

COUNTRY POLICY REVIEW AND ANALYSIS

Latvia

European Agency for Special Needs and Inclusive Education



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Co-funded by the
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The information in this document was current in March 2018.

Please note that legislation may have changed since the analysis grid was completed. Anyone using the grid should [contact the Representative Board Member](#) for more details.

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Section 1: Country priorities for education

The text below presents the main country priorities in the field of education, with special attention to the development of inclusive education.

Country priorities

Education Development Guidelines 2014–2020 (hereinafter referred to as the Guidelines) is a medium-term policy planning document covering all areas of education and defining the basic principles, objectives and lines of action for education development for the next seven years.

The measures foreseen in the Guidelines consecutively continue the reform started in education in the previous planning period, linking national objectives with development priorities of the European Union.

Development of an education sector is closely linked to the social and economic processes in the country and society, such as regional differences and demographic situation, namely, society ageing, continuously low birth rate and emigration of the population. The actions planned in the Guidelines propose solutions to these challenges.

One of the major challenges is the estimated decrease in the number of general education pupils and students. Therefore, it is necessary to improve the school and higher education institutions network in a well-considered and strategic way so that the available resources could be used with maximum efficiency by ensuring availability of education. Upon obtaining education, young people must be competitive in the labour market. Therefore, it is necessary to revise the learning content in general and vocational education. However, successful implementation of changes in the learning content depends on supporting the professional development of teachers and innovations in the learning methodology, including expansion of the use of modern technologies. In order to raise the prestige and attraction of vocational education, a modern infrastructure and provision of equipment are of great importance.

The goal in the Guidelines is **high-quality and inclusive education for personal development, human welfare and reaching sustainable national growth.**

For reaching the objective, three sub-goals have been defined:

- Education environment: to increase the quality of education environment by optimising the content and developing a suitable infrastructure
- Individual skills: to promote development of an individual's professional and social skills based on values of education for life and competitiveness in the work environment
- Effective management: to improve efficiency of resource management by developing institutional excellence and resource consolidation of educational institutions.

To achieve the goal and sub-goals defined in the Guidelines, 12 lines of action have been set. Complex solutions will affect the motivation of learners to learn, as well as positive dynamics of achievements and individual growth. Increasing the attractiveness of



Country priorities

vocational education both in connection with labour market needs and expectations and introducing work environment-based education, and strengthening the involvement of adults will enhance youth employment and adults' competitiveness in the labour market. Raising the professional competence of teachers, including establishment and implementation of effective resource management, and developing a new funding model and mechanism will increase the quality of education. In order to facilitate availability of education and implementation of the principle of inclusive education, development of a modern learning environment, including infrastructure, will be supported. Diverse opportunities to develop individual skills and capabilities will be ensured, and involvement in conservation of cultural and historical heritage and civic activities will be promoted.

The State policy in higher education will be a priority support for measures that promote various forms of closer co-operation in development and implementation of joint programmes (starting with creation of joint study programmes of the highest level – doctoral), development of quality assurance systems, internationalisation, compliance with the labour market needs in the study content and higher education availability, and resource concentration, including development of a new higher education funding model that will motivate the achievement of these goals.



Section 2: Analysis grid

Measure 1: To improve inclusive education and to ensure that good quality education is accessible for all

Agency recommendation	Findings
<p>1.1 There is a clearly stated policy for the promotion of quality in inclusive education.</p> <p><i>(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines how education policy-makers need to take responsibility for all learners.)</i></p>	<p>1.1.1 According to the General Education Law (2005–2011):</p> <ul style="list-style-type: none">• The acquisition of basic education shall be mandatory.• The acquisition of basic education shall be commenced in the calendar year when the learner reaches the age of 7 years.• A learner is entitled to commence the acquisition of the basic educational programme one year earlier or later, depending on their state of health and psychological preparedness in conformity with the wishes of parents and the opinion of the family doctor or the opinion of the psychologist.• Institutions in which learners aged up to 18 years reside (childcare institutions, orphanages, medical treatment institutions, places of imprisonment, accommodation centres for asylum seekers, etc.) shall ensure the possibility for the acquisition of the basic educational programme. <p>1.1.2 State and local government basic educational institutions are not entitled to prescribe a fee for the acquisition of the basic educational programme (General Education Law 2005–2011). State and local government general secondary educational institutions are not entitled to prescribe a fee for acquisition of the secondary educational programme (General Education Law 2005–2011).</p> <p>1.1.3 General basic educational and general secondary educational institutions, which have the appropriate provisions, may integrate learners with special needs. The requirements to be brought forward for general basic educational and general secondary educational institutions in order to ensure integration of learners with special needs in the above-mentioned educational institutions</p>



Agency recommendation	Findings
	<p>shall be determined by the Cabinet (General Education Law, 2005–2011).</p> <p>1.1.4 Despite the requirement for education systems to respond to diversity and ensure the successful inclusion of all people in the education system, there is still insufficient provision of support to children and young people with special needs in the education process. Inclusion of persons with special needs in the general education system must continue. In order to provide the most effective support to persons with special needs, it is essential to ensure that there is corresponding personnel in general and vocational education institutions. Taking into account the increasing number of pupils with special needs in general education schools, interaction, knowledge transfer and professional growth of teachers of general and special education schools are important, thus raising awareness about persons with special needs. Promotion of communication skills, socialisation, inclusion and elaboration and offer of complex inclusion measures for children and young people with special needs are topical. At the same time, this would promote public understanding of the restrictions and needs of such groups of persons (Education Development Guidelines 2014–2020)</p> <p>1.1.5 In order to reduce bias and stereotypes in society regarding children with disabilities and other children and young people at risk of social exclusion, as well as address the issue of violence among peers, there will be toleration and tolerance-promoting and informative measures and elaboration of methodological materials facilitated in the educational institutions. Professional competence development of teachers will also be ensured (Education Development Guidelines 2014–2020)</p>
<p>1.2 Legislation and policy are consistent with the principles of the UNCRC and the UNCRPD.</p> <p><i>(Legislation and policy and upholds the right of all learners to full participation in school with their own local peer group.)</i></p>	<p>1.2.1 Protection of the Rights of the Child Law: Section 11. Rights of the Child to Education and Creativity:</p> <ul style="list-style-type: none"> • The State shall ensure that all children have equal rights and opportunities to acquire education commensurate to their ability. • Children have the right to free pre-primary preparation, primary and secondary education and



Agency recommendation	Findings
	<p>vocational training.</p> <ul style="list-style-type: none"> Children belonging to the ethnic minorities of Latvia have the right to acquire education in their native language in conformity with the Education Law (likumi.lv/doc.php?id=49096). <p>1.2.2 The Law on the UN Convention on the Rights on Persons with Disabilities (ratification of the UNCRPD) was adopted on 18 February 2010. The Ministry of Welfare is responsible for the implementation of the requirements of the UNCRPD. The latest policy document for the implementation of the UNCRPD for the period of 2014–2020 was approved by the order of the Cabinet of Ministers on 22 November 2013 (polsis.mk.gov.lv/documents/4559; likumi.lv/ta/id/205248-par-konvenciju-par-personu-ar-invaliditati-tiesibam).</p> <p>1.2.3 The UN Convention on the Rights of the Child was ratified by the Supreme Council of Latvia on 4 September 1991 and came into force on 14 May 1992. The normative document of the ratification is not published. The Ministry of Welfare is responsible for the implementation of the requirements of the UNCRC.</p>
<p>1.3 The concept of inclusion is clarified in education policy as an agenda that increases quality and equity for all learners.</p> <p><i>(Policy aims to address underachievement of all vulnerable groups including children with disabilities.)</i></p>	<p>1.3.1 The concept of inclusive education is described in the Education Development Guidelines 2014–2020 as a process in which corresponding diverse needs of all learners are ensured, increasing the participation opportunities of every learner in the learning process, culture and various communities and reducing possible exclusion from education and the educational process.</p>



Agency recommendation	Findings
<p>1.4 Legislation and policy for inclusive education is cross-sectoral.</p> <p><i>(Policy outlines procedures to ensure the efficient co-ordination of services, as well as clearly defining roles and responsibilities.)</i></p>	<p>1.4.1 A city local government and a municipality local government shall:</p> <ul style="list-style-type: none"> • upon co-ordinating with the Ministry of Education and Science, establish, reorganise and dissolve general educational institutions, including boarding schools, special educational institutions and classes, as well as pre-primary educational groups for children with special needs and interest-related educational institutions, and, upon co-ordinating with the relevant sectoral ministry and the Ministry of Education and Science, establish, reorganise and dissolve professional educational institutions; • hire and dismiss heads of general educational institutions, including boarding schools, special educational institutions, vocational education institutions, interest-related educational institutions, professional orientation educational institutions in sports under the subordination thereof, co-ordinating with the ministry of Education and Science, and the heads of professional orientation educational institutions in arts or culture – co-ordinating with the relevant sectoral ministry (Education Law, 1999–2013). <p>1.4.2 The education policy is comprehensive and closely linked to other sectors, particularly the policies under the competence of the Ministries of Economics, Culture, Health, the Interior, Defence, Agriculture, Environmental Protection and Regional Development, and Welfare, whose implemented tasks are included in the policy planning documents of the relevant sectors, for example, Cultural Policy Guidelines 2014–2020 ‘Creative Latvia’ (draft), Public Health Guidelines 2011–2017, Information Society Development Guidelines 2014–2020, National Industrial Policy Guidelines 2014–2020, Regional Policy Guidelines 2013–2019, National Identity, Civil Society and Integration Guidelines 2012–2018, and others. Taking into account the specific character of each sectoral policy, Education Development Guidelines 2014–2020 are primarily connected with the tasks and related funding under the responsibility of the Ministry of Education and Science, as well as taking into account the fields of competitive and knowledge-based development approved by the Smart Specialisation Strategy (Education Development Guidelines 2014–2020).</p>



Agency recommendation	Findings
<p>1.5 There is a long-term multi-level policy framework for implementing quality inclusive education at national, regional and / or organisational levels.</p>	<p>1.5.1 Competences of Local Governments in Education: (1) Each local government has a duty to ensure that the children, whose declared place of residence is in the administrative territory of the local government, have the opportunity to acquire pre-primary education and basic education at the educational institution closest to the place of residence of the child or at the closest educational institution which implements educational programme in the official language, to ensure that young people have the opportunity to acquire secondary education, as well as to ensure the opportunity to implement interest-related education and to support extra-curricular activities... (Education Law, Section 17, 1999–2013).</p> <p>1.5.2 The autonomous functions of local governments are as follows: ... (4) to provide for the education of residents (ensuring the specified rights of residents to acquire primary and general secondary education; ensuring children of pre-school and school age have places in training and educational institutions; organisational and financial assistance to extra-curricular training and educational institutions and education support institutions, and others); ... (23) to implement the protection of the rights of the child in the relevant administrative territory.</p> <p>(Law on Local Governments, Chapter 2, paragraph 17, 1995–2013; likumi.lv/doc.php?id=57255)</p> <p>1.5.3 A city local government and a municipality local government shall ensure the operation of the local government pedagogical-medical commission and the accessibility thereof for children with special needs (Education Law, Section 17, 1999–2013).</p>
<p>1.6 Policy outlines how education policy-makers need to take responsibility for all learners.</p>	<p>1.6.1 A learner has the following rights: the acquisition of pre-primary education, basic education and secondary education paid by the State or local government (Education Law, 1999–2013).</p>
<p>1.7 Policy has the goal of supporting all teachers to have positive attitudes</p>	<p>1.7.1 The general responsibilities of a teacher in the educational process shall be as follows:</p> <ul style="list-style-type: none"> • to participate creatively in the implementation of the relevant educational programmes with



Agency recommendation	Findings
towards all learners.	<p>due responsibility;</p> <ul style="list-style-type: none">• to form the attitude of a learner towards themselves, others, work, nature, culture, society and country;• to raise upright, honourable and responsible people – patriots of Latvia;• to observe the norms of pedagogical professional ethics;• to improve their professional competence;• to observe the rights of a learner;• to co-operate with the family of a learner in educational matters;• to participate in the improvement of educational process and in the council of an educational institution;• to perform other duties laid down in regulatory enactments (Education Law, Section 51, 1999–2013). <p>1.7.2 The requirements for professional development of teachers envisage that all teachers who work with learners with special needs in mainstream settings have to attend training at least 36 hours in three years on the subject of teaching children with special needs.</p> <p>(Regulation of the Cabinet of Ministers No. 662, 28.10.2014. Section 3, paragraph 12.1: likumi.lv/ta/id/269965-noteikumi-par-pedagogiem-nepieciesamo-izglitiba-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides)</p> <p>1.7.3 The autonomous functions of local governments are as follows ... (21) to organise continuing education for teaching staff and pedagogical methodology work.</p> <p>(Law on Local Governments, Chapter 2, paragraph 17, 1995–2013: likumi.lv/doc.php?id=57255)</p>



Agency recommendation	Findings
1.8 Policy requires learning material to be accessible.	1.8.1 The educational technical aids include technical equipment and devices to be used in the study process, including technical equipment and devices provided for learners with special needs (Education Law, 1999–2013). 1.8.2 A city local government and a municipality local government shall allocate local government budget resources to educational institutions and control use thereof – meaning that local government is responsible for providing the required learning materials for teaching and learning (Education Law, Section 17, 1999–2013: likumi.lv/doc.php?id=50759).
1.9 Policy describes an effective framework of support for schools to implement inclusive education. <i>(Support structures focus on different forms of educational resource centres that are locally organised to offer support to individual or clusters of schools.)</i>	–
1.10 Policies outline a continuum of support for children and young people in schools, to meet the full diversity of learners’ needs.	–
1.11 Policy outlines strategies for awareness-raising with all stakeholders in inclusive education.	–



Agency recommendation	Findings
<p>1.12 Policy outlines the development of the role of special schools as a resource to increase the capability of mainstream schools and improve support for all learners.</p> <p><i>(The specialist knowledge and skills of special school / resource centre are maintained and further developed so as to enhance support for learners, such as those with low-incidence disabilities.)</i></p>	<p>1.12.1 The Regulations of the Cabinet of Ministers define the requirements and criteria on how special education institutions could gain the status of special education development centres. The requirements are that the special education institution has to:</p> <ul style="list-style-type: none">• specialise in education of at least two special education target groups;• provide early identification of special needs;• provide methodological and pedagogical support for at least 50 teachers and specialists of schools of the administrative territory;• develop at least two methodological materials available on its website;• provide support for learners of other schools during the school year;• organise at least two events on inclusive education every year, etc. <p>(Regulations of the Cabinet of Ministers No. 187; 29.03.2016: likumi.lv/ta/id/281256-noteikumi-par-kriterijiem-un-kartibu-kada-specialas-izglitibas-iestadei-pieskir-specialas-izglitibas-attistibas)</p>

Measure 1 evaluative comments

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Measure 2: To support improved co-operation, including greater involvement of parents and local community

Agency recommendation	Findings
<p>2.1 The full involvement of families in all educational processes is outlined in legislation and policy.</p>	<p>2.1.1 Parents (persons who exercise custody) have the following rights:</p> <ul style="list-style-type: none">• to choose the educational institution in which the child will acquire education;• to participate in the improvement of educational process and in the council of an educational institution;• to enter into a contract with an educational institution regarding the education of and care for the child at an educational institution;• to provide and receive information regarding issues related to the training and teaching of the child;• to propose the performance of inspections at an educational institution;• to exercise other rights laid down in regulatory enactments for the provision of the education of the child (Education Law, 1999–2013). <p>2.1.2 The council of an educational institution is a collegial institution of a pre-primary, basic education, secondary education or vocationally oriented educational institution, in which the following persons are operating:</p> <ul style="list-style-type: none">• representatives delegated by learners, except those in pre-primary educational programmes;• representatives delegated by parents of learners (persons who exercise custody);• representatives delegated by teachers and other employees of the educational institution. Representatives of parents (persons who exercise custody) shall be the majority in the council of the educational institution (Education Law, 1999–2013).



Agency recommendation	Findings
2.2 Policy for inclusive education places learners and their families at the centre of all actions.	<p>2.2.1 Psychological stability during childhood creates self-assurance and the ability to trust and co-operate with others. It is crucial to ensure that parents are given the opportunity to acquire knowledge on child-rearing, relationship-building and conflict resolution, which would also mitigate the risks of violence, addiction and other inappropriate behaviours. In order to provide everyone with a stable basis for development from an early age, it is important to prevent violence in the family and at school, provide assistance in crisis situations and create a family-like environment for those who have never experienced it, as well as support opportunities for children to integrate into the school environment and society at large. This also pertains to minors who are in danger of becoming exposed to the criminal world or who have broken the law. A contribution to strengthening families is a contribution to children's safety. This is the foundation of Latvia's future growth.</p> <p>(National Development Plan of Latvia for 2014–2020, 253: www.varam.gov.lv/lat/pol/ppd/ilgtsp_att/?doc=13858)</p> <p>2.2.2 The family has to require the assessment of the child by a pedagogical-medical commission (PMC) to receive special education provision in any kind of educational setting. It is decision of the family (a parent) to allow the assessment of the child. Parents can file a complaint against a local PMC to the State PMC.</p> <p>(Regulations of the Cabinet of Ministers No. 709; 16.10.2012: likumi.lv/doc.php?id=252162)</p>
2.3 Sharing information among professionals and families is a policy priority.	–
2.4 Policy has the goal of supporting parental interaction and communication with professionals.	–



Agency recommendation	Findings
2.5 Schools are expected and supported to involve a wider range of partners and foster formal and informal networks that support their practice.	–

Measure 2 evaluative comments

The National Centre for Education is developing the recommendations for implementation of inclusive education where involvement of parents in education of their children and co-operation with specialists would be one of the topics. The recommendations will be agreed with different stakeholders.

Measure 3: To develop monitoring strategies, establishing a comprehensive accountability and evaluation framework for inclusive education

Agency recommendation	Findings
3.1 Policy describes clear mechanisms to evaluate effectiveness and quality in inclusive education.	<p>3.1.1 The Ministry of Education and Science will [...] (18) monitor the results of the educational process of State-financed educational institutions; prepare and implement measures for the improvement of the quality of the educational process (Education Law, 1999–2013).</p> <p>3.1.2 The State Service of Education Quality shall:</p> <ul style="list-style-type: none"> • control compliance of the educational process with this Law, other laws and regulatory enactments governing education; • analyse the activities of educational institutions, draw up proposals for amendments to regulatory enactments and for improving the work of educational institutions; • in cases when violation of laws or other regulatory enactments have been determined, make proposals to the employer to impose disciplinary sanctions for the head of an educational



Agency recommendation	Findings
	<p>institution or the teacher, or terminate their employment contract;</p> <ul style="list-style-type: none">• impose administrative sanctions in accordance with the procedures and in the cases prescribed by law;• in cases when the health or life of the learners is in danger, as well as for other violations of the law, temporarily suspend, until the founder of the educational institution has examined the relevant matter and taken a decision, the orders of officials and relieve the officials from performing duties (Education Law, 1999–2013). <p>3.1.3 During the accreditation process of a school, the appointed experts of the State Service of Education Quality evaluate the following fields of the activities of school:</p> <ul style="list-style-type: none">• Teaching and learning• Achievements of the learners• Support provided for all learners• Educational environment• Available resources• Organisation of work, administration and quality assurance. <p>The criteria for the field of support provided for learners include psychological and pedagogical support, safety of learners, provision of accommodations for learners with special needs and co-operation with families.</p> <p>(Regulations of the Cabinet of Ministers No. 831; 20.12.2016: likumi.lv/ta/id/287602-kartiba-kada-akredite-izglitibas-iestades-eksaminacijas-centrus-un-citas-izglitibas-likuma-noteiktas-institucijas)</p>



Agency recommendation	Findings
<p>3.2 Monitoring procedures ensure that inequalities in access to educational resources at regional or organisational levels are addressed.</p>	<p>3.2.1 Within the line of action, it is planned to ensure performance of the education quality monitoring for its improvement by providing support to educational studies, including participation in international education quality research, development of monitoring instruments, monitoring implementation, result analysis, and elaboration of recommendations, as well as development of scientifically reasoned learning environment quality evaluation tools and indicators. In order to provide this, the existing education quality indicators will be improved and new ones will be developed and introduced in evaluation of implementation quality of the general and initial vocational education programmes (Education Development Guidelines 2014–2020).</p>
<p>3.3 Accountability measures that impact upon educational professionals’ work reflect the importance of wider learner achievements.</p>	<p>3.3.1 The State Basic Education Standards define the educational programmes, assessment of learners’ achievements, the standards in every subject and the state tests that all learners should take (Regulations of the Cabinet of Ministers No. 468; 12.08.2012: likumi.lv/doc.php?id=268342).</p> <p>3.3.2 Education Law, Section 51. General Responsibilities of Teachers: (2) Teachers of educational institutions shall be responsible for their work, methods, techniques and results of such (Education Law, 1999–2013: likumi.lv/doc.php?id=50759).</p> <p>3.3.3 The Regulations of the Cabinet of Ministers state that pedagogues are accountable for the results of their professional activity, for the teaching and learning process and its results and for the decisions taken (Regulation of the Cabinet of Ministers No. 461, Regulations Regarding the Classification of Occupations, Basic Tasks Corresponding to the Occupation, Basic Qualification Requirements and Procedures for the Use and Updating of the Classification of Occupations; 18.05.2010).</p> <p>3.3.4 According to the Labour Law, a contract between the employer and employee should be signed which should contain the rights and responsibilities of both sides – meaning that when a teacher gets a job in an educational institution, they sign a contract where the accountability measures are clearly reflected (Labour Law, 01.06.2002; Chapter 11, paragraph 40: likumi.lv/doc.php?id=26019)</p>



Agency recommendation	Findings
3.4 Policy outlines common standards for service and provision evaluation for use across health, education and social services.	–
3.5 Policy outlines how to involve families in the process of evaluating quality of services.	–
3.6 Policy describes mechanisms to evaluate demand for services.	–
3.7 Policy supports opportunities for school teams to evaluate their practice through involvement in research and development activities.	3.7.1 As the local governments are responsible for providing educational opportunities to all children residing in their administrative territory, they are the ones which support school teams to get involved in research and different long- and short-term projects (Law on Local Governments, Chapter 2, paragraph 17, 1995–2013: likumi.lv/doc.php?id=57255).

Measure 3 evaluative comments

The Ministry of Education is in the process of the developing a professional standard for pedagogues, which was due to be adopted by the end of 2017.



Measure 4: To improve the cost-effectiveness of the education system, combining efficiency, effectiveness, equity and inclusion

Agency recommendation	Findings
<p>4.1 National level inclusive education strategies are linked to long-term financial support.</p>	<p>4.1.1 The Cabinet will: [...] (17) determine the procedures for financing special educational institutions and special education classes of general educational institutions and boarding schools (Education Law, 1999–2013). The Cabinet shall draft regulations for the financing of boarding schools and special educational institutions by 1 September 2000. (General Education Law, 2005–2011; Regulations on Financing procedures of special educational institutions, boarding schools and special classes in mainstream educational institutions, Reg. No. 477, adopted 15.7.2016).</p> <p>4.1.2 A city local government and a municipality local government shall [...] (7) maintain the educational institutions, except special educational institutions, special educational classes and groups in general educational institutions, boarding schools, also those financed from the State budget, subordinated thereto, taking into account that the financial support provided to such institutions shall not be less than the financial support stipulated by the Cabinet, and control use of such financial resources (Education Law, 1999–2013).</p> <p>4.1.3 A city local government and a municipality local government shall ensure the work remuneration of the maintenance, technical and medical employees of the educational institutions subordinated thereto, except the work remuneration of the maintenance, technical and medicinal employees of such special educational institutions, special educational classes and groups in general educational institutions, as well as of such boarding schools, which are financed from the State budget resources (Education Law, 1999–2013)</p> <p>4.1.4 A city local government and a municipality local government shall [...] (19) ensure the operation of the local government pedagogical-medical commission and the accessibility thereof for children with special needs (Education Law, 1999–2013).</p> <p>4.1.5 A city local government and a municipality local government shall [...] (23) finance from its budget the purchase of teaching aids corresponding to the guidelines for State pre-primary education, State basic education, general secondary education, vocational secondary education and industrial</p>



Agency recommendation	Findings
	<p>education standards – additional literature, visual aids, didactic games, digital teaching aids and resources, handouts, study technical aids, educational materials, devices and equipment – for educational institutions subordinate thereto (Education Law, 1999–2013).</p> <p>4.1.6 State educational institutions shall be financed from the State budget in accordance with the annual State Budget Law. Local government educational institutions shall be financed from local government budgets. The State shall participate in the financing of educational institutions in cases laid down in this Law (Education Law, 1999–2013).</p> <p>4.1.7 The sources of funds of general educational institutions shall be laid down in this Law, the Education Law, other laws and regulations and the by-laws of the respective educational institution. Accredited special educational programmes shall be financed from the State budget in accordance with the procedures stipulated by the Cabinet. Special purpose grants from the State budget shall cover expenditure of the remuneration of educators and the remuneration equivalent thereof for specialists related to the educational process in accordance with the procedures stipulated by the Cabinet in general educational institutions of local governments implementing general basic education or general secondary educational programmes (General Education Law, 2005–2011).</p> <p>4.1.8 The line of action foresees implementing a new model of teachers' wages linked to the quality of the work of teachers, thus facilitating effective resource management in general and vocational education. At the same time, after evaluation of the system of special education institutions, it is planned to develop funding models of special education, including educational institutions and activities, taking into account provision of an individualised educational service. It is also planned to develop and introduce a new model for financing higher education which will provide available and high-quality higher education corresponding to the labour market requirements, strengthen ties with science and research, prevent fragmentation of budgetary funds and help to achieve the objectives of the National Development Plan 2020. Implementation of these measures will result in effective education resources management (Education Development Guidelines 2014–2020).</p>



Agency recommendation	Findings
4.2 Funding policies and structures provide flexible resourcing systems that promote inclusion.	–
4.3 There are long-term funding commitments to support collaborative initiatives between various school-based, resource centre and research teams.	–
4.4 Policy outlines mechanisms for systematic data collection on expenditure and implementation that informs cost-effectiveness issues.	–

Measure 4 evaluative comments

The Ministry of Education and Science has formed a working group which is working on developing a new financing model for the education of children with special needs in different educational settings. Their objective is to develop ‘a basket of funding’ for provisions for children with special needs that concerns support in education, social and health rehabilitation.



Measure 5: To increase participation in good quality inclusive early childhood education and care and enrolment rates in pre-school education

Agency recommendation	Findings
5.1 Policy clearly respects the rights and the needs of children and their families.	5.1.1 The pre-primary educational programme shall cover children up to 7 years of age. Acquisition of the pre-primary educational programme may be prolonged or reduced by one year, depending on the child's state of health and psychological preparedness (General Education Law, 2005–2011).
5.2 Support is available for families to recognise and understand the needs of their child. <i>(Support focuses upon and what is in the child's best interests.)</i>	–
5.3 Policy outlines how ECI services should be provided for children and families as early as possible and as quickly as possible, following identification of need.	5.3.1 Pre-primary educational advisory centres shall provide advisory and methodological aid to parents and educational institutions for the education of children of pre-school age and for the preparation of children from five years of age for school. The pre-primary educational advisory centre shall be founded as a structural unit of a pre-primary educational institution or as an independent educational support institution. The procedures according to which parents shall receive advisory and methodological aid from the pre-primary educational advisory centre shall be determined by the founder (General Education Law, 2005–2011).



Agency recommendation	Findings
<p>5.4 Policy states that in risk situations, the child’s rights should come first.</p>	<p>5.4.1 Principle of Protection of the Rights of the Child:</p> <ul style="list-style-type: none"> • In lawful relations that affect a child, the rights and best interests of the child shall take priority. • In all activities regarding a child, irrespective of whether they are carried out by State or local government institutions, public organisations or other natural persons and legal persons, as well as courts and other law enforcement institutions, ensuring the rights and interests of the child shall take priority. • Protection of the rights of the child shall be implemented in collaboration with the family, State and local government institutions, public organisations and other natural persons and legal persons. <p>(Protection of the Rights of the Child Law; 2000–2014: likumi.lv/doc.php?id=49096)</p>
<p>5.5 Policy measures and guidelines clearly define quality standards for early childhood services and provision.</p>	<p>5.5.1 The Cabinet will: [...] (18) determine the guidelines for State pre-primary education, which include model educational programmes corresponding to the requirements of such guidelines (Education Law, 1999–2013).</p>
<p>5.6 Early childhood guidance is developed jointly by departments of health, education and social services.</p>	<p>–</p>
<p>5.7 Policy for early childhood services supports cross sectoral, multi-disciplinary working at regional and local levels.</p>	<p>–</p>



Agency recommendation	Findings
5.8 Policy ensures there are pre-school places offered to children coming from ECI services/provision.	<p>5.8.1 The local government is responsible for organisation of pre-primary education and can decide to offer priority to children with special needs.</p> <p>(Law on Local Governments, Chapter 2, para. 17, 1995–2013: likumi.lv/doc.php?id=57255)</p>
5.9 Policy outlines how cost-free services/provision are made available for families.	<p>5.9.1 Local governments shall ensure equal access to pre-primary educational institutions in their administrative territory to children from 18 months of age (General Education Law, 2005–2011).</p> <p>5.9.2 The pre-primary educational programme shall be implemented in a pre-primary educational institution or another educational institution, as well as in a family by receiving methodological support in the educational institution which implements a licensed pre-primary educational programme or in the pre-primary educational advisory centre (General Education Law, 2005–2011).</p> <p>5.9.3 Fees for the acquisition of pre-primary, basic and secondary education at an institution established by the State or local governments shall be covered from the State budget or local government budgets in accordance with the procedures stipulated by the Cabinet (Education Law, 1999–2013).</p> <p>5.9.4 The Cabinet will [...] (36) determine the procedures by which a local government, according to the average costs necessary for one learner determined thereby in educational institutions of the respective local government, shall cover the costs of a pre-school educational programme (from the age of 18 months until commencing the acquisition of basic education) for a private service provider in the case referred to in Section 17, Paragraph 2.1 of this Law (Education Law, 1999–2013).</p>
5.10 Policy ensures the same quality of service irrespective of differences in geographical location. <i>(Such as isolated or rural areas).</i>	5.10.1 The line of action plans to improve availability of a high-quality general education service that corresponds to the needs of learners at the regional and national levels by focusing resources and improving the learning environment of general education institutions respecting the characteristics of the territory development. It is planned to support arrangement of the network of municipal educational institutions to improve their environment by provision of support to school infrastructure



Agency recommendation	Findings
	<p>development, adjustment of buildings, teaching aids, and technical equipment, including purchase of information and communication technology to promote the diversity of education services. The network of special education institutions is also planned to be evaluated and improved. To provide well-considered and effective use of the limited public funding, it is necessary to harmonise the measures of education policy and other field policies directly affecting each other, both within the policy planning and investment planning processes. To ensure formation and introduction of the education policy in compliance with the characteristic features and interests of spatial development, it is necessary to ensure mutual harmonisation between the education policy and regional policy, bearing in mind that education is one of the policy areas which plays an important role in regional development.</p> <p>5.10.2 A local government is entitled to found a pre-primary educational institution for not less than 10 children of pre-school age who live in the administrative territory of the local government, if it is requested by parents (General Education Law, 2005–2011).</p> <p>5.10.3 A local government is entitled to found a special pre-primary educational institution for not less than eight children of pre-school age with special needs, if it is requested by parents (General Education Law, 2005–2011).</p>

Measure 5 evaluative comments

At present, the National Centre for Education is working on the development of early childhood intervention mechanisms. These should be agreed with social partners – the Ministry of Welfare, the Ministry of Health, the Ministry of Education and Science, Association of Family Doctors, several Parents’ Associations, psychologists, teachers and specialists – and are due to be published by the end of 2017. The proposals for amendments in normative documents will be submitted to the above-mentioned ministries.



Measure 6: To improve student-focused measures such as mentoring, personalised learning approaches and improved guidance

Agency recommendation	Findings
6.1 High expectations for all learners' achievements underpin policy for inclusive education.	6.1.1 The Cabinet will [...] (19) set State standards in education, which include model educational programmes corresponding to the requirements of such standards, except model vocational education programmes and model academic education programmes (Education Law, 1999–2013).
6.2 Policy outlines that learners' voices should be listened to in decision-making that affects them.	6.2.1 (1) A child has the right to freely express their opinions and, for this purpose, to receive and impart any kind of information, the right to be heard ... (3) A child has the right to participate in self-administration in the fields of education, culture and sports. In any other fields which affect the interests of the child, appropriate attention, corresponding to the age and maturity of the child, shall be paid to the opinion of the child. (Protection of the Rights of the Child Law; 2000–2014: likumi.lv/doc.php?id=49096)
6.3 Teaching, support and guidance has the goal of empowering all learners.	6.3.1 The general responsibilities of a teacher in the educational process shall be as follows: <ul style="list-style-type: none"> • to participate creatively in the implementation of the relevant educational programmes with due responsibility; • to form the attitude of a learner towards themselves, others, work, nature, culture, society and country; • to raise upright, honourable and responsible people – patriots of Latvia; • to observe the norms of pedagogical professional ethics; • to improve their professional competence; • to observe the rights of a learner; • to co-operate with the family of a learner in educational matters; • to participate in the improvement of educational process and in the council of an educational



Agency recommendation	Findings
	<p>institution;</p> <ul style="list-style-type: none"> to perform other duties laid down in regulatory enactments (Education Law, 1999–2013).
<p>6.4 Appropriate educational support is available as necessary and is fit for purpose in meeting personal learning needs.</p>	<p>6.4.1 The Regulations of the Cabinet of Ministers state what kind of support and what specialists should be provided for learners with disabilities included in mainstream educational settings (Regulations of the Cabinet of Ministers No. 710, 16.10.2012: likumi.lv/doc.php?id=252163).</p>
<p>6.5 The learning process is based on flexible curricula based on learner centred approaches and the development and implementation of individual learning plans as necessary.</p>	<p>6.5.1 A person with special needs may acquire special education at an educational institution, if it ensures that such person has the opportunity to acquire an education in such institution corresponding to the state of health and the type of developmental disorders. Special educational programmes shall be implemented, taking into account the state of health of the learner. The General Education Law, Professional Education Law and other laws shall determine procedures for the implementation of special educational programmes (Education Law, 1999–2013).</p> <p>6.5.2 The head of a general educational institution shall be responsible for:</p> <ul style="list-style-type: none"> the implementation of educational programmes; the provision of the educational institution with educators; noting the special needs of learners and their education in conformity with special educational programmes (General Education Law 2005–2011). <p>6.5.3 Special educational programmes shall ensure the possibility of acquiring general education for learners with acquired or hereditary functional disorders according to their special needs. The main purposes and tasks, the mandatory content, the implementation plan for a special educational programme and the requirements in relation to a previously acquired education shall be determined in conformity with the State general education standard in accordance with special needs of learners</p>



Agency recommendation	Findings
	<p>(General Education Law 2005–2011).</p> <p>6.5.4 Special educational programmes shall be implemented, taking into account the main objectives, tasks and mandatory content of educational programmes laid down in the State education standard, according to the type of developmental disorder, skills and state of health of the learners. Special educational programmes for learners with severe intellectual development disorders or several severe developmental disorders are provided for nine years. They shall be implemented by drawing up an individual plan for implementation of the educational programme for each learner. Depending on the state of health of the learner and the possibilities of the educational institution, the education programme may be implemented over a longer period, but not longer than 12 years. Special educational programmes for learners with intellectual development disorders shall be provided for a period of nine years. If the implementer of a programme provides the possibility for acquiring vocational education, the programme may be implemented over a longer period, but not longer than 12 years (General Education Law 2005–2011).</p> <p>6.5.5 Duration of special educational programmes:</p> <ul style="list-style-type: none">• Special educational programmes for learners with intellectual development disorders and visual or hearing impairments may last 10 years, while special educational programmes for deaf learners with intellectual development disorders may last 11 years.• Acquisition of basic education for deaf learners who acquire a special educational programme for learners with hearing impairments may last 11 years, while acquisition of secondary education may last three years.• Acquisition of special basic education programmes for learners with difficulties in their studies or severe speech disturbances may last 10 years.• Special educational programmes for learners with physical development disorders, mental health disorders or somatic symptom disorders for the acquisition of basic education are



Agency recommendation	Findings
	<p>provided for nine years.</p> <ul style="list-style-type: none">• Acquisition of basic education for partially deaf learners who acquire a special educational programme for learners with hearing impairments may last 10 years, while acquisition of secondary education may last three years.• A special basic educational programme for learners with visual impairments may last 10 years, while acquisition of secondary education may last three years (General Education Law, 2005–2011). <p>6.5.6 Learners with special needs may acquire special educational programmes in special educational institutions or classes (General Education Law, 2005–2011).</p> <p>6.5.7 Access to appropriate support measures for learners with special needs who have been integrated in a general educational institution shall be ensured by the educational institution. The educational institutions shall draw up an individual plan for acquisition of an educational programme for each integrated learner with special needs (General Education Law, 2005–2011).</p> <p>6.5.8 Achievements which a learner with special needs has attained during their studies shall be evaluated in conformity with the requirements of a special educational programme and taking into account the learner’s state of health, skills and development. The acquisition of a special educational programme shall be evaluated in the form of description for learners with moderate and severe intellectual developmental disorders (General Education Law, 2005–2011).</p> <p>6.5.9 In special education programmes, an educational institution shall implement the requirements referred to in this Regulation in accordance with the type of developmental disorder, skills and health condition of a learner:</p> <ul style="list-style-type: none">• In special basic education programmes for learners with intellectual development disorders, it is permitted not to include the subjects referred to in Sub-paragraphs 6.3, 6.4 and 6.5 of this Regulation, by incorporating certain themes of these subjects into the content of the subjects



Agency recommendation	Findings
	<p>referred to in Sub-paragraphs 6.2, 6.16 and 6.17 of this Regulation.</p> <ul style="list-style-type: none">• In special basic education programmes for learners with severe intellectual development disorders or several severe developmental disorders, it is permitted not to include the subjects referred to in Sub-paragraphs 6.19 and 6.20 of this Regulation, by incorporating certain themes of these subjects into the content of the subject referred to in Sub-paragraph 6.16 of this Regulation, as well as the subjects referred to in Sub-paragraphs 6.3, 6.4, 6.5, 6.6, 6.11, 6.12, 6.15 and 6.15.1 of this Regulation (General Education Law, 2005–2011). <p>6.5.10 Within the lines of action, it is planned to provide implementation of integration measures for young people with special needs and other at-risk groups in educational institutions foreseeing support also for individual teaching plans (Education Development Guidelines 2014–2020).</p> <p>6.5.11 The pre-primary curriculum aims to promote the child’s comprehensive and harmonious development, taking into account the peculiarities of their development and needs, the knowledge needed for individual and public life, skills and attitudes, thereby purposefully providing the child with the opportunity to prepare for the acquisition of basic education. The objectives of the pre-primary curriculum content are to:</p> <ul style="list-style-type: none">• promote the development of physical abilities;• promote the development of the child’s self-confidence, recognition of abilities and interests, development of feelings and will;• promote the development of cognition and to provide the learning process. <p>The main requirements for the implementation of the pre-primary curriculum are to:</p> <ul style="list-style-type: none">• take into account the individual needs, interests and abilities of the child and the provision of their individual development by developing an individual plan if necessary;• promote positive feelings in a safe and stimulating environment;



Agency recommendation	Findings
	<ul style="list-style-type: none"> • provide co-operation among teachers and parents. (Regulations on the National Guidelines for Pre-School; No. 533, 31.07.2012: likumi.lv/doc.php?id=250854)

Measure 6 evaluative comments

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Measure 7: To improve the school ethos (such as the creation of supportive learning environments, adapting learning environments to specific learning needs)

Agency recommendation	Findings
7.1 Policy supports school leaders to value diversity among staff as well as learners, encourage collegiality and support innovation.	7.1.1 The head of a general educational institution shall be responsible for: <ul style="list-style-type: none"> • the implementation of educational programmes; • the provision of the educational institution with educators; • noting the special needs of learners and their education in conformity with special educational programmes; • ensuring the operations of the educational institution and the execution of the tasks of the institution (General Education Law 2005–2011).
7.2 Policy outlines the responsibility of school leaders to effectively communicate their vision for inclusive education to the school teaching team and wider school	–



Agency recommendation	Findings
community.	
7.3 Policy aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.	–
7.4 Policy supports schools to ensure teaching staff are able to meet diverse learning needs. <i>(Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)</i>	7.4.1 Support will also be provided to teachers, as it is planned to ensure methodological materials. The range of teaching and methodological tools that are needed for integration of young people with special needs into the general education system will be developed, as well as improvement of the professional competence of teachers and support personnel. Development and implementation of the continuing education programmes are also planned for specialists (social workers, physiotherapists, occupational therapists, etc.) regarding adjusted sports programmes foreseeing specific training methodologies for work with learners with special needs (Education Development Guidelines 2014–2020).
7.5 The school ethos and culture is guided by school strategic plans that have high expectations for the academic and social achievements of all learners.	7.5.1 The Regulations of the Cabinet of Ministers on the accreditation of educational institutions describe the requirements for the evaluation of the organisation of work, administration and quality assurance, taking into account the self-assessment of the institution and strategic planning for the development, the work of the administration and co-operation of the educational institution with other institutions. (Regulations of the Cabinet of Ministers No. 831; 20.12.2016: likumi.lv/ta/id/287602-kartiba-kada-akredite-izglitibas-iestades-eksaminacijas-centrus-un-citas-izglitibas-likuma-noteiktas-institucijas)
7.6 School strategic plans describe how universal design for learning approaches are used to provide individualised learning	–



Agency recommendation	Findings
tools and opportunities.	
7.7 School strategic plans stipulate that all learners are entitled to be active participants in the life of the school and community.	7.7.1 Methodological material for the self-assessment of educational institutions provides information on how and by what criteria the State Service of Education Quality conducts the evaluation of the educational institution during accreditation. The material describes what should be included in the strategic plan of the school and who should be involved in the development of the plan. It is implied that the evaluation process takes into account the participation of all learners in educational processes and optional activities organised by the school. (viaa.gov.lv/library/files/original/06_IKVD_Metod_iet_pasvertesanai.pdf)
7.8 School strategic plans have clear statements on the value of diversity.	–
7.9 School strategic plans describe mechanisms for shared leadership, teamwork and collaborative problem solving.	–

Measure 7 evaluative comments

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Measure 8: To reduce the negative effects of early tracking (the early streaming of pupils by ability into different types of provision or schools) and to reduce the extensive use of grade retention¹

Agency recommendation	Findings
<p>8.1 Legislation across relevant public sectors has the goal of ensuring educational services enhance developments and processes working towards equity in inclusive education.</p>	<p>8.1.1 In the 21st century, education is lifelong and is a part of our daily lives – a conscious choice and satisfaction; to know more and be able to do more, faster, more accurate; to learn and study with understanding and pleasure, learn from each other regardless of social, economic or health status; to learn in an environment that is adjusted to individual requirements using modern teaching aids. (Education Development Guidelines 2014–2020).</p> <p>8.1.2 The main goal of the education development policy in the Guidelines is high-quality and inclusive education for personal development, human welfare and reaching sustainable national growth (Education Development Guidelines 2014–2020).</p>
<p>8.2 Policy outlines how support structures that impact upon inclusive education are diverse and easily available.</p> <p><i>(Support structures prevent early tracking and streaming of pupils at an early age).</i></p>	<p>–</p>
<p>8.3 Assessment mechanisms are in place to identify the support needs of learners at an early stage.</p>	<p>8.3.1 The Regulations about Organisation of Healthcare and Financing state how family doctors have to provide check-ups for children from birth until 18 years of age. The family doctor is the one who sends the child to different specialists if there are any indications of health or developmental problems (Regulations of the Cabinet of Ministers No. 1529, Annex 1; 17.12.2013: likumi.lv/doc.php?id=263457)</p> <p>8.3.2 The state and municipal pedagogical-medical commissions assess the needs of children and</p>

¹ Early tracking means the early streaming of pupils by abilities into different types of provision or school; this includes placing children into separate schools.

The extensive use of grade retention means holding students back to repeat school years, instead of providing flexible individual support.



Agency recommendation	Findings
	recommend the most appropriate educational programme they should follow or support measures the educational institution should provide in learning (Regulations of the Cabinet of Ministers No. 709, 16.10.2012).
8.4 Data is available relating to learners' rights to age appropriate education.	8.4.1 According to the regulations about the National Education Information System, data has to be provided about all learners who attend educational institutions (Regulations of the Cabinet of Ministers No. 788, 17.08.2010: likumi.lv/doc.php?id=215853).

Measure 8 evaluative comments

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Measure 9: To support improvement in schools with lower educational outcomes

Agency recommendation	Findings
9.1 Clear mechanisms exist to identify schools with lower educational outcomes. ²	–
9.2 Policy outlines how methods of assessment, inspections and other accountability measures contribute to	9.2.1 The accreditation of educational institutions is meant to be a mechanism that systematically provides assessment and inspection of the quality of work that is done in the educational institution. The Accreditation Commission appointed by the State Service of Education Quality after the accreditation process writes the evaluation report where all aspects of the work are described and the

² This recommendation does not directly come from the Agency work covered in the CPRA activities. A number of project recommendations have implicitly, but not explicitly referred to this issue. However, the piloting work and detailed discussions with PG countries showed it is necessary to have this explicit recommendation linked to this measure.



Agency recommendation	Findings
<p>school improvement processes.</p> <p><i>(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)</i></p>	<p>decision about the time of accreditation is taken. The maximum period of accreditation is six years. If the decision is to give accreditation only for a year, it means that the results of the evaluation are low and the educational institution has to work on raising the quality of work to repeat the accreditation.</p> <p>(Regulations of the Cabinet of Ministers No. 831, 20.12.2016: likumi.lv/ta/id/287602-kartiba-kada-akredite-izglitibas-iestades-eksaminacijas-centrus-un-citas-izglitibas-likuma-noteiktas-institucijas)</p>
<p>9.3 Policy aims to increase the capacity of all schools to meet a greater diversity of needs and support learners within their local communities.</p> <p><i>(Schools are supported to use innovative teaching methods, practical learning approaches and individual plans, focusing on learners' capabilities.)</i></p>	<p>–</p>
<p>9.4 Policy outlines clear incentives for schools to take all learners from their local community.</p>	<p>–</p>
<p>9.5 Policy requires school strategic plans to outline preventive educational action against dropouts.</p> <p><i>(Including necessary measures so that learners who become disengaged find new educational alternatives.)</i></p>	<p>9.5.1 Within the line of action, support is foreseen for the implementation of preventive and compensatory measures for those at risk of early school leaving, poverty, needy and low-income children and young people, so that a child or young person can continue learning in a general and vocational education institution as long as possible and finish it, or get a qualification that can be used in the labour market, as well as support is provided for raising quality and availability of interest activities and out-of-school activities for children and young people at risk of poverty and social exclusion and needy and low-income children and young people, including for establishment of training enterprises and ensuring their operation; assistance to co-operation among municipalities</p>



Agency recommendation	Findings
	<p>aimed at provision of professional support by the related government and municipal authorities for the needy and low-income children and young people and for those at risk of poverty. (Education Development Guidelines 2014–2020).</p> <p>9.5.2 At the same time, the Youth Guarantee envisages the involvement of young people, including those who are not employed, learning or training, in development and implementation of youth initiative projects, as well as non-formal learning activities (Education Development Guidelines 2014–2020).</p> <p>9.5.3 At the same time, for faster and more efficient access to the labour market, there will be an opportunity for young people to obtain vocational education in short-term (1 to 1.5 years) vocational education programmes (Education Development Guidelines 2014–2020).</p> <p>9.5.4 This line of action also includes the involvement of young people at risk of social exclusion in non-formal education programmes (young people at day care centres, group apartments, prisons, orphanages, etc., young people with addiction problems, young people with intellectual development disorders, young people who do not learn, work, or obtain a profession, etc.). (Education Development Guidelines 2014–2020).</p>

Measure 9 evaluative comments

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Measure 10: To improve the quality of school staff, focusing on the quality of teachers, quality in continuing professional development, developing teacher competences and reinforcing school leadership

Agency recommendation	Findings
<p>10.1 Policy outlines how all school staff develops the skills to meet the diverse needs of all learners.</p> <p><i>(Appropriate training and professional development is provided to all school staff including teachers, support and administrative staff, counsellors, etc.).</i></p>	<p>10.1.1 To ensure improvement of teachers’ professional competence, it is planned to develop lifelong competencies (foreign languages, information and communication technology skills) and professional skills (entrepreneurial spirit, financial literacy, leadership, creativity, skills for working with learners having different levels of abilities and skills) of teachers of vocational subjects, as well as to improve practical skills in the workplace of the teachers and practice supervisors. These measures will raise the qualification of teachers and have a favourable effect on the learning results of learners. Teachers will be able to learn new technologies and improve learning and teaching processes.</p> <p>(Education Development Guidelines 2014–2020)</p>
<p>10.2 Policy supports the development of high quality and appropriately trained teacher educators.</p> <p><i>(With improvements in recruitment, induction and continuing professional development.)</i></p>	<p>10.2.1 A teacher whose pedagogical experience is not less than one year and who participates in implementation of general educational programmes, including in the pre-primary education level of general educational programmes, in the basic education or secondary education level of vocational education programmes, in implementation of vocationally oriented education or interest education programmes, has the right to, not less than once every five years, receive a quality assessment of professional activity of a teacher (Education Law, 1999–2013).</p> <p>10.2.2 On the basis of the quality assessment of professional activity of a teacher, a teacher is awarded one of five quality levels of professional activity of a teacher, which are awarded:</p> <ul style="list-style-type: none"> • the first, second and third quality level of professional activity of a teacher – by an educational institution, co-ordinating with the local government in the administrative territory of which the educational institution is located; • the fourth quality level of professional activity of a teacher – by the local government in the administrative territory in which the educational institution is located, co-ordinating with the



Agency recommendation	Findings
	Ministry of Education and Science; <ul style="list-style-type: none"> the fifth quality level of professional activity of a teacher – by the Ministry of Education and Science (Education Law, 1999–2013).
10.3 Policy supports flexible training opportunities in initial and continuing professional development, for all teachers. <i>(Schools and teacher education institutions will work together to ensure good models in practice schools and appropriate placements for teaching practice.)</i>	10.3.1 The requirements for continuous professional development are identified by the Cabinet of Ministers. All teachers have to be involved in professional development. Every three years, the teachers have to acquire at least 36 hours of professional development. It could consist of different modules including modules of general competencies, content and didactics, administration of educational process and pedagogical experience. If there are learners with special needs in the educational institution, teachers should complete the module of general competencies which includes courses about inclusive education and work with learners with special needs. On the completion of the training courses, the teachers get a certificate which is recorded in the National Education Information System. (Regulations of the Cabinet of Ministers No. 662, 28.10.2014: likumi.lv/ta/id/269965)
10.4 All teaching staff are supported and develop a clear understanding of effective learning strategies. <i>(Such as learning to learn and active learning approaches.)</i>	10.4.1 The autonomous functions of local governments are as follows: ... (21) to organise continuing professional development for teaching staff and pedagogical methodological work (Law on Local Governments 1995–2013: likumi.lv/doc.php?id=57255).
10.5 Policy supports schools to develop strategic plans of staff training in inclusive education.	10.5.1 According to the regulations, the teacher is responsible for professional development, but the head of the educational institution, together with municipality, plan the provision of the professional development (refer to 10.4.1) (Regulations of the Cabinet of Ministers No. 662, 28.10.2014: likumi.lv/ta/id/269965).



Agency recommendation	Findings
<p>10.6 Policy outlines the specialised training pathways for specialists who support school communities to implement inclusive education.</p>	<p>10.6.1 Experienced educational institutions, special education development centres, non-government organisations and higher educational institutions are allowed to provide trainings for teachers who implement inclusive education (Regulations of the Cabinet of Ministers No. 662, 28.10.2014: likumi.lv/ta/id/269965).</p>
<p>10.7 Policy supports research into the effectiveness of different routes into teaching.</p> <p><i>(Including course organisation, content and pedagogy to best develop the competence of teachers to meet the diverse needs of all learners.)</i></p>	<p>–</p>

Measure 10 evaluative comments

<p>–</p>

Measure 11: To improve transition from education to work by increasing the coherence between employment incentives, education and VET; improving the quality and accessibility of apprenticeships; promoting cross-sector co-operation; simplifying the systems of qualifications

Agency recommendation	Findings
<p>11.1 Policy ensures that VET programmes should address labour market skill requirements.</p>	<p>11.1.1 Trade unions, employers and other public organisations within the scope of their competence shall promote the development of vocational education. They have the right to:</p> <ul style="list-style-type: none"> • participate in the drawing up of conceptual issues and to draft regulatory enactments in the field of vocational education, create and implement vocational education strategy and policy,



Agency recommendation	Findings
	<p>planning of the State remit and the direction of development of the sector;</p> <ul style="list-style-type: none"> • perform market intelligence and planning of the direction of development of vocational education in co-operation with State and local government institutions; • participate in the drawing up of profession standards and education programmes, the implementation of vocational education, ensuring the necessary work conditions for learners at the traineeship placement, as well as to participate in the provision and evaluation of the quality of vocational education; and (4) to participate in work of State, local government, trade union, employer and other public organisation co-operation councils, councils of vocational education institutions and in the work of other institutions promoting vocational education. <p>(Vocational Education Law, 2001: likumi.lv/doc.php?id=20244)</p> <p>11.1.2 Vocational educational institutions establish a collegiate advisory body – a Convention, which aims to promote the development of vocational education institutions in accordance with labour market requirements. The Convention submits proposals to the heads of vocational educational institutions in the creation of the strategy of development and proposals for the development of vocational training programmes before they are submitted for licensing.</p> <p>(Vocational Education Law, 2001: likumi.lv/doc.php?id=20244)</p>
<p>11.2 Policy aims at matching labour market skill requirements and learners' skills, wishes and expectations.</p>	<p>11.2.1 The lines of action include creation of career education support systems, career education development, and expansion of service availability in general and vocational education throughout Latvia. Similarly, within this line of action it is planned to provide career choice activities for young people, such as profession and job monitoring activities, career days, presentation of good practice examples in co-operation with employers, etc. These measures will promote a reduction in the number of early school leavers, facilitating a targeted choice of further education/profession according to skills, knowledge, and interests, as well as to increase the competitiveness of young people in the labour market (Education Development Guidelines 2014–2020).</p>



Agency recommendation	Findings
<p>11.3 Policy outlines the development of partnerships and networking structures.</p> <p><i>(Partnerships with a pool of local employers to ensure close co-operation with regard to learners' supervised practical training and finding employment after graduation.)</i></p>	–
<p>11.4 Policy outlines how transition from education to employment is supported by adequate provision.</p>	–
<p>11.5 Policy supports the availability of meaningful VET options for learners to choose from.</p>	<p>11.5.1 The Expert Council of Economy Sectors:</p> <ul style="list-style-type: none">• promotes work-based learning;• disseminates information about work-based learning opportunities;• supports educational institutions and enterprises in the implementation of work-based learning;• analyses the results and provides recommendations for the improvement of the system;• provides information about the needs of the national economy. <p>(The Regulation of the Cabinet of Ministers No. 484, 15.07.2016: likumi.lv/ta/id/283680-kartiba-kada-organize-un-isteno-darba-vide-balstitas-macibas)</p>



Agency recommendation	Findings
<p>11.6 Policy supports the availability of supervised practical training.</p>	<p>11.6.1 The vocational education and training (VET) educational institutions provide the person responsible for work-based learning who co-ordinates the learning process in the educational institution and in the enterprise.</p> <p>11.6.2 The VET educational institution provides methodological support to the person who supervises work-based learning in the enterprise.</p> <p>11.6.3 Educational institutions organise and implement work-based learning for learners who learn according to licensed vocational education programme and individual work environment bases learning plan in an enterprise, institution, association, foundation, with a person, who is registered as a performer of economic activity, or in the individual company.</p> <p>11.6.4 The VET educational institution, the enterprise and the learner sign the plan of co-operation where the rights and responsibilities of all three parties are clearly described.</p> <p>(The Regulation of the Cabinet of Ministers No. 484, 15.07.2016: likumi.lv/ta/id/283680-kartiba-kada-organize-un-isteno-darba-vide-balstitas-macibas)</p>
<p>11.7 Policy outlines how sustainable employment opportunities are supported through the availability of appropriate, on-going support.</p>	<p>–</p>
<p>11.8 Policy outlines how VET programmes are reviewed periodically.</p> <p><i>(Both internally and/or externally in order to adapt to current and future skill needs.)</i></p>	<p>11.8.1 VET programmes have to have accreditation when the external experts assess all the aspects of implementation of the programme, including how it is related to the latest demands of the labour market of the specific fields of the national economy. Before external assessment, the educational institution develops self-evaluation where the relevance of the programmes is analysed.</p> <p>(Regulations of the Cabinet of Ministers No. 831, 20.12.2016: likumi.lv/ta/id/287602-kartiba-kada-akredite-izglitibas-iestades-eksaminacijas-centrus-un-citas-izglitibas-likuma-noteiktas-institucijas)</p>



Measure 11 evaluative comments

There is no specific policy about transition from education to employment. The Conception on Increasing the Attractiveness of Vocational Education and the participation of the social partners in provision of quality of vocational education was adopted by the Cabinet of Ministers on 16 September 2009. It describes the importance of the development of new approaches in VET and collaboration with the representatives of the labour market, but it still does not show how young people should be supported in entering the labour market after acquiring qualification.

Measure 12: To improve educational and career guidance across all phases of inclusive education

Agency recommendation	Findings
<p>12.1 Policy outlines the mechanisms for ensuring effective transition across educational sectors and phases.</p> <p><i>(There are well-organised transition processes among services to ensure continuity in the support required when learners move from one form of provision to another.)</i></p>	<p>12.1.1 For a young person to identify the real requirements of the work environment and, after acquiring basic or secondary education, to be better able to cope in safe and legal employment, they should learn the basic knowledge of employment and social rights. Basic knowledge of employment rights should be acquired before first employment or, for learners of vocational educational institutions, before the start of practice for the young person to defend themselves in cases of violation of employment rights, or even to prevent their occurrence. Learners should learn safety and the fundamentals of social law within social sciences. Also, career counsellors' curriculum should include basic knowledge of employment and social rights, their role in the workplace in order to provide support for young people to information on the requirements of the workplace, thereby contributing to a smoother transition of young people into the labour market.</p> <p>(Order of the Cabinet of Ministers No. 821, 30.12.2015: likumi.lv/ta/id/278999-par-karjeras-izglitibas-istenosanas-planu-valsts-un-pasvaldibu-visparejas-un-profesionalas-izglitibas-iestades-2015-2020)</p>
<p>12.2 Policy outlines how career counsellors/officers support learners and employers regarding employment possibilities.</p> <p><i>(Support is provided with job applications,</i></p>	<p>12.2.1 Career development support – an aggregate of measures, which includes access to information, career education and individual consultations for learners for determination and planning of career objectives, making a choice in relation to education and work.</p> <p>12.2.1 Competence of Local Governments in Education ... (15) ensure career education for children</p>



Agency recommendation	Findings
<i>inform and support employers and facilitate contact between both parties.)</i>	<p>and young people. (Education Law, 1999–2013)</p> <p>12.2.3 Education institutions (both general and vocational) should employ professional career counsellors (1 counsellor for 700 learners in 2017), who:</p> <ul style="list-style-type: none">• will manage the development of career education programme and its implementation in the educational institution;• will provide information and methodological support for school teachers for the integration of career education in the learning process;• will provide individual counselling for learners, as well as those applying to non-formal education assessment of acquired competences;• will run educational activities for parents of learners in the matters of career choice;• will co-operate with other institutions involved in the career guidance system, including employers. <p>(Order of the Cabinet of Ministers No. 821, 30.12.2015: likumi.lv/ta/id/278999-par-karjeras-izglitibas-istenosanas-planu-valsts-un-pasvaldibu-visparejas-un-profesionalas-izglitibas-iestades-2015-2020)</p>

Measure 12 evaluative comments

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