SUPPORTING TEACHERS AND TRAINERS FOR SUCCESSFUL REFORMS AND QUALITY OF VET

LATVIA

Mapping their professional development in the EU
Please cite this publication as:

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This thematic perspective was prepared based on data/information from 2015.
The opinions expressed here do not necessarily reflect those of Cedefop.
Thematic perspectives are co-financed by the European Union and ReferNet national partners.

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1. Introduction

In the Latvian vocational education system, vocational education teachers are both teachers and trainers, who implement a range of education programmes: vocational basic education; vocational secondary education; and professional development and continuing vocational education.

Vocational education in Latvia, as defined by the Education Law (Saeima, 1998) is practical and theoretical preparation for work in a particular occupation, for the acquisition of professional qualification, and for the development of professional competence.

A teacher in Latvia is defined by the Education Law (Saeima, 1998) as an individual who has the relevant education and professional qualification laid down in the Law and who participates in the implementation of an education programme at an education institution or in certified private practice.

During last five years, large reforms have been implemented in the Latvian vocational education system. The reforms focusing on raising attractiveness and quality of vocational education, strengthening cooperation with the social partners and optimising the vocational education institutions network have had direct impact on teachers and their work, for instance, one of the changes is ensuring the development of professional competences of teachers in close cooperation with enterprises as one of the ways to raise quality of vocational education.

Improving continuing education system for teachers was set as one of the directions for action in ‘The national education development guidelines for 2007-13’ (Cabinet of Ministers, 2006), which was implemented through the ESF Operational Programme sub-activity ‘Raising competence of teachers involved in vocational education’ (Cabinet of Ministers, 2009a) where six projects had been implemented.

The Latvian vocational education and its practical component are largely school-based and only a qualification practice – a final practical training period before the qualification is awarded – is required to take place in companies. In 2013, Latvia started to implement apprenticeship type work-based learning (WBL) pilot projects which were welcomed both by employers and students. A WBL approach is now a priority of the Latvian education and employment policy and is a new challenge for vocational education teachers (VET teachers).

Currently there are four categories of teaching professionals in vocational education:

(a) teachers of vocational subjects – provide both theory and practical learning in school workshops and can work in initial and continuing vocational education at basic and secondary education level,

(b) teachers of general subjects,
(c) supervisors of practical placements (from education institutions or enterprises) who accompany students during regular or qualification practice and
(d) tutors – representatives from enterprises who work directly with students during in-company periods of WBL.

The education development guidelines for 2014-20 (Saeima, 2014) include a special action direction addressed to the capacity development of vocational education teachers in the context of learning organisation, modular approach, modernised vocational education programmes and technological development. The implementation of the new content of continuing professional development (CPD) for vocational education teachers, administrators and supervisors of practical placements in companies is stressed especially taking into account the implementation of the WBL approach. Support for the development of professional competences of vocational education teachers and supervisors of practical placements in companies will be ensured in cooperation with enterprises through ESF-funded projects.

2. Teaching professionals in school-based settings

Qualification and/or professional competence requirements for VET teachers are set by the Education Law (Saeima, 1998) and the Vocational Education Law (Saeima, 1999). According the Education Law (Saeima, 1998), to obtain the right to work as a teacher, a person must have pedagogical education or must be in the process of acquiring the pedagogical education.

Regarding vocational education sector, in addition the Vocational Education Law (Saeima, 1999) determines that teachers to have the right to work in vocational education institutions must have appropriate professional education (qualification) and pedagogical education or be a student of a pedagogical programme.

Particular requirements for teachers’ education and qualification are specified by the Cabinet of Ministers (2014b). Until 2014, vocational education teachers had different requirements regarding their education level (i.e. vocational secondary or tertiary) depending on what level of education programme (basic or secondary) they implemented. All teachers had to get tertiary pedagogical education as well. The current legal provisions include the same requirements to vocational subject teachers’ education regardless of the level of implemented programme. The requirements concerning their pedagogical competence were lessened; a pedagogical course (B course – at least 72 hours) provided by tertiary education institutions is mandatory. According to the Cabinet of Ministers ‘Regulations on required teachers’ education and professional qualification and procedure of teachers’ professional competence development’ (Cabinet of Ministers, 2014b), teachers of vocational subjects must have a minimum of either:
(a) tertiary education in a relevant field (e.g. engineering) complemented by a pedagogical course (at least 72 hours);
(b) vocational secondary education level qualification (or a master of crafts certificate) complemented by a pedagogical course (at least 72 hours).

Teachers of general subjects at vocational education institutions must have a minimum of either:
(a) tertiary education in pedagogy/education and a teaching qualification in the subject;
(b) tertiary education in the relevant field of study and either a teaching qualification in the subject (may be in a process of completion) or the pedagogical course (at least 72 hours).

Data on the number of teachers and their qualifications/education levels are collected regularly. Every school year vocational schools submit information on teachers to the Ministry of Education and Science (MoES) and the Central Statistics Bureau of Latvia (CSB) for further analysis. The MoES publishes these data on its website (1).

Table 1. Education level of vocational education teachers (employed full-time)

<table>
<thead>
<tr>
<th>School year</th>
<th>Teachers</th>
<th>Teachers' education level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Secondary education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>2009/10</td>
<td>3 228</td>
<td>349</td>
</tr>
<tr>
<td>2010/11</td>
<td>3 164</td>
<td>276</td>
</tr>
<tr>
<td>2011/12</td>
<td>3 102</td>
<td>251</td>
</tr>
<tr>
<td>2012/13</td>
<td>3 112</td>
<td>245</td>
</tr>
<tr>
<td>2013/14</td>
<td>2 899</td>
<td>225</td>
</tr>
<tr>
<td>2014/15</td>
<td>2 796</td>
<td>177</td>
</tr>
</tbody>
</table>


Most VET teachers have higher education (see Table 1). Since 2009/10, the number of vocational education teachers has decreased by 13%, with the number of students having decreased by 17%. At the same time, the share of teachers with tertiary education increased from 89% to 93% following a requirement for tertiary pedagogical education for teachers.

The age structure of vocational education teachers (see Figure 1) shows the precedence of teachers aged from 50-64.

Figure 1.  **Share of VET teachers in % by age groups (in 2014/15)**

![Age distribution of VET teachers](image)


National qualifications profiles – occupational standards of vocational education teacher (approved in 2002) and teacher (approved in 2004) – describe qualification level, employment, responsibilities and tasks, specific factors that characterise the work environment, particular requirements for work tasks, necessary skills and knowledge.

However, after the new requirements for occupational standards were determined (Cabinet of Ministers, 2007), these standards have not been revised, which has been an issue of concern among stakeholders as these occupational standards are not compatible with the applicable requirements and new standards should be developed.

There is a single initial teachers’ education programme that prepares students to teach in vocational education institutions, currently provided by the Latvian University of Agriculture. It is a first level professional higher education study programme (short cycle qualification), implemented only part-time (the duration of two and a half years), leading to an EQF level 5 qualification ‘vocational education teacher’. Study courses cover pedagogy, psychology, practical vocational pedagogy, education theory,
didactics, and development of education programmes etc. as well as general study courses, e.g., English, Philosophy, Information Technology, Ecology, etc.

In 2011, Cabinet Regulations were adopted on the procedure of teachers’ qualification development. This procedure was included in the Cabinet of Ministers ‘Regulations on required teachers’ education and professional qualification and procedure of teachers’ professional competence development’ (2014b), which determine that vocational education teachers should regularly develop their competence of through CPD. Teachers are required to undertake at least 36 hours of CPD every three years. Education institutions register teachers' CPD in the database of the State Education Information System (hosted by the MoES).

The Cabinet Regulations (2014b) set the framework of teachers' CPD of two types of competence development programmes:

Programme A can include:

(a) modules of teachers’ general competences (civil attitude development, promotion of high quality and creative pedagogical activity, inclusive and special education, child protection, health and safety, recognition and prevention of violence against children and child abuse);
(b) pedagogy content and didactic modules (learning strategies and choice of methods, information and communication technology skills);
(c) education process management modules (outcomes-oriented organisation of the educational process, leadership, financial literacy, ensuring the competitiveness of educational institutions, document management, school management);
(d) teacher’s experience module (participation in conferences, seminars, workshops, traineeship in enterprises, participation in education provided by employers’ organisations and preparation of methodological materials in their subject or practical learning, promotion of teacher’s competitiveness, personality development).

Programme A modules can be developed and provided by educational institutions or teachers’ non-governmental organisations (e.g. the foundation ‘Teachers’ workshop ‘Owl’, the foundation ‘Diversity in Education’; however, in such cases, an education programme has to be approved by the local authority) or by higher education institutions and institutions subordinated to ministries if their statutes foresee implementation of educational activity.

Programme B is intended for the development of teachers’ professional/pedagogical competences, and its acquisition gives the right to teach to persons without teachers’ professional qualification.

The ‘Programmes B’, e.g. ‘Pedagogy’, ‘Basics of pedagogy’, ‘Basics of pedagogy for vocational education teachers’, ‘Special education’ etc., are at least 72 hours long and...
have been developed and provided by higher education institutions which traditionally implement teachers’ education study programmes.

Professional competence development of vocational education teachers is mainly provided by the National Centre for Education (Valsts izglītības satura cents – VISC) which is subordinated to the minister of education and science. The VISC elaborates methodological materials for vocational education teachers to support their teaching work at schools. The latest ones are as follows: Occupational health and safety course – 20 sectoral modules (2010-12), Civil protection course (2011), Health education course (2013), The development of modular vocational education programmes (2013). These materials are available on the VISC’s website (²).

In addition, during 2007-13 in the framework of ESF Operational Programme ‘Human resources and employment’ the VISC implemented an ESF co-funded project ‘The improvement of theoretical knowledge and practical competences of vocational subject teachers and supervisors of practical training’ (2010-13), which was devoted to the competence development of 1 570 vocational education teachers (see Section 5).

The VISC regularly provides seminars (see Table 2) following the teachers’ needs analysis. Seminars cover a wide range of teachers’ competences:

(a) technical (in sectors) competences, e.g. ‘Innovative products in construction industry’ for vocational education teachers in the construction sector;
(b) pedagogical/didactic competences, e.g. ‘Work with disadvantaged groups of children and young people’ for class / group teachers;
(c) transversal competences;
(d) seminars for deputy directors.

Table 2. Seminars for vocational education teachers organised by National Centre for Education, per year

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of events</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>16</td>
<td>938</td>
</tr>
<tr>
<td>2011</td>
<td>7</td>
<td>836</td>
</tr>
<tr>
<td>2012</td>
<td>15</td>
<td>539</td>
</tr>
<tr>
<td>2013</td>
<td>14</td>
<td>677</td>
</tr>
<tr>
<td>2014</td>
<td>28</td>
<td>1179</td>
</tr>
<tr>
<td>2015 (till September)</td>
<td>27</td>
<td>864</td>
</tr>
</tbody>
</table>

Source: VISC.

(²) http://visc.gov.lv/profizglitiba/metmat.shtml
Another route to develop vocational education teachers' knowledge, skills and experience are mobility projects in the framework of Lifelong Learning Programme VETPRO – Vocational Education and Training (VET) Professionals – (till 2013) and followed by Erasmus+ programme projects, administered by the State Education Development Agency (Valsts izglītības attīstības aģentūra – VIAA). VIAA also provides information to teachers who provide career advice to students and maintains experience exchange platforms for career counsellors in social media linkedin.com and facebook.com.

The validation and recognition of learning outcomes achieved on the job or in non-formal settings is determined by the Cabinet of Ministers Regulations 'Procedure how professional competence obtained outside formal education system is assessed' (2011) that stipulate the procedure how professional competence (except regulated professions) that corresponds to the EQF level 2-4, obtained outside the formal education system is validated. Regarding the tertiary education level, the Cabinet of Ministers 'Regulations of recognising the learning outcomes acquired in the previous education and professional experience' (Cabinet of Ministers, 2012a) determine the process. These learning outcomes should be attained in a profession relevant to the field of study programme. Learning outcomes may be also recognised in a study course or module of study programme. These both systems may also be used by vocational education teachers but there is no data available so far.

Vocational education teachers like other teachers, whose pedagogical experience is at least one year, have the right to receive a quality assessment of their professional activity – one of five quality levels of teachers’ professional activity – and receive a bonus to salary (Saeima,1998; Cabinet of Ministers, 2014a).

Further steps for development of vocational education teachers' competences are set in the policy planning document, 'The education development guidelines for 2014-20' (Saeima, 2014) and the ESF Operational Programme 'Growth and Employment' for 2014-20 (Ministry of Finances, 2014) (see Section 5). Supervisors of practical placements and tutors in companies (work-based settings)

Supervisors of practical placements, who accompany students during learning/qualification practice in schools/companies, are mentioned in several legal acts. Supervisors of practical placements can be vocational education teachers or representatives of companies. According to the Cabinet of Ministers regulations 'Learning practice organisation and students insurance arrangements' (Cabinet of Ministers, 2012b), a school as a supervisor of practical placement appoints a vocational education institution employee who supervises the practical learning process and provides support to the student during the learning practice. The practical training place (company) as a supervisor of practical placement designates an employee working in the corresponding profession to monitor the course of qualification practice, approve students' practice diary entries or practice itself, and prepare the
description of student’s characteristics. Requirements for the qualification and competence development are specified for the supervisors of practical placements (teachers) and are similar to those for vocational education teachers. The requirements are regulated by the Cabinet of Ministers ‘Regulations on required teachers’ education and professional qualification and procedure of teachers’ professional competence development’ (2014b). Supervisors of practical placements (teachers) must have at least vocational secondary or tertiary education in a relevant field (or a master of crafts certificate) complemented by a pedagogical course (at least 72 hours). The requirement for a pedagogical course does not apply to supervisors of practical placements (teachers) with less than 240 teaching hours per year. Supervisors of practical placements (teachers) also are required to undertake at least 36 hours of CPD every three years.

There are no national qualifications or competence profiles for these professionals, or initial education programmes. At the same time, supervisors of practical placements have been involved in the competence development activities implemented by the VISC in the framework of the Lifelong Learning Programme Leonardo da Vinci transfer of innovation projects and currently in Erasmus+ programme projects.

The Cabinet of Ministers Regulations regarding the ESF Operational Programme ‘Human resources and employment’ sub-activity ‘Raising competence of vocational education teachers’ (Cabinet of Ministers, 2009a) mentioned supervisors of practical placements as a specific target group. Thus, supervisors of practical placements (both teaching staff and company employees) were involved in the different competence development activities during implementation of projects (see Section 5).

Tutors – the representatives from companies who work directly with students during in-company periods of WBL – are a new category of vocational education professionals. This category appeared in 2013 when the first WBL project started in six vocational education institutions. The WBL means that students acquire practical knowledge and skills primarily in a real working environment in a company, and only a relatively small part of the time (in most cases less than half) is accompanied by mastering theoretical knowledge in an educational institution (Ministry of Education and Science, 2014). The MoES initiated WBL projects in close cooperation with other ministries and the social partners; the experience of other countries, mainly Germany, was considered. The enterprises, which were involved on a voluntary basis and continue to participate in the projects, already, have had a previously established cooperation with vocational education institutions in providing places for qualification practice for students.

The Education development guidelines for 2014-20 (Saeima, 2014) interpret WBL as one of the solutions to increase the attractiveness of vocational education and the 2015 Amendments to the Vocational Education Law (Saeima, 1999) as one of forms of provision of vocational education.
There are no special programmes of competence development for enterprise staff who work with apprentices. However, the ‘Education development guidelines for 2014-20’ (Saeima, 2014) address this issue, including financial support from the national and EU funds.

3. Cooperation and partnerships between the world of education and the world of work in support to teachers and trainers’ CPD

Strengthening cooperation and partnerships between the world of education and the world of work is one of the issues that in recent years has gained top priority in the national education policy. The concept ‘Raising attractiveness of vocational education and involvement of social partners within vocational education quality assurance’ (Cabinet of Ministers, 2009b) promoted the participation of the social partners and professional organisations in state policy development and implementation at national and sectoral level. Twelve Sectoral Expert Councils were established in 2011 (3).

Thus, at institutional level, employers take part in the National Tripartite Sub-Council for Cooperation in Vocational Education and Employment (2000) and the Sectoral Expert Councils (2011). In 2015, the role of employers and functions of Sectoral Expert Councils were defined in the Amendments to the Vocational Education Law (Saeima, 1999): the employers are engaged in vocational education by developing vocational education content (elaborate and approve occupational standards); assessing education quality (accreditation of education establishments and programmes); and participating in professional qualification exams.

Essential engagement of employers in the competence development of vocational education teachers started already while implementing the ESF Operational Programme ‘Human Resources and Employment’ (2007-13) sub-activity ‘Raising competence of teachers involved in vocational education’ projects. Traineeships and study visits to companies were provided for vocational education teachers and supervisors of practical placements (see Section 5).

An important step to strengthen the cooperation with employers was made in 2012, when Education Ministries of Germany, Greece, Spain, Italy, Latvia, Portugal, and Slovakia signed a collaboration memorandum in VET in Europe. The Memorandum imparts designing a new cooperation mechanism with the social partners. The MoES

(3) The ESF project ‘Development of sectoral qualifications system and increasing the efficiency and quality of vocational education’ (2010-15).
also signed the declaration of intent with the Federal Ministry of Education and Research of Germany on cooperation in VET (2013). The social partners have a significant role in the new apprenticeship-type – WBL – scheme in vocational education.

The education development guidelines for 2014-20 (Saeima, 2014) foresee that the provision of continuing education of vocational education teachers, supervisors of practical placements and representatives of enterprises involved in the work with students during WBL will be arranged in a close cooperation with employers, including traineeships in enterprises.

4. National and EU-funded projects to support VET teachers’ and trainers’ professional development

A large ESF project ‘The improvement of theoretical knowledge and practical competences for vocational subject teachers and for supervisors of practical placements’ (2010-13) was implemented by the VISC in cooperation with the Employers’ Confederation of Latvia, the Free Trade Union Confederation of Latvia, five universities and employers from 16 sectors (mechanics and mechatronics; metal working; power industry; electronics and automatics; transport; construction; wood processing; chemical industry; textiles; beauty services; business; business services; information and communication technology; printing and publishing industry; health and social care; and road construction).

During the project, 22 programme modules were developed for the acquisition of theoretical knowledge and education courses were provided. The courses contained three obligatory modules and one optional module. The obligatory modules were:

(a) information technologies;
(b) foreign language;
(c) professional knowledge in the sector.
(d) Teachers could choose one of the three optional modules:
(e) pedagogy, psychology and communication skills;
(f) entrepreneurship;
(g) labour relations, occupational environment and occupational health and safety.

Teachers’ and supervisors’ of practical placements competence development was ensured both in 419 onsite seminars and 17 online seminars.

Furthermore, two other important methodological aids were developed and seminars about them were provided: support material for creating teaching aids in e-environments (seven seminars); and support material for supervisors of practical placements and teachers to promote work with students during study practice/qualification practice (six seminars).
E-resources and e-learning environment solutions were introduced for all the developed materials and modules. The acquisition of theoretical knowledge in the e-environment and via video conferences promoted the availability of modules, particularly for teachers with special needs or in rural regions. The new training cycle is expected to start with the support of the ESF funds and e-environment will be improved and used.

For development of practical professional competences of teachers, 86 sectoral practical seminars, experience exchange and other events were organised.

An important part of the project was the teachers’ traineeships in enterprises – 45 programmes were developed and 449 teachers took part in traineeships in enterprises in Latvia and abroad. The Employers’ Confederation of Latvia together with the sectoral associations provided support in finding project partners abroad. These activities o targeted teachers in education programmes in the priority economic sectors.

The project target group was 1 570 vocational education teachers and supervisors of practical placements, i.e. around 31% of initial vocational education teachers in total. During the project, 1 428 certificates were issued on acquisition of the full theoretical course programme and 1 827 certificates for traineeships. Separate theoretical modules were mastered by a much larger number of teachers – up to 2 000 teachers.

Both teachers and supervisors of practical placements evaluated positively the experience gained in this project and admitted that repetition of similar activities should be ensured. The participants gained new, practical experience in real work situations and information about the sectoral developments in other regions.

Another ESF project ‘Raising competence of teachers involved in vocational education at the Latvia University of Agriculture’ (2010-12) addressed teachers from agricultural vocational education institutions. The project covered crop farming; livestock farming; veterinary medicine; agricultural equipment; forestry; hospitality; catering; and wood processing. The continuing education courses were developed for vocational education teachers to raise their qualification in the field of professional improvement and general subjects. An e-environment was elaborated. Teachers also participated in practical learning (36 hours) in enterprises. The participants took part in the daily activities of an enterprise; thus, getting acquainted with the latest technologies and methods, so the teachers would be able to present them afterwards to their students.

During the ESF project 'Rising competence of general study subject teachers involved in vocational education' (2009-13) support materials and electronic teaching aids were created in general education subjects and e-learning method was used for professional development courses.

The ESF projects 'Continuing education of professional culture education teachers', 'Professional competence promotion for music school teachers' and 'Proficient sports teacher' (in vocational education system) were implemented during 2009-13'.
The modules of an education programme in labour protection for 20 sectors were developed in the ESF project ‘Administrative capacity building of the Latvian Free Trade Union’ (2009-15).

Vocational education teachers' competence development is supported by other different projects.

For example, the Investment and Development Agency of Latvia (IDAL), in cooperation with the business education society Junior Achievement – Young Enterprise Latvia and Swedbank, organised seminars for general and vocational education teachers in the practical business programme ‘Student Companies’ (¹). Series of practical workshops ‘Entrepreneurship skills development in students’ international mobility/practical placements’ for representatives of the vocational education sector were organised in the framework of the EU LLP Leonardo da Vinci innovation transfer project ‘HansaVET – Hanseatic Tradition for VET: Mobility Strategies for Promoting Entrepreneurship Skills of VET Students’ (2011-13), which was coordinated by the VISC.

The current project ‘Q-Placements: VET-Enterprise Cooperation for Quality Assurance of VET Placements and Apprenticeships: Introducing Q-Placements Model’ (2013-15) aims to improve the quality of national and transnational work placements, apprenticeships and other forms of WBL through a better cooperation between vocational education and enterprises/host companies. The project includes a needs analysis, the development of methodological materials and joint training programme for supervisors of practical placements from vocational education institutions and tutors from companies as well as providing educational activities for vocational education teachers and representatives from host companies in all project partner countries: in Spain, Latvia, the Netherlands and Slovenia.

Methodological guidelines for employers and vocational education institutions on provision of practical placements will be developed in the Erasmus+ strategic partnership project ‘VET for employment’ (2014-17) implemented by the Employers’ Confederation of Latvia.

The development of professional and pedagogical competence of vocational education teachers, supervisors of practical placements and representatives from enterprises involved in WBL will continue as defined in ‘The education development guidelines for 2014-20’ (Saeima, 2014) and supported by the Operational Programme ‘Growth and Employment’ for 2014-20 (Ministry of Finances, 2014). Support is planned for elaboration of new education programmes and improvement of teachers' general skills

(¹) Seminars were organised within the framework of IDAL ERDF project, ‘Motivation programme for innovative entrepreneurship’.
entrepreneurship, ICT etc.) and professional competences in cooperation with employers. Traineeships in enterprises in Latvia and abroad will be one of most important forms of vocational education teachers’ education. The selection of projects will begin in October 2015.

5. Conclusions

In Latvia, qualification requirements of vocational education teaching staff are comparatively high; 93% of full-time teachers have tertiary education and a pedagogical course is mandatory. However, constant CPD of vocational education teachers is essential, especially in relation to the development of technologies. Teachers’ needs of CPD are regularly monitored by the VISC that coordinates teachers’ CPD provision. The results of monitoring are not publicly available, but results of the teachers' survey determine the following offer of CPD courses. Meanwhile, the information about supervisors of practical placements and tutors (representatives of enterprises responsible for WBL) is not available; therefore, no analysis of their CPD needs can be performed.

The recent reforms in the Latvian vocational education are performed in the close cooperation with sectors and employers. Their role in the provision of vocational education is growing from year to year and is strengthened by legislation. CPD of teaching personnel and representatives from enterprises involved in WBL has been provided and enlarged by means of public and ESF funding. Methodological materials and learning aids have been developed, including e-solutions for almost all categories of teaching professionals in vocational education institutions and enterprises.

The outcomes from ESF Operational Programme 2007-13 activities and other projects set a good foundation for creating a system of CPD for vocational education professionals – teachers, supervisors of practical placements and tutors from enterprises involved in WBL. The challenge is to ensure the sustainability of the implemented projects concerning development of teachers’ professional competence.

Future tasks should include the revision of the regulatory framework for CPD of vocational education professionals of all categories. The legal issues also include the elaboration of a new occupational standard of a teacher and an occupational standard of a vocational education teacher corresponding to the present labour market needs.

The challenge is also providing continuing vocational education teachers’ education (including CPD) at national level based on the needs of teachers. Vocational teachers’ needs for continuing education are very specific in terms of sector or field as they work is related to rather narrow speciality. Therefore, education courses of particular topic or field may not be available or expensive due to lack of competent teaching staff or small groups of learners.
References


