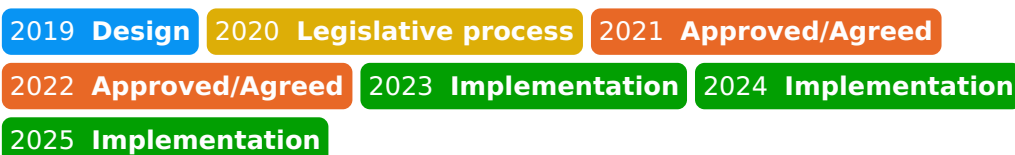


Guidelines for the development of education: future skills for the future society 2021-27 (national education strategy)

POLICY DEVELOPMENT**STRATEGY/ACTION PLAN** LATVIA

Timeline

**ID number 35276**

Background

The 2014-20 education policy planning cycle has been completed and a new cycle (2021-27) started.

Objectives

The overarching goal of the national education strategy (guidelines) for 2021-27 called Future skills for the future society, is to provide for quality education to help realise people's potential, develop their ability to adapt and responsibly manage constant changes in society and the economy.

Description

There are four main areas of development envisaged in the national education strategy 2021-27:

Highly competent educators

Highly competent educational staff implies the training, attraction and retention of outstanding teachers and academic staff, as well as systematic and purposeful professional development, methodological and consultative support. Stimulating the motivation of teachers and academic staff is also important.

Availability of quality education to everyone

Quality education accessible to all includes the provision of quality education at all levels, the qualitative introduction of new curricula and approaches in general education, the establishment of vocational education institutions as centres of sectoral excellence and

innovation, and the provision of individual-centred education. The effective operation of the education quality monitoring system is also important.

Future skills development

Future skills development is focused on the development, accessibility and promotion of adult education, ensuring cooperation between the education sector and sectors for skills development and guidance, development of a skills management system, as well as horizontal/generic skills development, with emphasis on digital and new technology skills development.

Effective management of the education system

Effective management of the education system includes effective planning of education policy, management and communication in the implementation process, modern and efficient management of education institutions at all levels, as well as purposeful and efficient use of education system resources.

More specifically for vocational education and training (VET) and adult education, the following directions of work are envisaged.

In VET:

- (a) highly qualified, competent and excellence-oriented teachers;
- (b) a modern, high-quality VET offer focused on the development of highly valued skills in the labour market, including strengthening VET competence centre capacity; creating a cooperation platform for implementing modern VET; developing centres of excellence in VET and promoting innovations; providing career development support; and ensuring the quality and cost-effectiveness of VET programmes.

In adult education:

- (a) development of VET and HE modular programmes for the needs of adults;
- (b) implementation of individualised and flexible adult education, including support for reducing barriers to participation;
- (c) improving the skills recognition system;
- (d) creating a socially responsible and sustainable system for financing of adult education (including skills' funds);
- (e) development of adult education quality;
- (f) strengthening the governance of adult education;
- (g) raising public and employer awareness of adult learning and motivating participation.

Horizontally: education environment with focus on digitalisation and green issues.

Partnerships for the development of VET, including promotion of transnational cooperation and cooperation between education and economic sectors.

2019 Design

In 2019, following public discussion, a task force continued working on revising the draft guidelines by involving relevant stakeholders and social partners.

2020 Legislative process

In October 2020, the guidelines were submitted to the government.

2021 Approved/Agreed

In June 2021, the guidelines were approved by the government.

2022 Approved/Agreed

In 2022, an action plan for implementing the strategy in 2021-23 was drafted and

approved by the government.

The plan foresees tasks related to the evaluation of existing systems and processes and the development of new and improved solutions, tools and methods that contribute to the fulfilment of the planned activities. It also envisages the improvement of the regulatory base and the preparation of new regulations, as well as guidelines, methodologies and various types of informative and consultative support materials for a wide range of stakeholders. Important issues addressed by the action plan are developing skills (especially digital) for various target groups, building cooperation and partnerships, exchanging experience and knowledge transfer, and improving the learning environment and infrastructure of the education institutions.

2023 Implementation

Planning of the projects of the EU funds period 2021-27 continued, with a particular emphasis on improved career guidance, improved WBL coordination and optimised qualifications frameworks for better collaboration between the education and employment.

A particular emphasis was on innovation and excellence in VET. They were specifically linked to green transition, digitalisation, and internationalisation. Stronger collaboration with stakeholders at national and local levels, and international networks featured in 2023. Overall, business incubators in VET providers, collaboration with higher education institutions, participation in research and excellence projects has been slowly but steadily increasing in Latvia.

Technical schools were now entitled to implement certain EQF level 5 CVET programmes, in addition to levels 2-4.

In 2023, Latvian VET developments on green transition and sustainability approaches, the implementation of knowledge triangle and permeability in collaboration with higher education were shared as examples of best practice with international partners, including at the international Skills conference within the European year of skills.

In collaboration with the German-Baltic Chamber of Commerce (AHK), an agreement was reached in 2023 about introducing the annual VET excellence award in three nominations – social responsibility, green transition and active SME.

2024 Implementation

Several measures were implemented to improve the quality and scope of VET provision in 2024.

The work continued on improving the VET funding model.

Graduate tracking tool has become operational and ensured information on the effectiveness and labour market relevance of VET provision.

The approaches to VET excellence were being implemented by VET institutions to contribute to improved VET quality. The first annual VET excellence award ceremony took place in June 2024.

Cabinet of Ministers Regulation No. 110 of 20 February 2024 'Regulations on the State standard of continuing professional education and professional development' was adopted to broaden the scope of quality VET provision for various target groups.

2025 Implementation

In 2025, the 2026-27 action plan for the national education strategy was approved.

Bodies responsible

- Ministry of Education and Science

Target group

Learners

Learners in upper secondary, including apprentices
Adult learners

Education professionals

Teachers
Trainers
Adult educators
Guidance practitioners

Entities providing VET

VET providers (all kinds)

Other stakeholders

Social partners (employer organisations and trade unions)

Thematic categories

Governance of VET and lifelong learning

Coordinating VET and other policies
Further developing national quality assurance systems

Modernising VET infrastructure

Making VET institutions sustainable and green

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses
Using learning-outcome-based approaches and modularisation
Acquiring key competences
Integrating green transition and sustainability in VET curricula and programmes
Reinforcing work-based learning, including apprenticeships
Supporting Centres of vocational excellence (CoVEs)

Transparency and portability of VET skills and qualifications

Developing and applying qualifications smaller/shorter than full
Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers
Attractiveness of the teaching and training profession/career
Supporting teachers and trainers for green transition and sustainability
Supporting teachers and trainers for and through digital

Supporting lifelong learning culture and increasing participation

European priorities in VET

VET Recommendation

VET agile in adapting to labour market challenges

VET as a driver for innovation and growth preparing for digital and green transitions and occupations in high demand

VET underpinned by a culture of quality assurance

Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Sustainability - a green link in VET

Subsystem

IVET CVET

Further reading

[Guidelines for the development of education 2021-27](#)

[Action plan for 2021-23 for the Guidelines for the development of education 2021-27 Future skills for the future society \(Order of the Cabinet of Ministers No 795 of 3 November 2022\)](#)

Related policy developments

2025 Implementation

Revising approaches to teacher training and raising prestige of the teaching profession in VET

Strengthening strategic approaches to the training of teachers:

 LATVIA

Type of development

Strategy/Action plan

Subsystem

IVET

2021 Completed**The 2015-17 implementation plan for the 2014-20 Education development guidelines**

The implementation plan adopted in June 2015 provides directions for improving the access to education and preventing early school leaving from general and vocational education, especially for young people subjected to social exclusion.

 LATVIA**Type of development**

Regulation/Legislation

Subsystem

IVET CVET

“ ... ” Cite as

Cedefop, & ReferNet. (2026). Guidelines for the development of education: future skills for the future society 2021-27 (national education strategy): Latvia. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/35276>