



ERASMUS+
**STRATEGIC PARTNERSHIP IN THE FIELD OF
VOCATIONAL EDUCATION AND TRAINING**

PROJECT

PACETRAINING

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O1 Country Report

Latvia





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1. The national VET system in the field of the culinary arts and hotel services for SN.

There is an inclusive education system for people with special needs in Latvia. Consequently, there is no special system of qualification for people with special needs in any of the spheres.

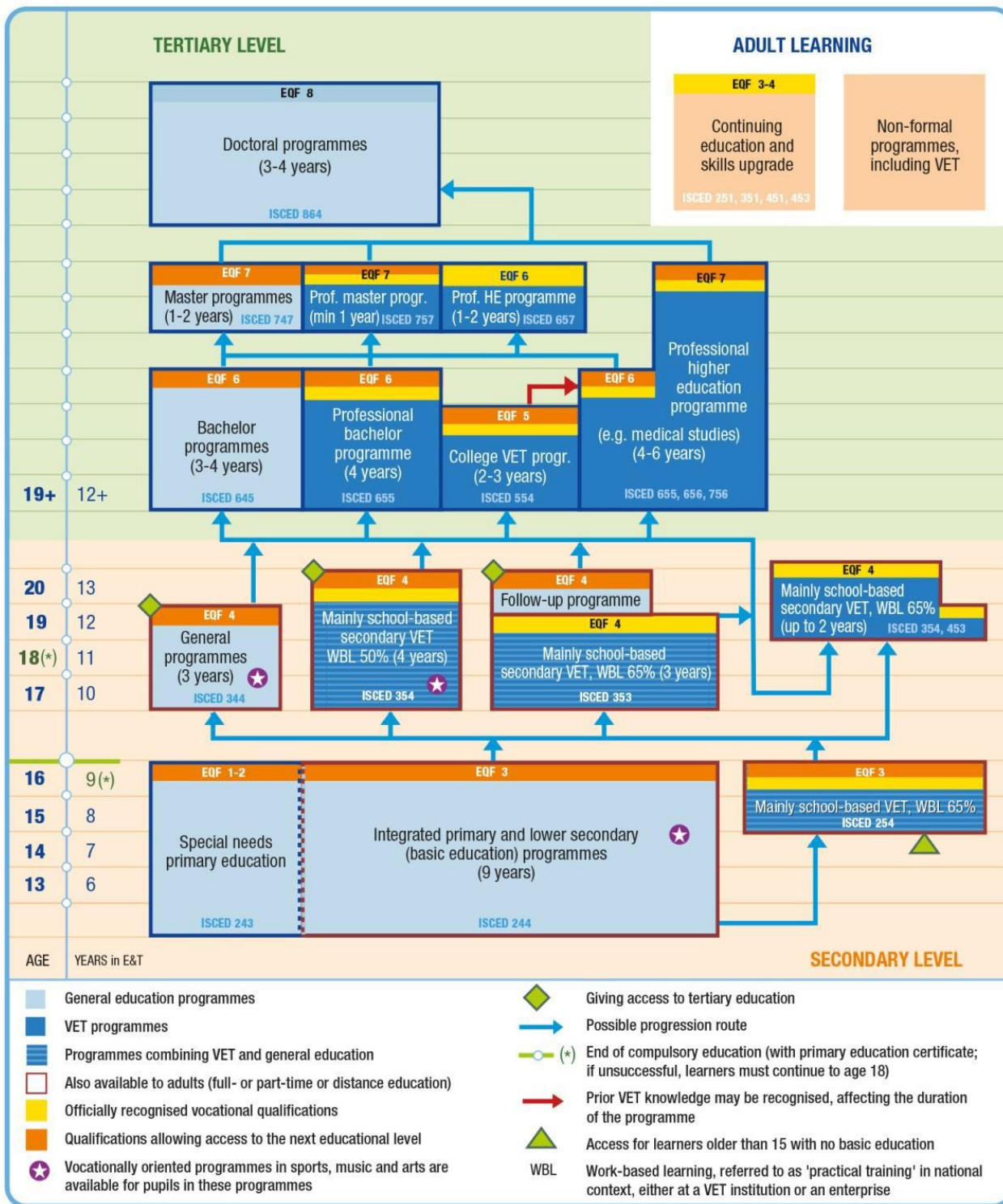
Development centers (municipality special boarding schools) provide special general basic educational programs and vocational basic educational programs for students with intellectual disabilities, qualifications acquired in educational programs up to EQF level 3 (Latvian professional qualification level 1). The National Agency for Social Integration set up by the Ministry of Welfare implements a national social integration program for people with special needs, providing a wide range of vocational education programs (vocational basic and vocational secondary education, first level professional higher education and continuing vocational education programs) as well as social rehabilitation services. Several territorial units of vocational schools, for example, *Jūrmalas Professional Secondary school*, *Alsviķi*, *Barkava* and *Cīrava* implements educational programs for young people with special needs, also in culinary arts and hotel services.

The Vocational education in the education system of Latvia are performed in the table1 below that reflects all the educational system of Latvia.

The Latvian education system's main elements are:

- (a) Pre-school education;
- (b) Integrated primary and lower secondary education (hereafter basic education);
- (c) Upper secondary education (hereafter secondary education);
- (d) Higher (tertiary) education.

Pre-school education for five to six year-old children is compulsory. It is followed by nine years of compulsory basic education and three years of noncompulsory secondary education. Basic education is mainly general, however, vocational education is offered in its later stages. Secondary education can be acquired through general or vocational programs. Higher (tertiary) education includes both academic and professional study programs. The acquirement of the profession within WBL is also becoming more widespread in recent years in Latvia, also for SN people.



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Table 1.
NB: ISCED-P 2011.
Resource: Cedefop un ReferNet Latvija.

2. The qualification according to the Latvian national system.

In 2011, the Latvian Qualification framework (LQF) was equated with the European Qualification framework (EQF). It consists of eight levels. The achievement of learning outcomes is identified as one of the tasks in standards of the state academic education and in standards of the state second level professional higher education. In the national standards for general and vocational education also have integrated knowledge, skills and attitudes.

In 2010 LQF Level Descriptors were included in The Cabinet of Ministers Regulations 322 "Regulations on the classification of education in Latvia". LQF level descriptions are based on learning outcomes. Similar to the EQF, they are worded as:

- (a) Knowledge (knowledge and understanding);
- (b) Skills (ability to apply knowledge, communication, general skills);
- (c) Competence (analysis, synthesis and evaluation).

The Cabinet Regulations align all formal education programs with the corresponding LQF / EQF level, as shown in the table:

Formal education qualifications and EQF / LQF levels

LQF/ EQF level	Latvian educational documents (qualifications)
1	Certificate of General Basic Education (Special education programs for Students with severe mental development disorder or several severe developmental disorders).
2	Certificate of General basic Education (Special educational program for Students with mental development disorders).
3	Certificate of General basic Education. Certificate of Vocational basic Education.
4	Certificate of General Secondary Education. Certificate of vocational basic education (without rights to enter higher education). Diploma for vocational secondary education (with rights to enter higher education)
5	Diploma of first level professional higher education (first level professional higher (college) education; length of full-time studies two to three years)
6	Bachelor diploma. Professional Bachelor Diploma. Diploma of professional higher education, diploma of higher professional



	qualification (second level professional higher education, length of full-time studies – at least four years).
7	Master's Diploma. Professional Master's Diploma. Diploma of professional higher education, diploma of higher education, diploma of higher professional qualification (second level professional higher education, total length of fulltime studies – at least five years).
8	Doctoral diploma.

Cedefop (2015). Vocational education and training in Latvia: Short description. Luxembourg: Publications Office of the European Union. Cedefop information series.

LQF/ EQF level	General characteristics of skills	Type of program	Duration of program	Basic profession	Specialization
3/4	Enhanced theoretical preparation and professional skills that make it possible to perform certain tasks of the performer, which will include planning and organizing a certain work.	Professional secondary educational program	3-4 years after basic education	Hospitality services specialist	* Restaurant service specialist * Hotel Services Specialist
3/4				Hotel Services Specialist	–
3/4				Waiter/ress	bartender
3/4				Catering services specialist	–
2/4	Theoretical and practical preparation, which makes it possible to independently perform a qualified performer's work.	Vocational education program	Up to 3 years depending on the profession	*Cook *Confectioner	–
1/3	Theoretical and practical preparation, which makes it	Professional primary education	Up to 3 years after primary education	*Cook's assistant *Confectioner's	–



	possible to perform simple tasks in the defined field of practical activity.	program	(also part-time primary education)	assistant	
1/3	Theoretical and practical preparation, which makes it possible to perform simple tasks in the defined field of practical activity.	Professional primary education program	Up to 3 years after primary education (also part-time primary education)	Housekeeping Room attendant	

http://www.lbas.lv/upload/stuff/201205/kv_str_turisms.pdf

3. Legislation regarding the vocational education for people with disabilities.

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Vocational Education Law. In force from 1999. The purpose of this Law is to implement the State vocational education policy and the operation, management and development of the vocational education system. The Law regulates implementation of vocational initial education, vocational secondary education and first level higher vocational education and the award of corresponding vocational qualifications.

Law on Social Services and Social Assistance. In force from 2003. The purpose of this Law is to establish principles for the provision and receipt of social work, caritative social work, social care, social rehabilitation, vocational rehabilitation services and social assistance, the range of persons who have the right to receive these services and assistance, as well as the principles for payment and financing of social care, social rehabilitation and vocational rehabilitation services. The Section that refers to the vocational education is **Section 26. Vocational Rehabilitation:**

“The right to receive vocational rehabilitation services shall be enjoyed by persons of working-age if they have been classified as disabled and if they have a recommendation from the State Medical Examination Commission of Health and Capacity for Work to acquire a new occupation. In order to receive State financed vocational rehabilitation services, a person shall turn to the provider of the relevant service. The relevant provider of vocational rehabilitation services shall take a decision on granting of services or the refusal to grant services.

(2) The Cabinet shall determine procedures by which a person shall receive vocational rehabilitation services.”



Cabinet of Ministers Regulations of the Republic of Latvia:

- ✓ Regulations No 322 "Regulations on the classification of education in Latvia". In force from 2017.
- ✓ Regulations No 94 "The order in which a person receives state-financed professional rehabilitation services and a professional suitability determination service". In force from 2017.
- ✓ Regulations No 1207 "Provisions on the types, amount, conditions of receipt and procedure for receipt of services for the provision of disability risk reduction services for the person with a predictable disability". In force from 2011.
- ✓ Regulation No 211 "Regulations regarding the State Vocational Secondary Education Standard and the State Industrial Education Standard". In force from 2000.

4. Description of the skills and competences required for the qualification according to the official documents.

The Professional standard defines the basic tasks and responsibilities of the professional activity, the requirements for professional qualifications, the general and professional knowledge, skills, attitudes and competences necessary for their fulfillment. The Distribution of Professional standards by professional qualification levels are shown in Professional standard. The requirements for professional qualification lay down the knowledge, skills, attitude and professional competences necessary for the performance of work tasks in related professions and specialties. According to The first and the second professional qualification level standards are made curriculum for disable people with mental disorders.

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http://www.lm.gov.lv/upload/darba_devejiem/profesiju_standarti.pdf

Skills and competencies of **Cook's assistant** according to the standard <http://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0033.pdf>

Cook's assistant. Skills and competences:

common skills	Specific skills in the profession	General skills / abilities
<ul style="list-style-type: none"> •to organize your workplace •To observe the rules of work and personal hygiene •To Observe labor safety and protection regulations when working with catering equipment 	<ul style="list-style-type: none"> • to perform raw material pre-treatment •to prepare semi-finished products • to make broths and cook soups 	<ul style="list-style-type: none"> •Communication skills; • ability to work in a team; •ability to work under cook's control; •self - presentation skills



<ul style="list-style-type: none"> •To observe operating conditions when working with equipment •To observe the terms of sale and storage of products •To observe the terms of sale and storage of semi-finished products 	<ul style="list-style-type: none"> • to prepare basic sauces; •to prepare salads, cold snacks etc. •to cook hot fish and meat dishes; • to prepare the additive for hot dishes • To Cook grits, flour dishes; • To prepare pastas (pasta dishes); • to cook vegetable dishes; • to prepare egg and curd foods; •to Prepare sweet dishes •to Cook cold and hot drinks •to prepare flour cooking products; • Read the food card (recipe). 	
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Skills and competencies of **Cook** according to the standard:
<http://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0003.pdf>

Skills and competencies of **Hospitality services specialist** according to the standard:
<http://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0115.pd>

Skills and competencies of **Confectioner's assistant** according to the standard:
<http://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0023.pdf>

According to the Classification of professions, (based on Cabinet Regulations No 264 "Regulations on the Classification of Occupations, the basic tasks fulfilling the profession and the basic qualification requirements") people with mental disorders work in professions that are included in 5th major group "Service and sales staff", 7th major group "Skilled workers and craftsmen" and in 9th group "Simple professions".

<https://likumi.lv/ta/id/291004-noteikumi-par-profesiju-klasifikatoru-profesijai-atbilstosiem-pamatuzdevumiem-un-kvalifikācijas-pamatprasībām>



5. Is the qualification designed in learning outcomes?

All Professional standards and qualifications are made according to the needs of professions for labor market, taking into account learning outcomes, but as it was mentioned before, there are not a specific standards for SN people. Till now there is no information that this kind of standards will be made.

6. The training program for the qualification.

Vocational education programs are developed by educational institutions in co-ordination with its founder. Since there are no special vocational education programs for people with SN in Latvia, every sample of program can be adopted by school and its needs.

For example, there is a sample of program in Catering services “Cook’s assistant”, professional code 2281102, the first level of professional qualification, two year studies after primary school and student gets the Certificate of vocational basic education. Some schools in Latvia offers it for students with special needs. The curriculum of this program is adapted for SN students in Jūrmala Professional Secondary School of Social Integration. The duration of this program is one year. The number of theoretical and practical lessons are 748 to 216 and the number of qualification practice lessons are 420. The subjects that are taught in this program:

- Communication
- Basic knowledge of computer science
- Health education
- Nutrition physiology, sanitation and hygiene
- Organization of work in catering establishments
- Labor protection
- Catering equipment
- Food Science
- Basics of guest service
- Cooking technology
- Recording and calculation
- Sports

<https://www.siva.gov.lv/jpv-pavara-paligs.html>

According to the school representative, there are about 12 students in a group and methods used for teaching do not differ in particular, but all this year around student's professional suitability is assessed, so the students can discover his or her interests to the job they are learning. There are links to the program sample and the standards of profession – cook's assistant:

http://visc.gov.lv/profizglitiba/dokumenti/programmas/pavara_paligs.pdf

<http://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0033.pdf>



The previous program is suitable also for the students with mental disorders, but if there are students with severe mental disorders, school offers non-formal education. Within the framework of the ESF project "Integration of people with disabilities or mental disorders into employment and society" in cooperation with SIA "Innovative Technology Agency" 35 new skills programs have been developed that are suitable for persons with mental disorders. Skills programs are developed in six main groups - non-formal education programs are derived from professional education programs "Florist", "Clerk", "Gardeners", "Woodworker's Assistant", "Warehouse Worker" and from crafts and simple profession groups, for example, dish washing and polishing, vegetable peeling etc. (accords Grades 7 and 9 of the Profession Classifier).

The content of the skills programs provides at least 60% of the practical classes, including experience in the work environment. Individualized approach (in a group of up to two persons) is planned for the implementation of programs, depending on the specifics of the acquisition of work skills, in the non-formal education programs the training lasts from four months to one year. Complex social rehabilitation support, consultations of regular psychologist and career counselor are provided during the training.

Within the framework of the project, the system of professional rehabilitation will be improved, thus promoting the availability of services for the target group of the project - persons with severe disabilities (disability groups I and II) and persons with mental disorders.

In order to promote the inclusion of persons with mental disorders in the labor market, a system of skills certification will be developed within the framework of the project, including 35 skills training programs corresponding to the needs of the labor market developed and implemented. After acquiring a professional rehabilitation program, persons with severe disabilities will obtain a document certifying professional qualifications, while persons with mental disabilities, in accordance with the program of skills training, will be provided with document that proofs gained skills. Duration of the project is two years (04.2016 - 12.2019).

<https://www.siva.gov.lv/esf-2014-2020-esfGRT.html>