

TEACHER PROFESSIONAL LEARNING FOR INCLUSION

Policy Mapping Grid: Latvia



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Further information about the Teacher Professional Learning for Inclusion (TPL4I) activities is available on the [TPL4I web area](#).

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SECTION 1: WIDER POLICY CONTEXT

Wider policy context

Every citizen of the Republic of Latvia, holders of non-citizen passports issued by the Republic of Latvia, citizens of European Union, European Economic Area countries and Switzerland, permanent residents of the European Community holding a residence permit for Latvia, stateless persons who possess a travelling document issued by the Republic of Latvia, third-country nationals or stateless persons who possess a valid residence permit for the Republic of Latvia, persons having refugee or alternative status and persons who have received temporary protection within the Republic of Latvia have equal rights to education in Latvia.

The Law on Education, adopted in 1998, defines the main organisational principles and procedures of educational services. The Law on General Education, adopted in 1999, defines the organisational principles and procedures of general education services.

The Law on Education identifies special education as general and professional education adapted for people with special needs and health problems. The Law on General Education defines the types of education implemented in Latvia. It states that special education is a specific type of general education. Chapter 8 of this law defines the implementation of special education programmes. The Regulations of the Cabinet of Ministers define the provision of educational services for learners with special needs and the procedures for identifying special needs.

The aims and goals of general education are described in the Standards of General Education, which are adopted by the Cabinet of Ministers.

The Cabinet of Ministers also adopts the main principles and procedures for assessing learners, including those with special needs.

The amendments made to the Law on General Education in 2011 introduced the requirement to provide support measures (accommodations) and develop an individual education plan for learners with disabilities included in mainstream settings.

The Regulations of the Cabinet of Ministers ensure the availability of appropriate support measures (accommodations) during the state tests and examinations.

The '[Education Development Guidelines 2014–2020](#)' link national objectives with the European Union's development priorities. They underline the importance of inclusive education and personalised approaches for learners with special needs. The concept of inclusive education is described as a process in which the corresponding diverse needs of all learners are ensured by increasing each learner's participation opportunities in the learning process, culture and various communities and reducing potential exclusion from education and the educational process (Sources: European Agency, Raising the Achievement of All Learners in Inclusive Education – Latvia Country Report; CPRA – Latvia Country Report).

A new reform of the special education system is underway. It aims to develop a comprehensive support system for the education of learners with special needs in



Wider policy context

mainstream classrooms. Regulations regarding the functioning and evaluation of 12 special education development centres were adopted in March 2016. These centres provide support to inclusive education teachers and to learners with special needs ([European Commission, 2017, p. 175](#)).

More information about the legal system of education in Latvia is available on the website of the [Ministry of Education and Science](#).

(European Agency, Country information for Latvia, [Legislation and Policy](#))



SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

2.1 Policy vision

Policy priorities	Findings
<p>2.1.1 Policy is guided by a vision that all teachers (i.e. student teachers, beginning teachers, experienced teachers, teacher educators) can access career-long professional learning opportunities regarding the principles of inclusive education</p>	<p>2.1.1.1 The Education Development Guidelines 2014–2020 include the line of action ‘Improvement of motivation and professional capacity of teachers and academic staff’ intended to introduce:</p> <p style="padding-left: 40px;"><i>... a system of quality, remuneration and motivation for teachers, to improve lifelong learning competences (foreign language, ICT skills) and professional competences (entrepreneurship, financial literacy, leadership, creativity, skills to work with learners of different abilities and skills levels) in order to ensure the professional development of teachers ... to improve the practical skills of educators and supervisors in the workplace.</i></p> <p>2.1.1.2 The Education Development Guidelines 2014–2020 is a medium-term policy which defines the basic principles, goals and directions of action of education development policy for all types and levels of education. The Guidelines state:</p> <p style="padding-left: 40px;"><i>High quality and inclusive education for personal development, human well-being and sustainable national growth is the overarching goal of education development policy. ... In order to ensure the most effective support for persons with special needs, it is essential to ensure that support staff are provided in general and vocational education institutions. Given the increasing number of pupils with special needs in mainstream schools, interaction and transfer of knowledge between educators in mainstream and special education schools and</i></p>



Policy priorities	Findings
	<p><i>professional development are important, thus raising awareness of persons with special needs.</i></p> <p>The summary of the first version of the National Development Plan of Latvia for 2021–2027 (NDP2027) was submitted for public consultation on October 7, 2019. According to this:</p> <p><i>NDP2027 is Latvia’s main medium-term development planning document. It programmes Latvia’s seven year commitments to achieve the Latvian Sustainable Development Strategy 2030 (Latvia2030), the UN Sustainable Development Goals and to improve the quality of life in Latvia over the next seven years.</i></p>
2.1.2 Policy is guided by a vision that all teachers receive education regarding their role and collaboration in and contribution to inclusive education	2.1.2.1 Although not referred to as inclusive education responsibilities, general responsibilities of teachers prescribed by the law include: <ul style="list-style-type: none">• <i>to constantly improve their education and professional skill; to conform with the norms of pedagogical professional ethics;</i>• <i>to ensure that educatees have the opportunity to exercise their rights at an educational institution;</i>• <i>to observe the rights of a child; and</i>• <i>to implement an education programme in co-operation with the family of the educatee. (Eurydice, National Education Systems, Latvia, Conditions of Service for Teachers Working in Early Childhood and School Education)</i>



Policy priorities	Findings
2.1.3 Policy is guided by a vision that all teachers receive education regarding their pedagogical responsibility to promote the interaction, learning, participation and collaboration of all learners	2.1.3.1 As stated in the European Agency for Special Needs and Inclusive Education's Country Policy Review and Analysis report for Latvia (2018): <i>Support will also be provided to teachers ... 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). (p. 32)</i>

Evaluative comments for 'Policy vision'

Latvia's [Sustainable Development Strategy 2030](#) (Latvia2030) was approved by the *Saeima* on June 10, 2010. This is the hierarchically highest national long-term development planning document, which includes the recognition of the need for a paradigm shift in education. The Strategy explains that education that is of good quality, lifelong and creativity-oriented enables a response to the challenges of global competition and demography, and is a precondition for changing the economic model. Priorities for long-term action include:

- access to education and changes in the organisation of the educational process;
- school as a social networking centre;
- contextual education and change of teaching profession;
- e-school and use of information technology;
- lifelong learning.



In Latvia a general term pedagogue (pedagogs) is used in regulations to refer to all teachers – persons with acquired pedagogical education and teaching qualification. (Eurydice, National Education Systems, Latvia, [Teachers and Education Staff](#))

2.2 Main principles

Policy priorities	Findings
2.2.1 Teachers' professional learning is defined in policy as a prerequisite for inclusive education	–
2.2.2 Policy states that the principles and practice of inclusive education should be part of initial teacher education	<p>2.2.2.1</p> <p><i>The general structure of pedagogical education consists of four parts:</i></p> <ul style="list-style-type: none"> • <i>Pedagogy and psychology,</i> • <i>Content of specific subject/s to be taught in school and methodology of teaching,</i> • <i>Pedagogical practice and development of the qualification thesis,</i> • <i>General education courses like languages, ICT, arts, physical education.</i> <p><i>There is no standard curriculum requirement to the content of pedagogical sciences, therefore what prospective teachers learn in various training institutions may vary. ... Areas of management/administration, aspects of behaviour management/school discipline, integration of pupils with special needs, work with multicultural groups of pupils are offered in compulsory courses or core curriculum options of initial teacher training. ... All pedagogy students have to acquire knowledge in psychology, special pedagogy and medicine in order to integrate children with special needs into mainstream schools. (Eurydice, National</i></p>



Policy priorities	Findings
	<p>Education Systems, Latvia, Initial Education for Teachers Working in Early Childhood and School Education).</p>
<p>2.2.3 Policy states that beginning teachers should receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.3.1</p> <p>For beginning teachers,</p> <p><i>There is no official induction period for new teachers in Latvia apart from purely administrative periods before the acquisition of a full contract. New teachers may receive support in their work places from their more experienced colleagues.</i> (Eurydice, National Education Systems, Latvia, Conditions of Service for Teachers Working in Early Childhood and School Education)</p>
<p>2.2.4 Policy ensures that experienced teachers receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.4.1</p> <p><i>Continuing professional development is compulsory in Latvia for teachers (including school heads and their deputies) at all education levels. The aims of in-service training are to ensure the necessary teacher qualification, to conform to the necessities of society and to promote the growth of pedagogues as creative personalities. Curriculum includes development of specific subjects and subject teaching, cooperation with pupils and parents, and creative processes in education work.</i> (Eurydice, National Education Systems, Latvia, Teachers and Education Staff)</p> <p>2.2.4.2</p> <p>As stated in the European Agency's Country Policy Review and Analysis: Latvia (2018):</p> <p><i>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,</i></p>



Policy priorities	Findings
	<p><i>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.</i></p> <p>See Regulation of the Cabinet of Ministers 569, 11.09.2018, p. 39.</p> <p>2.2.4.3</p> <p><i>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. (European Agency, Country Policy Review and Analysis: Latvia, p. 10)</i></p> <p>See Regulation of the Cabinet of Ministers 569, 11.09.2018, paragraph 15.</p> <p>2.2.4.4</p> <p><i>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 ...</i></p> <ul style="list-style-type: none"><i>• provide methodological and pedagogical support for at least 50 teachers and specialists of schools of the administrative territory;</i><i>• develop at least two methodological materials available on its website;</i><i>• ... organise at least two events on inclusive education every year, etc.</i> <p><i>(Regulations of the Cabinet of Ministers No. 187; 29.03.2016)</i></p> <p>(European Agency, Country Policy Review and Analysis: Latvia, p. 12)</p>



Policy priorities	Findings
	<p>2.2.4.5</p> <p>Special education institutions are encouraged to become special education development centres to support teachers in mainstream education. In order to do so, they must develop professional development materials and activities. According to Recommendation 1.12.1 in the European Agency’s Country Policy Review and Analysis: Latvia (2018),</p> <p><i>The requirements are that the special education institution has to:</i></p> <ul style="list-style-type: none"> • ... 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; • ... organise at least two events on inclusive education every year, etc. <p><i>(Regulations of the Cabinet of Ministers No. 187; 29.03.2016) (p. 12)</i></p> <p>Also see section 2.2.4.2.</p>
<p>2.2.5 Policy states that specialist teachers and other professionals (e.g. speech and language therapists, multilingual education teachers and other professionals who work in schools) receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.5.1</p> <p><i>The qualification of special teacher can be acquired in several ways:</i></p> <ul style="list-style-type: none"> • by completing a 4 or 4.5-year professional study programme in special education; • through a 2.5-year study programme (80–93 credits) for teachers who are already qualified; • through master’s study programmes; • through in-service training courses for teachers with qualifications in some other subjects (at least 72 study hours). (European Agency, Country information for Latvia, Teacher Education for inclusive education)



Policy priorities	Findings
	<p>2.2.5.2</p> <p>‘The qualification of special education teacher or the qualification of teacher speech therapist is acquired at a separate programme. This qualification allows to work at all education levels.’ (Eurydice, National Education Systems, Latvia, Initial Education for Teachers Working in Early Childhood and School Education)</p> <p>2.2.5.3</p> <p>In the European Agency’s Country Policy Review and Analysis: Latvia, Recommendation 10.6 states: ‘Policy outlines the specialised training pathways for specialists who support school communities to implement inclusive education.’</p> <p>The corresponding findings indicate:</p> <p><i>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. (p. 40)</i></p> <p>Also see Regulations of the Cabinet of Ministers No. 569, 11.09.2018.</p> <p>2.2.5.4</p> <p>Development of the Sustainable Development Strategy of Latvia until 2030 (Latvija2030) project.</p>



Policy priorities	Findings
<p>2.2.6 Policy states that teacher educators working in university education departments or pedagogical institutes should be trained and committed to the inclusive education agenda in their courses, as understood in the United Nations Convention on the Rights of Persons with Disabilities and the European Disability Strategy</p>	<p>2.2.6.1</p> <p><i>According to the Law on Institutions of Higher Education (1995) and to the principle of autonomy of higher education institutions, a HEI has the right to form the academic staff of the institution. The staff of initial teacher training institution (institution of higher education) consists of: professors, associate professors ... docents ... lecturers ... assistants. ... Responsibility of a rector of a higher education institution includes promotion of development of the staff of the institution. (Eurydice, National Education Systems, Latvia, Initial Education for Teachers Working in Early Childhood and School Education)</i></p> <p><i>In professional higher education programmes, because of necessity for prospective professionals to acquire practical skills and knowledge, the Law allows that a person who has higher education without scientific degree may hold the position of docent, lecturer and assistant in profile subjects of professional study programmes if she/he has a sufficient length of practical service and experience appropriate to the subject to be taught. (Eurydice, National Education Systems, Latvia, Initial Education for Academic Staff in Higher Education)</i></p> <p>2.2.6.2</p> <p><i>The Cabinet of Ministers also determines some procedures for academic staff qualifications, namely, teacher trainers (and higher education teaching staff in general) have to acquire professional development programmes on:</i></p> <ul style="list-style-type: none"><i>• innovation in higher education system,</i><i>• higher education didactics, or</i><i>• education management.</i> <p><i>Acquisition of the above mentioned programmes has to take 160 academic hours (including at least 60 contact hours) till the end of election period to the academic position. (Eurydice,</i></p>



Policy priorities	Findings
	National Education Systems, Latvia, Initial Education for Teachers Working in Early Childhood and School Education)

Evaluative comments for 'Main principles'

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SECTION 3: GOALS AND CONTINUUM OF SUPPORT FOR TPL4I POLICY

3.1 Goals

Policy priorities	Findings
3.1.1 Policy states that all teachers should have qualifications that reflect an inclusive education agenda	–
3.1.2 Policy states competence areas for inclusive education for all teachers working at different levels of education (e.g. professional development of all teachers to facilitate their involvement in co-teaching, planning together, developing differentiated materials collaboratively, etc.)	<p>3.1.2.1</p> <p>The Education Development Guidelines 2014–2020 include the line of action ‘Improvement of motivation and professional capacity of teachers and academic staff’, which mentions:</p> <p><i>In order to ensure that educators are adequately prepared to work in a linguistically heterogeneous environment, teacher training for modern teaching and methodological tools will be organized. In addition, the professional competence of teachers in the methodology of integrated teaching of content and language will be ensured.</i></p>
3.1.3 Policy states that all teachers’ professional learning opportunities consider teacher competences for inclusive education	<p>3.1.3.1</p> <p><i>18. The professional competence development program shall include one of the following topics:</i></p> <p><i>18.1. general competences of the teacher (innovations and trends in education, issues of education, improvement of civic attitude, promotion of qualitative, creative pedagogical</i></p>



Policy priorities	Findings
	<p><i>activity by implementing the pedagogical process according to the individual needs of each pupil, future curriculum for future competences, sustainable development and inclusive education, health and safety, recognition and prevention of child abuse and domestic violence);</i></p> <p><i>18.2. curriculum and didactics (choice of teaching strategies and methods, including literacy, thinking, creativity and innovation, didactic models, traditional, multidisciplinary and interdisciplinary learning, concept and transversal skills, subject and curricular innovation and Methodology, ICT skills in a high quality modern educational environment);</i></p> <p><i>18.3. education management (purposeful, result-oriented organization of the educational process, implementation of the pedagogical process oriented towards professional cooperation, leadership, financial skills, document management, school management, including change management, education quality monitoring in the educational institution, personnel management). (Regulations of the Cabinet of Ministers No. 569, 2018)</i></p> <p>3.1.3.2</p> <p><i>CPD programmes are divided in type A and type B programmes. ... Type A programme may consist of modules and a teacher can form the training of modules from different programmes. Amount of a module is at least six hours, both including theoretical and practical parts. There are five modules involved to develop:</i></p>



Policy priorities	Findings
	<ul style="list-style-type: none"> • <i>general competences of teacher</i> • <i>education content and didactics</i> • <i>management of education process</i> • <i>teacher's self-development</i> • <i>teacher's experience (participation in conferences, seminars, master classes etc.).</i> <p><i>Type B programme acquisition entitles a teacher to teach any other subject or to work in other education level. It also gives teaching rights for a person without the higher pedagogical education. Training amount of type B programme is at least 72 hours. ... Teacher receives a certificate after acquisition of the A and B type programme. (Eurydice, National Education Systems, Latvia, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</i></p>
<p>3.1.4 There is a formal strategy for promoting dialogue between ministries, regional/local authorities/municipalities and teacher educators to agree on the requirements of teachers' professional development opportunities for inclusion</p>	<p>3.1.4.1 There is no common formal strategy for all levels.</p>



Policy priorities	Findings
3.1.5 There is a mechanism to ensure that all professional learning opportunities available to teachers are aligned with national- and local-level policy goals for an understanding of inclusive education	–
3.1.6 There are strategies to ensure that local-level professional opportunities for teachers are flexible/adaptable to local school contexts and school development plans for inclusive education	3.1.6.1 <i>The autonomous functions of local governments are as follows ... (21) to organise continuing education for teaching staff and pedagogical methodology work. (Law on Local Governments, Chapter 2, paragraph 17, 1995–2013: likumi.lv/doc.php?id=57255). (European Agency, Country Policy Review and Analysis: Latvia, p. 10)</i> 3.1.6.2 CPD is compulsory for at least 36 hours in 3 years. ‘A teacher has to plan CPD activities in cooperation with the head of the school.’ (Eurydice, National Education Systems, Latvia, Continuing Professional Development for Teachers Working in Early Childhood and School Education)
3.1.7 There is a medium- and long-term review strategy for teachers’ professional learning opportunities to ensure they meet system requirements for an inclusive education system	–



Evaluative comments for 'Goals'

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3.2 Continuum of support

Policy priorities	Findings
3.2.1 There is a strategy to ensure a continuum of diverse professional learning opportunities for inclusive education – for pre-service, beginning and experienced teachers, as well as teacher educators and support teachers – across all levels where teachers work	3.2.1.1 See Regulations of the Cabinet of Ministers No. 569, 11.09.2018.
3.2.2 There are strategies for developing leadership competences (e.g. school leadership or learning support leadership roles) for inclusive education in all relevant professional learning opportunities	–



Policy priorities	Findings
3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers' professional learning in inclusive education	3.2.3.1 In the European Agency's Country Policy Review and Analysis: Latvia (2018), Recommendation 10.5 states: 'Policy supports schools to develop strategic plans of staff training in inclusive education.' The corresponding findings indicate: <i>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. (p. 39)</i> Also see Regulations of the Cabinet of Ministers No. 569, Section 3, 11.09.2018 .
3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities	3.2.4.1 Most of the universities make co-operation agreements with schools and pre-schools for practice.

Evaluative comments for 'Continuum of support'

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SECTION 4: CAPACITY BUILDING, FUNDING AND MONITORING OF TPL4I POLICY

4.1 Capacity building

Policy priorities	Findings
<p>4.1.1 There are strategies to increase the capacity of all schools/higher education institutions to support all teachers to engage in professional learning activities on inclusive education</p>	<p>4.1.1.1 The European Agency's Country Policy Review and Analysis: Latvia states: <i>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). (p. 18).</i></p> <p>4.1.1.2 There is no regulation that supports teachers to engage in professional learning on inclusive education.</p>
<p>4.1.2 There is a mechanism to facilitate dialogue between all teachers/leaders/other stakeholders to develop a shared understanding of inclusive education as an approach that ensures high-quality learning opportunities for all</p>	<p>4.1.2.1 The Regulations of the Cabinet of Ministers No. 556, Section 4 will begin on 01.09.2020.</p>



Policy priorities	Findings
4.1.3 There is guidance on how teachers working in mainstream school settings/higher education institutions can understand and enact inclusive education	–
4.1.4 There are guidelines that support all teachers to collaborate to support all learners	–
4.1.5 There are guidelines on how methods of quality assessment, school evaluation, inspections and other accountability measures contribute to planning/identifying priority areas of professional learning activities for inclusive education	4.1.5.1 See Regulations of the Cabinet of Ministers No. 831, 20.12.2016 , Section 2, paragraph 4.
4.1.6 There are strategies to support schools/higher education institutions to build strong leadership teams that are aware of the inclusive education agenda	–



Policy priorities	Findings
<p>4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education</p>	<p>4.1.7.1 Teachers receive a certificate after completing CPD A and B type programmes. (Eurydice, National Education Systems, Latvia, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p> <p>4.1.7.2 <i>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). ... 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:</i></p> <ul style="list-style-type: none"><i>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;</i><i>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 Ministry of Education and Science;</i><i>the fifth quality level of professional activity of a teacher – by the Ministry of Education and Science (Education Law, 1999–2013). (European Agency, Country Policy Review and Analysis: Latvia, pp. 38–39)</i>



Policy priorities	Findings
4.1.8 There are strategies stated in policy to develop the role of specialist teachers as a resource for mainstream schools	–
4.1.9 There are strategies to promote professional learning for inclusion in teachers' common competence areas (e.g. experienced teachers and specialist teachers are expected to engage in professional learning activities that promote inclusive education pedagogies, such as co-teaching)	–
4.1.10 There are competences for professional learning in inclusive education for all teachers	–

Evaluative comments for 'Capacity building'

–



4.2 Funding

Policy priorities	Findings
<p>4.2.1 There are financial incentives to encourage all schools/higher education institutions to develop policy and action plans for teachers' professional learning for inclusion</p>	<p>4.2.1.1</p> <p><i>Teacher in-service training is not in this moment fully financed from the state budget, but most municipalities assume these costs. Still many courses of CPD are for pay and are not covered. There are no regulations on covering expenses. In case a teacher wants to attend professional development courses in another area, the training fee is almost always to be covered by teacher.</i> (Eurydice, National Education Systems, Latvia, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p>
<p>4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues</p>	<p>4.2.1.1</p> <p>'Teacher in-service training (36 hours per 3 years) is financed from public budget.' (Eurydice, National Education Systems, Latvia, Conditions of Service for Teachers Working in Early Childhood and School Education)</p> <p>4.2.1.2</p> <p>In 2013, an informative report 'Linking Program for Evaluation of Motivation, Remuneration and Professional Performance of General and Vocational Education Teachers' was elaborated and implemented 'aimed at establishing a link between the evaluation system of motivation, remuneration and professional performance of general and vocational education teachers. At the same time, the program aims to provide a modern learning and work environment and to improve the professional development support system for teachers. Much of the problem identified relates to issues that are directly subordinate to the financial aspects, and therefore, effective management of resources should be the primary concern, taking into account the review and improvement of the existing funding model. In order to improve the overall situation in the country, develop institutional excellence and raise the prestige of the teaching profession,</p>



Policy priorities	Findings
	<p>the implementation of the established linkage system for the evaluation of the motivation, remuneration and professional performance of teachers of general and vocational education shall be continued.’ (Education Development Guidelines 2014–2020)</p> <p>4.2.1.3</p> <p><i>Since the year 2009 teachers’ Continuing Professional Development (CPD) was financed also by the European Social Fund. There were four activities, related to CPD:</i></p> <ol style="list-style-type: none"><i>1. Support to Ensure Sufficiency of General Education Teachers in Priority Subjects;</i><i>2. General Teachers’ Competence Promotion and Renewal of Skills;</i><i>3. Promotion of Teachers’ Competitiveness within the Optimization of Educational System;</i><i>4. Competence Promotion of the Educators Involved in Vocational Education.’</i> (Eurydice, National Education Systems, Latvia, Continuing Professional Development for Teachers Working in Early Childhood and School Education)
4.2.3 There are flexible resourcing mechanisms that foster teachers’ professional learning at school level	–

Evaluative comments for ‘Funding’

–



4.3 Monitoring

Policy priorities	Country information
4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities	4.3.1.1 An education quality monitoring system project started in April 2018 and continues until December 2020.
4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed	–
4.3.3 There are mechanisms to support schools/teacher education departments/higher education institutions to have ownership of review and improvement processes in relation to teachers' professional learning	–



Policy priorities	Country information
4.3.4 There are mechanisms to share and analyse data to inform improvement processes in relation to teachers' professional learning at national and local level	–
4.3.5 There is data available on whether teachers are engaged in professional learning that is relevant to the level of education they teach	–
4.3.6 There are mechanisms to ensure that teachers' professional learning contributes to improving inclusive education practice at school level/the level of a teacher education department or higher education institution	–

Evaluative comments for 'Monitoring'

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