

	Indicators	Organization(s)	Observations
1.	<p>No 1: Relevance of quality assurance systems for VET providers:</p> <p>(a) share of VET providers applying internal quality assurance systems defined by law/at own initiative</p> <p>(b) share of accredited VET providers</p>	The State Education Quality Service	In accordance with regulation of the Cabinet of Ministers only accredited education institutions are entitled to implement licensed vocational education programmes and to issue a State-recognised document certifying vocational education or a vocational qualification. Education institutions are accredited for six years, while programmes are accredited for six years or two years. In the accreditation process programmes are evaluated in terms of their correspondence to the state education standards, occupational standards, occupation register as well as in terms of implementation and allocation of resources to ensure that they deliver the necessary knowledge, skills and competences. Education institutions and programmes are assessed on the basis of an integrated list of criteria, including education content, teaching and learning, student achievement, support for students, school climate, school resources and organisation, management and quality assurance. The State Education Quality Service is the body which grants accreditation to education institutions and their programmes.
2.	<p>No 2: Investment in training of teachers and trainers:</p> <p>(a) share of teachers and trainers participating in further training</p> <p>(b) amount of funds invested</p>	The State Education Quality Service VET providers The founder of VET providers	The necessary education and professional qualifications for teachers and their professional competence development procedures are established in Regulations No.662 of 28 October, 2014 by the Cabinet of Ministers. It is said that teachers are responsible for the development of professional competence, accomplished within three years and in not less than 36 hours, and it is planned in co-operation with the heads of educational institutions in which the teacher performs his or her teaching activities.
3.	No 3: Participation rate in VET programmes: Number of participants in VET programmes, according to the type of programme and the individual criteria	The State Education Quality Service Sectoral Expert Council VET providers' founder	In accordance with Section 2 of Article 12 of the Vocational Education Law, Sectoral Expert Council proposes the number of students in VET institutions required by the sector. Indicators on participation of students in vocational education and training programmes and participation rate are calculated. Indicators are collected at the national level. Each initial VET provider reports about the planned and real situation to the Ministry of Education and Science.
4.	No 4: Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria	The State Education Quality Service National Centre for Education VET providers	Data is collected about students having successfully completed or abandoned vocational education and training programmes. Results of qualification examinations are collected by the National Centre for Education. Each initial VET provider reports on the situation to the Ministry of Education and Science. Results of qualification examinations are included in institutional self-assessment reports.
5.	<p>No 5: Placement rate in VET programmes:</p> <p>(a) destination of VET learners at a</p>	The State Education Quality Service VET providers	VET providers monitor first destination of graduates. National placement rate data is available. Further occupation descriptions of learners after completion

	Indicators	Organization(s)	Observations
	<p>designated point in time after completion of training, according to the type of programme and the individual criteria</p> <p>(b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</p>		of VET programmes are included in institutional self-assessment reports.
6.	<p>No 6: Utilisation of acquired skills at the workplace:</p> <p>(a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria</p> <p>(b) satisfaction rate of individuals and employers with acquired skills/competences</p>	The State Education Quality Service VET providers	<p>VET providers monitor first destination of graduates and satisfaction of employers. To get feedback loops the State Education Quality Service designs a survey focusing on information obtained by individuals after completing training and a satisfaction rate of individuals and employers with the skills and competences that have been acquired during training.</p> <p>In accordance with Article 17.¹ of the Vocational Education Law, the aim of the Convention is to promote the development of vocational education institutions according to the needs of labour market.</p>
7.	No 7 Unemployment rate according to individual criteria	The State Education Quality Service State Employment Agency	Data is collected at national level. The State Employment Agency of Latvia (NVA) is under the supervision of the Ministry of Welfare of the Republic of Latvia, and is responsible for implementing government policy in the area of reducing unemployment and providing support for unemployed and persons seeking employment. The NVA provides services, consultancy and assistance to persons in the area of reducing unemployment and the provision of support for unemployed and persons seeking employment, and also to national and local authorities and non-governmental organisations.
8.	<p>No 8: Prevalence of vulnerable groups:</p> <p>(a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender</p> <p>(b) success rate of disadvantaged groups according to age and gender</p>	The State Education Quality Service VET providers	In accreditation process differentiation of the teaching process is evaluated according to the needs of each individual and support to disadvantaged groups. Results are included in institutional self-assessment reports and external evaluation reports.
9.	<p>No 9: Mechanisms to identify training needs in the labour market:</p> <p>(a) information on mechanisms set up to identify changing demands at different levels</p> <p>(b) evidence of their effectiveness</p>	The State Education Quality Service VET provider The founder of VET providers	To get feedback loops the State Education Quality Service designs a survey focused on information on mechanisms to identify training needs in the labour market by determining the training needs in the labour market and evaluating the teaching, learning and training process in VET. In accordance with Article 17. ¹ of the Vocational Education Law, the aim of the convention is to promote the development of vocational education institutions according to the needs of labour market.

	Indicators	Organization(s)	Observations
10.	<p>No 10: Schemes used to promote better access to VET:</p> <p>(a) information on existing schemes at different levels</p> <p>(b) evidence of their effectiveness</p>	<p>The State Education Quality Service VET providers The founder of VET providers</p>	<p>Different activities and public venues are used to promote the VET system. Various learning opportunities are offered in Latvia. People have an opportunity to engage in educational activities, which correspond to their interests and needs, and are organised in a non-formal way parallel to formal education that implies the structured and systematic acquisition of educational programmes, which are approved by state recognised educational or professional qualification certificates. The professional competency acquired in non-formal education is also formed by knowledge, skills and abilities gained through personal life and job experience.</p> <p>The evaluation of professional competencies of an applicant mastered in the process of the non-formal education is based on a test of the corresponding professional standard at the professional qualification examination.</p>

As of May 1, 2013 the State Education Quality Service has enacted the Republic of Latvia Cabinet of Ministers Regulation No.225 of April 23, 2013, *Regulations of the State Education Quality Service* which expands its functions pertaining to vocational education.

In accordance with paragraph 4.17 of the Regulations, the State Education Quality Service has been assigned the coordination of the work of the European Quality Assurance Reference Framework in Vocational Education and Training (EQAVET) and implementation of unified vocational education quality assessment indicators with the aim of ensuring quality vocational education in the Republic of Latvia.

In 2013 the State Education Quality Service became the responsible institution in implementation of an underactivity "European Quality Assurance Reference Framework in Vocational Education and Training implementation in vocational education in Latvia" under the European Social Fund project administered by State Education Development Agency in the programme „Human resources and employment” appendix 1.2.1.1.1. under-activity „Development of a sectoral qualifications system and improvement of the efficiency and quality of vocational education and training”. During the project guidelines for VET providers were designed and published about deepening the culture of quality assurance and self-assessment for VET providers to develop new practices in self-assessment in order to support coherence, mutual trust and understanding by encouraging them to deepen their internal evaluation. The guidelines also explain the significance and usage of EQAVET indicators to promote and monitor the continuous improvement of VET based on a quality assurance and improvement cycle of planning, implementation, evaluation/assessment and review/revision.

The material has been developed in close collaboration with the representatives of the VET providers, the social partners and other relevant stakeholders.