Education and Science (85% of all VET learners), 10 VET schools by the Ministry of Culture and others are under the responsibility of the ministries of welfare, interior, agriculture, defence. There are 7 VET schools founded by local municipalities and 4 private VET schools in Latvia.

The vocational education system is governed by the following institutions:

- The Cabinet of Ministers (*Ministru kabinets*) defines policies and strategies for vocational education, State vocational education standards and sets procedures for the development of occupational standards, the organisation of work placements/apprenticeship-type scheme, and professional qualification exams. It regulates mandatory documents for vocational education provision, a list of mandatory occupational standards, activities of sectoral expert councils, licensing and accreditation procedure and the quality assurance of the examination centre. It sets the criteria for issuing State-recognised qualifications, and recognising foreign qualifications. It sets the price list for validation of informal and non-formal learning, it grants the status of 'vocational education competence centre' to providers, and it sets the procedure for distributing the State budget subsidies earmarked for provision of vocational education, teachers' salaries, and price lists for services in VET schools
- The Ministry of Education and Science (MoES) (15) develops the framework regulations for vocational education. It proposes allocation of funds from the State budget and finances the vocational education providers it has established. The ministry also organises the implementation of career education, ensures validation of informal and non-formal learning, approves regulations and appoints heads of vocational education institutions under its responsibility. MoES approves VET school development strategies, carries out monitoring of VET schools, approves curricula of VET schools, provides methodological support, plans and implements teacher training.
- Other ministries (culture, welfare and interior) propose the allocation of funds for vocational schools under their responsibility, and organise continuing professional development for teachers. The ministries also organise continuing vocational education for adults, and professional development and training for the unemployed. They cooperate with MoES on designing occupational standards, ensuring quality assurance and other issues.
- The National Centre for Education (16) is under the supervision of MoES. It develops the content of basic, secondary and continuing vocational education, professional development and vocationally oriented education and interest education. It develops VET curricula and procedures for State exams and coordinates development of teaching and learning materials in line with the State vocational education standards. The centre also coordinates the development of occupational standards and the professional development of vocational education teachers.
- The State Education Quality Service (17) is under the supervision of MoES. It licenses general and vocational education programmes (at EQF level 1-4) and provides accreditation of VET schools and VET programmes. It also ensures quality assurance of vocational education (except professional higher), coordinates validation of learning outcomes of informal and non-formal learning (at EQF level 2-4); since 2013 it has coordinated the implementation of the common European quality assurance for VET (EQAVET) in Latvia.
- The State Education Development Agency (18) is under the supervision of MoES. It

manages and monitors EU funds ex-post, it introduces EU education programmes, it supports the development of career education policy, arranges national-level professional skills competitions and ensures participation in international skills competitions.

- The Ministry of Welfare (19) develops labour market policies, including training interventions.
- The State Employment Agency (20) is under the supervision of the Ministry of Welfare. It implements labour market policies, including programmes for the unemployed, job seekers and employees at risk.
- Local governments participate in the implementation of vocational education by managing their own VET schools, including school curricula. They promote business development in their territory, cooperate with employer organisations and help students find work placements.

Social dialogue and strategic cooperation are arranged through the following institutions:

- the National Tripartite Subcouncil for Cooperation in Vocational Education and Employment (21) reviews policy proposals and drafts legal norms for vocational education, human resource development and employment; it evaluates and proposes changes in management, funding and implementation of vocational education; it endorses occupational standards; it endorses annual student enrolment plans prepared by sectoral expert councils.
- 12 sectoral expert councils (*Nozaru ekspertu padomes*) propose solutions for long-term human resources development in their respective sectors and ensure that vocational education provision is in line with labour market needs. This includes participation in development of sectoral qualifications frameworks (SQFs), occupational standards, education programmes, quality assessment procedures, work placements, and apprenticeship-type schemes, make proposals for VET curricula, nominate experts for accreditation of VET schools and curricula.
- collegial advisory bodies (conventions) exist in each vocational education institution. Employers or representatives of employers' organisations, representatives from local government, and representatives from supervising ministries form these conventions. They help shape the development strategy of the education institution, and they contribute to its cooperation with local enterprises, to ensure students' work placements outside school and apprenticeship-type scheme opportunities (22).

[31] to learn more about the vocational training assistance see the flyer for Berufsausbildungsassistenz [Vocational training assistant] in English: [https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args\[0\]=0](https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args[0]=0) [accessed 27.8.2021]

[20] Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding – Flemish Service for Employment and Vocational Training.

[21] Commission communautaire française, French Community Commission, responsible for some competences for French-speakers in Brussels.

[22] Minister for Vocational Training and Minister for Education at the COCOF; Minister for Higher Education and Adult Learning and Minister for Education at the French Community; Minister for Vocational Training and Employment at the Walloon Region. New governments decide about the distribution of tasks within its ministries (there can thus be one, two or three ministers involved).

[23] Service francophone des métiers et qualifications – the French-language service for jobs

and qualifications.

- [24] VDAB: Flemish Employment and Vocational Training Agency. Bruxelles Formation: The Brussels Institute for Vocational Training. SFPME: Service Formation PME: the training service for small and medium-sized enterprises, in Brussels. EFP (Espace Formation des Petites et Moyennes entreprises: the training centre in Brussels for SMEs).
- [15] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [23] In Greek: Γενική Διεύθυνση Ευρωπαϊκών Προγραμμάτων, Συντονισμού και Ανάπτυξης (ΓΔ ΕΠΣΑ): http://www.dgepcd.gov.cy/dgepcd/dgepcd.nsf/index_gr/index_gr?OpenDocument
- [37] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [38] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. www.mpsv.cz
- [40] Absolutorium is a final examination at tertiary professional schools consisting of the theory of vocational subjects, a foreign language, a graduate thesis and its defence. Upon successful passing of the absolutorium, the graduate attains a tertiary professional qualification and the title of a specialist with a diploma (diplomovaný specialista, DiS).
- [50] BBiG: https://www.gesetze-im-internet.de/bbig_2005/
- [53] Berufsbildungsgesetz (BBiG).
- [54] Kultusministerkonferenz (KMK).
- [55] Zuständige Stellen.
- [24] Vocational Educational Institutions Act (Parliament, 2013); Vocational education standard (Government, 2013), work-based learning regulation (MoER, 2007); Private Schools Act (Parliament, 1998b); Professional Higher Education Institutions Act (Parliament, 1998a); Adult Education Act (Parliament, 2015); Professions Act (Parliament, 2008a); Recognition of Foreign Professional Qualifications Act (Parliament, 2008b); Study Allowances and Study Loans Act (Parliament, 2003a); Youth Work Act (Parliament, 2010b).
- [30] Until the end of 2011 this function was performed by the National Examinations and Qualifications Centre (NEQC) (Riiklik Eksami- ja Kvalifikatsioonikeskus). In 2012, NEQC joined Foundation Innove, and in 2020 Foundation Innove joined the Education and Youth Authority.
- [19] Qualification structure is a system of qualifications. It defines how many there are, initial, further and specialist VET qualifications: their share, titles and competence points (total and for common units; their division within the qualification is decided by the Finnish National Agency for Education).
- [20] Some VET providers are foundations or limited companies; they are categorised as 'private' but municipalities usually have shares in such companies/foundations.
- [23] Zakon o Agenciji za strukovno obrazovanje i obrazovanje odraslih [Act on Agency for VET and Adult Education]; Official Gazette No 24/2010.
- [24] Zakon o izmjenama i dopunama Zakona o strukovnom obrazovanju [Amendments to the Vocational Education and Training Act]; Official Gazette No 25/2018.
- [26] Training chain (filiera formativa): set of pathways to achieve technical education and vocational education diplomas, at the end of the five-year school courses, of technical institutes and professional institutes.
- [27] National Institute for Documentation, Innovation and Educational Research: <http://www.indire.it/en/>
- [28] As defined in Inter-ministerial Decree dated 7 February 2013, professional technical hubs are intended to be the functional interconnection between the subjects in the training

chain and companies in the production chain and are therefore identified as 'training venues for learning in situ', established thanks to network agreements for sharing public and private workshops that are already operating; this interconnection also establishes venues dedicated to learning in applicative contexts, in order to make full use of existing professional resources, even based on 'workshop at school' and 'enterprise school' modes.

- [24] Ministère de l'Éducation Nationale, de l'Enfance et de la Jeunesse (MENJE). Hereinafter referred to as education ministry.
- [25] Ministère de l'Enseignement Supérieur et de la Recherche (MESR). Hereinafter referred to as higher education ministry.
- [26] Ministère du Travail, de l'Emploi et de l'Économie Sociale et Solidaire (MTE). Hereinafter referred to as labour ministry.
- [28] Chambre de Commerce.
- [29] Chambre des Métiers.
- [30] Chambre d'Agriculture.
- [31] Chambre des Salariés.
- [32] Chambre des Fonctionnaires et Employés Publics.
- [37] Conseil national des programmes.
- [38] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe
- [15] Izglītības un zinātnes ministrija.
- [16] Valsts izglītības satura centrs (VISC).
- [17] Izglītības kvalitātes valsts dienests (IKVD).
- [18] Valsts izglītības attīstības aģentūra (VIAA).
- [19] Labklājības ministrija (Ministry of Welfare).
- [20] Nodarbinātības valsts aģentūra (NVA).
- [21] Profesionālās izglītības un nodarbinātības trīspusējās sadarbības apakšpadome. It was founded in 2000 by the ministries of welfare, economy, finance, justice, agriculture, education and science, regional development and local government affairs, the Free Trade Union Confederation of Latvia and the Employers' Confederation of Latvia.

CHAPTER 8.

VET financing mechanisms

According to Eurostat data, the education budget has increased from 5.8% of GDP in 2017 to 7.6% in 2021. The budget for vocational education institutions under the responsibility of the Ministry of Education and Science increased from EUR 54.07 million in 2011 to EUR 76.9 million in 2020 (23).

Other resources (including EU funds) have also been allocated to development of the vocational education system. From 2016 to 2023, EUR 89.07 million is being invested in the modernisation of equipment and infrastructure. Schools also use their own revenues to finance their activities.

Procedures for financing vocational education are stipulated by the Education and Vocational Education laws (24). Education institutions are financed from the State budget, local government budget or private funding according to their ownership. State budget allocations for vocational education programmes are calculated per student.

Salaries of teachers in State and local government education institutions (including pre-schools) are paid from the State budget. Local governments may supplement salaries of teachers. For private schools implementing accredited basic, secondary and higher education programmes the State can also finance salaries of teachers.

The government covers fixed and non-fixed costs (25):

- allowances (scholarships);
- student residence maintenance;
- rehabilitation and catering services for students with special needs;
- culture education and sports activities;
- practical training in enterprises;
- accident insurance for practical training in enterprises;
- salary of employees (wages and employer's State social insurance contributions).

In higher education, the State covers fees for a certain number of negotiated study places for students with good grades. Local governments may charge a fee in municipal sports and music vocational schools. Education institutions may simultaneously implement education programmes funded from different sources.

[25] See also: https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-3_en

[26] See also: https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-5_nl

[27] <http://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Belgium.pdf>

[28] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for vocational and educational training in small and medium-sized companies in BE-DE. ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft, Public Employment Service of the German-speaking Community. Le Forem: Office wallon de la Formation professionnelle et de l'Emploi/ The Walloon Office for Vocational Training and Placement. VDAB: Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding/ Flemish Employment and Vocational Training Agency. Bruxelles Formation: Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. Actiris: Brussels Public Employment Service.

- [39] Ministry of Education, Youth and Sports. Vývojová ročenka školství 2021/11-2020/21 [Statistical Yearbook on Education 2010/11-2020/21]. <https://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/vyvojova-rocenka-skolstvi-2010-11-2020-21> [accessed 18.8.2021].
- [41] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [42] The education ministry sets the limits for each year.
- [43] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. www.mpsv.cz
- [56] Bundesministerium für Bildung und Forschung (BMBF).
- [57] Bundesministerium für Wirtschaft und Energie (BMWi).
- [58] Bundesministerium für Arbeit und Soziales (BMAS)
- [59] Bundesagentur für Arbeit (BA)
- [61] Bundesinstitut für Berufsbildung (BIBB).
- [64] Überbetriebliche Berufsbildungsstätten (ÜBS) and in the skilled trade sector (ÜLU).
- [65] Ausbildungsverbünde.
- [69] Specific information on all public funding activities is available on <http://www.foerderdatenbank.de/>
- [74] Volkshochschulen (VHS).
- [21] The most recent available data of 2017.
- [22] VET providers must collect these data. The system is not fully operational yet as the new financing system will be ready in 2023.
- [25] Local authorities as the legal founders and owners of the schools can also be investors regarding buildings/infrastructure.
- [26] Eurostat, gov_10a_exp [extracted 28.7.2021].
- [27] VET System Development Programme 2016-20.
- [28] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette No 30/2009, 24/2010, 22/2013, 25/2018
- [29] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020. Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.
- [23] <https://tradingeconomics.com/iceland/gdp> [Accessed: 14.10.2021].
- [24] <https://tradingeconomics.com/iceland/government-spending-to-gdp> [Accessed: 14.10.2021].
- [25] See more information on the fund here at Rannis' website: <https://www.rannis.is/sjodir/menntun/vinnustadanamssjodur/> [Accessed: 30.9.2021].
- [26] See the relevant information here at (trade union) Samidn's website: <https://samidn.is/2012/08/31/launataxtar-samtoek-atvinnulifsins/>
- [39] Eurostat - Table gov_10a_exp [accessed 02.08.2021].
- [40] OCDE (2020), Regards sur l'éducation 2020 : Les indicateurs de l'OCDE, Éditions OCDE, Paris, <https://doi.org/10.1787/7adde83a-fr>
- [43] <https://guichet.public.lu/fr/citoyens/enseignement-formation/etudes-superieures/aides-logement/aide-financiere.html> [accessed 2.8.2021].

CHAPTER 9.

Teachers and trainers

9.1 VET teacher types

There are four categories of teaching professionals in vocational education:

- vocational education teachers of VET programmes: these provide both theory and practice and can work in initial and continuing vocational education at basic and secondary education levels;
- general education teachers for the general education part of IVET programme;
- supervisors of practical placements from education institutions who accompany students during in-company practice;
- tutors: representatives from enterprises who teach students during in-company periods of WBL.

Since 2014/15 the number of vocational education teachers has decreased by 14%. There were 2424 teachers in VET schools in 2019/20 (26).

9.2 Continuing professional development of teachers/trainers

Teachers of general and vocational education are responsible for the improvement of their professional competences. Professional competence is developed by completing 36 hours of training within three years, and it is planned in cooperation with the head of the education institution where the person carries out pedagogical activities.

Education institutions register teachers' continuing professional development in the database of the State Education Information System (hosted by the Ministry of Education and Science).

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- [35] For detailed information about the training of teachers and trainers in Austria, see Eurydice: https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-1_en [accessed 31.8.2021] and <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers> [accessed 31.8.2021].
- [36] See Federal Law Gazette https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgblAuth&Dokumentnummer=BGBLA_2013_I_211 [accessed 31.8.2021].
- [29] IFAPME: Institut wallon de Formation en Alternance et des indépendants et des Petites et Moyennes Entreprises / Walloon Institute for apprenticeship and entrepreneurial training in small and medium enterprises in Wallonia. Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. SFPME: Service Formation PME / the training service for small and medium-sized enterprises, in Brussels. Le Forem : Office wallon de la Formation professionnelle et de l'Emploi / The Walloon Office for Vocational Training and Placement.
- [30] <https://www.formaform.be/>
- [31] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [17] Ordinance No 15, active as of 22.07.2019: https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf
- [18] <http://iropk.mon.bg/>
- [19] https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf

- [20] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [26] Cyprus Pedagogical Institute(CPI). In Greek: Παιδαγωγικό Ινστιτούτο Κύπρου: <http://www.pi.ac.cy/pi/index.php?lang=el>
- [28] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [44] The Act No 563/2004 Coll. on pedagogical staff stipulates what type of study programmes and certificates are required for individual categories of teachers (master degree, absolutorium, maturita certificate or VET certificate).
- [45] They are also available for teachers of artistic vocational subjects at elementary artistic schools, secondary schools and conservatoires, as well as teachers at language schools authorised to organise State language examinations.
- [46] Usually people who are specialists from companies wanting to become full-time teachers opt for these programmes.
- [47] National register of qualifications (Národní soustava kvalifikací).
- [48] A teacher with special education/courses who is able to prevent and, if necessary, also effectively solve problematic behaviour or situations that may appear in class or school (drugs, cyber bullying, etc.)
- [50] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [81] See also: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [82] Berufsbildungsgesetz (BBiG), 2005 https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf
- [83] Ausbilder-Eignungsverordnung (AEVO), last amended in 2009. https://www.gesetze-im-internet.de/ausbeignv_2009/AusbEignV_2009.pdf
- [84] Vorbereitungsdienst
- [85] Kultusministerkonferenz (KMK).
- [86] This section is based on: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [87] See also: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf
- [88] AEVO, Ausbildereignungsprüfung.
- [89] geprüfter Aus- und Weiterbildungspädagoge
- [90] geprüfter Berufspädagoge
- [92] Kultusministerkonferenz (KMK).
- [93] This section is based on: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [35] European credit transfer and accumulation system.
- [36] Kutsekoda: https://www.kutseregister.ee/en/standardid/standardid_top2/
- [37] <https://www.haridussilm.ee/ee/tasemeharidus/haridustootajad/opetajate-palgaanaluus/palk-2007-2019> Õpetajate keskmise brutokuupalk 2007-19

- [38] Source: Estonian education information system (Eesti Hariduse Infosüsteem).
- [40] E.g. healthcare or social services.
- [41] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [23] In-company trainers (nationally referred to as workplace instructors) are responsible for supervising learners during their on-the-job learning periods or apprenticeship training in enterprises.
- [30] Eurostat, educ_uoe_perp01 [extracted 29.7.2021].
- [31] Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovim i srednjim školama i učeničkim domovima [Regulation on professional advancement of teachers, education professionals and school directors in primary and secondary schools and student dormitories]. Official Gazette No 68/2019, 60/2020, 32/2021.
- [32] As part of the national project Modernisation of the continuous professional development of VET teachers, launched by AVETAE in 2017 and co-funded by the European structural and investment fund.
- [33] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [27] European credit transfer and accumulation system (ECTS). is a credit system designed to make it easier for students to move between different countries. Since it is based on the learning achievements and workload of a course, a student can transfer their credits from one university to another so they are added up to contribute to an individual's degree programme or training. It helps to make learning more student-centred. It is a central tool in the Bologna process, which aims to make national systems more compatible and was adopted into Icelandic legislation with the law on universities No 63/2006 (Parliament, www.althingi.is). It also helps with the planning, delivery and evaluation of study programmes, and makes them more transparent. European credit transfer and accumulation system credits represent the workload and defined learning outcomes ('what the individual knows understands and is able to do') of a given course or programme. 60 credits are the equivalent of a full school year of study or work, or two full semesters. In a standard academic year, 60 credits would usually be broken down into several smaller components. A typical 'first cycle' (or bachelor) degree, would consist of 180 or 240 credits, whereas a typical 'second cycle' (or master) degree, would consist of 90 or 120 credits, with at least 60 credits at second cycle level. The use of European credit transfer and accumulation system at the 'third cycle' (or Ph.D. level) varies. European credit transfer and accumulation system has been adopted by most of the countries in the European higher education area (EHEA), and is increasingly used elsewhere. More information on the European credit transfer and accumulation system available at: https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en . More information on Bologna process and the European higher education area available at: https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en
- [28] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [31] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [47] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Lux
- [26] Izglītības un zinātnes ministrija

CHAPTER 10.

Shaping VET qualifications

10.1 Anticipating skill needs

Responsibility for providing labour market forecasts rests with the Ministry of Economics (27), which updates reports every other year and the State Employment Agency that updates reports annually (28).

In May 2019, the work on the study Possibilities for creating a system of early restructuring of the labour market and linking medium and long-term labour market forecasts to policy, commissioned by the Ministry of Economics (MoE), was completed.

Within the framework of the study, proposals were developed in the context of the implementation of the Early restructuring system (DTAPS). The DTAPS organisational model was developed, a complex scheme representing all the involved parties. The model envisages introducing a new role of the DTAPS decision-making coordinator so that a system involving so many parties with different roles and responsibilities works in a coherent and organised way.

In March 2020, the work on the 2020 employer survey was completed. In November 2020, the work on the 2021 employer survey was commenced.

The Ministry of Economics produces annual medium- and long-term forecasts. It set up an advisory council for labour market forecasting (29), i.e. a platform for dialogue between representatives of the State, employers, employees and local governments.

The annual report with medium- and long-term labour market forecasts (30) includes an overview of labour supply and demand, and education areas, levels and progression routes of the labour force (including vocational education). The Ministry of Education and Science uses the data as well as annual proposals of sectoral expert councils to plan vocational education provision, including numbers of potential students and types of programmes.

The State Employment Agency carries out short-term labour market forecasts and has created a corresponding online tool (31). It also conducts employer express surveys once a year to anticipate changes in the structure of the labour force. The surveys aim at clarifying reasons for changes in demand and supply for occupations. Their results are used to adjust the education offer for the unemployed.

In 2016-21, the State Employment Agency (NVA), in cooperation with the Ministry of Economics, carried out a national level ESF project Development of labour market forecasting system (2016-21). The aim is to inform policy-making, taking into account economic needs. The system provides information on skills and professions in the short, medium and long term, as well as information on learning opportunities. Active labour market policy is being evaluated, and the offer of vocational education programmes is based on the outcomes of skills forecasts. In 2017, discussions took place on the issue of supplementing the quantitative forecasts with qualitative forward-looking scenarios, along with further involving in the process sectoral expert councils, education institutions and regional forums for more precise identification of labour market needs at regional level. In 2018, a study was carried out on the possibilities of improving the labour market forecasting system. Proposals have been made regarding the data to be used, exploring ways of integrating data from different registers into the forecast model. A table for matching education and occupation for medium- and long-term labour market forecasting has been developed. Lists of skills relevant to the occupations have been developed for short-term forecasting. The responsibilities of stakeholders and principles of cooperation have been

formulated. Guidelines have been developed for career advisers and education providers for interpretation and practical use of medium- and long-term labour market forecasts. Recommendations were issued.

The Central Statistical Bureau (32) conducts a labour force survey four times per year and collects data on education levels, employment by type of economic activity and occupation. Data on higher education institutions' and vocational education provider graduates is collected by the institutions themselves and submitted to the Ministry of Education and Science and to the Central Statistical Bureau for further analysis and publication.

See also Cedefop's skills forecast (33) and European skills index (34).

10.2 Designing qualifications

Since April 2018, 15 sectoral qualifications frameworks reflect an agreement between educators and employers on qualifications required by the labour market (35). The sectoral qualifications frameworks serve as guidelines for developing occupational standards and implementing vocational education programmes, including modules leading to specialisations.

Vocational education programmes are designed in line with the State education and occupational standards or qualification requirements (if the occupation does not have a standard), and sectoral qualifications frameworks.

The content of vocational education programmes is defined by State vocational education standards (36). The standards include strategic aims, basic principles, mandatory content, ratio of theory and practice and evaluation procedures. Vocational education providers also ensure that specific skills and competences required in the occupational standards/professional qualification requirements are included in the programmes they offer.

Occupational standards and professional qualification requirements are elaborated by designated working groups comprising representatives of ministries, local governments, employers, employees, chamber of commerce and industry, NGOs and vocational education providers. The standards are endorsed by the National Tripartite Subcouncil for Cooperation in Vocational Education and Employment. They are reviewed at least once every five years (37).

Since 2007, occupational standards have to include necessary professional competences, skills, and knowledge to perform professional activities. There are 240 occupational standards and professional qualification requirements for all professional qualifications in 15 sectoral qualifications frameworks.

The modular approach for vocational education programmes (38) includes use of learning outcomes, relevant teaching / learning methods and indicators of achievement. In 2017, the amendments to the Vocational Education Law (39) set the legal framework for the modularisation of vocational education programmes. Modules are defined as parts of professional qualifications and are based on learning outcomes as an assessed and approved set of knowledge, skills and competences. Modular vocational education programmes lead to qualifications at EQF levels 2-4 and their professional content consists of a set of modules. After completing one or several modules recognisable in the labour market, but not proving acquisition of a qualification, vocational schools will have to issue a new type of certificate indicating the programme, module(s), achieved learning outcomes and their assessment. In 2017, modules have been included in the State vocational education standards (40).

The 332/2020 Regulations on State Vocational Education Standard define objectives, tasks, structure of vocational education curricula, parts of curricula, percentages of parts of curricula,

Qualification exams (41) that consist of theoretical and practical parts are designed in line with

both occupational and State vocational education standards. Representatives from relevant sectoral organisations participate in the examination process.

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- [37] See AMS. Qualification barometer <http://www.ams.at/qualifikationsbarometer> [accessed 31.8.2021].
- [38] for more information on the new skills initiative and results see <https://www.ams.at/newskills> [accessed 31.8.2021].
- [39] Cedefop. Skills forecast. <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast> [accessed 31.8.2021].
- [40] Cedefop. Skills panorama. <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index> [accessed 31.8.2021].
- [32] Competent can be freely accessed at the following website: SERV. Sterk door overleg. <https://www.serv.be/serv>
- [33] <https://www.steunpuntwerk.be/>
- [34] Bassins de l'Enseignement qualifiant – Formation – Emploi, IBEFE.
- [35] Previously Brussels Observatory of Employment and Training.
- [36] Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for vocational training.
- [37] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [38] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [40] Service francophone des métiers et des qualifications – the French-speaking Agency for Professions and Qualifications.
- [41] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for alternating training and small and medium enterprises.
- [42] ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft Belgiens / Employment and Vocational Training Agency in the German-speaking Community.
- [21] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [22] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [23] <https://www.mon.bg/bg/57>
- [24] <https://www.navet.government.bg/bg/media/ZPOO-2018-1.pdf>
- [25] <http://www.mon.bg> and <http://www.navet.government.bg>
- [26] Framework programmes include: general provisions, including the regulatory basis, the aim and purpose of the programme; requirements: entry (age, medical, previous education and qualification level), career and education pathways, form(s) of training (day full-time, evening, part-time, individual, distance, dual, self-learning); curriculum; training module content (theoretical and practical); graduation requirements (State examinations for full qualifications and final examinations for partial qualifications).
- [27] National Agency for Vocational Education and Training (NAVET). Optimisation of List of professions for VET. <https://www.navet.government.bg/bg/lpvet-opt/>
- [33] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [34] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [51] <https://www.predikcetrhuprace.cz/>

- [52] Available at www.infoabsolvent.cz.
- [53] <https://www.infoabsolvent.cz/Temata/ClanekAbsolventi/4-4-02/Charakteristiky-a-perspektivy-odvetvi-ekonomiky-v-/34>[accessed 10.11.2021].
- [54] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. www.mpsv.cz
- [55] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [56] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [57] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [58] www.narodnikvalifikace.cz
- [59] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [60] A vocational qualification (profesní kvalifikace) is defined as an ability of a person to perform a task or a set of tasks within an occupation. It corresponds to certain activities (e.g. furniture assembly, installation of lifts, manufacture of upholstered seats, sports massage, flower arrangement, cold dishes catering, production of ice cream, etc.) but does not cover the whole occupation.
- [61] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing an IVET programme or by the recognition of prior learning.
- [62] www.narodnikvalifikace.cz
- [63] In Czech: Vyšší odborné školy.
- [64] In Czech: Vysoké školy.
- [65] www.nsp.cz
- [66] <https://www.narodnikvalifikace.cz/>
- [67] www.nsp.cz
- [68] [https://www.spcr.cz/struktura-sp-cr/45-aktualne/co-by-vas-mohlo-zajimat/10355-zamestnavatele-se-vice-zapoji-do-prakticke-vyuky-;](https://www.spcr.cz/struktura-sp-cr/45-aktualne/co-by-vas-mohlo-zajimat/10355-zamestnavatele-se-vice-zapoji-do-prakticke-vyuky-) <https://1url.cz/TKha1> [accessed 10.11.2021].
- [94] Bündnis für Arbeit, Ausbildung und Wettbewerbsfähigkeit.
- [97] Institut für Arbeitsmarkt und Berufsforschung (IAB).
- [100] Referenz-Betriebs-System (RBS).
- [101] <https://www.bibb.de/de/12471.php>
- [102] <https://www.bibb.de/en/49603.php>
- [107] Arbeitsmarktbarometer.
- [108] <https://www.iab.de/de/daten/arbeitsmarktbarometer>
- [109] <https://www.iab.de/de/befragungen.aspx> ; <https://www.vdi.de/presse/publikationen/> ; https://www.bitkom.org/de/markt_statistik/806.aspx .
- [110] <https://www.boeckler.de/index.htm>
- [111] <https://www.fes.de/>
- [112] <https://www.kas.de/>
- [113] <https://www.bertelsmann-stiftung.de/cps/rde/xchg/bst>

- [115] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [116] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [117] Ausbildungsberufe.
- [120] Bundesministerium für Wirtschaft und Energie (BMWi)
- [121] Bundesministerium für Bildung und Forschung (BMBF)
- [124] Berufsbildungsgesetz (BBiG)
- [125] Bundesministerium für Wirtschaft und Energie (BMWi).
- [127] Der ‚Bund-Länder-Koordinierungsausschuss Ausbildungsordnungen/Rahmenlehrpläne‘ (KoA).
- [42] Ministry of Economic Affairs and Communications.
- [44] <https://oska.kutsekoda.ee/en/oska-sectors/>
- [45] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [46] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [47] Kutsekoda: State register of occupational qualifications: <http://www.kutsekoda.ee/kutsereregister>
- [24] <https://beta.oph.fi/fi/tilastot-ja-julkaisut/julkaisut/osaaminen-2035>
- [25] It means that VET providers can decide within the limits of the licence received from Ministry of Education and Culture what qualifications and training programmes to offer.
- [26] This section is based on Cedefop's Skills Panorama (2017). Skills anticipation in Finland. Analytical highlights series. http://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-finland
- [27] A reduction in the number of employees, which is achieved by not replacing those who leave.
- [28] Growth in competences for Finland: proposed objectives for degrees and qualifications for the 2020s (Suomi osaamisen kasvu-uralle. Ehdotus tutkintotavoitteista 2020-luvulle). <http://julkaisut.valtioneuvosto.fi/handle/10024/75163>
- [29] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [30] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [31] <http://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet>
- [32] Teachers, guidance and counselling staff and assessors of competence.
- [34] Uredba o praćenju, analizi i predviđanju potreba tržišta rada za pojedinim zvanjima, te izradi i uzimanju u obzir preporuka za obrazovnu upisnu politiku [Government decree on the monitoring, analyses and prediction of labour market needs and the development of an educational enrolment policy]; Official Gazette No 93/2010.
- [35] Public employment service.
- [36] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021.
- [37] Strategy of regional development, Industrial strategy, Smart specialisations strategy, Innovation strategy and Strategy of science, education and technology.
- [38] <http://hko.poslovna.hr/>
- [39] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>

[forecast](#)

- [40] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021..
- [41] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.
- [29] <https://www.oecd.org/education/implementing-policies/collapsecontents/Menntastefna-2030-Sk%C3%BDrsla-OECD-um-innlei%C3%B0ingu-Menntastefn.pdf>
- [30] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [31] Information for Iceland is not available.
- [32] https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adskr_frsk_ens_2012.pdf
- [32] <http://www.unioncamere.gov.it/>
- [33] Information and data collected through the surveys is organised on the basis of the 2011 Classification of occupations and the Classification of economic activities (ATECO).
- [34] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [35] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [37] The Atlas of work and qualifications (work atlas) is a classification and information tool created on the basis of the descriptors of the Classification of economic and professional sectors, also pursuant to Art. 8 of Legislative Decree 13/2013 and Art. 3, para. 5 of the Inter-Ministerial Decree of 30 June 2015 and an integral part of the information systems pursuant to Arts. 13 and 15 of Legislative Decree 150/2015.
- [38] Vocational schools (Istituti professionali).
- [39] Repertorio nazionale delle qualifiche.
- [40] Istituti tecnici e istituti professionali.
- [41] Profilo Educativo culturale e professionale P.E.Cu.P.
- [42] Decreto del Presidente della Repubblica, 15 marzo 2010, No 88 and Decreto del Presidente della Repubblica 31 luglio 2017, No 134.
- [43] Decreto Legislativo, 13 aprile 2017, No 61:
<https://www.gazzettaufficiale.it/eli/id/2017/05/16/17G00069/sg>
- [44] Istruzione e formazione tecnica superiore.
- [45] Istituti di Istruzione Tecnica superiore. More information available at:
<http://www.sistemait.it/istituti-tecnici-superiori-its.php>
- [48] This survey is conducted in collaboration with the Luxembourg Bankers' Association, the Luxembourg Confederation of Commerce, the Chamber of Commerce, the Public employment services (Adem) and the education ministry, with support from the European Union (EURES).
- [50] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe
- [51] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [52] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [57] Based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.

- [27] Ekonomikas ministrija.
- [28] Nodarbinātības valsts aģentūra (NVA).
- [29] Darba tirgus prognozēšanas konsultatīvā padome.
- [31] <https://cvvp.nva.gov.lv/#/pub/pakalpojumi/prognozes/>
- [32] Centrālā statistikas pārvalde (CSB).
- [33] <https://www.cedefop.europa.eu/en/tools/skills-forecast>
- [34] <https://www.cedefop.europa.eu/en/tools/european-skills-index>

CHAPTER 11.

Quality assurance

The Ministry of Education and Science is responsible for policies and strategies to ensure accessibility and quality of education.

Quality is assured through:

- elaboration of education policy;
- registration and accreditation of education providers;
- licensing and accreditation of education programmes;
- supervising the education process.

The further development of the quality monitoring system is among the priorities of vocational education policy. A principle of accreditation ensures that each programme's content meets required standards of vocational education provided by public (State and local government) and private institutions (42). It also increases the transparency of education provision and fosters recognition of Latvian qualifications abroad.

The State Education Quality Service (43) organises licensing and accreditation of vocational education programmes, and accreditation of vocational education providers and examination centres (44) of State, local government and private entities. A licence is a permission to implement a particular programme that meets all requirements of State vocational education and occupational standards or professional qualification requirements. Providers must ensure proper infrastructure and equipment and, if necessary, obtain an agreement from the relevant professional association. The State Education Quality Service issues a licence for an indefinite period and register the licensed VET programmes in the State Education Information System.

Accreditation is the evaluation of the performance of the relevant education provider and/or the quality of implementation of the education programme. As a result of accreditation, an education provider obtains a right for two to six years to issue a State recognised qualification for a particular programme. During the accreditation process, the quality of the implementation of an education programme is evaluated against criteria aligned to EQAVET. For example, when accrediting vocational education programmes (EQF levels 2-4), the following areas of criteria are assessed:

- content of education – education programmes implemented by institution;
- teaching and learning;
- learners' achievements;
- support to learners;
- environment of institution;
- resources of institution;
- work organisation, management and quality assurance of institution.

All public continuing vocational education programmes (480 hours or more) and professional development programmes (160 hours or more) must be licensed and accredited by the State Education Quality Service. Providers of professional development programmes (159 hours or less) must obtain a licence from local government. Public providers can offer non-formal learning programmes without a licence.

During the licensing or accreditation process, the State Education Quality Service hires external experts and representatives of sectoral NGOs and employers to evaluate programme compliance with State education standards, occupational standards or professional qualification

requirements and other regulations. All experts have specific knowledge of the accreditation process. They have to have special training of 8 hours to get the accreditor's certificate to participate in the accreditation process.

The National Centre for Education (45) ensures/coordinates the development of content for vocational education (except higher education) in compliance with the State vocational education standards, occupational standards and professional qualification requirements. It also ensures development and implementation of uniform content for vocational education State examinations, coordinates development of teaching/learning aids complying with State general and vocational education standards, and coordinates teachers' professional development.

The Higher Education Council (46) is responsible for quality assurance of higher (including professional) education. The council takes decisions on accreditation of higher education institutions in general and submits them to the Ministry of Education and Science for approval.

Since 2012, study fields (including all programmes of the same field) undergo joint quality assurance. From 2015, quality assurance of higher education institutions/colleges and study fields, and licensing of study programmes is organised by Higher Education Quality Agency (47), a department within the Academic Information Centre (48).

The Academic Information Centre develops and complies with the methodologies and procedures for external quality assessment of higher education institutions/colleges and study fields in line with the standards and guidelines developed by the European Association for Quality Assurance in Higher Education (49). The decision on the accreditation of the study field is taken by the study accreditation committee.

The Academic Information Centre maintains the register of study fields, a public portal (50) that includes information on higher education programmes and quality assurance of institutions and study fields.

[41] See Bmbwf. Quality management system for schools. <https://www.qms.at/> [accessed 31.8.2021].

[42] With the Education Reform Act (Federal Law Gazette, I No 138/2017 https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2017_I_138/BGBLA_2017_I_138.pdf; 31.8.2021]), in force since autumn 2017, new regulations regarding quality assurance at schools have been introduced. This act foresees the establishment of a monitoring system which comprises quality management and resource controlling. QIBB is to be merged with SQA, the quality management system of general education schools, and further developed. First results of this extensive reform are to be expected for 2020.

[43] for more information see Bmbwf. Quality management system for schools. <https://www.qms.at/> [accessed 31.8.2021].

[44] see Federal Institute for Quality Assurance in the Austrian School System. <https://www.iqs.gv.at/> [accessed 31.8.2021].

[45] See IBW. <https://ibw.at/> [accessed 31.8.2021].

[36] Decision No 82.592.

[37] It does not apply in the case of preparatory apprenticeship.

[38] The term 'field of study' (κλάδος) is broader than the term 'specialisation' (ειδικότητα), as it includes several specialisations. In these terms the field of study 'mechanical engineering' includes four specialisations: 'mechanical engineering', 'vehicle technology', 'building services engineering', and 'natural gas transmission and distribution'.

[39] Cyprus Agency for Quality Assurance and Accreditation in Higher Education (CYQAA) was

established on the basis of the Quality assurance and accreditation of higher education and the establishment and operation of an agency on related matters law, of 2015, and is responsible is to ensure the quality of higher education in Cyprus and to support, through the procedures provided by the relevant legislation for the continuous improvement and upgrading of higher education institutions and their programmes of study. More information available at: <https://www.dipae.ac.cy/index.php/en/>

- [70] The School Quality model and related criteria for evaluation were designed and developed within the ESF project The National System for the Inspection Evaluation of the Educational System in the Czech Republic (NIQES), implemented 2011-15.
- [130]Berufsprinzip.
- [132]Berufsbildungsgesetz (BBiG): https://www.gesetze-im-internet.de/bbig_2005/
- [133]Handwerksordnung (HWO): <https://www.gesetze-im-internet.de/hwo/BJNR014110953.html>
- [134]In the period from 2011 to 2020, 118 occupations (more than a third of all 324 recognised occupations) were modernised, while 4 occupations have been created.
- [136]Kultusministerkonferenz (KMK).
- [137]Last BIBB transition study in 2011: <https://www.bibb.de/de/9039.php>
- [138]<https://www.test.de/thema/weiterbildungsberatung/>
- [139]<https://www.bibb.de/veroeffentlichungen/en/publication/show/8596>
- [140]Deutsches Institut für Erwachsenenbildung (DIE).
- [141]<https://wbmonitor.bibb.de>
- [142]This section is based on: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf
- [51] Comprising more than 50% self-learning.
- [52] A curriculum group (e.g. media technologies) comprises curricula from related fields (e.g. multimedia; printing technology; and photography).
- [54] <https://www.haridussilm.ee>
- [33] VET provider collects feedback from learners twice: at the beginning of studies and at the end.
- [34] The term used in the legislation.
- [42] Zakon o Nacionalnom centru za vanjsko vrednovanje obrazovanja [National Centre for External Evaluation of Education Act]; Official Gazette No 151/2004.
- [43] Pravilnik o načinu provedbe vanjskog vrednovanja i korištenju rezultata vanjskog vrednovanja školskih ustanova [Regulation on the Means of Implementing External Evaluation and Using the Results of External Evaluation of Education Providers]; Official Gazette No 23/2011.
- [44] Zakon o prosvjetnoj inspekciji [School Inspection Act]; Official Gazette No 61/2011, 16/2012, 98/2019, 52/2021.
- [45] Zakon o stručno-pedagoškom nadzoru [Professional-Pedagogical Monitoring Act]; Official Gazette No 73/1997.
- [46] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.
- [47] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020
- [48] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020
- [49] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette

No 30/2009, 24/2010, 22/2013, 25/2018.

- [50] Agencija za strukovno obrazovanje i obrazovanje odraslih (2011b). Hrvatski okvir za osiguranje kvalitete u strukovnom obrazovanju i osposobljavanju: Priručnik za samovrjednovanje [Croatian framework for quality assurance in VET: manual for self-assessment].
<http://www.asoo.hr/UserDocsImages/Priru%C4%8Dnik%20za%20samovrjednovanje.pdf>
- [51] <http://e-kvaliteta.asoo.hr>
- [33] IDAN (in Icelandic: IÐAN) is a non-profit education and training provider supported by the federation of employees and unions; a provider of continuing education offering diverse in house- and company courses including accredited programs for qualified professionals in the crafts and trades. Companies have also access to career and vocational counselling through skills assessment, analysis of educational needs and planning and implementation of in-house educational pathways. IÐAN has been heavily involved with the implementation of validation of prior learning in Iceland. IÐAN provides assessment of non-Icelandic professional qualifications and work experience. In addition, a provider of various services for the Ministry of Education, Science and Culture and are involved in creating both national and international partnerships, embracing innovation and meeting new challenges to support the labour market. More information available at:
<http://viskaproject.eu/about-us/idan/>
- [46] National Institute for the Evaluation of the Education and Training System / Istituto nazionale per la valutazione del sistema di istruzione e formazione (INVALSI):
<http://www.invalsi.it/invalsi/index.php>
- [47] National Institute for Documentation, Innovation and Educational Research / Istituto nazionale di documentazione, innovazione e ricerca educativa (INDIRE):
<http://www.indire.it/>
- [48] www.inapp.org
- [58] See EQAVET recommendation at [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0708\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0708(01)&from=EN) [accessed 6.3.2017].
- [59] Plan de développement de l'établissement scolaire (PDS).
- [62] Cellule de développement scolaire (CDS).
- [63] Division du développement des établissements scolaires.
- [65] <https://www.developpement-scolaire.lu/>
- [67] Observatoire national de la qualité scolaire.
- [69] Brevet de technicien supérieur.
- [71] Contrat d'établissement pluriannuel entre l'Etat et l'Université du Luxembourg, 2018-21.
- [72] Although there are no agencies registered in Luxembourg three foreign EQAR agencies operate in the country.
- [75] Commission Consultative à l'Éducation des Adultes.
- [76] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe
- [43] Izglītības kvalitātes valsts dienests (IKVD).
- [44] Examination centre is an accredited commercial company or association in arranging professional qualification exams, which does not implement education programmes.
- [45] Valsts izglītības satura centrs (VISC).
- [46] Augstākās izglītības padome.
- [47] Augstākās izglītības kvalitātes aģentūra (AIKA).

[48] Akadēmiskās informācijas centrs (AIC).

[49] ENQA

[50] <https://www.aika.lv/>

CHAPTER 12.

Validation of prior learning

A system for validation of prior learning (EQF levels 2-4) was launched in 2011 after amendments to the Vocational Education Law (51). Accredited education providers and examination centres with a permit from the State Education Quality Service (52) carry out the validation process according to government regulations (53).

The validation procedure includes the following steps:

- submission of application;
- consultation (free of charge) on requirements of relevant occupational standard or professional qualification requirements and the exam procedure;
- professional qualification exam (for a fee);
- certification of professional qualification.

Since 2017, ESF support has been used to compensate the cost of the qualification exam both for the unemployed and employed. After successfully passing the exam, a certificate of a professional qualification (EQF level 2-4) is issued according to government regulations (54). The qualification gives access to labour market.

The validation procedure and criteria for higher education were approved in 2012, following amendments of 2011 to the Law on Higher Education Institutions (55). Knowledge, skills and competences acquired in previous learning may be validated according to learning outcomes of the study course or module (for regulated professions only in a theoretical course or module). Learning outcomes acquired through professional experience may only be recognised in a practical course or module of the study programme (56).

An overview of the development and implementation of the system for validation of non-formal and informal learning outcomes (EQF levels 2-7) is provided in the report *Implementation of validation of non-formal and informal learning outcomes in Latvia* prepared by the Academic Information Centre in 2018.

[47] See https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie_zur_Validierung_nicht-formalen_und_informellen_Lernens.pdf [[accessed 31.8.2021].

[44] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

[28] <https://www.mon.bg/bg/57>

[29] <https://www.mon.bg/bg/59>

[30] <https://www.mon.bg/bg/100053>

[31] <https://www.mon.bg/bg/100305>

[32] National Agency for Vocational Education and Training (NAVET). Annual reports on the activities of NAVET. <https://www.navet.government.bg/bg/dokumenti/dokumenti-na-napool/>

[33] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_BG.pdf

[40] Decision No 82.592.

[41] Council Recommendation 2012/C398/01.

[42] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_CY.pdf

- [71] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [72] Authorised entities are licenced by the so-called awarding bodies, which are organisations of State administration relevant to the given field (ministries or the Czech National Bank). In 2016 there were 1216 authorised entities.
- [73] There are 182 complete vocational qualifications in the NSK.
- [74] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [143] Fachoberschulreife.
- [145] <http://www.bildungsspiegel.de/news/weiterbildung-bildungspolitik/17-valikom-chancen-fuer-menschen-ohne-berufsabschluss>; www.validierungsverfahren.de;
- [146] Gleichwertigkeitsfeststellung.
- [147] <https://www.valikom.de/fachtagung/content/impressionen/>
- [148] <https://www.validierungsverfahren.de/en/home>
- [149] www.ihk-fosa.de
- [150] <https://www.bibb.de/en/68882.php>
- [151] <https://www.anererkennung-in-deutschland.de/html/de/>
- [152] Bundesamt für Migration und Flüchtlinge (BAMF).
- [153] <https://www.anererkennung-in-deutschland.de/html/en/skillsanalysis.php>
- [154] <https://www.anererkennung-in-deutschland.de/html/en/pro/data-reports.php>
- [155] This section is based on: Hippach-Schneider, U.; Huisman, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf
- [60] Elukestva oppe strateegia täiskasvanuharidusprogramm 2019-22 [Lifelong learning strategy adult education programme 2019-22]. <https://www.hm.ee/et/tegevused/arengukavad>
- [61] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [34] In Icelandic: Raunfærnimat.
- [35] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_IS.pdf
- [52] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [82] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [52] Izglītības kvalitātes valsts dienests (IKVD).

CHAPTER 13.

Incentives for learners

National policy priorities include increasing the attractiveness of initial vocational education and reduction of early leaving from education.

The education development guidelines 2014-20 (57) foresee preventive and compensatory actions, including:

- promoting youth involvement in leisure and extracurricular activities that increase interest in practical areas and support skills development;
- providing scholarships for vocational education students;
- conducting a study on reasons for leaving education early;
- implementing initial vocational education programmes in the Youth guarantee initiative framework;
- identifying young NEETs and involving them in education.

Monthly scholarships

Unlike general education students, vocational education students receive monthly scholarships according to government regulations on scholarships (58). Students in public vocational education programmes receive a State scholarship of between EUR 15 and 150 per month depending on performance. Orphans/children without parental care (not in care institutions or foster families) and best performers in studies or school social activities receive a higher scholarship.

Scholarships and tax incentives for students of short programmes

17 to 29-year-old students of short programmes in the youth guarantee initiative may receive ESF part-financed scholarship per month up to EUR 70-115.

Tax incentives for individuals are also available and regulated by the Law on Personal Income Tax (59). The Law was amended to introduce, as of January 2017, a tax exemption for apprenticeship scholarships not exceeding EUR 280 per month.

Reduction of taxable income

Individuals may request the State Revenue Service (60) to reduce their taxable income by the amount of their education (and medical) expenses up to a maximum of EUR 600 per year (increased in 2018), including expenses paid for brothers/sisters/children under 24 years of age (61). The revenue service is also responsible for monitoring the use of tax incentives. Recent statistics, however, do not include all claims, as expenses may be claimed up to three years after they have been incurred.

For taxation purposes 'education' is understood as participation in:

- accredited education programmes (including higher and vocational education);
- EU/European economic area occupational learning;
- skills or qualification development;
- interest education for children under 18 years of age.

Study loans for tertiary education

Tertiary (including professional) education students can apply for two types of study loan to cover tuition fees and costs of living. Loans are offered by selected banks (or other credit

institutions) and are guaranteed by the State (62).

Financial support for apprenticeships

The Employers' Confederation of Latvia started a national level ESF project (2017-23) on vocational education students' involvement in apprenticeship and work placements. Enterprises, vocational schools and students receive financial support for the project.

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- [48] For more information about funding in education, see Eurydice:
https://eacea.ec.europa.eu/national-policies/eurydice/content/funding-education-1_en
[accessed 31.8.2021].
- [49] See <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009531> [accessed 31.8.2021].
- [50] See <https://www.wko.at/service/bildung-lehre/Lehrlinge.html> [accessed 31.8.2021].
- [43] The grant for the academic year 2018/19 ranges from EUR 1 450 to EUR 1 710. The grant is paid once. http://www.moec.gov.cy/ypiresia_foititikis_merimnas/foititiki_chorigia.html
- [156]https://www.bmbf.de/bmbf/de/home/_documents/die-novellierung-des-berufsbildungsgesetzes-bbig.html
- [157] BIBB Datenreport 2021 [VET data report 2021], Chapter A9.1
https://www.bibb.de/datenreport/de/datenreport_2021.php
- [158]https://www.die-duale.de/dieduale/de/home/home_node.html
- [159] Berufsausbildungsbeihilfe BAB: Standard funding support under p. 56 ff. of the German Social Code (SGB III and BAföG). Actual expenditures 2020: EUR 291.2 million.
https://dejure.org/gesetze/SGB_III/58.html ; www.bafoeg.bmbf.de ;
<https://www.arbeitsagentur.de/bildung/ausbildung/berufsausbildungsbeihilfe-bab>
<https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Ausb...> ;
<http://www.bafoeg-aktuell.de/karriere/berufsausbildungsbeihilfe.html>
- [161]<https://www.arbeitsagentur.de/en/training-allowance-disabled-persons>
- [162] Ausbildungsbegleitende Hilfen abH - Standard funding support for dual apprenticeship and introductory training as defined in the German Social Code. (SGB III, 74 to 80).
<https://www.arbeitsagentur.de/bildung/ausbildung/ausbildungsbegleitende-hilfen>
- [163] Actual expenditures 2020: EUR 107.38 million (BMBF, 2021 p 106).
- [164] Berufsvorbereitende Bildungsmaßnahmen – BvB (SGB III, 51). www.arbeitsagentur.de
- [165] Actual spending for 2020: EUR 193,53 million. (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BMBF, p. 108.
- [166] Einstiegsqualifizierung – EQ (SGB III, 54a) <https://www.arbeitsagentur.de>
- [167] Actual spending 2020: € 26,72 million (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021], Bonn: BMBF, p.111.
- [169] Integration measures for refugees (BMWi, update 4.2019)
https://www.bmwi.de/Redaktion/DE/Downloads/C-D/darstellung-der-massnahmen-der-bundesregierung-fuer-die-sprachfoerderung-und-integration-von-fluechtlingen.pdf?__blob=publicationFile&v=6
- [170]www.bamf.de
- [171]<https://handbookgermany.de/en.html>
- [172] Vocational orientation – provision for refugees (BOF)
<https://www.berufsorientierungsprogramm.de/angebote-fuer-zugewanderte/de/berufsorientierung-fuer-fluechtlinge-bof-1955.html>
- [173] Federal ESF integration guideline for asylum seekers and refugees (IvAF)

<https://www.esf.de/portal/DE/Foerderperiode-2014-2020/ESF-Programme/bmas/esf-integrationsrichtlinie-bund.html>

- [174] <http://www.cedefop.europa.eu/en/news-and-press/news/germany-new-act-aid-refugee-integration> and https://www.bundesregierung.de/Content/EN/Artikel/2016/07_en/2016-05-25-integrationsgesetz-beschlossen_en.html;jsessionid=9EF13197E8E4E1732BFC105F9A814042.s1t1
- [175] Make-it-in-Germany portal <https://www.make-it-in-germany.com/en/> and Information portal for the recognition of foreign professional qualifications <https://www.anerkennung-in-deutschland.de/html/en/immigration.php>
- [176] https://www.aufstiegs-bafoeg.de/aufstiegsbafoeg/de/home/home_node.html
- [177] <https://www.bmbf.de/de/das-weiterbildungsstipendium-883.html>
- [178] Bundesministeriums für Bildung und Forschung (BMBF).
- [180] <https://www.bmbf.de/de/das-aufstiegsstipendium-882.html>
- [182] Funding volume in 2020: EUR 29.3 million. BMBF VET report 2021, p. 105.
- [183] <http://www.bildungspraemie.info/>
- [185] KURSNET: <http://kursnet-finden.arbeitsagentur.de/kurs/>
- [186] Several projects on partial qualifications are taking place: DIHK-TQ project website. <https://www.dihk.de/tq-de> ETAPP project's website <https://www.etapp-teilqualifizierung.de/> Website of employer initiative on partial qualification (Bundesweite Initiative zur Fachkräftegewinnung und -entwicklung) <https://www.nachqualifizierung.de/> TQ website of the Federal Employment Agency <https://www.arbeitsagentur.de/bildungstraeger/berufsanschlussfaehige-teilqualifikationen>
- [187] www.arbeitsagentur.de
- [188] <http://kursnet-finden.arbeitsagentur.de/kurs/>
- [189] Legislation promoting further training amended (AWStG) (7.2016) <https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/arbeitslosenversicherungsschutz-weiterbildungsstaerkungsgesetz.html>
- [190] Qualification Opportunities Act (Qualifizierungschancengesetz) (12.2018) <https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/qualifizierungschancengesetz.html>
- [191] <https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/arbeit-von-morgen-gesetz.html>
- [192] BA website on the Future starters programme <https://www.arbeitsagentur.de/karriere-und-weiterbildung/foerderung-berufliche-weiterbildung>
- [62] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.
- [64] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.
- [67] Unemployment Insurance Fund. <https://www.tootukassa.ee/>
- [35] Learners pay taxes from their allowances if they receive income from other source(s).
- [36] In one or multiple periods.
- [37] <https://www.tyollisyysraha.fi/en/adult-education-allowance/>
- [52] Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.
- [53] Pravilnik o načinu organiziranja i izvođenju nastave u strukovnim školama [Regulation on the organisation and implementation of teaching and learning in VET schools]; Official Gazette No 140/2009, 130/2020.
- [53] Endowment consists of a nominal monetary amount that the beneficiary can use on the

services included in a tailored intervention programme drawn up in agreement with public or private operators (training providers) accredited to provide such services. The amount of the endowment varies in proportion to the level of employability of the subject and the services included in the individual programme. The beneficiary is never given the sum allocated directly: the financial relationship is only established between the providing public body and the accredited public or private operator that provides the service. For some services, the operator receives the relevant public refund based on the outcome of the specific activity and not on its simple provision.

- [54] <<https://www.regione.toscana.it/-/industria-4.0-voucher-formativi-per-professionisti-e-imprenditori-al-via-i-due-bandi>>
- [55] This is a specific initiative by Tuscany Region. Maximum amount: EUR 2 500.
<https://por.regione.puglia.it/-/miformoelavoro>
- [56] Amount given varies and depends on different factors (e.g. economic sector).
http://www301.regione.toscana.it/bancadati/atti/Contenuto.xml?id=5123588&nomeFile=Decreto_n.7981_del_29-07-2016-Allegato-A
- [57] The voucher can cover between 50 and 70% of total training cost. It can vary in relation to the class size of the company. The beneficiary must be at least 18 years old.
- [58] Legge 8 marzo 2000, No 53, art. 5 <http://www.parlamento.it/parlam/leggi/00053l.htm> and : XV Rapporto sulla Formazione Continua in Italia: <https://www.isfol.it/primo-piano/pubblicato-il-xv-rapporto-sulla-formazione-continua>
- [60] Valsts ieņēmumu dienests.

CHAPTER 14.

Incentives for enterprises to boost their participation in VET provision

Financial support for apprenticeships

The Employers' Confederation of Latvia started a national level ESF project (2017-23) on vocational education student involvement in apprenticeship and work placements. Enterprises, vocational schools and students receive financial support while part of the project.

The main incentives for companies to provide apprenticeships are:

- opportunity to prepare the employees they need in a timely manner;
- to create a positive image of the company in society;
- to receive financing from the ESF project in this process;
- an opportunity to pay a student motivational apprenticeship scholarship without paying taxes.

The project is a good support tool to provide additional funding for an employer who trains a student. It provides work safety tools, the opportunity to cover student insurance from the project funds, and purchase a mandatory health check; the project has also provided funding to cover travel costs for learner to get to the company where apprenticeship takes place.

[51] See https://www.wko.at/service/bildung-lehre/Gesamtuebersicht_Foerderarten_Lehre.html [accessed 31.8.2021].

[52] See <https://www.initiative-erwachsenenbildung.at/initiative-erwachsenenbildung/was-ist-das/> [accessed 31.8.2021].

[53] See <https://www.bmbwf.gv.at/Themen/schule/schulpraxis/zentralmatura/bm.html> [accessed 31.8.2021].

[46] Dienststelle für Selbstbestimmtes Leben (DSL).

[45] The single-company training programmes in Cyprus provide incentives to employers to design and organise in-company training programmes, implemented by internal or external trainers, to meet the specific needs of the enterprise for the effective utilisation of its personnel. The single-company training programmes abroad provide incentives to employers to participate with their personnel in training programmes abroad to transfer specialised knowledge and skills in areas related to the introduction of innovation, new technology and technical know-how;

[46] The training programmes are implemented by accredited vocational training centres, at accredited vocational training facilities by certified trainers of vocational training. The programmes are subsidised by the Human Resource Development authority (HRDA):

- multi-company training programmes provide continuing training for meeting the training needs of employed and unemployed persons through their participation in training programmes implemented by public or private training institutions and organisations. They cover a broad range of issues in all operations of the enterprise and in all occupations;
- high-priority multi-company training programmes provide continuing training to meet the training needs of employed persons through their participation in training programmes in specific high-priority issues.

Employees from different companies attend these programmes.

- [193]According to BIBB- VET data report 2021 p. 197: in 2007, 24.1% of all companies provided training against 18.5% in 2019/20 – if only considering the companies entitled to provide training, then 54.4% did provide training in 2019/20.
- [194]For further information on this, please consult: Hippach-Schneider, U.; Huisman, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf
- [195]Information on federal government website (English)
<https://www.bundesregierung.de/breg-en/news/ausbildung-corona-1774334>
- [196]www.bmwi.de/Redaktion/DE/Text-sammlungen/Mittelstand/hand-werk.html?cms_artId=243216
- [197]BIBB website on the special programme on digitalisation in ÜBS <https://www.bibb.de/uebs-digitalisierung>
- [199]Website of the Alliance for initial and further training <https://www.aus-und-weiterbildungsallianz.de/AAW/Navigation/DE/Home/home.html>
- [200]JOBSTARTER website <https://www.jobstarter.de/index.html>
- [201]www.bmwi.de/passgenaue-besetzung
- [203]Bundesministerium für Wirtschaft und Energie, BMWi.
- [204]www.arbeitsagentur.de/personalentwicklung
- [205]<https://www.unternehmen-integrieren-fluechtlinge.de/>
- [206]Information on the chambers Welcome Guides (ZDH)
<https://www.zdh.de/fachbereiche/gewerbefoerderung/passgenaue-besetzung-willkommenslotsen/willkommenslotsen/>
- [207]KAUSA training and migration service centres <https://www.bildungsketten.de/de/3135.php>
- [54] Zakon o državnoj potpori za obrazovanje i izobrazbu [Act on State Aid for Education and Training]; Official Gazette No 109/2007, 134/2007, 152/2008, 14/2014.
- [37] In Icelandic: Verkiðn: <http://verkidn.is/>
- [59] See: <https://www.mise.gov.it/index.php/it/incentivi/impresa/credito-d-imposta-formazione>
- [60] The 2019 Italian financial Law has introduced a new measure, Transition plan 4.0, aiming to support enterprises in the transition toward the 4.0 model. In this Law, all the previous government interventions are included (industry 4.0, 2017-18). Law 27 December 2019, No 160. State budget for 2020 (Legge 27 dicembre 2019, No 160. Bilancio dello Stato per il 2020) <https://www.gazzettaufficiale.it/eli/id/2020/12/30/20G00202/sg>
- [85] Vocational aptitude diploma (diplôme d'aptitude professionnelle, DAP).
- [86] Vocational capacity certificate (certificat de capacité professionnelle, CCP).
- [88] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxembourg

CHAPTER 15.

Guidance and counselling

The Education Law (63) stipulates local governments' responsibility for provision of career education for children and the young; students' right to receive career guidance and counselling; and responsibilities of heads of education institutions for ensuring access to career development services. The Vocational Education Law (64) determines the responsibility of the Ministry of Education and Science for introducing guidance and counselling in vocational education.

The present career development support system has been in place since 2006. It was launched by the Ministry of Welfare policy paper on improving career guidance (65). The paper covers all aspects of lifelong guidance including the mechanisms to ensure better cooperation and coordination between key stakeholders at different levels. The development of career education and widening access to individual career services in a lifelong learning context has been one of the policy priorities set by the education development guidelines 2014-20.

In 2007, the national guidance and counselling forum (*Karjeras attīstības atbalsta sistēmas sadarbības padome*) was established. This gathers policy-makers from the relevant ministries, guidance providers, social partners and users. The forum proposes changes at national and local levels, contributing to development of guidance and counselling policy and system. It also cooperates with the Latvian delegation to the European lifelong guidance policy network.

The provision of career education is one of the criteria for assessing quality in general and vocational education schools (66). Vocational education competence centres should provide individual career counselling and support measures for career education to help students acquire career management skills (67).

The State Education Development Agency (VIAA) represents Latvia in the Euroguidance network and supports implementation of career education policy within the education sector.

The agency develops methodological materials for career guidance practitioners working at schools and guidance materials for young people and adults. VIAA also organises seminars for practitioners, since 2012, including a 'career week' in big cities for young people that offers visits to enterprises and meetings with representatives of different occupations; it organises participation of young professionals in international level competitions – EuroSkills and WordSkills – in which Latvian teams have competed successfully since 2010 and 2011 respectively, and, since 2017, has organised SkillsLatvia, the largest national professional skills competition for vocational education learners. The agency also maintains and updates an education opportunities database (68) with information about general, vocational and higher education providers and programmes, as well as about non-formal learning opportunities. VIAA also offers a website (69) with information about the world of work.

According to the Support Law for Unemployed Persons and Persons Seeking Employment (Saeima, 2002), the State Employment Agency's (NVA) functions include ensuring free career advice for the unemployed, job-seekers or other persons and developing career counselling methods and career guidance information.

NVA provides group and individual career consultations. Counselling methods depend on the client's needs. The first meeting in an individual career consultation is devoted to clarifying the aims of the consultation and selecting the most appropriate working method, which may be focused on exploring professional interests, vocational aptitude, or exploring clients' knowledge, skills/competences and values. If need be, psychological support is offered, in the

form of a client resource assessment to show their strengths for a successful future life planning. The NVA web portal www.nva.gov.lv section Career services (70) has information on job searching and career decision making, with descriptions of occupations, education opportunities, and self-assessment tests.

According to the Law on Higher Education Institutions (71), students have a right to receive information on issues regarding their studies and potential careers. Higher education institutions have designated career centres that provide information on education and career opportunities.

In the private and NGO sectors, provision of guidance services is underdeveloped, but there are some promising initiatives. An example is the youth consultation web portal (72) (since 2008), which is considered the largest in Latvia covering career and education issues.

Please also see:

- guidance and outreach Latvia national report (73);
- Cedefop's labour market intelligence toolkit (74).
- Cedefop's inventory of lifelong guidance systems and practices (75)

[54] BMS (Berufsbildende mittlere Schule): school for intermediate vocational education; BHS (Berufsbildende höhere Schule): college for higher vocational education.

[55] <http://www.erwachsenenbildung.at> [accessed 31.8.2021].

[56] Accessible online at the landing page <https://www.karrierekompass.at/> [accessed 31.8.2021].

[58] <https://www.bic.at> [accessed 31.8.2021].

[60] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/guidance-and-outreach-inactive-and-unemployed-austria> [accessed 31.8.2021].

[61] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere> [accessed 31.8.2021].

[62] <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices> [accessed 31.8.2021].

[47] https://cumulus.cedefop.europa.eu/files/vetelib/2018/guidance_outreach_Belgium_Cedefop_

[48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

[49] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

[35] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

[36] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

[48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere/cyprus>

[49] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

[75] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>

[76] www.infoabsolvent.cz

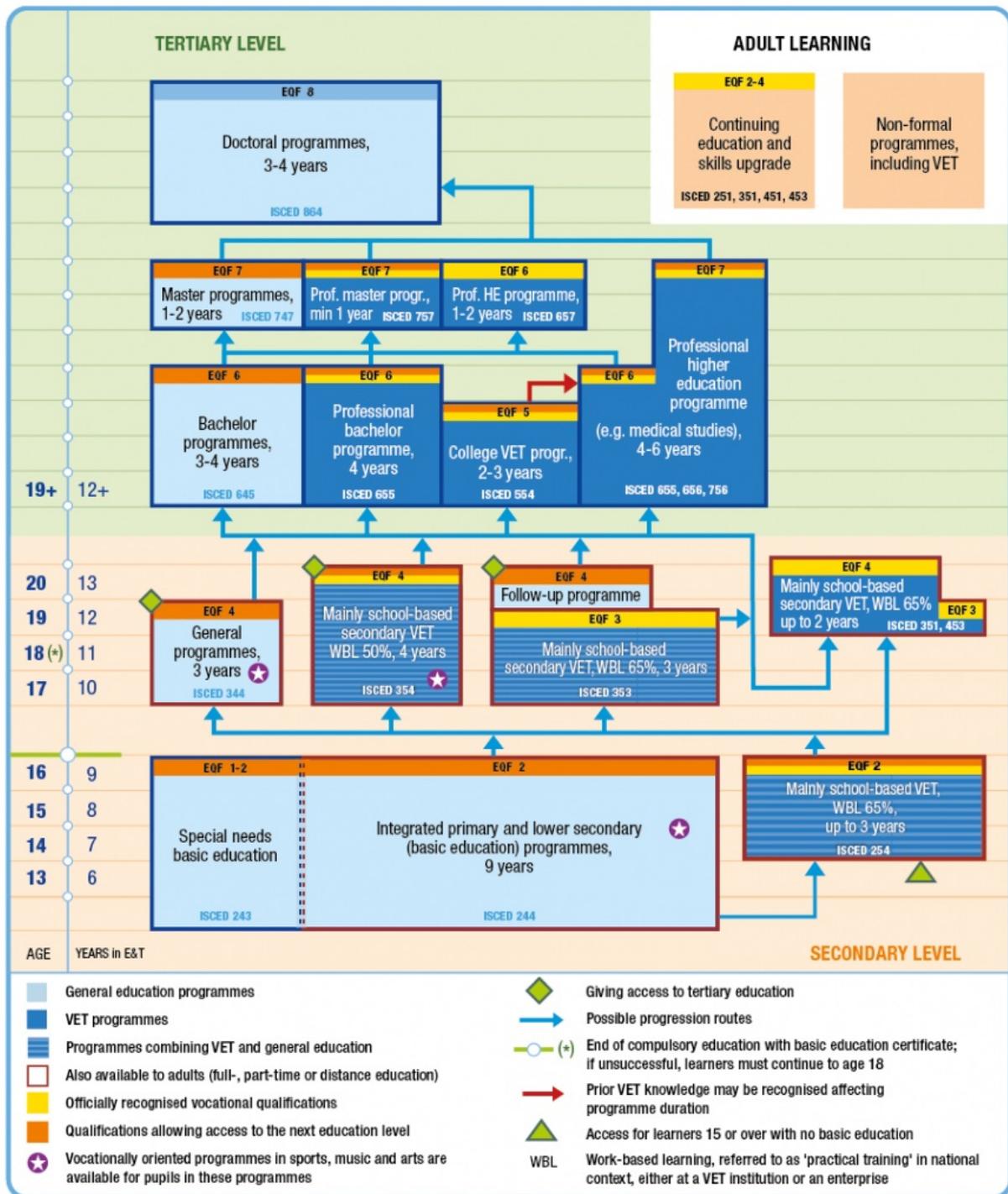
[77] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

- [78] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [209] <https://www.bildungsketten.de/> and <https://www.berufsorientierungsprogramm.de/>
- [210] <https://www.jba-hamburg.de/English-71>
- [211] <https://www.servicestelle-jba.de/wws/9.php#/wms/ueber-uns.php>
- [212] <https://www.berufsorientierungsprogramm.de/angebote-fuer-fluechtlinge/de/english-1993.html>
- [213] <https://www.bmas.de/DE/Themen/Arbeitsmarkt/Modellprogramme/respekt-pilotprogramm.html>
- [214] <https://www.studienabbruch-und-dann.de/>
- [215] <https://www.arbeitsagentur.de/karriere-und-weiterbildung>
- [216] https://www.der-weiterbildungsratgeber.de/weiterbildungsratgeber/de/home/home_node.html
- [217] BIBB. Überaus. <https://www.ueberaus.de/wms/dossier-uebergangsmanagement.php>
- [218] BMBF. Die Transferinitiative [the transfer initiative] <https://www.transferinitiative.de/>
- [219] <https://www.arbeitsagentur.de/karriere-und-weiterbildung> ;
<https://berufenet.arbeitsagentur.de> ; <https://con.arbeitsagentur.de/prod/berufetv/start> ;
<https://kursnet-finden.arbeitsagentur.de> ;
<https://www.arbeitsagentur.de/bildung/ausbildung/azubiwelt>
- [220] <https://www.bibb.de/dienst/abp/de/index.php>
- [221] <https://planet-beruf.de/schuelerinnen>
- [222] <https://abi.de/>
- [223] <https://studienwahl.de/>
- [224] <https://www.bildungserver.de/>
- [225] <https://www.iwwb.de/kurssuche/startseite.html>
- [226] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [227] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-germany>
- [72] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports>
- [73] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [74] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [38] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [39] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [40] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-finland>
- [55] <http://www.cisok.hr>
- [56] www.e-Usmjeravanje.hzz.hr
- [57] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [58] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-germany>

[lifelong-guidance-systems-and-practices](#)

- [38] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [39] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [40] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [64] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [65] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [93] <https://www.beruffer.anelo.lu/>
- [94] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [95] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [96] <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [68] See www.niid.lv [accessed 11.10.2021].
- [69] See www.profesijupasaule.lv [accessed 11.10.2021].
- [70] See Karjeras pakalpojumi: <http://www.nva.gov.lv/karjera> [accessed 11.10.2021.].
- [72] See www.pakse.lv [accessed 11.10.2021].
- [73] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [74] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

Vocational education and training system chart



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Latvia, 2022.

VET Programme Types

EQF 2
Mainly school-based VET, WBL 65%, up to 3 years ISCED 254

Basic vocational education (profesionālā pamatizglītība) programmes leading to EQF level 2, ISCED 254

EQF level	2	ISCED-P 2011 level	254
Usual entry grade	8	Usual completion grade	9
Usual entry age	15+	Usual completion age	16+
Length of a programme (years)	1-3		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓	Is it available for adults?	✓

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance)

- school-based learning
- workshops at school

Main providers

Special education institutions/development centres or vocational education institutions

Share of work-based learning provided by schools and companies

>=65%

Work-based learning type (workshops at schools, in-company training / apprenticeships)

- workshops at schools
- in-company training

Main target groups	The main target groups are learners with intellectual disability and early leavers from compulsory basic education.
Entry requirements for learners (qualification/education level, age)	There are no minimum entry requirements, but learners must be at least 15 years old to enrol.
Assessment of learning outcomes	<p>Learners need to pass a professional qualification examination and qualification practice. The professional qualification examination (76) includes both theoretical and practical parts, designed in line with both occupational and State vocational education standards and organised according to government regulations. Representatives from relevant sectoral organisations participate in the examination process.</p> <p>A learner who fails a qualification examination is entitled to take a second examination in the following academic year, but must covering the costs.</p>
Diplomas/certificates provided	Certificate of basic vocational education (<i>aplēcība par profesionālo pamatizglītību</i>), with professional qualification at EQF level 2.
Examples of qualifications	Construction worker, carpenter's assistant
Progression opportunities for learners after graduation	<p>Graduates can:</p> <ul style="list-style-type: none"> • enter the labour market • progress to secondary level (vocational) education
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✓
Key competences	✓
Application of learning outcomes approach	✓

**Share of learners in
this programme type
compared with the
total number of VET
learners** Information not available

- [76] Cabinet of Ministers (2011c). *Profesionālās kvalifikācijas eksāmenu norises kārtība akreditētās profesionālās izglītības programmās [Procedure of professional qualification examinations in accredited vocational education programmes]*. Regulation No 662 (last amended 18.12.2012, No 918). <http://likumi.lv/doc.php?id=235206>

EQF 3
Mainly School-based secondary VET, WBL 65%, 3 years ISCED 353

Vocational education (arodizglitiba) programmes leading to EQF level 3, ISCED 353

EQF level 3	ISCED-P 2011 level 353
Usual entry grade 10	Usual completion grade 12
Usual entry age 16	Usual completion age 19
Length of a programme (years) 3	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✗
Is it offered free of charge? ✓	Is it available for adults? ✓

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance)

Vocational education programmes are mainly school-based, with practical learning periods at schools or enterprises. Since 2015, vocational education can also take the form of an apprenticeship-type scheme (nationally called 'work-based learning') with flexible curricula taking place alternately at school and enterprise.

The learning form of this programme type is contact studies which can also be implemented as an apprenticeship-type scheme.

Main providers Vocational schools

Share of work-based learning provided by schools and companies >=65%

Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> workshops at school in-company training
Main target groups	The main target group is young people after completion of basic education.
Entry requirements for learners (qualification/education level, age)	Entry requirements are 15 years and basic education.
Assessment of learning outcomes	<p>Learners need to pass a professional qualification examination and qualification practice. The professional qualification examination (77) includes both theoretical and practical parts, designed in line with both occupational and State vocational education standards and organised according to the government regulations. Representatives from relevant sectoral organisations participate in the examination process.</p> <p>A learner who fails a qualification examination is entitled to take a second examination in the following academic year but must cover the costs.</p>
Diplomas/certificates provided	Certificate of vocational education (<i>atestāts par arodizglītību</i>) with professional qualification at EQF level 3
Examples of qualifications	Cook's assistant, carpenter, gardener
Progression opportunities for learners after graduation	<p>Graduates can:</p> <ul style="list-style-type: none"> enter vocational secondary education; enter the labour market. <p>For admission to higher education, a 1-year intermediate general secondary education 'bridge programme' must be followed.</p>
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	<p>✓</p> <p>The share of theory is 60%.</p>

Key competences ✓

Application of learning outcomes approach ✓

The content of these education programmes, which are elaborated by providers, is defined by the State vocational education standards (78) and occupational standards (79) (80) and is based on learning outcomes.

Share of learners in this programme type compared with the total number of VET learners Information not available

- [77] Cabinet of Ministers (2011c). *Profesionālās kvalifikācijas eksāmenu norises kārtība akreditētās profesionālās izglītības programmās* [Procedure of professional qualification examinations in accredited vocational education programmes]. Regulation No 662 (last amended 18.12.2012, No 918). <http://likumi.lv/doc.php?id=235206>
- [78] Cabinet of Ministers (2020). *Noteikumi par valsts profesionālās vidējās izglītības standartu un valsts arodizglītības standartu* [Regulations on the State vocational secondary education standard and the State vocational education standard]. Regulation No 332 2.6.2020. <https://likumi.lv/ta/id/315146-noteikumi-par-valsts-profesionalas-videjas-izglitibas-standartu-un-valsts-arodizglitibas-standartu>
- [79] Since 2016, in parallel to the occupational standards, Cabinet Regulations stipulate qualifications requirements and sectoral qualifications framework (SQF) descriptions. In further text, the term 'occupational standards' includes all the mentioned documents.
- [80] Cabinet of Ministers (2016). *Profesijas standarta, profesionālās kvalifikācijas prasību (ja profesijai neapstiprina profesijas standartu) un nozares kvalifikāciju struktūras izstrādes kārtība* [Procedure for the development of occupational standard, professional qualification requirements (if occupational standard is not approved for an occupation) and sectoral qualifications framework]. Regulation No 633. <http://likumi.lv/doc.php?id=285032>

EQF 4
Mainly
school-based secondary
VET
WBL 50%,
4 years
ISCED 354

Vocational secondary education (profesionālā vidējā izglītība) programmes leading to EQF level 4, ISCED 354

EQF level	4	ISCED-P 2011 level	354
Usual entry grade	10	Usual completion grade	12+
Usual entry age	16	Usual completion age	20
Length of a programme (years)	4		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓	Is it available for adults?	✓

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance) Vocational education programmes are mainly school-based, with practical learning periods at schools or enterprises. Since 2015, vocational education can also take the form of an apprenticeship-type scheme (nationally called 'work-based learning') with flexible curricula taking place alternately at school and enterprise.

Main providers The main providers are vocational schools and some colleges.

Share of work-based learning provided by schools and companies >=50%

Work-based learning type (workshops at schools, in-company training / apprenticeships)

- workshops at schools
- in-company training

Main target groups	The main target group is young people after completing basic education.
Entry requirements for learners (qualification/education level, age)	Entry requirements are basic education.
Assessment of learning outcomes	<p>To complete a vocational education programme, learners need to pass a final professional qualification examination and qualification practice. The professional qualification examination (81) includes both theoretical and practical parts, designed in line with both occupational and State vocational education standards and organised according to government regulations. Representatives from relevant sectoral organisations participate in the examination process.</p> <p>Vocational secondary education students must also take State centralised exams in the following general study subjects: Latvian, mathematics, foreign language and one subject selected by the student.</p> <p>A learner who fails a qualification examination is entitled to take a second examination in the following academic year but must cover the costs.</p>
Diplomas/certificates provided	<p>Vocational secondary education programmes lead to a diploma of vocational secondary education (<i>diploms par profesionālo vidējo izglītību</i>) with professional qualification at EQF level 4.</p> <p>The State centralised exams in four general subjects provide students with a certificate of general secondary education (<i>vispārējās vidējās izglītības sertifikāts</i>) and the right to enter higher education.</p>
Examples of qualifications	Car mechanic, electronic technician, mechanical engineering technician
Progression opportunities for learners after graduation	<p>Graduates can:</p> <ul style="list-style-type: none"> • enter the labour market • continue in higher education after passing the State centralised exams in general study subjects
Destination of graduates	Information not available
Awards through validation of prior learning	✗

General education subjects ✓	The share of theory is 60%.
Key competences ✓	Key competences are acquired according to the State education standard.
Application of learning outcomes approach ✓	The content of these programmes, which are elaborated by providers, is defined by the State vocational education standards (82), occupational standards (83), and is based on learning outcomes.
Share of learners in this programme type compared with the total number of VET learners	Information not available

- [81] Cabinet of Ministers (2011c). *Profesionālās kvalifikācijas eksāmenu norises kārtība akreditētās profesionālās izglītības programmās [Procedure of professional qualification examinations in accredited vocational education programmes]*. Regulation No 662 (last amended 18.12.2012, No 918). <http://likumi.lv/doc.php?id=235206>
- [82] Cabinet of Ministers (2020). *Noteikumi par valsts profesionālās vidējās izglītības standartu un valsts arodizglītības standartu [Regulations on the State vocational secondary education standard and the State vocational education standard]*. Regulation No 332 2.6.2020. <https://likumi.lv/ta/id/315146-noteikumi-par-valsts-profesionalas-videjas-izglitibas-standartu-un-valsts-arodizglitibas-standartu>
- [83] Cabinet of Ministers (2016). *Profesijas standarta, profesionālās kvalifikācijas prasību (ja profesijai neapstiprina profesijas standartu) un nozares kvalifikāciju struktūras izstrādes kārtība [Procedure for the development of occupational standard, professional qualification requirements (if occupational standard is not approved for an occupation) and sectoral qualifications framework]*. Regulation No 633. <http://likumi.lv/doc.php?id=285032>

EQF 3

Mainly
school-based VET,
WBL 65%
up to 2 years
ISCED 351,453

1-year vocational education (viengadīgā arodizglītība) programmes leading to EQF level 3, ISCED 351 or 453

EQF level 3	ISCED-P 2011 level 351 or 453
Usual entry grade 10+	Usual completion grade 11+
Usual entry age 17+	Usual completion age 18+
Length of a programme (years) 1	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✗
Is it offered free of charge? ✓	Is it available for adults? ✓

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance)

Vocational education programmes are mainly school-based, with practical learning periods at schools or enterprises. Since 2015, vocational education can also take the form of an apprenticeship-type scheme (nationally called 'work-based learning') with flexible curricula taking place alternately at school and enterprise.

At the end of the learning process there is at least 560 hours of qualification practice, followed by a final qualification examination.

The learning form of this programme type is mainly contact studies which can also be implemented as an apprenticeship-type scheme; however, some programmes are offered in part-time form.

Main providers The main providers are vocational schools.

Share of work-based learning provided by schools and companies >=65%

Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> workshops at schools in-company training
Main target groups	The main target group is young people. Since 2014/15, these programmes have been offered to 17 to 29-year-olds with basic or secondary education in the Youth guarantee initiative using ESF support.
Entry requirements for learners (qualification/education level, age)	Entry requirements are age 17 and basic education (for programmes of ISCED 351) or secondary education (for programmes of ISCED 453 (84)).
Assessment of learning outcomes	<p>At the end of the programme learners must pass a final professional qualification examination.</p> <p>If a learner fails a qualification examination, they are entitled to take a second examination in the following academic year but must cover the costs.</p>
Diplomas/certificates provided	Certificate of professional qualification (<i>profesionālās kvalifikācijas apliecība</i>) (EQF level 3)
Examples of qualifications	Carer, carpenter, gardener
Progression opportunities for learners after graduation	Graduates can enter the labour market
Destination of graduates	Information not available
Awards through validation of prior learning	<p>✓</p> <p>It is possible to acquire a certificate of professional qualification (EQF level 3) through validation of prior learning.</p>
General education subjects	✗
Key competences	✗

Application of learning outcomes approach ✓

The content of these programmes, which are elaborated by providers, is defined by the State vocational education standards (85), occupational standards (86), and is based on learning outcomes.

Share of learners in this programme type compared with the total number of VET learners

Information not available

- [84] In Latvia, post-secondary education programmes, in contrast to what their name suggests, belong to secondary education level.
- [85] Cabinet of Ministers (2020). Noteikumi par valsts profesionālās vidējās izglītības standartu un valsts arodizglītības standartu [*Regulations on the State vocational secondary education standard and the State vocational education standard*]. Regulation No 332 2.6.2020 <https://likumi.lv/ta/id/315146-noteikumi-par-valsts-profesionalas-videjas-izglitibas-standartu-un-valsts-arodizglitibas-standartu>
- [86] Cabinet of Ministers (2016). Profesijas standarta, profesionālās kvalifikācijas prasību (ja profesijai neapstiprina profesijas standartu) un nozares kvalifikāciju struktūras izstrādes kārtība [*Procedure for the development of occupational standard, professional qualification requirements (if occupational standard is not approved for an occupation) and sectoral qualifications framework*]. Regulation No 633 <http://likumi.lv/doc.php?id=285032>

EQF 4

Mainly
school-based VET,
WBL 65%
up to 2 years
ISCED 351, 453

1.5 to 3-year vocational secondary education after general secondary education (profesionālā vidējā izglītība pēc vispārējās vidējās izglītības) programmes leading to EQF level 4, ISCED 453

EQF level 4		ISCED-P 2011 level 453
Usual entry grade 12		Usual completion grade 12+
Usual entry age 19		Usual completion age 20+
Length of a programme (years) 1.5-3		
Is it part of compulsory education and training? ✗		Is it part of formal education and training system? ✓
Is it initial VET? ✓		Is it continuing VET? ✗
Is it offered free of charge? ✓ Since 2014/15, these programmes have been offered in the Youth guarantee initiative using ESF support.		Is it available for adults? ✓

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance)	<p>Vocational education programmes are mainly school-based, with practical learning periods at schools or enterprises. Since 2015, vocational education can also take the form of an apprenticeship-type scheme (nationally called 'work-based learning') with flexible curricula taking place alternately at school and enterprise.</p> <p>At the end of the learning process there is at least 560 hours of qualification practice, which is followed by a qualification examination.</p> <p>The learning form of this programme type is mainly contact studies which can be implemented also as an apprenticeship-type scheme. However, several programmes are offered in part-time or distance learning form.</p>
Main providers	The main providers are vocational schools.
Share of work-based learning provided by schools and companies	>=50%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • workshops at schools • in-company training
Main target groups	The main target group is young people. Since 2014/15, programmes mainly of one and a half years have been offered to 17 to 29-year-olds with secondary education in the Youth guarantee initiative using ESF support.
Entry requirements for learners (qualification/education level, age)	Entry requirement is secondary education
Assessment of learning outcomes	<p>Learners need to pass a final professional qualification examination.</p> <p>If a learner fails a qualification examination, they are entitled to take a second examination in the following academic year but must cover the costs.</p>
Diplomas/certificates provided	Short vocational secondary education programmes (ISCED-P 453) lead to a diploma of vocational secondary education (<i>diploms par profesionālo vidējo izglītību</i>) with professional qualification at EQF level 4.
Examples of qualifications	Car mechanic, book-keeper, dental technician

Progression opportunities for learners after graduation	Graduates can enter the labour market
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✗
Key competences	Information not available
Application of learning outcomes approach	✓ The content of these programmes, which are elaborated by providers, is defined by the State vocational education standards (87), occupational standards (88), and is based on learning outcomes.
Share of learners in this programme type compared with the total number of VET learners	Information not available

[87] Cabinet of Ministers (2020). *Noteikumi par valsts profesionālās vidējās izglītības standartu un valsts arodizglītības standartu* [Regulations on the State vocational secondary education standard and the State vocational education standard]. Regulation No 332 2.6.2021 <https://likumi.lv/ta/id/315146-noteikumi-par-valsts-profesionalas-videjas-izglitibas-standartu-un-valsts-arodizglitibas-standartu>

[88] Cabinet of Ministers (2016). *Profesijas standarta, profesionālās kvalifikācijas prasību (ja profesijai neapstiprina profesijas standartu) un nozares kvalifikāciju struktūras izstrādes kārtība* [Procedure for the development of occupational standard, professional qualification requirements (if occupational standard is not approved for an occupation) and sectoral qualifications framework]. Regulation No 633. <http://likumi.lv/doc.php?id=285032>

EQF 5

College VET
programme

2-3 years

ISCED 554

First level higher professional education (college education) (pirmā līmeņa profesionālā augstākā izglītība (koledžas izglītība)) programme leading to EQF level 5, ISCED 554

EQF level	5	ISCED-P 2011 level	554
Usual entry grade	12+	Usual completion grade	12+
Usual entry age	19+	Usual completion age	21+
Length of a programme (years)	2 to 3		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓	Is it available for adults?	✓
	A certain number of study places in many programmes are financed by the State.		

ECVET or other credits 120-180 ECTS credit points.

Since 2004, Latvia has had a well-established national credit point system. One Latvian credit point corresponds to the workload of 1 week's full-time studies (40 points per academic year). Recalculating in ECTS credits, the amount of Latvian credit points has to be multiplied by 1.5.

Learning forms (e.g. dual, part-time, distance)

Higher education institutions, including colleges (*koledža*) provide full-time, part-time and distance studies at all levels.

Main providers	<ul style="list-style-type: none"> • Higher education institutions (including universities, university colleges, academies, institutes) • Colleges
Share of work-based learning provided by schools and companies	30%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school • in-company practice
Main target groups	Programmes are available for young people and also for adults.
Entry requirements for learners (qualification/education level, age)	Entry requirement is secondary education.
Assessment of learning outcomes	<p>Learners need to pass a final qualification examination which also includes defence of a qualification paper.</p> <p>If a learner fails a qualification examination, they are entitled to take a second examination in the following academic year but must cover the costs.</p>
Diplomas/certificates provided	First level professional higher education diploma (<i>pirmā līmeņa profesionālās augstākās izglītības diploms</i>) at EQF level 5.
Examples of qualifications	Accountant, insurance specialist, fitness trainer.
Progression opportunities for learners after graduation	<ul style="list-style-type: none"> • labour market • professional higher education studies (graduates may have shorter duration of further studies at EQF level 6 if they continue in the same field)
Destination of graduates	Information not available
Awards through validation of prior learning	<p>✓</p> <p>Learning outcomes are validated based on knowledge, skills, and competences acquired in previous learning or professional experience, as well as learning outcomes achieved in previous learning, with the expected learning outcomes in the respective college study programme by awarding the respective amount of credits.</p>

General education subjects ✓

general education subjects take up at least 17% of the curriculum.

Key competences ✓

The compulsory content includes a module for the development of professional competences in entrepreneurship.

Application of learning outcomes approach ✓

Share of learners in this programme type compared with the total number of VET learners Information not available

EQF 6
Professional bachelor programme, 4 years ISCED 655

Professional bachelor (profesionālais bakalaurs) programme leading to EQF level 6, ISCED 655

EQF level	6	ISCED-P 2011 level	655
Usual entry grade	12+	Usual completion grade	12+
Usual entry age	19+	Usual completion age	23+
Length of a programme (years)	Minimum 4		
Is it part of compulsory education and training?	✗		
Is it initial VET?	✓		
Is it offered free of charge?	✓ A certain number of study places in many programmes are financed by the State.		Is it available for adults? ✓

ECVET or other credits At least 240 ECTS credit points.

Since 2004, Latvia has had a well-established national credit point system. One Latvian credit point corresponds to the workload of 1 week's full-time studies (40 points per academic year). Recalculating in ECTS credits, the amount of Latvian credit points has to be multiplied by 1.5.

Learning forms (e.g. dual, part-time, distance) Higher education institutions provide full-time, part-time and distance studies at all levels.

Main providers Higher education institutions (including universities, university colleges, academies, institutes)

Share of work-based learning provided by schools and companies	>=12.5%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at higher education institution • in-company practice
Main target groups	Programmes are available for young people and also for adults.
Entry requirements for learners (qualification/education level, age)	Entry requirement is secondary education.
Assessment of learning outcomes	Learners need to pass a State examination and defend a final thesis. Study programmes are learning-outcomes based.
Diplomas/certificates provided	Professional Bachelor's diploma (<i>profesionālā bakalaura diploms</i>)
Examples of qualifications	Lawyer, social worker, civil engineer.
Progression opportunities for learners after graduation	<ul style="list-style-type: none"> • labour market • second level professional higher education studies • master studies
Destination of graduates	Information not available
Awards through validation of prior learning	<p>✓</p> <p>Learning outcomes are validated based on the knowledge, skills, and competences acquired in previous learning or professional experience, as well as learning outcomes achieved in previous learning, with the learning outcomes to be achieved in the respective study programme of the higher education institution by awarding the respective amount of credits.</p>
General education subjects	<p>✓</p> <p>general education subjects take up 17% of the curriculum</p>

Key competences ✓

Compulsory content includes humanitarian and social sciences study courses, including courses that develop social, communicative and organisational skills, as well as information technology courses. The study courses must include a module for the development of professional competence in entrepreneurship.

Application of learning outcomes approach ✓

Share of learners in this programme type compared with the total number of VET learners Information not available

EQF 6 or 7
Professional higher education programme (e.g. medical studies), 4-6 years ISCED 655, 656, 756

Second level higher professional education programme after secondary education (otrā līmeņa profesionālās augstākās izglītības programmas pēc vidējās izglītības) leading to EQF level 6 or 7, ISCED 655, 656 or 756

EQF level	6 or 7	ISCED-P 2011 level	655, 656 or 756
Usual entry grade	12+	Usual completion grade	12+
Usual entry age	23-25+	Usual completion age	27+
Length of a programme (years)	4 for ISCED 655, more than 4 for ISCED 656, 5 minimum for ISCED 756		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓ A certain number of study places in many programmes are financed by the State.	Is it available for adults?	✓

ECVET or other credits 240-360 ECTS credit points.

Since 2004, Latvia has had a well-established national credit point system. One Latvian credit point corresponds to the workload of 1 week's full-time studies (40 points per academic year). Recalculating in ECTS credits, the amount of Latvian credit points has to be multiplied by 1.5.

Learning forms (e.g. dual, part-time, distance)	Higher education institutions provide full-time, part-time and distance studies at all levels.
Main providers	Higher education institutions (including universities, university colleges, academies, institutes)
Share of work-based learning provided by schools and companies	>=12.5%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at higher education institution • in-company practice
Main target groups	Programmes are available for young people and also for adults.
Entry requirements for learners (qualification/education level, age)	<p>Entry requirement is secondary education for ISCED 655, 656 and 756.</p> <p>Entry requirement can be first level professional higher education (college programme) for ISCED 655.</p>
Assessment of learning outcomes	Learners need to pass a State examination and defend a final thesis. Study programmes are based on learning outcomes.
Diplomas/certificates provided	Professional higher education diploma, diploma of higher professional qualification (<i>profesionālās augstākās izglītības diploms, augstākās profesionālās kvalifikācijas diploms</i>) (at least four years of full-time studies for EQF level 6 and at least five years of full time studies for EQF level 7)
Examples of qualifications	Cardiac surgeon, dietitian, occupational health physician
Progression opportunities for learners after graduation	<ul style="list-style-type: none"> • labour market • master programmes for ISCED 655 and 656 • doctoral programmes for ISCED 756
Destination of graduates	Information not available

Awards through validation of prior learning ✓

Learning outcomes are validated based on the knowledge, skills, and competences acquired in previous learning or professional experience, as well as learning outcomes achieved in previous learning, with the learning outcomes to be achieved in the respective study programme of the higher education institution by awarding the respective amount of credits.

General education subjects ✓

General education subjects take up 12.5% of the curriculum

Key competences ✓

Compulsory content includes humanitarian and social sciences study courses, including courses that develop social, communicative and organisational skills, as well as information technology courses. The study courses must include a module for the development of professional competence in entrepreneurship (if it was not acquired in lower level study courses).

Application of learning outcomes approach ✓

Share of learners in this programme type compared with the total number of VET learners

Information not available

EQF 6

Professional

Higher education
programme,

1-2 years

ISCED 657

Second level higher professional education programme after bachelor level studies (otrā līmeņa profesionālā augstākās izglītības programma pēc bakalaura līmeņa studijām) leading to EQF level 6 ISCED 657

EQF level 6	ISCED-P 2011 level 657
Usual entry grade 12+	Usual completion grade 12+
Usual entry age 23+	Usual completion age 24+
Length of a programme (years) 1 to 2	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✗
Is it offered free of charge? ✓ A certain number of study places in many programmes are financed by the State.	Is it available for adults? ✓

ECVET or other credits 60-120 ECTS credit points.

Since 2004, Latvia has had a well-established national credit point system. One Latvian credit point corresponds to the workload of 1 week's full-time studies (40 points per academic year). Recalculating in ECTS credits, the amount of Latvian credit points has to be multiplied by 1.5.

Learning forms (e.g. dual, part-time, distance)	Higher education institutions provide full-time, part-time and distance studies at all levels.
Main providers	Higher education institutions (including universities, university colleges, academies, institutes).
Share of work-based learning provided by schools and companies	=50%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at higher education institution • in-company practice
Main target groups	Programmes are available for young people and also for adults.
Entry requirements for learners (qualification/education level, age)	Entry requirement is a bachelor degree or professional bachelor degree, second level higher professional education (after secondary education)
Assessment of learning outcomes	Learners need to pass a State examination and defend a final thesis. Study programmes are based on learning outcomes.
Diplomas/certificates provided	Professional higher education diploma, diploma of higher professional qualification (<i>profesionālās augstākās izglītības diploms, augstākās profesionālās kvalifikācijas diploms</i>)
Examples of qualifications	Fire safety and civil protection engineer, translator, lawyer
Progression opportunities for learners after graduation	Graduates can enter the labour market
Destination of graduates	Information not available

Awards through validation of prior learning ✓

Learning outcomes are validated based on the knowledge, skills, and competences acquired in previous learning or professional experience, as well as learning outcomes achieved in previous learning, with the learning outcomes to be achieved in the respective study programme of the higher education institution by awarding the respective amount of credits.

General education subjects ✗

Key competences ✓

Compulsory content includes humanitarian and social sciences study courses, including courses that develop social, communicative and organisational skills, as well as information technology courses. The study courses must include a module for the development of professional competence in entrepreneurship (if it was not acquired in lower level study courses).

Application of learning outcomes approach ✓

Share of learners in this programme type compared with the total number of VET learners

Information not available

EQF 7

Professional master
programme
min 1 year
ISCED 757

Professional master (profesionālais maģistrs) programme leading to EQF level 7, ISCED 757

EQF level	7	ISCED-P 2011 level	757
Usual entry grade	12+	Usual completion grade	12+
Usual entry age	22+	Usual completion age	23+
Length of a programme (years)	Minimum 1		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓ A certain number of study places in many programmes are financed by the State.	Is it available for adults?	✓

ECVET or other credits 60 to 120 ECTS, depending on the previous education and field.

Since 2004, Latvia has had a well-established national credit point system. One Latvian credit point corresponds to the workload of 1 week's full-time studies (40 points per academic year). Recalculating in ECTS credits, the amount of Latvian credit points has to be multiplied by 1.5.

Learning forms (e.g. dual, part-time, distance) Higher education institutions provide full-time, part-time and distance studies at all levels.

Main providers Higher education institutions (including universities, university colleges, academies, institutes)

Share of work-based learning provided by schools and companies	65%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at higher education institution • in-company practice
Main target groups	Programmes are available for young people and also for adults.
Entry requirements for learners (qualification/education level, age)	Entry requirement is a bachelor's degree or professional bachelor's degree, second level higher professional education (after secondary education)
Assessment of learning outcomes	Learners need to pass a State examination and defend a final thesis. Study programmes are based on learning outcomes.
Diplomas/certificates provided	Professional master's diploma (<i>profesionālā maģistra diploms</i>)
Examples of qualifications	Economist, electrical engineer, quality manager
Progression opportunities for learners after graduation	<p>Graduates can enter:</p> <ul style="list-style-type: none"> • labour market • doctoral studies
Destination of graduates	Information not available
Awards through validation of prior learning	<p>✓</p> <p>Learning outcomes are validated based on the knowledge, skills, and competences acquired in previous learning or professional experience, as well as learning outcomes achieved in previous learning, with the learning outcomes to be achieved in the respective study programme of the higher education institution by awarding the respective amount of credits.</p>
General education subjects	✗

Key competences ✓

Compulsory content must include study courses which develop professional competences in entrepreneurship (if it was not acquired in lower level study courses).

Application of learning outcomes approach ✓

Share of learners in this programme type compared with the total number of VET learners Information not available

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