

# Amendments to the VET law

**POLICY DEVELOPMENT****REGULATION/LEGISLATION** LATVIA

## Timeline

**ID number 35439**

## Background

Reforming vocational education and training (VET) brought about new developments, including tools and mechanisms, which have not yet been stipulated in law.

## Objectives

To provide legal arrangements making modern tools and instruments, which have been tested in various projects, compulsory in VET.

## Description

Amendments to the law should allow students to receive a State-recognised partial vocational qualifications, thus promoting a competence-based approach in VET.

Introducing modular VET programmes should significantly reduce the time needed to respond to labour market skill demands. The content of the developed modular vocational education programmes needs to be flexible in vocational basic education, pre-secondary vocational education, vocational secondary education, vocational continuing education and professional development programmes. For this reason, the terms 'related profession' and 'specialisation' have been introduced and defined, creating a common understanding of the similar professional qualifications that can be acquired in a shorter time in the context of lifelong learning.

The recognition of qualifications is designed to ensure their comparability between different VET institutions, as well as between countries, through a gradual accumulation mechanism for qualifications. It is also important that lifelong learning opportunities are expanded by combining formal and non-formal learning. This means that every adult should have the opportunity to upskill and reskill.

Processing VET graduate data and insuring students against accidents in VET programmes also need to be recognised in the legislation.

 **2020 Legislative process**

In January 2020, the draft VET law amendments were submitted for public discussion. Ministries and other VET stakeholders provided their feedback. After evaluating the proposals received, the amendments were submitted to the government.

## 2021 Legislative process

In 2021, the Parliament discussed the amendments to the VET law.

## 2022 Approved/Agreed

Amendments entered into force in April 2022.

The second package of amendments to the law (the so-called college amendments that strengthen the role of colleges in VET) entered into force in October 2022.

## 2023 Implementation

In 2023, more than 20 government regulations on VET were revised or drafted. Strengthening of flexibility, excellence, and inclusion of VET as part of the VET reform included:

- (a) referencing the professional qualifications to the Latvian and European qualifications frameworks (LQF, EQF) and increasing their comparability and transparency;
- (b) introducing micro-qualifications in initial and continuing VET allowing for partial qualifications to be recognised;
- (c) allowing enrolment to VET through assessment of competences, enabling flexibility and individual solutions for learners;
- (d) introducing a distinction between documents certifying vocational education (which requires passing general education exams) and a professional qualification; each of them can now be obtained separately;
- (e) transition from accreditation of programmes to accreditation of an education provider, including VET providers, which will be able to implement the elsewhere licenced continuing VET or in-service training programmes or their parts without the need for obtaining additional licence;
- (f) elaborating and extending functions of the Sector Expert Councils and financing their coordination from the State budget;
- (g) revising and further developing and implementing the concept of work-based learning (WBL) with the support of the EU funds and in collaboration with German and Swiss counterparts.

## 2024 Implementation

In 2024, amendments of Cabinet of Ministers Regulation No 322 'Regulations on Latvian Classification of Education' were submitted to the government for approval. They aim to update the Latvian classification of education and the descriptions of knowledge, skills and competences corresponding to the levels of the Latvian Qualifications Framework and the levels of the European Qualifications Framework following the changes in the education system to ensure the link with national statistics and compliance of national statistics with the requirements of international comparability (International Standard Classification of Education - ISCED) as fully as possible and to widen CVET offer introducing CVET programmes at higher education level.

# Bodies responsible

- Ministry of Education and Science
- National Centre for Education (VISC)
- State Education Quality Service (IKVD)

# Target group

## Learners

Learners in upper secondary, including apprentices

## Education professionals

Teachers  
Trainers  
School leaders  
Adult educators

## Entities providing VET

VET providers (all kinds)

## Other stakeholders

Social partners (employer organisations and trade unions)

# Thematic categories

## Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

Establishing and developing skills intelligence systems

## Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Using learning-outcome-based approaches and modularisation

Acquiring key competences

Reinforcing work-based learning, including apprenticeships

## Transparency and portability of VET skills and qualifications

Comprehensive national qualification frameworks

Developing and applying qualifications smaller/shorter than full

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

## Supporting lifelong learning culture and increasing participation

Permeability between IVET and CVET and general and vocational pathways, academic and professional higher education

Providing for individuals' re- and upskilling needs

# Subsystem

IVET CVET

## Further reading

[Vocational education law](#)

# Related policy developments

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## 2024 Implementation

### Modernising VET provision, curricula, examination and recognition of prior learning

VET provision, curricula, examination



#### Type of development

Regulation/Legislation

#### Subsystem

IVET CVET

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## 2024 Implementation

### Improving VET quality assurance

The national approach to quality assurance was reviewed in 2016 and the outcomes of the review have been published.



#### Type of development

Practical  
measure/Initiative

#### Subsystem

IVET CVET

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## 2024 Implementation

### VET sectoral qualifications

Since 2016 the National Centre for Education (VISC) has been developing sectoral qualifications frameworks as part of vocational education reform supported by a 2016-21 ESF project.



#### Type of development

Practical  
measure/Initiative

#### Subsystem

IVET CVET

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## 2022 Completed

### Actions related to ECVET

A national team of ECVET experts is in place since 2014 to promote general understanding of ECVET principles and provide informative support to vocational schools.



**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET CVET

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2022 **Completed**

## National qualifications framework

The Latvian qualifications framework (LQF) is a comprehensive eight-level framework covering formal education and training, including VET. It is a framework for developing standards and qualifications, and promoting quality in education and training.



**Type of development**

Regulation/Legislation

**Subsystem**

IVET CVET

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