

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

**Latvia 2012/2013 and 2014/2015 data
background information**



BACKGROUND INFORMATION

How the official decision of special educational needs (SEN) used in the country relates to the agreed EASIE operational definition

An official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs.

Pupils' legal entitlements under what legislation

According to the Regulations of the Cabinet of Ministers of 16 October 2012, children and pupils have to be assessed by psychologists, speech therapists, special education teachers, doctors for specific disabilities and child psychiatrists. Furthermore, they must attend a pedagogical medical commission to receive an official statement with a recommendation on which educational programme they should follow. Parents have the right to decide which school their child attends.

How additional support is understood within the country context

The Law on General Education (paragraph 53) states that the educational institution is responsible for the provision of support measures and the development of individual education plans for learners with special needs who are included in mainstream settings. Additional support may consist of additional time, reading of instructions, ICT, etc.

The criteria for an official decision are

There has been an educational assessment procedure involving a multi-disciplinary team

In order to receive an official statement of special needs, the child (learner) must be assessed by a psychologist who is certified to conduct psychological tests, a speech therapist who assesses speech and language, and a special education teacher who assesses academic competences (reading, writing and mathematics skills). Medical doctors give their assessment in case of specific health problems, while a child psychiatrist is involved when there are behavioural problems, intellectual disabilities or autism. The information from medical doctors and child psychiatrists is evaluated so as to gain an understanding of how health problems could affect learning.

The multi-disciplinary team includes members from within and external to the pupil's school

The Regulations of the Cabinet of Ministers of 16 October 2012 state which specialists should be involved in the multi-disciplinary teams that make the final decision about the recommended education programme.



There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning

The Law on General Education is the legal document that states that children with special needs are eligible to support. Specific support measures are recommendations that should be personalised according to each child's needs.

Proxy indicator(s) for the 80% benchmark used for the country's data collection

Placement in a mainstream class implies over 80% or more with non-disabled peers.

Details on what the country proxy is

It is just based on enrolment – statistics are available about how many learners with statements of SEN are enrolled in mainstream classes.

Why this proxy was used

No other data is available.

Difficulties in using any proxy

This proxy is questionable in relation to learners with intellectual disabilities who are included in mainstream classrooms (20%), because during school visits it has been observed that these learners are placed separately in some lessons (e.g. mathematics, Latvian language).

Specific country issues in applying the proxy

When learners with SEN are included/integrated into mainstream classes, they are included in general statistics and no other data on how the educational process is organised is available. Different schools may have different approaches to organisational issues, but these approaches are not reflected in statistics.

Detailed description of what is meant by 'out of formal education' within the country's data collection

The 2011 International Standard Classification of Education (ISCED) defines Formal Education as follows:

[...] education that is institutionalised, intentional and planned through public organizations and recognised private bodies and, – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national educational authorities. Formal education consists mostly of initial education [...] Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system. Qualifications from formal education are by definition recognised and, therefore, are within the



scope of ISCED. Institutionalised education occurs when an organization provides structured educational arrangements, such as student-teacher relationships and/or interactions, that are specially designed for education and learning (United Nations Educational, Scientific and Cultural Organization and UNESCO Institute for Statistics, 2011, International Standard Classification of Education ISCED 2011, p. 11).

Information on pupils considered out of education (i.e. those not in formal education as per the ISCED definition)

Out of formal education refers to a child who is registered in the municipality and has reached school age (7), but who, at the beginning of the school year, is not registered in any school. The municipality is responsible for ensuring that all children of compulsory school age attend school.

Country definitions of formal, non-formal and informal education

Formal education is a system that includes basic education, secondary education and higher education, the acquisition of which is certified by an education or professional qualification document recognised by the state.

Non-formal education refers to educational activities based on interests and demand that are organised outside of formal education.

Provision of data on private sector education

The data collection covers all sectors of education, including numbers for the pupil population in the private sector.

Private sector education in the country

According to the Law on Education, a private educational institution is an educational institution founded by a legal or natural person, with the exception of a state or local government educational institution, as well as a commercial company in which the state or local government holds a capital share, for which implementation of educational programmes is one of its types of activity.

Pupil population counted for each relevant question

As private schools receive funds for providing compulsory education, they have an obligation to provide data about enrolled pupils to the Ministry of Education and Science.

Pupil age ranges

Usual pupil age ranges in the country at ISCED level 1: 7 to 12

Usual pupil age ranges in the country at ISCED level 2: 13 to 16