

**Amendments to the Cabinet of Ministers Regulations of 2 December 2008 No.990
“Regulations on the classification of the Latvian education”**

Issued pursuant to Section 71 of the Official Statistics Law

The following amendments shall be introduced to the Cabinet of Ministers Regulations of 2 December 2008 No.990 “Regulations on the classification of Latvian education” (The newspaper Latvijas Vēstnesis, 2008, No.190, 2009, No.29):

1. To express Annex 1 in new wording (Annex 1).
2. To express Annex 3 in new wording (Annex 2).

Prime Minister *V.Dombrovskis*

Minister of Education and Science *T.Koķe*

*Annex 1 to Cabinet of Ministers Regulations No.931 of 5 October 2010
"Annex 1 to Cabinet of Ministers Regulations No.990 of 2 December 2008*

Table 1

The first and the second classification level and their comparison with the International Standard Classification of Education (ISCED-97) and the European Qualifications Framework (EQF)

First Classification Level		Second Classification Level		ISCED-97	EQF
1 st No. of code	education level	1 st and 2 nd No. of code (with/without letter)	type of educational programme		
0	Pre-school education	00	Compulsory pre-school educational programmes for five and six year-olds (for children, who have not attended a pre-school institution of education prior commencing compulsory education)	0	
		01	Pre-school educational programmes		
1	First stage of basic education	11	General education, programmes of the first stage of basic education (Grades 1-6)	1	
		10V	Professional orientation education, to be implemented parallel to the programme of the 1 st stage of basic education		
		10T	Continuing vocational education (to obtain level 1 professional qualification), to be implemented without restrictions regarding prior education		
2	Second stage of basic education	21	General education, basic education programmes (Grades 1-9)	2A, 2B	1-3
		23	General education, programmes of the second stage of the basic education (Grades 7-9)		
		26	General basic education pedagogical correction programmes (educational adjustment programmes for Grade 9)		

		22	Vocational basic education, to be implemented without restrictions regarding prior education	2C	3
		20T	Continuing vocational education (to obtain level 2 professional qualification), to be implemented after full or partial acquisition of basic education programme		3
		20P	Professional improvement programme to be implemented after acquisition of basic education		3
		20V	Professional orientation education, to be implemented parallel to the programme of general basic education (Grades 1-9)		3
3	Secondary education level	31	General education (acquisition of general secondary education), to be implemented following the acquisition of basic education. Length of studies – 3 years.	3A, 3B	4
		32	Vocational education (acquisition of 2nd level professional qualification)	3C	4
		33	Vocational secondary education (acquisition of level 3 professional qualification), to be implemented following acquisition of basic education	3A, 3B	4
		35a	Vocational education (acquisition of level 2 professional qualification), to be implemented following the acquisition of general secondary education	4B	4
		35b	Vocational secondary education (acquisition of level 3 professional qualification), to be implemented following the acquisition of general secondary education		4
		36	General education (acquisition of general secondary education), continuation of vocational education. The length of studies – a year.	3A, 3B	4
		37	Vocational secondary education (acquisition of level 3 professional qualification), continuation of vocational education		4
		30T	Continuing vocational education (acquisition of levels 2 or 3 professional qualification), to be implemented following the acquisition of general or vocational secondary education		4
		30P	Professional improvement programme to be implemented following the acquisition of general or vocational secondary education		4
		30V	Professionally orientated education, to be implemented parallel to the acquisition of general or vocational secondary education		4
4	Higher education level	41	1 st level professional higher (college) education (acquisition of level 4 professional qualification). The length of full-time studies - 2-3 years	5B	5
		42	2 nd level professional higher education (acquisition of level 5 professional qualification and professional Bachelor's degree in the field of professional activities) or 2 nd level professional higher education (acquisition of level 5 professional qualification). The length of full-time studies – at least 4 years	5A	6
		43	Academic education (Bachelor's degree). The length of full-time studies – 3-4 years		6
		44	2 nd level professional higher education (acquisition of level 5 professional qualification), continuation of college education. Length of full-time studies – at least 1 - 2 years. Total length of full-time studies – at least 4 years.		6

		45	Academic education (Master's degree). Length of full-time studies – 1-2 years. The total length of full-time studies - at least 5 years.		7
		46	2 nd level professional higher education, which is implemented on the basis of higher education and which ensures the acquisition of level 5 professional qualification (continuation of education with code 43). The length of full-time studies – at least a year. The total length of full-time studies – at least 4 years		6
		47	2 nd level professional higher education, which ensures the acquisition of level 5 professional qualification and the professional Master's degree or professional Master's degree in the field of professional activities. The length of full-time studies – at least a year. The total length of full-time studies – 5 years.		7
		48	2 nd level professional higher education (acquisition of 5 th level professional qualification). The length of studies - at least a year. The total length of full-time studies – at least 5 years.		7
5		51	Doctoral studies (doctoral degree). The length of studies – 3-4 years. Full-time studies.	6	8

Table 2.

Descriptors of knowledge, skills and competence confirming to the EQF level

EQF level	Knowledge (knowledge and comprehension)	Skills (ability to apply knowledge, communication, general skills)	Competence (analysis, synthesis and assessment)
1.	Able to demonstrate elementary knowledge, which manifests itself in recognition and recollection.	Able to use elementary practical and cognitive skills, able to execute them under direct supervision using simple tools. Able to perform simple tasks, which are repetitive as to their content and predictable.	Able to perform tasks in a structured environment, to function in a limited context. Is able to perform elementary tasks, following a model, able to master basic self-care skills.
2.	Able to demonstrate basic knowledge in concrete subject syllabi.	Able to use basic cognitive and practical skills, which are necessary to solve everyday problems by using relevant information, perform tasks and using simple rules and means. Able to understand the consequences of one's own actions with regard to self and others.	Able to perform tasks individually or in a group under supervision or semi-independently. Able to participate in setting some learning objectives and planning the course of actions.
3.	Able to demonstrate the knowledge of facts, principles, processes and general concepts and to use them in the field of studies and professional activities. Able to understand various information about materials, technologies in the relevant field of studies or a concrete profession.	Able to use various cognitive and practical skills, which are necessary to perform tasks and to solve simple problems, by selecting and using basic methods, means, materials, information and technologies.	Able to be aware of and assume responsibility for performing work or study tasks in a permanent and stable environment under the supervision of a specialist in the sector. When solving the tasks, is able to adjust one's actions to conditions and to be responsible for the result of work.

4.	<p>Able to demonstrate comprehensive knowledge of facts, theories and causalities, which are needed for personal growth and development, civic participation, social integration and continuous education.</p> <p>Able to comprehend in detail and demonstrate knowledge of diverse facts, principles, processes and concepts in a specific field of studies or professional activities in standard and non-standard situations.</p> <p>Has good knowledge of technologies and methods for performing study or work tasks in the profession.</p>	<p>Able to plan and organise work, using various methods, technologies (including information and communication technologies), equipment, tools and materials for performing tasks.</p> <p>Able to find, assess and creatively use information for performing study or professional work tasks and problem solving.</p> <p>Able to communicate at least in two languages both in writing and orally in a known and unknown context.</p> <p>Able to work independently in the profession, to learn and to improve professional qualifications.</p> <p>Able to cooperate.</p>	<p>Is motivated for further career development, continuous education, life-long learning in a knowledge-oriented democratic, multi-lingual and multi-cultural society in Europe and in the world.</p> <p>Able to plan and perform study or work tasks in the profession individually, in a team or by managing the teamwork.</p> <p>Able to assume responsibility for the quality and quantity of the outcomes of study or professional activities.</p>
5.	<p>Able to demonstrate comprehensive and specialised knowledge and understanding of facts, theories, causalities and technologies of the concrete professional field.</p>	<p>Able, on the basis of analytical approach, to perform practical tasks in the concrete profession, demonstrate skills, allowing to find creative solutions to professional problems, to discuss and provide arguments regarding practical issues and solutions in the concrete profession with colleagues, clients and management, able to, with an appropriate degree of independence, to engage in further learning, improving one's competences.</p> <p>Able to assess and improve one's own actions and those of other people, to work in co-operation with others, to plan and to organise work to perform concrete tasks in one's profession or to supervise such work activities, in which unpredictable changes are possible.</p>	<p>Able to define, describe and analyse practical problems in one's profession, select the necessary information and use it for solving clearly defined problems, to participate in the development of the concrete professional field, demonstrate understanding of the place of the concrete profession in a broader social context.</p>
6.	<p>Able to demonstrate the basic and specialised knowledge typical of the concrete branch of science or profession and a critical understanding of this knowledge, moreover, a part of this knowledge complies with the highest level of achievement in this branch of science or profession. Able to demonstrate understanding of the most important concepts and causalities of the concrete branch of science or professional field.</p>	<p>Able, by using the mastered theoretical foundations and skills, perform professional, artistic, innovative or research activity, to define and describe analytically information, problems and solutions in one's own branch of science or profession, to explain them and to provide arguments when discussing these with both specialist and non-specialists. Is able to structure independently one's own learning, to guide one's own and one's subordinates further learning and improvement of professional qualification, to demonstrate scientific approach to problem solving, to assume responsibility and take initiative when performing individual work, when working in a team or managing the work of other people, to take decisions and find creative solutions under changing or unclear conditions.</p>	<p>Able to obtain, select and analyse information independently and to use it, to take decisions and solve problems in the concrete branch of science or profession, demonstrate understanding of professional ethics, assess the environmental and social impact of one's professional activities and participate in the development of the concrete professional field.</p>

7.	Able to demonstrate advanced or extensive knowledge and understanding, a part of which conforms to the most recent findings in the concrete branch of science or professional field and which provide the basis for creative thinking or research, inter alia, working in the interface of various fields.	Able to use independently theory, methods and problem solving skills to perform research or artistic activities, or highly qualified professional functions. Able to provide arguments when explaining or discussing complex or systemic aspects of the concrete branch of science or professional field both to specialists and non-specialists. Able to guide independently the improvement of one's own competences and specialisation, to assume responsibility for the results of staff and group work and analyse them, to perform business activities, innovations in the concrete branch of science or profession, to perform work, research or further learning under complex or unpredictable conditions, if necessary, change them, using new approaches.	Able to define independently and critically analyse complex professional problems, substantiate decisions and, if necessary, carry out additional analysis. Able to integrate knowledge of various fields, contribute to the creation of new knowledge, research or the development of new professional working methods, demonstrate understanding and ethical responsibility for the possible environmental and social impact of the scientific results or professional activity.
8.	Able to demonstrate that has good knowledge of and understands most topical scientific theories and insights, has mastered research methodology and contemporary research methods in the concrete branch of science or professional field and in the interface of various fields.	Able to assess and select independently appropriate methods for scientific research, has contributed to the expansion of the limits of knowledge or given new understanding of the existing knowledge, by carrying out an original research of major scope, part of which is on the level of internationally cited publications. Able to communicate both orally and in writing about one's own field of scientific activity (one's own branch) with wider research community and the general public. Able to improve one's scientific qualification independently, by implementing scientific projects, attaining achievements meeting the international criteria of the branch of science, to manage research or development tasks in companies, institutions and organisations, requiring extensive research knowledge and skills.	Able, by performing independent critical analysis, synthesis and assessment, to solve significant research or innovation tasks, to set independently research idea, to plan, structure and manage large-scale scientific projects, including projects in international context.

Note. The subsequent the EQF level includes the knowledge, skills and competence set for the previous the EQF level.”

Minister of Education and Science T.Koşe

The sixth classification level in general education (special types of general; educational programmes, the language of instruction and the form of obtaining education)

The sixth classification level					
5 th and 6 th No. of code	Special type of educational programmes, the EQF level	7 th No. of code	language of instruction	8 th No. of code	form of obtaining education
18	pedagogical correction programmes	1	Latvian as the language of instruction	1	day
				2	night (shift)
19	social correction programmes	2	minority language as the language of instruction	3	extramural
51	special education programmes for visually impaired students – 3rd level				
52	special education programmes for students with hearing disabilities – 3rd level				
53	special education programmes for students with physical development disorders – 3rd level				
54	special education programmes for students with somatic diseases – 3rd level				
55	special education programmes for students with speech disorders – 3rd level				
56	special education programmes for students with learning disabilities (mixed development disorders – pre-school) – 3rd level				
57	special education programmes for students with mental health disorders – 3rd level				
58	special education programmes for students with mental development disorders – 2nd level				
59	special education programmes for students with severe mental development disorders or several severe development disorders – 1st				

Note. For pre-school and basic education programmes the 6th number is 1, for other programmes – 0."

Minister of Education and Science T.Koķe