

**NATIONAL DISSEMINATION
REPORT**

*Latvia
Juris Grants*

VSPORT 
STRATEGY FOR A COMPETENT WORKFORCE



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1- PRESENTING THE GENERAL NATIONAL CONTEXT

a) National key facts and data

Republic of Latvia

Latvijas Republika



The Republic of Latvia was founded on November 18, 1918. It has been continuously recognised as a sovereign state since 1920 despite occupations and rule by the Soviet Union (1940-1941, 1945-1991) and Nazi Germany (1941-1945). On August 21, 1991 Latvia declared the restoration of its de facto independence, re-established international diplomatic ties, and joined the United Nations. Latvia joined the WTO in 1998 and in 2004 became a member of the European Union and NATO.

The name "Latvija" comes from the ancient Latgallians, one of four Indo-European Baltic tribes, who along with Couronians, Selonians and Semigallians formed the ethnic core of today's Latvian people. The national language is Latvian.

Further Information - <http://www.latvia.lv/library/history-latvia-timeline>

a.1) Geography



The Latvian region map

Latvia is the central country of the Baltic States (Estonia, Latvia and Lithuania) and is located in North-eastern Europe on the east coast of the Baltic Sea. Its geographic coordinates are 57°00'N latitude and 25°00'E longitude. It consists of fertile lowland plains and moderate hills, with most of its territory less

than 100 metres above sea level. It has an extensive network of rivers, thousands of lakes and hundreds of kilometres of undeveloped seashore lined by pine forests, dunes, and continuous white sand beaches.

a.2) Location

Latvia is bordered by Estonia to the north, Russia to the east, Belarus to the southeast, Lithuania to the south and the Baltic Sea to the west. Its strategic location has made it an international crossroad for trade, commerce and cultural exchange since ancient times. Vikings followed the 'Amber Road' through Latvian territory along the Daugava River to reach Byzantium and the Mediterranean Sea.

a.3) Nature

With over 44 percent of its territory covered by forests, a vast network of free flowing rivers and thousands of lakes, Latvia is one of Europe's best preserved havens for a wide variety of wildlife. Over 27 thousand species of flora and fauna thrive in natural settings that are still relatively undisturbed by man. Many rare species, such as the black stork and lesser spotted eagle, make their homes in Latvia's mixed forests, marshes and meadows. There is also an abundance of otters, beavers, lynx and wolves, as well as great concentrations of deer, elk, fox and wild boar. Bird-watching is particularly rewarding in Latvia, especially in the coastal areas and wetlands during annual migration periods.

Further Information: <http://www.latvia.lv/library/nature-and-ecotourism-latvia>

a.4) Population

Latvians are the indigenous people of Latvia, and the Finno-Ugric Livs (or Livonians) are the only indigenous minority. Latvia's present ethnic mix is largely a result of massive post-war immigration, which resulted in a decline in the share of ethnic Latvians from 77% in 1935 to 52% in 1989.

Population in 2013: 2,023,825 inhabitants. Urban: 68% / Rural: 32%.

a.5) Largest Religious Confessions

Evangelic Lutheran, Roman Catholic, and Russian Orthodox. Since the 16th century Reformation, the Lutheran church has played a leading role in Latvia.

a.6) Government

Latvia is a democratic, parliamentary republic. Legislative power is in the hands of the single chamber Saeima, which has 100 deputies. Parliamentary elections are held every 4 years. Latvia's head of state, the President, is elected by the Saeima for a period of 4 years. The President signs laws, chooses the Prime Minister (who heads the government) and performs representative functions.

a.7) Riga - the Capital City of Latvia

Latvia's political, economic and culture centre is in Rīga, where more than one third of Latvia's population (644 thousand) lives and works. Rīga's elegant Old Town and distinctive Art Nouveau architecture serve as a stimulating setting for a vibrant modern business and cultural life. Founded in 1201, this former Hanseatic League member is one of the oldest medieval cities in Europe and has been listed by UNESCO as one of the world's most important cultural and natural sites. As one of the new stars of the dynamic Baltic Sea region, Rīga has hosted a NATO summit, world hockey championship, the Eurovision Song Contest and many other large-scale international events. Rīga's International Airport is one of the fastest growing travel hubs in Europe.

a.8) Current Economic Profile

A strong rebound in corporate investment as well as sustained increases in private consumption and exports pushed up Latvia's economic growth to 5.6% y-o-y in the second quarter of

2011. Investment was mainly financed by corporate profits, with bank credit playing a decreasing role. On the supply side, manufacturing and tourism reported record rates of expansion of 14.7% and 25% in the first half of 2011. Both sectors benefited from the steep improvement in the country's price competitiveness in 2009-10 when unit labour costs (weighted according to trade patterns) dropped by around 20%. On the other hand, financial services and construction, which had been on a downward path for several quarters, eventually approached a turning point in the middle of the year.

Further Information - <http://www.latvia.eu/info>

b) The national sport and active leisure sector

b.1) Introduction

By sports in Latvia we understand all kinds of individual or organised activities for person's physical and mental health and fitness, as well as achievements in sports competitions. The goal of the Latvian national sports policy is the formation of healthy, physically and mentally highly developed personalities.

b.2) Sport Policy

Sport is one of the main tools for building a physically and morally healthy nation and proving national identity. It is clearly demonstrated by the last twenty years of achievements of Latvian athletes at the European and world championships and the Olympic Games. Successful development of the sports field may result in reduced health-related costs in the future, as well as improved national economy and competitiveness.

Involvement of children and youth in sports activities may contribute to the reduction of juvenile crime rates and increase juvenile education levels. Greater involvement of people with special needs in sports and physical activity can promote their inclusion in the society.

The Latvian Ministry of Education and Sports is the government body in charge of the sports field that:

- ➔ Develops a uniform national policy;
- ➔ Drafts laws and regulations;
- ➔ Implements targeted international cooperation and ensures the representation of Latvia at international sports organisations;
- ➔ Carries out other functions and duties provided for in regulatory enactments.

Areas of activities:

▣ 1. Children and youth sports

Create opportunities for youth to engage in sports, by providing for mandatory children and youth physical education at all educational institutions and development of higher mastery of young athletes by engaging in professional sports training programmes at sports schools, sports clubs, sports gymnasiums and other sports organisations.

▣ 2. High achievement sports

Support preparation of talented athletes and national teams (sports games) and their participation at the Olympic Games, as well as world and European championships (finals).

▣ 3. Sports for everybody

Create opportunities for each individual to engage in sports, regardless of their age, gender, ethnicity, race, religion, mental or physical disabilities, by providing the necessary economic and social conditions.

▣ 4. Sports for people with disabilities

Create opportunities for people with disabilities to engage in adjusted sports activities according to their wishes and capabilities.

▣ 5. Sports facilities

Develop prospective building plans for sports facilities and provide state financial aid only to the projects included in these plans.

Major sports policy documents:

Sports law¹ (in force from 28 November 2002) provides:

- ➔ General and legal basis for sports organisation and development;
- ➔ Mutual relationship between sports organisations, and state and local government institutions and basic tasks of sports development;
- ➔ Basics of sports funding;
- ➔ Principles to be complied with when engaging in international sports movement.

Sports policy guidelines:

Include basic principles, goals, sub-goals and priorities of the sports policy, the policy results to be achieved and preferred courses of action for the achievement of those results.

Since 2002, the general legal basis of sports organisation and development in Latvia is determined by the Sports Law.

The Ministry of Education and Science is the state administration institution responsible for the area of sports. Sports education is implemented in 64 professionally oriented sports education institutions (sports schools).

In sports schools children and youth practicing 35 different kinds of sports, the most popular being basketball, track-and-field athletics, volleyball, football, swimming and gymnastics.

Murjāņi Sports Gymnasium is a general education and sports education institution founded and financed by the state which trains and prepares candidates for the Latvian national team starts in the Olympic Games, the world and European championships, as well as candidates on the reserved list for Latvian national teams in seven kinds of Olympic sports.

The Latvian Academy of Sports Education (LASE) is a state founded and accredited higher sports education institution implementing bachelor, master and doctoral study programmes. It coordinates and carries out research work in sports and educates specialists in sports science.

In order to increase the public interest in sports and improve the quality of organising competitions, the non-formal sports education is supported in Latvia by involving volunteers in organisation processes of sports events.

For about 100 non-governmental sports organisations - recognised sports federations - the state has granted the rights to manage and coordinate the development of corresponding kind of sport, represent Latvia in corresponding international sports federation. The Sports Law determines the delegation procedure. The Latvian National Sports Council has been developed to promote collaboration with non-governmental sports organisations.

In Latvia, purposeful regulation of state level sport sector began in 2002 when the Law on Sport was adopted, the aim of which is to state general and legal bases of organisation and development of sport,

¹ Sports Law - http://izm.izm.gov.lv/upload_file/en/laws/Sports_Law.pdf

the interrelations of sport organisations, state and municipal institutions and basic objectives in sport development, and financial bases of sport, as well as principles to be observed when involving in international sport movement.

In 2004, the government of Latvia adopted the Sports Policy Guidelines which include the main principles, aims and sub-aims, priorities, policy results to be reached and preferable action directions of sport policy. To implement these basic positions, the National Sport Development Programme for 2006 – 2012 has been developed (Luika S., 2013).

b.3) Development

The main sports policy documents are the Sports Policy Guidelines and the National Sports Development Programme for the years 2006-2012 which envisages five directions in the implementation of sports policy (areas of activity, p. 6-7). Unified state sports competition system is established in Latvia. Once in a four year period, the Latvian Olympic Committee has been organising the Latvian Winter and Summer Olympiads receiving state financing for organisational expenditures.

In order to ensure the development and efficient operation of institutional system of the state administration, as well as an efficient implementation of sports policy, during the institutional reform phase, the number of sports institutions was decreased from 14 to 2.

As a result of this reform, sports federations have received significant state financial support to pay salaries for sports teachers thus ensuring the continuation in implementing the sports programmes which were offered by reorganised sports institutions before and improving the quality and efficiency of children and youth sports training process. Several tasks which were carried out by the state institutions are now delegated to non-governmental sports organisations. As a result of Administrative-Territorial Reform, the network of sports schools in the country was revised and optimised, as well as a new system of criteria for state budget subsidy allocation was developed. Administrative principles of the state budget allocations are improved ensuring transparency of state budget planning and providing opportunities for sports organisations to apply for the state financing for sports, as well as to take part in the decision-making process. The role of non-governmental sports institutions (sports federations and sports organisations representing sports federations) has increased to administer the state budget allocation for sports.

b.4) International Cooperation

For non-governmental sports organisations - recognised federations of corresponding kind of sport - the state has granted the rights to represent Latvia in the corresponding international sports organisation.

The Ministry of Education and Science ensures the representation of Latvia in international organisations and work groups (in the Council of the European Union and meetings of their workgroups, meetings organised by the Presidency of the Council of the European Union and European Commission as well as by the Council of Europe).

After adopting the Treaty of Lisbon, Latvia has been involved in the development of international unified sports policy in the European Union. At the Momento, there is an active involvement in the development of Sports programme for the European Union and Latvia has stated the need to find solutions to attract the resources of EU Structural Funds in the field of sports. Purposeful investments for the development of healthy and active lifestyle are long term investments, as this is a significant support to improve health and promote the quality of workforce. The Ministry of Education and Science is responsible for the fulfilment of the obligations Latvia has undertaken by joining the following international conventions in the field of sports: International Convention against Doping in Sport adopted by UNESCO, Anti-doping Convention of the Council of Europe and the European Convention on Spectators' Behaviour at Sports Events and, in particular, at football competitions. Cooperation in the area of sports with several countries takes place in the framework of bilateral intergovernmental and interministerial agreements that ensures the exchange of specialists, participation of athletes in competitions as well as supports

cooperation among different sports federations. For example, in 2009, the government of the Republic of Latvia signed the agreement with the government of Azerbaijan Republic on cooperation in the field of youth and sports and in May 2010 an agreement has been signed between the government of the Republic of Latvia and the government of the Federative Republic of Brazil on cooperation in the field of sports. Bilateral agreements provide an opportunity to promote cooperation in sports among the countries thus providing new cooperation opportunities. One of the key cooperation forms in sports is an active cooperation among the non-governmental state organisations of the countries - both sports federations and sports clubs. In its turn, the cooperation among state institutions should be developed in the field of interest: cooperation projects in sports, sports management, network of sports information, youth sports, sport for all, elite sports, senior sports, sports medicine, fight against the violence in sports, healthy and active lifestyle.

b.5) Economic background

It is not possible to provide reliable production data of the sport and active leisure sector. According to the information from the Central Statistical Bureau of Latvia (CSP²), the Structural Business Statistics (SBS) survey relates to the commercial sector only, while in the sports and leisure sector about 40% are institutions that are financed from the state and local government budgets. The data can be extracted from the national accounts, but the sector is composed of public and private undertakings with different ways of statistical reporting.

The number of employed people in the sector increased by 17% in 2009, compared with 1999, but reduced by almost 20% compared with 2008. The sector employs less than 0.5% of all Latvia's employees. The sector is composed of diverse types of small private undertakings, foundations and public institutions. Social representativeness is weak. At company level, trade unions are rare. Some undertakings have concluded a kind of collective agreement between the administration and all employees.

Table 1: Statistical characteristics of sports sector

	2009	2010	2011	2012
Sports organisations	1,024	1,032	762	781
Professionally oriented sports educational institutions (sports schools) and sports clubs	101	96	84	92
Total number of persons engaged in sports, thousand	113.8	93.2	68.8	72.8
Sports facilities	3,077	3,109	3,166	3,167
Sports officials-specialists	5,107	4,678	4,322	4,570
Sport managers	928	1,050	675	704
Sport coaches	1,881	1,743	1,572	1,782
Sport teachers and lecturers	2,298	1,885	2,075	2,0

Source: Central Statistical Bureau of Latvia

² Central Statistical Bureau of Latvia (CSP) - <http://www.csb.gov.lv/>

c) The national education and training system

(Referencing of the Latvian Education System to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework for the European Higher Education Area Self-Assessment Report, Riga, May 2012)

The Latvian education system consists of **pre-school education, basic education, secondary education and higher education.**

General education in Latvia in total lasts 12 years consisting of compulsory 9-years basic education and 3-years secondary education. Additionally pre-school education at age of 5-6 is compulsory in Latvia.

Basic education stage comprises general basic education (grades 1-9) and vocational basic education (grades 7-9). Secondary education stage comprises general secondary education, vocational secondary education and vocational education. Higher education comprises both academic and professional study programmes.

C.1) Legislation

At present, five laws and various CoM regulations and other legal documents passed in accordance with these laws stipulate the education system in Latvia. There are the following laws:

- ➔ The Education Law (1991, 1998);
- ➔ The Law “On Craftsmanship” (1993);
- ➔ The Law on Higher Education Institutions (1995);
- ➔ The General Education Law (1998);
- ➔ The Vocational Education Law (1999).

The Education Law (*Izglītības likums*) regulates all types and stages of education, defines rights and functions of involved institutions, as well as education types, levels and types of education establishments.

The Law “**On Craftsmanship**” (*Likums „Par amatniecību”*) concerns craftsman and journeyman qualifications, which referencing to the EQF will be performed in the 2nd phase of referencing process.

The Law on Higher Education Institutions (*Augstskolu likums*) states the cooperation between HEI and state institutions to harmonize autonomy of HEI with interests of society and state; regulates legal basis of HEI and colleges, sets and protects the autonomy of HEI.

The General Education Law (*Vispārējās izglītības likums*) stipulates the organisational and functional principles of general education; regulates rights and obligations of institutions and persons involved in general education.

The Vocational Education Law (*Profesionālās izglītības likums*) regulates the implementation of all vocational education forms and stages (except first and second level professional higher education; awarding relevant professional qualifications; as well as responsibilities of the involved institutions.

C.2) Grading system

Students’ assessment is carried out in 10 point scale according to such criteria:

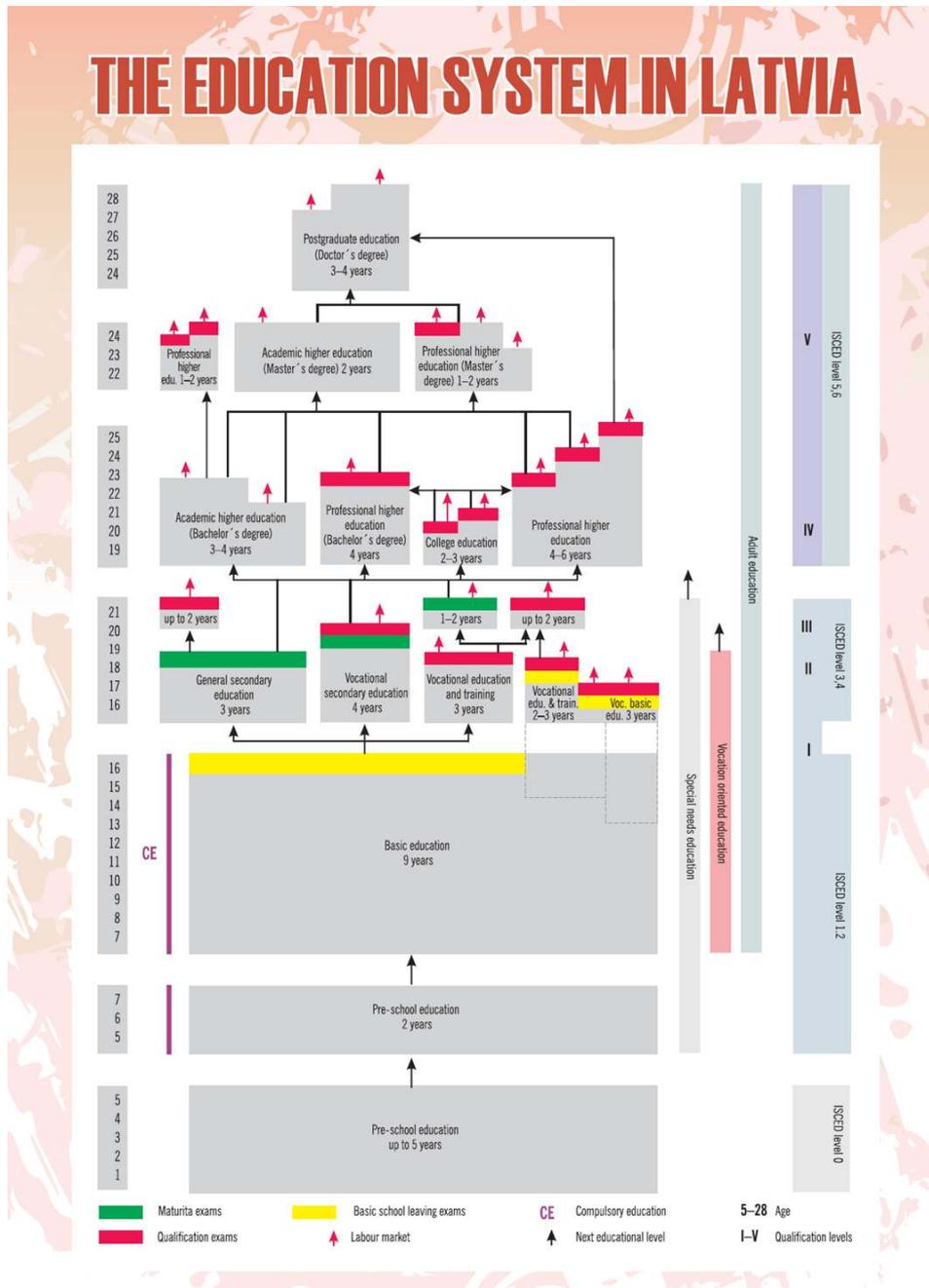
- ➔ The volume and quality of obtained knowledge;
- ➔ Obtained skills;
- ➔ Attitude towards learning;
- ➔ Dynamics of learning achievements.

C.3) General education

C.3.1) Pre-school education

All children aged five and six have the possibility to acquire free the mandatory pre-school (*pirmsskola*) education, to prepare for the acquisition of basic education programme, and to develop and improve their social and cooperation skills, stable self-care and behaviour skills, which facilitates successful child's inclusion into contemporary learning process at school.

In Latvia the pre-school education, similarly as the mandatory basic education, is offered by general education establishments. The basic aim of pre-school education is to promote the general development of a child and their readiness to start the primary school stage in basic education. The pre-school education for children with special needs is implemented at the specialised pre-school education institutions. The pre-school does not provide a formal assessment of the acquired knowledge and skills; therefore, it has not been awarded any EQF level.



C.3.2) General basic education (LQF/EQF level 1-3)

Children usually start the acquisition of the basic education (*pamatizglītība*) programmes in the year when they turn seven (there is possibility to start from 6) and continues till the age of 16. In special cases the acquisition of basic education lasts till the age of 18. The basic education in Latvia is mandatory; the length of the programme is 9 years. The mandatory content of basic education is defined by the national basic education standard⁵, which also includes primary school. The aim of basic education is to provide opportunities for acquiring the basic knowledge and skills needed in the social and individual life, for guidance with regard to values.

The complete basic education programme is implemented by an education establishment called “basic school” (*pamatskola*). The education programmes for the first four grades may be implemented by a primary school (*sākumskola*). Secondary schools (*vidusskola*) may also implement the complete basic education programme. Likewise, basic education may be implemented by education institutions called a vocational school (*arodskola*), special education establishment (*speciālās izglītības iestāde*), an evening (shift) school (*vakara (maiņu) skola*), a boarding school (*internātskola*), an education institution or a class of social or pedagogical correction (*sociālā vai pedagoģiskā korekcija*), or another education establishment if it implements complete or parts of basic education programme.

C.3.3) General secondary education (LQF/EQF level 4)

The mandatory content of general secondary education (*vispārējā vidējā izglītība*) programmes is defined by the state general secondary education Standard (7). The general secondary education programmes have the following thematic directions:

- ➔ The general education direction, which is established by the group of education programmes without particularly emphasized study subjects;
- ➔ The humanities and social direction, established by the group of education programmes with particularly emphasized humanities subjects and social science study subjects;
- ➔ The mathematics, natural sciences and technology direction, established by the group of education programmes with particularly emphasized mathematics, natural sciences and technology subjects;
- ➔ The vocational direction, established by the group of education programmes with a particularly emphasised professional orientation (e.g. arts, music, commercial studies, sports).

The education programmes of all directions contain 8 mandatory subjects with the same name. Each programme direction has additional 3-6 mandatory subjects. The school may offer some more optional subjects, taking up 10-15% of the study time or offer additional in-depth studies of one of the mandatory subjects. A programme of general secondary education of a certain direction may be combined with a minority education programme, including the minority language, study contents linked with the minority identity and integration into Latvian society.

C.3.4) Vocational education

Vocational education (*profesionālā izglītība*) provides the opportunity to continue education after graduating from the basic school or secondary school and to acquire the initial professional qualification, as well as to develop abilities for continuing vocational education and to acquire the right to continue education on a higher education level. Vocational education establishments offer education programmes in all lines of economic activities.

Section 4 of the Vocational Education Law (1999) defines three levels of vocational education:

1. Vocational basic education;

2. Vocational secondary education;

3. Professional higher education (more detailed in the chapter on HE):

First level professional higher education (college education);

Second level professional higher education.

The content of vocational secondary education programme is defined by the state vocational secondary education standard and the relevant occupational standard (*profesijas standarts*). Vocational secondary education programmes are elaborated and implemented in conformity with all lines of economic activities in Latvia.

C.3.4.1) Vocational basic education (LQF/EQF level 3)

Persons are enrolled in vocational basic education (*profesionālā pamatizglītība*) programmes without restrictions as regards previous education and not before the calendar year, in which the person turns 15. Vocational basic education programmes last 1-2 years. A certificate of vocational basic education (*apliecība par profesionālo pamatizglītību*) indicates that the student has acquired vocational basic education and has obtained Latvian professional qualification level 1 (theoretical and practical readiness, which allows fulfilling simple tasks in a specific sphere of practical activities, for example, a cook's or a carpenter's assistant). Those students without complete basic education before the age of 15 have the possibility to finish general basic education programme parallel to the acquisition of professional qualification.

C.3.4.2) Vocational education (LQF/EQF level 4)

The state vocational education standard stipulates that vocational education (*arodizglītība*) programmes last three years for those persons, who have finished basic school. The completion of a vocational education programme is attested by a certificate of vocational education (*atestāts par arodizglītību*). It attests that the awarded qualification conforms to the Latvian professional qualification level 2 (theoretical and practical readiness, which gives the possibility to perform independently qualified executor work, for example, a carpenter, a hair-dresser, a cook, a seamstress, a welder). General education subjects are integrated into vocational education programmes. Vocational education does not ensure the right to continue education in a HEI, however, to those students, who wish to continue their education, a one-year adjustment course of secondary education is offered, or they have to study additionally at an evening school.

Vocational education programmes are oriented towards acquisition of necessary knowledge and skills, which give the opportunity to perform independently the work of a qualified executor/worker, require responsibility for one's work, which is performed under instructions, and the ability to work in a group.

C.3.4.3) Vocational secondary education (LQF/EQF level 4)

Pupils, who have completed general or vocational basic education, may be enrolled into the vocational secondary education (*profesionālā vidējā izglītība*) programmes. These programmes last for 4 years following the acquisition of basic education or for 1-2 years following the acquisition of vocational education, or up to 2 years after general secondary education. Upon completion of the programme a diploma of vocational secondary education (*diploms par profesionālo vidējo izglītību*) is awarded, as well as the Latvian professional qualification level 3 (increased theoretical readiness and professional mastery, which allows performing certain duties of an executor, which comprise the planning and organisation of work, for example, various technicians, car mechanics, modellers, and hospitality service specialists). The diploma gives the right to continue education at a HEI.

C.3.5) Higher education

The system of higher education comprises academic higher education (*akadēmiskā augstākā izglītība*) and professional higher education (*profesionālā augstākā izglītība*). There are Bachelor's and Master's degrees in both academic and professional higher education.

C.3.5.1) *Academic higher education (LQF/EQF levels 6-7)*

The aim of academic higher education is to prepare for independent research activities and to provide theoretical basis for professional activities.

The amount of an **academic bachelor study programme** is 120-160 Latvian credit points (180-240 ECTS credit points). The length of studies in full-time studies is from six to eight terms.

The amount of an **academic master study programme** is 80 Latvian credits (120 ECTS credit points). The academic education programmes are implemented in compliance with the state academic education standard.

C.3.5.2) *Professional higher education (LQF/EQF levels 5-7)*

The objective of professional higher education is to ensure the acquisition of in-depth knowledge in a concrete field, ensuring the graduates' ability to develop or improve systems, products and technologies and to prepare the graduates for creative, research and pedagogical work in this field. The graduates of the first level professional higher education programmes (college education) are awarded with the relevant education document and the Latvian professional qualification level 4 (theoretical and practical background that enables the holder to perform complicated tasks as well as to organise and manage others in their work). When graduating a second level professional higher education programme (university education), graduates are awarded with the relevant diploma and the Latvian professional qualification level 5 (highest specialist qualification which provides for practical performance as well as abilities to plan and perform research and scientific work).

The professional bachelor study programmes ensure the acquisition of professional competence, the amount of these programmes is at least 160 Latvian CP (240 ECTS credit points).

The amount of **professional master study programmes** is at least 40 Latvian CP (60 ECTS credit points).

There are also other types of programmes in professional higher education alongside bachelor and master programmes:

First level professional higher education (college) study programmes leading to the Latvian professional qualification level 4. The amount of the programmes is 80-120 CP (120-180 ECTS credit points), and they are basically intended for the acquisition of a profession, but the graduates may continue studies in second level professional higher education programmes.

Second level professional higher education programmes ensure the acquisition of the Latvian professional qualification level 5 upon their completion. These programmes are in the amount of at least 40 CP (60 ECTS credit points) after the acquisition of a Bachelor's degree or at least 160 CP (240 ECTS credit points) after the acquisition of secondary education. In both cases the programme should comprise practice training in the amount of at least 26 CP (39 ECTS credit points) and a state examination (including the graduation thesis) in the amount of at least 10 CP (15 ECTS credit points). If the programme of 240 CP comprises the mandatory part of a bachelor's programme, the graduates acquire the right to enrol in a master programme.

C.3.5.3) Doctoral studies (LQF/EQF level 8)

Since 1 January 2000 only one type of scientific degree is awarded – a Doctor's degree (*doktora grāds*). The pre-condition for enrolment in a doctoral programme is a master level degree. A Doctor's degree is awarded to a person, who has successfully passed the examinations in the chosen field of research and who has elaborated under the guidance of an experienced research advisor and publicly defended a doctoral thesis, which contain the results of original research and new insights in the respective branch of science. The doctoral thesis may be elaborated within the period of 3-4 years within the framework of doctoral studies in a HEI or after carrying out an appropriate amount of independent research. The doctoral thesis can be a dissertation, a set of anonymously reviewed thematically united publications or a monograph. The doctoral degree is awarded by the Doctoral Council. A Doctor's degree is awarded according to the procedure stipulated by Law on Scientific Activity (14.04.2005, last amendments 01.01.2011). The awarding of a Doctor's degree is supervised by the National Commission for Scientific Qualification established by the CoM.

d) The national sport education and training system

↳ Latvian Academy of Sport Education (www.lspa.eu)

On 6 September 2011, the Latvian Academy of Sport Education (LSPA) celebrated its 90th anniversary since its foundation and Latvian higher education in sports. The history of LSPA goes back to the spring of 1919, when the progressive press of that time noted that theoretical aspects and forms of organisation of physical education require a scientific basis. The Latvian Ministry of Education accepted this need of the society and on 6 September 1921, the Cabinet of Ministers adopted a decision to establish the Latvian Physical Education Institute (LFII). On 5 November 1991, the Republic of Latvia Ministry of People's Education issued an order No. 459, which stated that in the future, in order to better reflect the status and profile of the school, its name will be Latvian Academy of Sport Education. The Academy's first constitution was approved by the Supreme Council of the Republic of Latvia on 10 March 1992.

In the academic year 2013/2014, educational work at the university was provided by 70 lecturers, including 18 professors, 19 associate professors, 20 assistant professors, 7 lecturers and 6 assistants, of which 43 held a scientific degree. All students have graduated from the university and successfully obtained higher education and have been prepared to work at very different occupations as appropriate for the specific time period, such as:

- Sports (physical education) teachers;
- Social science (health education) teachers;
- Sports coaches;
- Physical culture (education) instructors;
- Education and sports managers;
- Active tourism managers/recreation specialists;
- Physiotherapists;
- Masseurs.

LSPA is the only university in Latvia, which coordinates and conducts research in sports and educates sports science specialists. So far, scientific activity at the school was mainly carried out at the schools' departments, but currently several scientific research institutes are being set up with their own laboratories, such as the Sports Science Institute, the Institutes of Recreation and the Environment, the Teacher Education Development Institute, and the Movement Ergonomics Institute.

➔ Murjāņi Sports Gymnasium (www.msg.edu.lv)

Murjāņi Sports Gymnasium – the home of our national team athletes in seven sports disciplines is located 39 kilometres from Riga, in the direction of Valmiera, in the territory of the Gauja National Park since 1 September 1965. In May 2010, the last bell rang for the Gymnasium graduation class 41, but on 14 August 2010, Murjāņi Sports Gymnasium celebrated its 45th anniversary. The Gymnasium admits students for grades 8 to 12, has 9 sets of classes and provides training in the following Olympic sports:

In Murjāņi:

- Luge
- Cycling
- Track and field
- Volleyball
- Handball
- Bobsleigh
- Skeleton

At the branch in Jūrmala:

- Rowing
- Rowing and canoeing

Total number of students – 184, of which 124 in Murjāņi, 60 in Jūrmala (2013/09/01)

Admission of new students takes place every year through the Murjāņi Sports Gymnasium admission competitions. The school's contribution to the sports field – medallists of European and world championships and world cups, proves the high-quality, results-oriented and conscious work of the school's coaches and teachers.

➔ Educational institutions with orientation to professional sports

In order to ensure efficient use of the state property, pursuant to Article 6 of the Cabinet of Ministers 13 August 2002 Regulation No. 363 'The order in which the state finances vocational education programmes implemented by local educational institutions', upon granting public funding to local educational institutions implementing vocational education programmes, pursuant to the responsibility of the Ministry of Education and Science stated in Article 15 Clause 21 of the Education Law, and the fact that pursuant to Article 5 Paragraph one of the Sports Law the Ministry performs public administration functions in the sports field, the following has been approved with the Ministry of Education and Science Order No. 394 'On Approval of Documents' of 4 August 2010:

1. Number of hours for educational training groups at sports vocational education institutions;
2. Classification of sports at vocational education institutions;
3. Basic requirements for the assembly of educational training groups at sports vocational education institutions.

There are in total 64 sports vocational education institutions. Directors Board of Educational Institutions with Orientation to Professional Sports (<http://www.sportaskolas.lv>).

➔ The association 'Latvian Coaches Further Education Centre' (<http://www.treneruzglitiba.lv/>)

The association 'Latvian Coaches Further Education Centre' (LTTC) provides coaches and other sports professionals with possibilities of further education and raising qualifications. The objective of the LTTC is to ensure the compliance of all Latvian sports coaches' qualifications with modern requirements and acknowledge it with nationally recognised certificates. LTTC certification includes category A, B, C and D certificates for sports specialists. A sports specialist certificate is required for coaches, instructors of sports clubs and sports centres, as well as for other individuals willing to conduct training and sports activities.

➔ Interest-related education

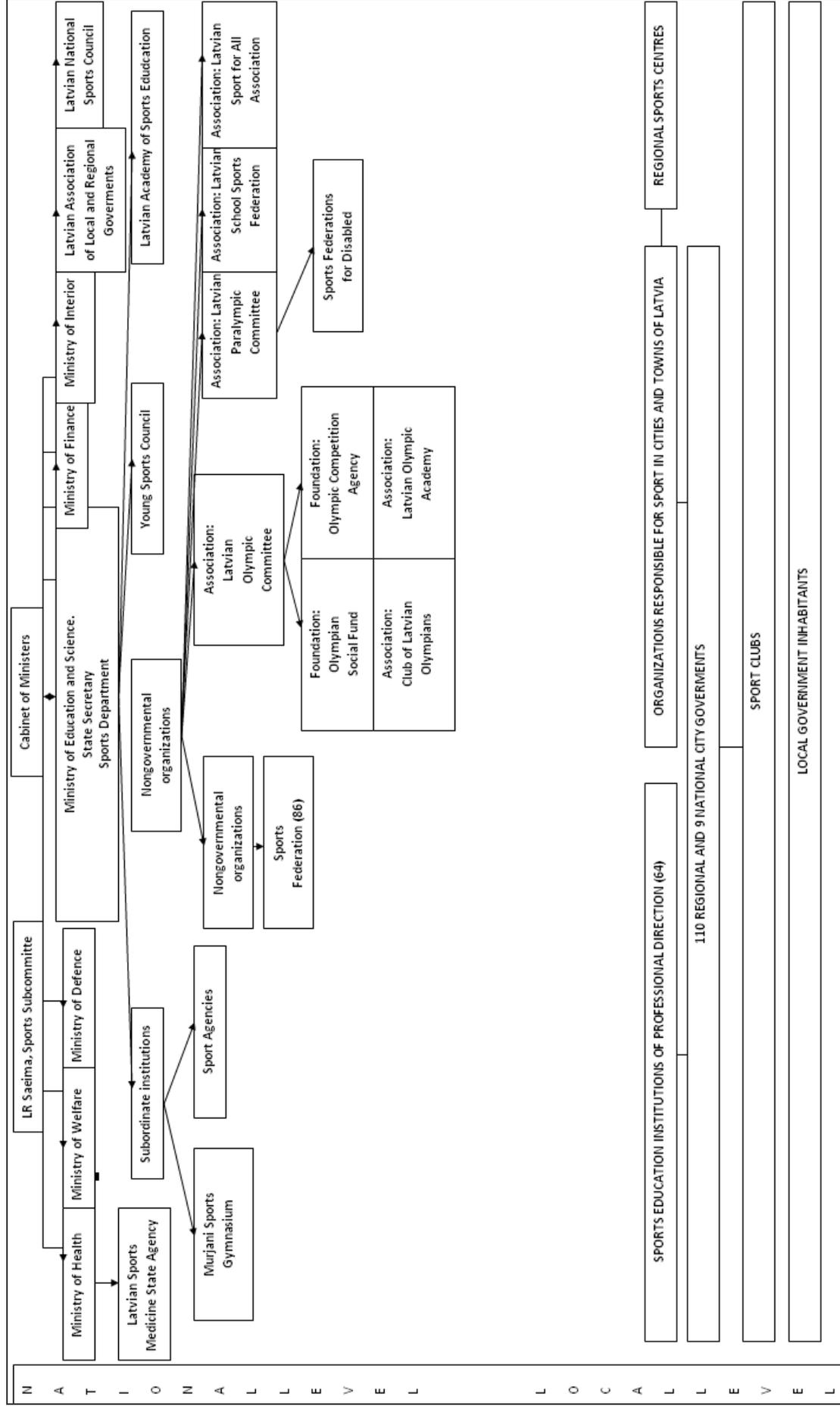
At general education institutions in Latvia, in addition to the general subject of 'Sports', children and youth have the opportunity to acquire interest-related in-depth educational programmes in a variety of sports disciplines (mostly sports games – basketball, football, volleyball, handball, floorball). In the

academic year 2007/2008, a total of 30.515 students were involved in interest-related sports education programmes throughout the country. The largest number of participants was in sports dance programmes (2.379), followed by swimming with 1.144 participants. The operation of the interest-related education system is coordinated by the National Centre for Education: <http://visc.gov.lv/en/>

➔ Non-formal sports education

Youth non-formal education is any youth educational activity organised outside the formal education, which complements the knowledge acquired during formal education with skills, abilities and practical experience necessary for any socially and economically active individual. In total, 35.453 youth are involved in non-formal sports education.

e) The national map of stakeholders of Latvia



f) Situation around the National Qualification Framework and European Qualification Framework

(based on: The development of national qualifications frameworks in Europe, 2010; Referencing of the Latvian Education System to the European Qualifications Framework (EQF) for Lifelong Learning and the Qualifications Framework for the European Higher Education Area (EHEA) Self-Assessment Report, Riga, May 2012)

→ Introduction

Latvia is developing a National Qualifications Framework (NQF) based on learning outcomes in line with the needs of different subsystems of education and training and lifelong learning. It will take the existing five-level qualification structure in Vocational Education and Training (VET) and three-cycle structure in Higher Education (HE) into account.

A qualification framework for higher education in the context of EHEA has already been prepared. Its descriptors have been approved by the Higher Education Council and will soon become a part of the new Higher Education Law. A concept of attractiveness of VET was approved in December 2009 by the Cabinet of Ministers. It includes the linking the five existing Latvian qualifications levels to the eight levels of EQF.

The Ministry of Education and Science plans to submit amendments to the regulation on classification of education (75) with the aim to redefine some key terms (e.g. qualification, qualification level, knowledge, skills and competence) and to define qualifications levels and corresponding general level descriptors of knowledge, skills, and competence. An ESF (European Social Fund) project is planned to support further development of NQF.

→ Rationale and the main policy objectives

The development and implementation of a comprehensive NQF should address the following issues:

- (a) to increase transparency and consistency of qualifications;
- (b) to develop an overarching NQF in line with the needs of lifelong learning and the higher education sector (three levels);
- (c) to strengthen the link between the labour market and education;
- (d) to strengthen the cooperation of all stakeholders involved in the design and award of qualifications;
- (e) to increase understanding of national qualifications and ease linking them to the EQF.

Development of NQF and referencing of national qualifications to EQF are parallel processes.

→ Involvement of stakeholders

The Ministry of Education and Science has the leading role in the development of the NQF. For the Higher Education level also higher education institutions, social partners, the Rectors' Council and the Higher Education Council are involved; in VET social partners are involved.

→ Levels and descriptors

The Latvian NQF will have eight levels: four addressing primary and secondary education and VET; four for higher education level qualifications. Levels 1-4 will be defined in terms of knowledge, skills and competence.

The descriptors for higher education qualifications based on Dublin descriptors and Bloom taxonomy have been drafted and adopted by the Higher Education Council. Descriptors for basic and secondary education level qualifications are being elaborated.

→ Use of learning outcomes

There is a growing emphasis on learning outcomes in Latvia, although the term is not widely used and there is not yet a systematic approach. Skills and knowledge are the commonly used terms. Draft legislation for HE introduces the terms and principles of learning outcomes. In general education, subject-based outcomes have been defined in terms of knowledge, skills and attitudes. Standards for VET are labour market linked (through tripartite agreements) and stipulate goals of education programmes as well as their content. There are two types of standards: occupational (professional) and vocational education standards. The occupational standards stipulate the basic and specific requirements for a specific professional qualification and describe the knowledge and skills requirement as determined by the Regulation of the Cabinet of Ministers (Regulation on the professional standards, 2000 and the Order of developing occupational standards (2002). Standards have been developed for all occupations. The Ministry of Education and Science has established a register of occupational standards. The standards of the state vocational education stipulate the goals of the educational programmes, compulsory educational content, and assessment procedures for the education obtained. They are determined by the Regulation on the standard for state vocational secondary education (2000) and the Regulation on the standard for state vocational higher education (2001) adopted by the Cabinet of Ministers.

General aim of the European Qualifications Framework (EQF) as a common reference system is to promote the development of lifelong learning principle and foster the international mobility of inhabitants. The EQF offers to Latvia an opportunity to describe its education system for the system and qualifications awarded within the system would be better understandable for other countries. Simultaneously, also Latvian inhabitants may understand better the Latvian and other national education systems, including qualifications referenced to the EQF.

The referencing of national qualifications to the EQF imparts several advantages:

- *The implementation of qualifications framework definitely will improve international comparability of the Latvian qualifications.* The qualification descriptions including learning outcomes allow comparing qualifications from different countries much better. Present descriptions naming study courses or subjects acquired during the learning frequently are not only insufficient, but also ambiguous – because titles of study subjects differ, subjects of large volume are divided differently into smaller ones in different countries, as well their teaching direction is not clear. The framework also will improve international recognition of Latvian qualifications – both for studies and employability.

- *The qualifications framework will help employers to understand better education process and its outcomes.* An employer is not really interested how many hours an applicant has learnt each subject, in this case credit points are not the solution. The employer wants to understand in general what level qualification the applicant has, but mostly – what the applicant knows, understands and is able to do. Actually developing qualifications framework corresponds to the needs of employers.

- *Learners acquire greater awareness of learning/teaching process if intended learning outcomes are formulated.* It helps a learner in both choosing education programme according to their interests and needs and understanding requirements in each study subject; thereby, the learner can plan their learning more successfully.

- *The qualifications framework provides wider possibilities to lifelong learning.* Formulating learning outcomes for each education programme and for each of its components promotes recognition of prior learning acquired outside formal education system. Meanwhile, formulating learning outcomes for several study subjects or their parts (modules) that are related and have to be acquired simultaneously allows providing these modules not only to learners, but also to adults, who need the relevant knowledge, skills and competence for their professional or personal improvement.

- *Qualification level descriptors based on learning outcomes may be and already are used as guidelines for developing education programmes.* The education programmes are developed for them to

ensure the attainment of general and sectoral learning outcomes. Thereby, the syllabi for the relevant study subjects are developed according to the common aim to achieve intended learning outcomes.

Yet the referencing process may also include some **risks**, which should be taken into account when referencing national qualifications to the EQF:

- *The referencing process is arranged in a hasty and unreasoned manner.* In order to prevent this risk, the referencing process in Latvia is planned in two steps.

- *All stakeholders do not participate in the referencing process.* During the referencing process meetings, conferences, as well as both face-to-face and virtual discussions were organized involving representatives from ministries, national and local governments' agencies, social partners including employers' organisations, trade unions and students' organisations.

- *The stakeholders and inhabitants do not have a clear understanding on the meaning of the EQF.* Engaging the stakeholders in the consultation process raised awareness of the current process, as well as ensured their support to the provided placement of national qualifications in the EQF. Yet informing inhabitants about the EQF should be continued.

As result of referencing process, 8-level Latvian Qualifications Framework (LQF) was established. The developed level descriptors are based on learning outcomes and formal education qualifications are linked with these levels. The level descriptors were elaborated regarding national education and occupational standards, as well as the EQF level descriptors. The LQF comprises formal higher, vocational and general education sectors. The placement of Latvian formal education qualifications on eight LQF and EQF levels is illustrated in the Table 1 below.

Table 1. The placement of the Latvian formal qualifications in the LQF and EQF

Latvian education documents (qualifications)	LQF and EQF level
Certificate of general basic education (for students in special education programmes for students with severe mental development disorders or several severe development disorders)	1
Certificate of general basic education (for students in special education programmes for students with mental development disorders)	2
Certificate of general basic education Certificate of vocational basic education	3
Certificate of general secondary education Certificate of vocational education Diploma of vocational secondary education	4
Diploma of first level professional higher education (1st level professional higher (college) education, the length of full-time studies 2-3 years)	5
Bachelor's diploma Professional Bachelor's diploma Diploma of professional higher education, diploma of higher professional qualification (2nd level professional higher education, the length of full-time studies – at least 4 years)	6
Master's diploma Professional Master's diploma Diploma of professional higher education, diploma of higher education, diploma of higher professional qualification (2nd level professional higher education, the total length of full-time studies – at least 5 years)	7
Doctor's diploma	8

2- WORKING METHODOLOGY AND NATIONAL ACTIVITIES CARRIED OUT

a) Overall working methodology and Activities carried out through VSPORT+

1. Translation in Latvian*:

1. VSport Flyer
2. VSport Leaflet
3. VSport Brochure

Note: *Brainstorm seminars about terminology in Latvian

2. All three articles are available on LASE website both in English and Latvian:

http://www.lspa.eu/index.php?option=com_content&view=category&layout=blog&id=225&Itemid=390

3. For dissemination the VSport Flyer & the VSport Leaflet in Latvian are printed in paperback

4. Presentations of Seven Steps of the LLL Sport Strategy:

4.1. 6th Baltic Science Conference “Sport Science for Sustainable Society”, Riga, Latvia, (23/04/2013) Round Table Meeting (In English)

http://www.lspa.eu/index.php?option=com_content&view=article&id=219&Itemid=430#

4.2. 3rd International Outdoor Sports and Recreation Education Summer School 2012, Madona, Latvia, (11/09/2012) Presentation (In English)

http://www.lspa.eu/index.php?option=com_content&view=article&id=1067&Itemid=372

4.3. 4th International Outdoor Sports and Recreation Education Summer School 2013, Biala Podlaska, Poland, (17/09/2013) Presentations (In English)

www.awf-bp.edu.pl/summerschool/index.php

5. Lecturing

Lecture – *A Lifelong Learning Strategy for the Sport and Active Leisure Sector*

5.1. to Latvian Academy of Sports Education (LASE) Master program students (November, 2012)
Feedback: presentations of the seven steps model (**ANNEXE Nr.2**)

5.2. to Latvian Academy of Sports Education (LASE) Doctoral program students (January, 2013)
Feedback: brainstorm about the seven steps model

5.3. to Lifelong Learning programs concerning coach education students (December, 2012)

6. Round Table Meetings:

1. With the staff of the Department of Sport, Ministry of Education and Science, Republic of Latvia (June, 2013)

2. With the President of the Latvian Olympic Committee (October, 2013)

3. With the members of Latvian Skiing Association (March, 2013)

4. With the members of Latvian Cycling Federation (October, 2013)

7. Publication:



Publication in “LASE Journal of Sport Science” (Vol. 4, (2013) Nr. 2, pp. 126-131) by J.Grants, I.Boge, I.Budvike, I.Uptis “The Lifelong Learning Strategy for Sport and Active Sector at National and European Level” in English.

http://www.lspa.eu/files/research/Journal_of_Sport_Science/LASE_Journal2013_2.pdf

8. Interview:



Information about the project and strategy in the national Journal “Sports” in Latvian.

9. Master Thesis

Latvian Academy Of Sport Education (LASE), Professional Master Study program Sport Science (code 47813)

Project title: The Recreational Program in Compliance with the Market Requirements in Latvia

Author: Līga Eriņa

Supervisor: PhD, prof. Juris Grants

Objectives: To determine how the Recreation Program complies with the market requirements in Latvia

Note: Master Thesis will be defense on March 3, 2014 (**ANNEXE Nr.1**)

3- FEEDBACK RECEIVED AND MAIN ISSUES AROUND THE IMPLEMENTATION AND THE USE OF THE 7 STEPS MODEL

a) Latvian Olympic Committee:

1. Should we link education and training with the needs of labour market also outside Europe?
2. A centralised approach is not possible in Europe as we need to adjust to market requirements separately in each country.
3. Internationally open market outside Europe should be facilitated.
4. Standard requirements are different for trainers who work with children and youth, and the ones who work in top sport.
6. Is the introduction of the 7 step policy connected with the decrease of the competitiveness among countries in top sports?

b) National Federations – Latvian Skiing Association and Latvian Cycling Federation

1. It is advisable to compare Standard Classification of Occupations in sport in each country, stating the common and different things.
2. To understand the differences, we should arrange Standard Classification of Occupations in sport in Latvia, possibly also other European countries should do this.
3. To develop a uniform European Standard Classification of Occupations in sport.
4. Fully support the idea about uniform sports profession standards (Golf, etc...) in Europe.

c) Ministry of Education and Science, Republic of Latvia

1. Fully supports the 7 step strategy in order to develop a uniform sports profession standard in Europe.
2. Fully supports the idea about adjusted education and training to the needs of labour market within European context.

4- CHALLENGES, SUCCESSES AND FUTURE OPPORTUNITIES TO ENCOURAGE THE IMPLEMENTATION OF THE 7 STEP MODEL

a) Difficulties and main challenges

a.1) Stakeholders from the Ministry, sport federations and the Olympic Committee immediately understand the idea about the LLL Sport Strategy and support its further implementation, certainly, recommending also their view on it.

a.2) Students (of International Summer schools, Master and PhD students) have little understanding about the idea about the LLL Sport Strategy. It may be due to their narrow specialisation and small work experience.

a.3) University teachers of different age (of International Summer School) know a little about the questions of sport education and employment in order to adjust education to the needs of labor market.

a.4) To bond stakeholders from the Ministry, sport federations, the Olympic Committee and universities.

b) Potential for the use of the 7 Step Model

b.1) To unite stakeholders from the Ministry, sport federations, the national Olympic Committee and universities (both teachers and students) by developing a network including all these parties.

c) Next steps and future opportunities

c.1) Activate more dissemination of the 7 Steps of the LLL Sport Strategy in Society, creating understanding about challenges in the field of education and employment which need to be considered if the sector is to achieve its potential and impact on individuals and communities.

c.2) To create a working group of stakeholders from the Ministry, sport federations, the National Olympic Committee and universities both teachers and students with the purpose to collaborate with each other to organise Vocational Education and Training (VET) system at the European and/or national level using a common methodology.

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Sports Law

http://izm.izm.gov.lv/upload_file/en/laws/Sports_Law.pdf

The development of national qualifications frameworks in Europe

http://www.cedefop.europa.eu/EN/Files/6108_en.pdf

ANNEXES

ANNEX 1

SUMMARY

SUGGESTIONS FOR THE IMPROVEMENT OF THE LASE RECREATION PROGRAM TAKING INTO ACCOUNT THE MARKET REQUIREMENTS IN LATVIA

Author: Līga Eriņa

The occupation of a recreation specialist is a new profession that is included in the Classification of Occupations. The third year of the Latvian Academy of Sport Education (LASE) program is devoted to qualifications for these professionals. So far, there isn't any compilation of information (feedback) from employers whether they are satisfied with recreation specialists prepared by the LASE. Currently LASE is the only university in Latvia preparing these new recreation specialists in the professional bachelor's and master's program. The Sport and Active Leisure sector is growing fast across the European Union and is currently facing significant challenges in the field of education and employment, which need to be considered if the sector is to achieve its potential and impact on individuals and communities:

- Employers need well trained employees who match their requirements;
- Courses and qualifications are often not regarded as appropriate by employers and recreation centers;
- The sector lacks a clear career structure. This is needed in order to attract the best people and particularly to give graduates the opportunity to find employment;
- There is often poor communication and co-operation between stakeholders (www.vsportplus.eu).

Research Object: The Recreation and Active Leisure sector.

Topic: The Recreational Program in compliance with the market requirements in Latvia.

Subject: Employers, educators, recreation specialists – graduates.

Objectives: To determine how the Recreation Program complies with the market requirements in Latvia.

Hypothesis: In determining the employers, pedagogues and graduates views about how the Recreation Program complies with the market requirements, it will be possible to work out suggestions for reworking the Recreation Program to suit the requirements of the market.

The tasks:

1. To determine the employers, the pedagogues and the graduate's views on what requirements are needed to be a qualified recreation specialist.
2. To determine how the recreation program complies with the market requirements.

The methods:

1. Analyzing sources of literature
2. Interview
3. Qualitative data analysis.

For presentation: Suggestions for The LASE Recreational Program improvement according to the Market Requirements in Latvia

Key-words: Recreation program, employers, educators, recreation specialists – graduates.

Conclusions:

1. After studying the opinions of teachers, employers and recreational graduates on Qualified Recreational Specialist Compliance with Labour Market, and performing qualitative data analysis we obtained the following conclusions:

1.1. In the first guideline on Understanding of Recreation, we examined the common and distinctive features of all three study groups (teachers, employers and recreation specialists) by analysing the terms, which were obtained after the qualitative data processing.

The common thing is that all the respondents believe that the word “recreation” is a neologism which in Latvia is introduced recently. The society is not aware of the meaning of the word but the activities themselves are known and are being performed, but people should be aware about the meaning of this word.

Pedagogues and recreational specialists have similar views about the fact that the recreation is a qualitative leisure time activity and that taking care of your self is an indicator of life quality. Employers, on the other hand, see it more as a process that allows people to meet their basic needs, and also as a demand for recreational activities.

1.2 After analysis of the concepts which were obtained in the second guideline on the Required Skills, Knowledge and Competencies for Recreation Specialists we obtained common and distinctive features.

All three groups of respondents think that one of the most important factors that determine the success of recreation specialist in his/her field is personality traits. The most significant traits of young professionals are, for example, creativity, innovative ideas, charisma and positivism.

As a distinctive thing we can mention the fact that young recreation specialists’ values of life seems to be essential for employers. If these values coincide with the views expressed by the company, then this graduate can become an employee of this company. Recreation professionals and employers think similarly in terms of motivation and personality development.

1.3 After analysis of the concepts which were obtained after the qualitative data processing in the third guideline on Recreation Study Program and Cooperation between Institutions of Higher Education and the Field of Employment we obtained common and distinctive features.

All three groups of respondents believe that it is important to develop cooperation between education and the field of employment. Cooperation is one of the key words for the successful development of the recreation area and for the preparation of new recreational specialists.

The common thing is the fact that pedagogues, employers and recreation specialists believe that the continuation of the education is essential for anyone working in this field. Trends are changing rapidly and therefore a good specialist should be informed about the innovation sector. Another common feature of the respondents opinions on the experience gained abroad is that they think it is a great value if recreation specialist is able to analyse and adapt it to the conditions of our country.

LASE pedagogues emphasizes that the recreation program’s strengths are definitely outdoor activities and diverse education. As a distinctive thing we can mention the fact that employers do not have information about existing recreation programs. Recreation specialists and pedagogues have the same opinion about refresher courses – those are certainly needed. In turn, employers respond negatively or they just show interest but do not regard it as something significant.

1.4 After analysis of the concepts which were obtained after the qualitative data processing in the third guideline on Recommendations for the Development of Recreational Area we obtained common and distinctive features. The common thing is the fact that teachers, employers and recreation specialists believe that co-operation between entrepreneurs, and also between entrepreneurs and universities, and universities themselves is essential to achieve the potential of the industry. Working alongside is the only thing that can help us to achieve the highest goals.

LASE pedagogues and recreation specialists believe that one of the most important tasks is to educate the public about the recreation and its positive impact on a person’s mental and physical health.

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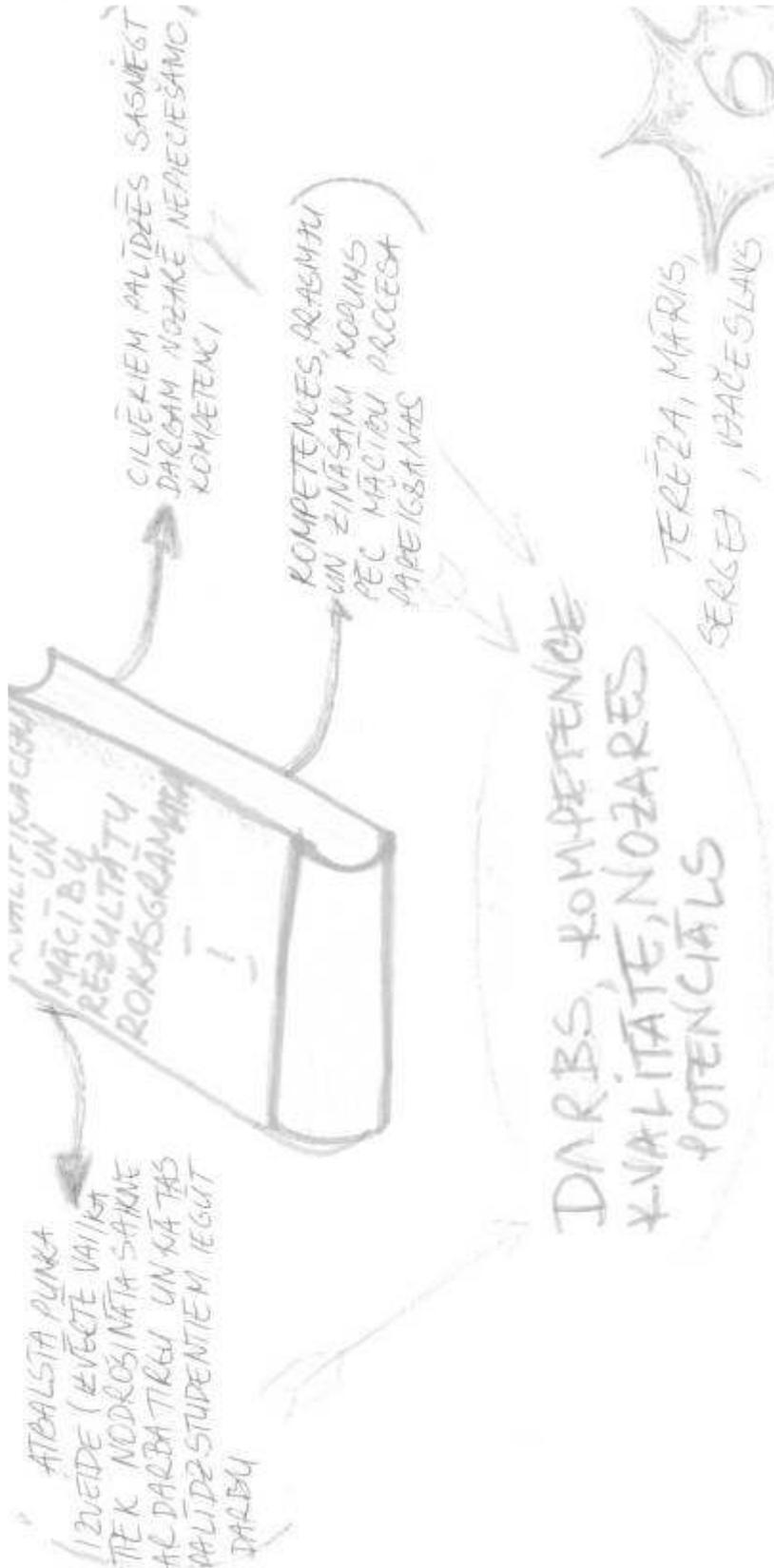
As a distinctive thing we can mention the fact that employers believe that an important role is played by the family, if recreational exercise becomes a daily activity, then the next generation will perceive it as something self-evident.

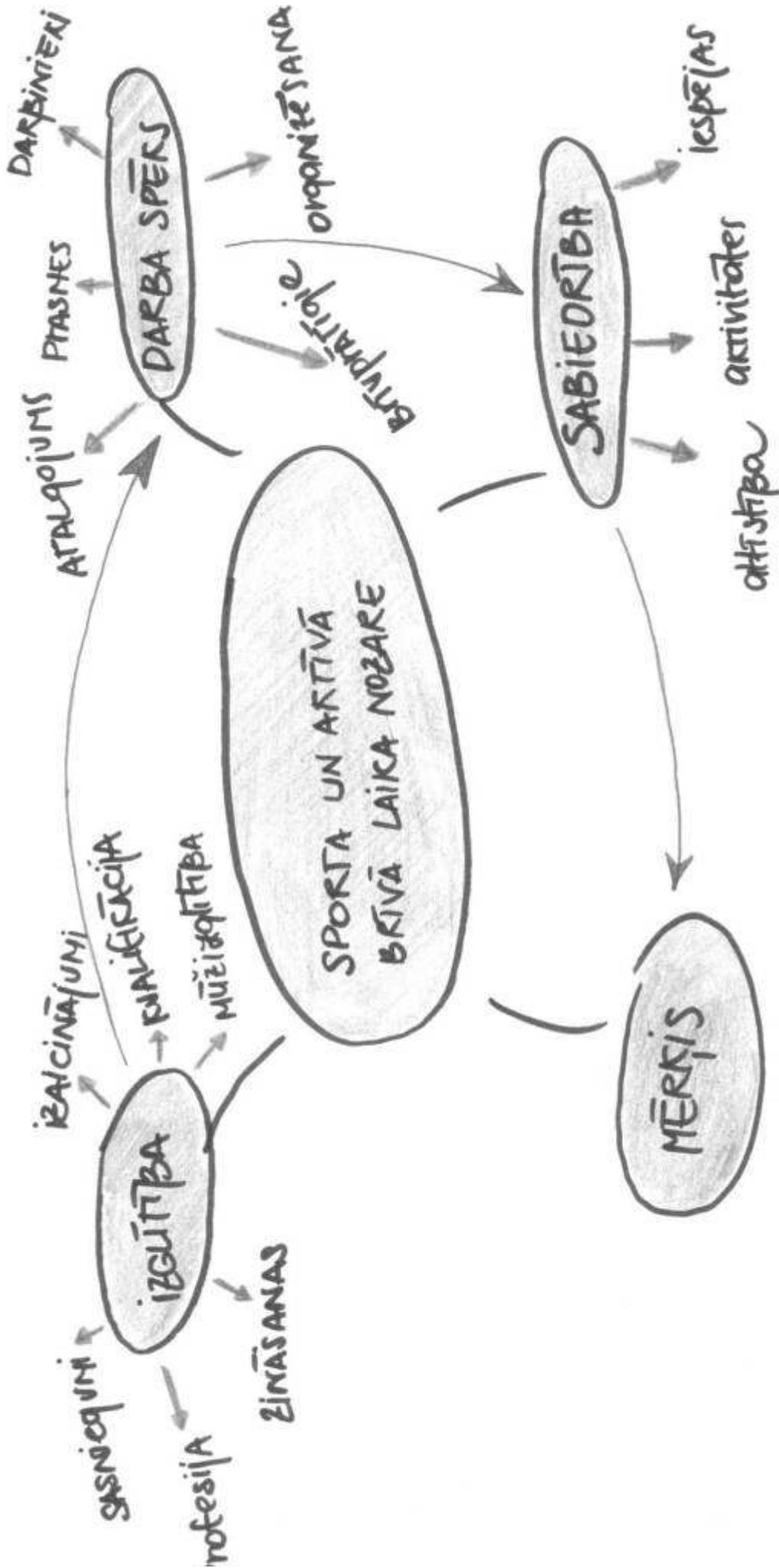
All research participants had significant recommendations regarding the improvement of recreational study program, cooperation improvement, and as well as for the development of the recreational sector.

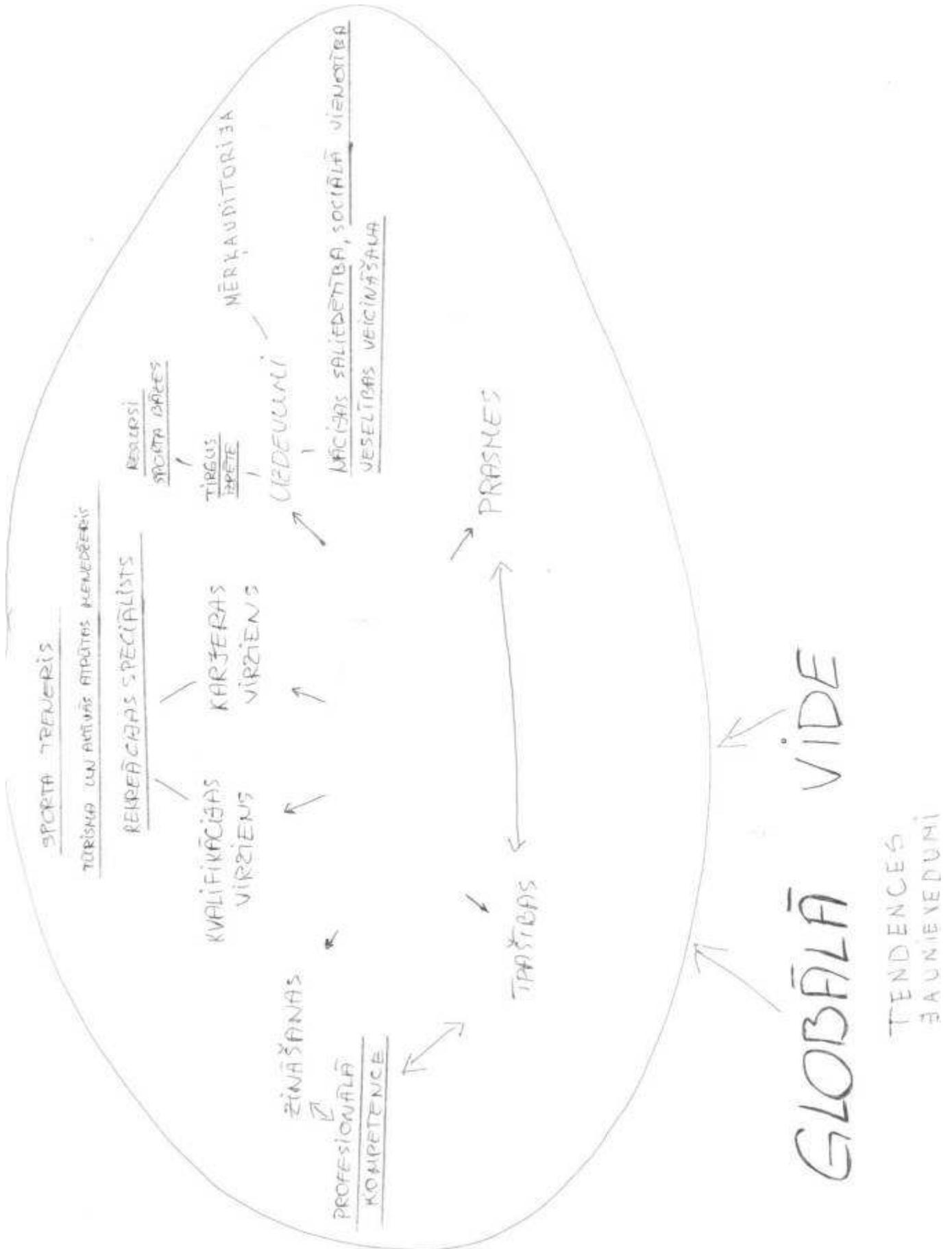
1.5 After the analysis of the interviews feedback, the respondents in general perceived it positively and gained something valuable from it, for example, it led many to think about the future of recreation – about the vision of how the industry will be developed in a few years.

Others said that the interview gave them opportunity to express their opinion freely because they have had thought about it but they never had a chance to discuss it with someone.

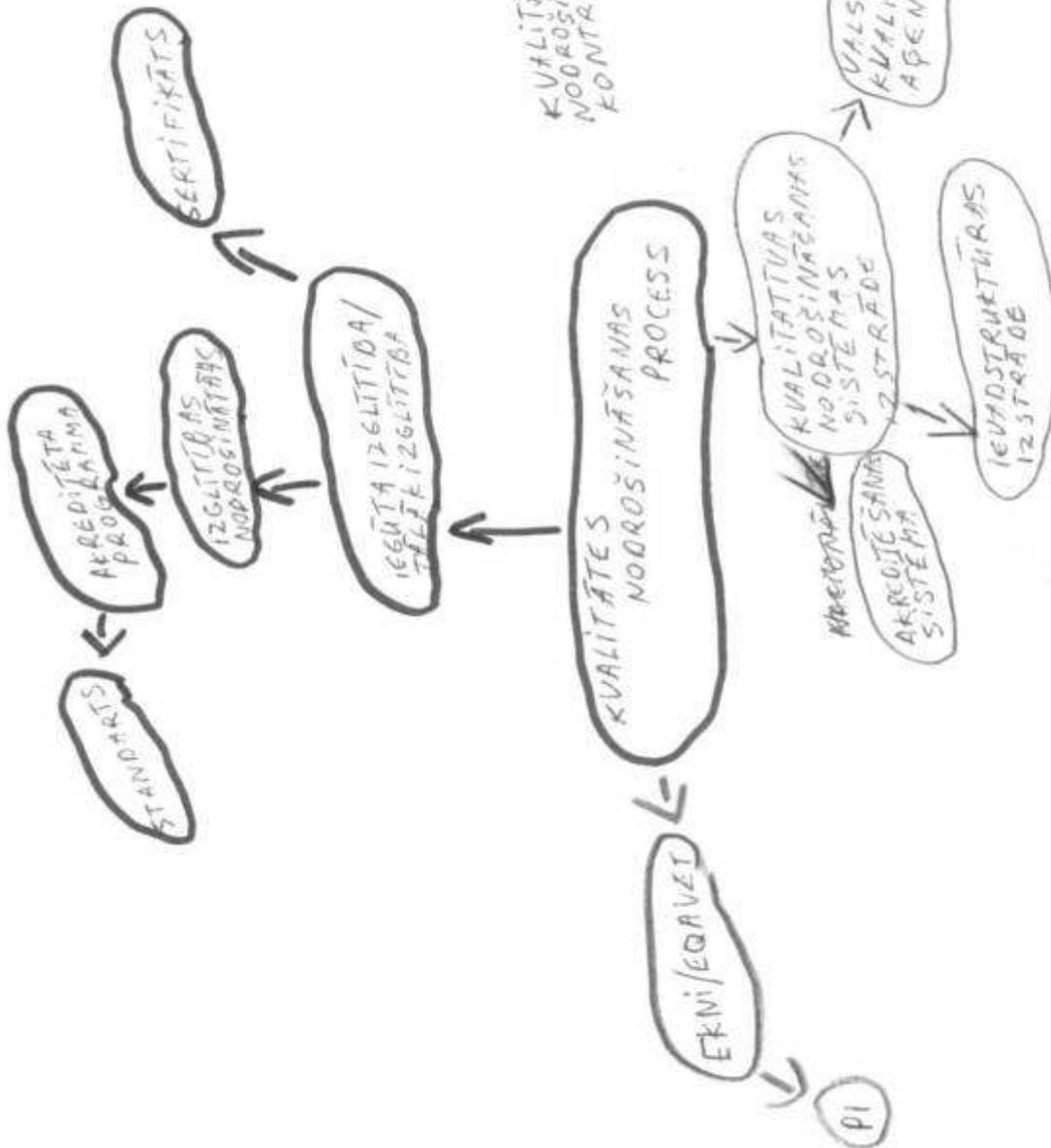
ANNEX 2







VIVUNOS VIMDSOMAS
HAROLDS KAVINSKIS
ERVINS LUSIS

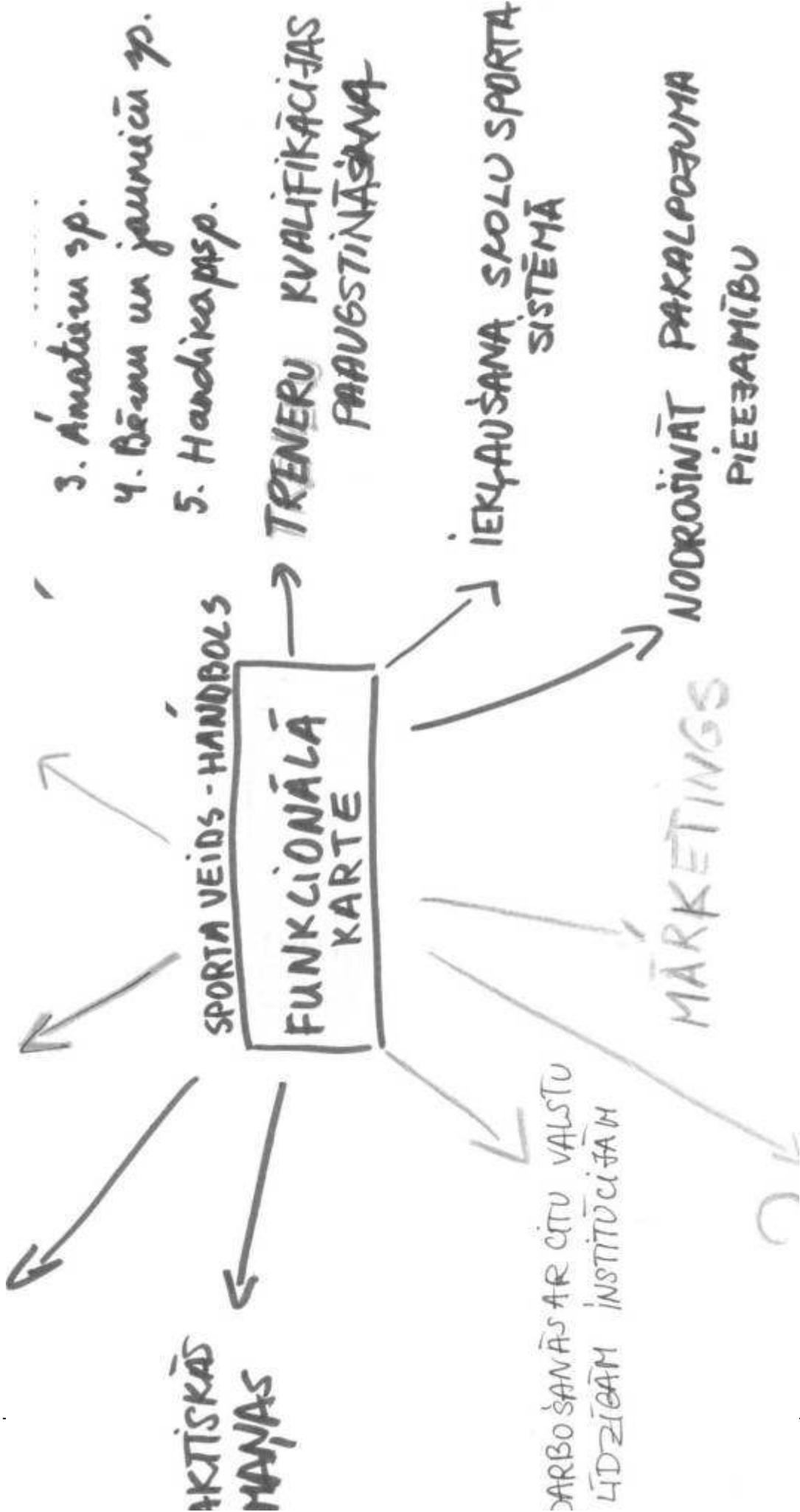


PĀRLIECĪBA
DARBA
DEVEĢAM

KVALITĀTES
NODROŠINĀŠANAS
KONTROLE

KVALITĀTĪVA
PĀRALPOĢĀMĀ
IZPILĪDE

3. PERSONAS
APSTIPRINĀŠANĀS





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