


Partner Presentation Form

Name of the organisation :	Riga State Technical School (RSTS)	
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Type of organisation:

SME School University Public Authority
 Training No Profit NGO

Other (Specify): Vocational and further education

Fields of action :

SMEs Youth Universities Public Authorities
 Equal opportunities Schools Unemployed

Other (Specify)

Description of the organisation

Riga State Technical School (RSTS) offers vocational secondary education programmes which allow to obtain third-level professional qualification and in addition functions as a regional or industry methodical centre, further education centre for teachers and evaluates professional competences acquired outside formal education system.

RSTS is the most versatile vocational education competence centre in Latvia. At the moment 39 accredited vocational education programmes are being implemented in RSTS. In 14 different vocational secondary education programme groups, as well as professional development and further education programmes. There are more than 2500 students in RSTS

The RSTS staff consists of 200 teachers and 200 employees.

RSTS have many departments like

- Car department
- Department of Computer Science
- Business Department
- Department of Chemical Technology
- Mechanical Engineering Department
- Adult Education Center
- Printing and Media Technology Department
- Woodworking department
- Railway Division
- Department of Energy

RSTS provides the country with highly qualified specialists, maintains cultural values dominating in the society, and work virtue, thus achieving that RSTS not only delivers knowledge to the students, but also creates mental and ethical values.

Purposeful work is implemented in RSTS for students to acquire knowledge and skills and possibilities are created for them to become independent, responsible, mentally rich, creative personalities and citizens of modern society, as well as to provide support for their mental and physical development.

RSTS stimulates the youth to actively and creatively participate in the social and cultural life of the school/city/country, to investigate and tidy up the environment, thus providing the students with practical possibilities to take part in exploration and preservation of national traditions and heritage.

The beginning of RSTS is considered 21st October in 1918, when Riga opened the Build technical Society Technical School through initiative of building engineers' group, but already on 24th August in 1919 Latvian government commissioned the premises of the Nicolay's Secondary School in Riga, Krišjāņa Valdemāra Street 1c to the technical school, and this is where the school is located also today. On 29th December in 1919 Latvian government made a decision to open the technical secondary school here.

Experience of the organization in previous European projects

RSTS has participated in several projects both as a leading organization and as a partner, for example:

1. At the national level
 - ERAF - 3.1.1.1. "Modernization of training equipment and improvement of infrastructure for implementation of vocational education programs".

The aim of the project is to improve the quality of the implementation of the PIKC Riga State Technical School priority education group education programs by promoting the modernization of the infrastructure and equipment used in the study process and the compliance of vocational education with the requirements of the labor market.

- ESF - Project 4.2.2.2.2 / 17 / I / 021 "Implementation of Energy Efficiency Measures for Vocational Education

Center of Excellence” Riga State Technical School building building at 1A Kronvalda Boulevard, Riga ”

The aim of the project is to increase the energy efficiency of the building of Vocational Education Competence Center "Riga State Technical School" building on Kronvalda Boulevard 1A, Riga, by improving the thermal performance of the building facades, reducing heat loss through the building envelope and lifetime of the building, while improving the visual appearance of the building.

Investments in infrastructure and equipment for previous period - EUR 9 566 740.

- School Administration Manager (SAM) projects

SAM 8.1.3. Equipment and infrastructure modernization; - The aim is to increase the number of modernized vocational training institutions.

SAM 4.2.1. Energy efficiency enhancement measures - Implementation of Energy Efficiency Improvement Measures for the Vocational Education Competence Center “Riga State Technical School” Study Block Building at Zeļļu Street 9, Limbazi, Limbazi Region ”

SAM 8.3.4. Support for reducing early school leaving - Support for reducing early school leaving "to reduce early school leaving and early school leaving parents to identify early children and young people at risk of dropping out and to provide them with personalized support.

SAM 8.3.5. Career support - The project aims to improve access to guidance for learners in general and vocational education

SAM 8.4.1. Improvement of professional competence of staff and teacher - The aim of the project is to improve the professional competence of the employed persons

SAM 8.5.1. Development of work-based learning - Implementation of work-based learning in vocational education - company and craftsman and implementing in-company training and apprenticeships in line with qualifications, or collaborating with an entrepreneur in acquiring vocational secondary education programs.

SAM 8.5.2. Ensure the compliance of vocational education with the European Qualifications Framework

SAM 8.5.3. Effective management of staff

2. International level

- Erasmus+

KA1 – projects related to mobility of students and teachers in other countries for gaining and exchanging experience. RSTS started to participate since 1996. Project partners /hosting organizations: 24 professional secondary education organizations and companies in 15 countries:

Bulgaria, France, Estonia, Iceland, Italy, Lithuania, Malta, Netherlands, Norway, Slovenia, Finland, Spain, Turkey, Germany and Sweden.

225 people have left for mobility since RSTS joined the Erasmus + KA1 project, including 159 students and 66 teachers.

RSTS has a lot of partners, for example, more than 268 companies entrepreneurs in Latvia and Europe.

KA2 - we work on projects as project partners and coordinators, for example,

- Go Science - The aim of the project is to develop understanding of youth culture in exact subjects (mathematics, physics, chemistry, biology) as well as to encourage students' creativity, thus making scientific knowledge more comprehensible and more feasible in real life. The idea of the project is to develop methodologies and pedagogical tools for teaching and learning the subjects taught, focusing on the coherence of the curriculum with the students' understanding model. This will allow science education in schools to be more motivating, open and students to take more responsibility for their own learning process.
- EVET - The project Change management forwarding to excellence in vocational education institutions, The aim of the project is to improve quality management approaches in VET institutions through self-assessment, thus ensuring sustainable and continuous growth in VET institutions.
- Millenium Generation - The aim of the project was to develop methods for teachers to successfully engage

with this generation of teenagers in their teaching activities. Prior to the training, participants from all the project partner countries conducted a study to determine the current level of communication between teachers and students, how this interaction manifests in lessons and hands-on activities, and how the outcome affects students' learning outcomes. The study was developed in collaboration with the students who participated in the information discovery, and identified and expressed their personal views and views on the state of communication between teachers and students.

- Nordplus, - The main objectives of the project are to promote and improve entrepreneurship skills of VET students; focus project activities on sustainable and social entrepreneurship that is ecological, ethical and aesthetic; strengthen cooperation with the labor market; develop training material based on actual business trends, practical tasks and 'learn by doing' methods. In addition to achieving these goals, the project involves improving the English language skills, successful exchange of experience and knowledge, as well as getting to know other cultures.
- Autonomian - A digital package for autonomous systems and self-driving vehicles
- Goerudio - the aim is to encourage teacher-pupil co-operation in order to make learning more attractive by using associative models - models - and to increase pupil involvement in the learning process.

RSTS is also actively developing Work based learning (WBL). In 2013 started of implementation WBL in RSTS.

In charge:

- Ministry of Education and Science,
- State Education Development Agency,
- National Centre for Education

Partners:

- Employers' Confederation of Latvia,
- Industrial companies,
- Sectoral Expert Councils,
- vocational schools.

Experience and Expertise of the organization in the project's subject area

RSTS actively participates not only in Erasmus+ KA2 projects, but also in KA1 projects related to mobility of students and teachers in other countries for gaining and exchanging experience.

RSTS started to participate in Erasmus+ KA2 since 2016.

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Contributions that can be provided to the project

RSTS will be in charge of supporting project management, organization and assessment of quality and evaluation issues as well as dissemination and exploitation.

Reasons of involvement in the project

Teachers that will be involved in this project have good communication skills, use information technologies in their work, are ready for cooperation with colleagues in partner schools, they are ready to learn together and from each other, they have competences in the field of creativity and innovation. Besides, the constant communication with colleagues as well offers the teachers the chance to use the English or other foreign language in a live and meaningful way. The fact that countries work together offers the possibility of getting to know each other's pedagogical views and the preferred methods and gives the chance for new professional horizons to open.

Teachers are open to new challenges to improve the teaching and learning process, they are ready to develop new approaches and share their experience.

Since 2010 we have constantly taken part in EU Programme projects. We find this constant flow of European projects important so as to make it possible for all our students, teachers, even employers to work actively in international teams thus we can assure the implementation of European dimensions of their lives.

Contact Person's Experience and Expertise

Sandra Bidzane - skills and experience:

The master of pedagogy sciences Sandra Bidzane is an experienced project manager with a number of successful pilot projects. Since the year 2003 she has participated in a number of new EU projects, among which: Erasmus+, 2017-1-LV01-KA116-035365, "Improvement of professional competences of VECC "Riga State Technical School" students and staff"; Nordplus, NPJR-2017/10226, "Attractive e-learning materials for provision of qualitative education"; Nordplus, NPJR-2017-PV/10038, "Development of project idea about the student company"; Erasmus+, 2018-1-LV01-KA116-046941, "Improvement of professional competences of VECC "Riga State Technical School" students and staff"; Erasmus+, 2018-1-LV01-KA202-046990, "Effective dialogue methods among the millennium generation and the teachers, employers"; Erasmus+, 2019-1-LV01-KA116-060205, "Improvement of professional competences of VECC "Riga State Technical School" students and staff"; Erasmus+, 2017-1-BG01-KA201-036209, "GoScience – creativity and enhanced comprehension in science teaching and learning"; Erasmus+, 2019-1-LT01-KA202-060765, "VET working@NET working" etc.

Sandra Bidzane is also the head of project department. She has close cooperation with companies of different branches to ensure business involvement. In addition to that she has also taken part in several local projects and she has taken active participation into implementation of work based learning.