

Valmiera Municipality
Education Ecosystem Development Strategy
2024 - 2030

SUMMARY

2024

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VALMIERA MUNICIPALITY EDUCATION ECOSYSTEM DEVELOPMENT STRATEGY 2024-2030 (hereinafter – the Strategy) is a comprehensive medium-term development planning document, which defines the goals, tasks, and actions for the development of the education sector in Valmiera Municipality.

The aim of the Strategy is to define priorities and directions of education development in Valmiera Municipality for the period 2024-2030, in accordance with the current situation and development documents of the municipality, national education development guidelines, UN Sustainable Development Goals 2030, administrative-territorial reform, as well as support mechanisms envisaged at national and European Union level. The strategic objectives, action lines, fields of action and targets defined in the Strategy should contribute to the development of efficient, sustainable, modern, quality, and equitable education services.

The Strategy is based on an **education ecosystem** approach, in which the municipality develops a set of institutions working under its direction and supervision, in a focused way, in the field of education, in cooperation with municipal, private and public educational institutions, employers, social partners, non-governmental organisations, other municipalities and educational institutions located in their territories, coordinating the implementation of education in all educational programmes and levels¹. The education ecosystem of Valmiera county consists of a network of educational institutions, organisations and enterprises, as well as educators, heads of educational institutions, parents and learners who interact and cooperate in the ecosystem, bringing together formal and non-formal educational institutions, all members of society with their educational needs, various financial, learning and other resources with the aim of ensuring innovative social and economic development in Valmiera county.

Developing an education ecosystem in Valmiera, with competitive education services at all levels, continuous learning opportunities for people of all ages and career support, contributes to the **attraction and well-being of people in the region**, providing people with the skills they need for personal development and the labour market. In synergy with targeted employment-enhancing measures and knowledge transfer between higher and vocational education institutions and the business sector, the training of human resources in priority sectors of the economy (smart specialisation) is supported and the **economic growth and sustainability of Valmiera county and the Vidzeme region is promoted**.

The Strategy was developed by AC Konsultācijas, Ltd. in accordance with the Terms of Reference of Valmiera Municipality and based on the Service Contract No 09.822/7.4.1/23/124 signed on 14 August 2023.

The information and conclusions in the document are based on data provided by Valmiera Municipality and educational institutions, information obtained from surveys, interviews, and stakeholder discussions, as well as data available in public databases.

The strategy includes the following separate sections:

A. ANALYSIS

General assessment of the existing situation, overview of educational institutions under the municipality, opportunities for vocational, higher, and adult education in the municipality and SWOT analysis of the education sector in Valmiera, annexes.

B. STRATEGIC DEVELOPMENT

Strategic development framework, basic principles for the development of the education services network in Valmiera municipality, development of methodological work management, annexes.

C. ACTION PLAN

¹ Education Law: [Izglītības likums \(likumi.lv\)](https://likumi.lv)

ACTION PLAN 2024-2030, risk assessment, medium-term results to be achieved in the education sector in Valmiera Municipality, long-term development priorities for the education sector (until 2040), performance indicators for the implementation of the Strategy, monitoring supervision.

METHODOLOGY

Table 1 describes the main methods used to develop the Strategy.

Table 1 – Summary of the methodology for developing the Strategy

No.	Method	Description
1.	Data collection and analysis	<p>Analysis of official statistical sources (Official Statistics Portal/Central Statistical Office, PMLP, MoES, VISC, VIIS, municipal public reports) and data available on institutional websites and databases.</p> <p>Analysis of data requested from Valmiera Municipality (and educational institutions):</p> <ul style="list-style-type: none"> ◆ Number of learners in all levels (classes/courses/programmes) and types of education ◆ Special and inclusive education ◆ Teachers and support staff data ◆ Infrastructure, including science, ICT and sport ◆ Local government funding and spending on education ◆ Alumni data ◆ Educational outcomes and achievements ◆ Cooperation with other educational institutions, businesses, NGOs <p>Data analysis has been used to develop the analysis of the current situation, the education services assessment map, and the section of indicators for medium-term results in the education sector of Valmiera Municipality.</p>
2.	Study of documents	Analysis of development planning and policy documents, normative acts and binding regulations, studies and evaluations, etc. related to the development of the education sector.
3.	Interviews and discussions	Interviews and discussions with representatives of the Municipality and educational institutions (Head of the Education Board and specialists, Head of the Development Department, Education, Culture and Sports Committee, Valmiera Development Agency, heads of educational institutions and other stakeholders).
4.	Learners' survey	An online survey of 8th and 9th graders in general education institutions in Valmiera, with the aim of exploring potential secondary school students' interests in further education, fields of interest and key factors in choosing an educational institution.
5.	Survey of adult education providers	An online survey of adult education providers in Valmiera county with the aim to find out in which thematic areas of education institutions implement and plan to implement adult education programmes in the county, how many learners have participated in adult education programmes and other aspects related to adult education.
6.	SWOT analysis	Based on the results of the existing situation analysis, a detailed analysis was developed, assessing the strengths, weaknesses, opportunities, and threats in the education sector of Valmiera Municipality.
7.	Strategic planning seminar and thematic working groups	<p>In order to identify the current challenges in the stakeholders' assessment and to jointly identify the development trends and future actions of Valmiera County education, a face-to-face strategic planning seminar "Valmiera County Education Development 2030" was organised (22 November 2023).</p> <p>Participants were the representatives of the county's education authorities, local authorities and other organisations. The workshop included discussions on trends and desired changes in seven thematic working groups:</p> <ol style="list-style-type: none"> 1. Valmiera region as a talent centre - areas of specialisation, measures to support learners. 2. Development of career education services (in cooperation with the business sector). 3. Promoting entrepreneurship at all stages of education - from pre-school to adult learning. 4. Development of adult education opportunities - opportunities to acquire skills needed for the labour market in Valmiera.

No.	Method	Description
		<p>5. Cooperation between educational institutions and employers - WBL, internships, etc.</p> <p>6. Attracting teachers and support staff.</p> <p>7. Sustainability of the education network, infrastructure, and technology.</p> <p>The results of seminar groups were captured and used to inform the planning and justification of the situation assessment, strategic development, and actions in the relevant areas of the education ecosystem.</p>
8.	Discussion with entrepreneurs from Valmiera county	<p>To find out what is the experience of the private companies in cooperation with educational institutions and to discuss practical solutions how to promote, improve and expand this cooperation, a face-to-face discussion with Valmiera county entrepreneurs "Companies and schools - how can we cooperate more and better in Valmiera region?" was held (15 December 2023).</p> <p>The discussion was attended by 11 participants from various businesses, support organisations and municipality. During the focus group discussion, the role and involvement of entrepreneurs in achieving the education goals of Valmiera and the opportunities and benefits of cooperation with educational institutions - from pre-school to adult education were discussed.</p> <p>The results of the discussion were captured and used to inform the planning and justification of the situation assessment, strategic development, and actions in the relevant areas of the education ecosystem.</p>
9.	Surveys of educational leaders	<p>To develop the Valmiera county education services assessment map, two online surveys were conducted in all educational institutions in Valmiera Municipality (the questionnaires were filled in by the heads of the educational institutions) to gather additional information, identify needs and assess the situation according to certain criteria:</p> <ol style="list-style-type: none"> 1. Survey on the use and availability of digital learning tools and technologies, teacher collaboration and resourcing for effective learning environments. 2. Survey on the involvement of Valmiera Municipality educational institutions in various cooperation activities (projects, programmes, etc.), cooperation partners and benefits from partnerships. <p>In the development of the Action Plan, the data, and results of surveys of heads of educational institutions in Valmiera district were considered in defining the tasks to be carried out, as well as the indicators of results to be achieved.</p>
10.	Risk assessment	<p>To ensure the successful implementation of the Strategy, potential risks have been identified, their likelihood and impact assessed, and actions to mitigate or eliminate them and the responsible parties identified.</p>

VALMIERA MUNICIPALITY EDUCATION ECOSYSTEM ASSESSMENT

From September 2023, education in the municipality is provided by 48 municipal educational institutions and two state-founded educational institutions, including:

- ◆ **Pre-school education** is provided in 15 municipal pre-school education institutions and 8 pre-school education groups in general education institutions.
- ◆ **Primary education** (grades 1-6) is offered by 2 educational institutions.
- ◆ **Basic education** is provided by 17 general education institutions and 1 special education institution.
- ◆ **Secondary education** is available in 9 institutions (2 of them – State gymnasiums, 1 – special education institution).
- ◆ **Professional orientation education** is available in 9 municipal institutions and the Valmiera High School of Design and Art (VDMV).
- ◆ **Interest and non-formal education** are offered by 3 youth centres and 1 interest education institution, as well as pre-school, general and secondary vocational education institutions.
- ◆ **Vocational (secondary) education** is provided in 2 institutions.
- ◆ **Higher education** can be completed at 1 institution.

Image 1 – Educational institutions in Valmiera Municipality



The network of general education institutions of Valmiera Municipality has been approved – at the end of 2023, support for the network of general education institutions in Valmiera county was approved, concluding several years of work on its organisation. With the approval, no further changes to the school network are foreseen and the Municipality's focus in the field of education is on the provision and development of a quality education offer.²

² [Approved network of Valmiera district general education institutions - Valmiera district \(valmierasnovads.lv\)](https://www.valmierasnovads.lv)

Table 2 – Summary of the SWOT analysis of the education sector in Valmiera Municipality (highlights)

Strengths	Weaknesses
<ul style="list-style-type: none"> ◆ The number of children in the municipality has not decreased over the last decade and there has been an inflow of new residents. ◆ Access to quality education at all stages from pre-school to higher education, well-organised network of educational institutions, increase in the number of students (+4% in 5 years). ◆ Implementation of special education programmes in most of the county's educational institutions and the activities of a nationwide special education institution (Valmiera Gauja Bank Secondary School - Development Centre). ◆ Municipal funding for education has increased by 22.2% in the last two years. ◆ High proportion of young teachers (<34 years) - 20.6% and of teachers who have been working in educational institutions for less than 5 years - 39.2%. ◆ Relatively high teachers' and learners' well-being scores. ◆ Unified organisational system of methodological work in the district, coordinated by the Methodological Service of the Education Administration; 90% of teachers receive methodological support (survey data). ◆ Valmiera Development Agency (VDA) makes a major contribution to the development of education in the county. ◆ Valmiera Pargaujas Gymnasium and Valmiera State Gymnasium students have high average exam results, which tend to improve. ◆ Vocational secondary education provision is broadly in line with the region's areas of economic specialisation. ◆ Adult education in the county is diversified and provided by educational institutions, businesses, and NGOs. ◆ Valmiera municipality has successful examples of cooperation between municipality, educational institutions, non-governmental and private sectors, and the stakeholders see potential opportunities for cooperation. 	<ul style="list-style-type: none"> ◆ The number and proportion of learners from other municipalities is equal with the number and proportion of learners from Valmiera going to other municipalities (inflow = outflow). ◆ Insufficient provision of interest education in environmental and technical fields. ◆ Environmental accessibility is not fully ensured (only 1/3 of the infrastructure is / is partially accessible to persons with functional disorders). ◆ Ageing of teachers at all levels of education (>50% of teachers aged 50+). ◆ The personality of the coordinator plays an important role in the development of methodological areas. ◆ Support staff not fully provided (or difficult to find qualified professionals for vacancies in education institutions). ◆ Career education and support activities lack coordinated organisation. ◆ The number of failing students in education institutions has increased over the last three years. ◆ Poor monitoring of the future paths of high schools' graduates. ◆ A small share of 12th grade graduates (less than 10%) chooses Vidzeme University of Applied Sciences for further studies. ◆ Assessment of the quality of adult education and interest education services - relatively low (population survey), difficult to obtain information on adult education offer in the Municipality. ◆ The number of people enrolled in adult education is declining (~2,000 in 2022).
Opportunities	Threats
<ul style="list-style-type: none"> ◆ Attracting people (including students and teachers) to the region (remigration, immigration, talent attraction, etc.). ◆ Improving access to education services – accessibility (including transport solutions), cooperation and specialisation; improving secondary education offer, especially in STEM. ◆ Valmiera City empowering education institutions located in the county (parishes). ◆ Attracting new teachers, raising prestige – support for adaptation (relocation, housing, mentoring, etc.), support from local government and education authorities, publicity, communication. ◆ Attracting EU funding for further development of infrastructure and facilities, especially ICT. ◆ Through the availability of a strong and quality education system at all levels in the Municipality, to accelerate the industrialisation of the Municipality. ◆ Establishment of a unified career development support system and a Career Centre through cooperation between the municipality, the VDA, educational institutions and businesses ◆ Establishment of a single source of information and contact point for adult education services in the county. 	<ul style="list-style-type: none"> ◆ Frequently changing external laws and regulations governing education. ◆ Lack of qualified teachers, ageing, burnout. ◆ Changes to the teachers' pay system that worsen the current situation. ◆ The competitiveness of salaries and the low prestige of teachers reduce the possibilities of attracting and retaining quality education staff. ◆ Insufficient municipal budget for all development needs of educational institutions. ◆ Valmiera dormitories and vocational education institutions dormitory capacity. ◆ External geopolitical conditions.

VISION, OVERARCHING GOAL, AND VALUES FOR THE DEVELOPMENT OF THE EDUCATION SECTOR IN VALMIERA

Development vision, overarching goal, and values – what will be the education ecosystem of Valmiera Municipality in 2030?

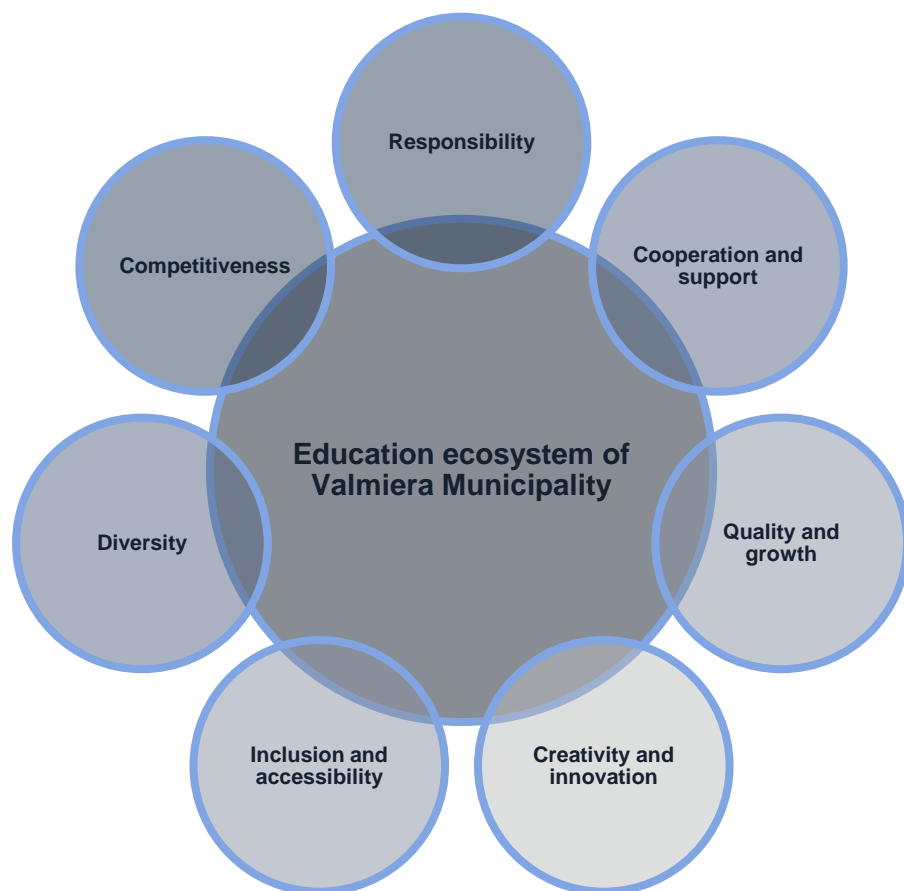
VISION

Valmiera Municipality has a cohesive, creative and attractive education ecosystem, where comprehensive and excellent quality education is a key driver for the economic development of the region. The education ecosystem provides not only accessible and versatile education, but also tailor-made education, discovering and developing the talents and abilities of each citizen, promoting active learning and innovation, creating an environment where everyone is free to grow and contribute to society. Everyone involved has clear opportunities and responsibilities in the education ecosystem.

OVERARCHING GOAL

To develop a dynamic and effectively functioning education ecosystem where there is ongoing responsible stakeholder collaboration across all education processes and levels for a common goal – access to diverse, quality, sustainable education that promotes the development of every citizen and is consistent with the broader goals of economic growth and community well-being in Valmiera Municipality.

VALUES



STRATEGIC ORIENTATION FOR EDUCATION DEVELOPMENT

Long-term development priorities, strategic goals, and action lines – what is most important for the development of the education ecosystem in Valmiera and how will we achieve it?

LONG-TERM DEVELOPMENT PRIORITIES

Long-term development priorities are set in general terms, according to the quality criteria areas of the education ecosystem, indicating which development directions in each area will be the most important for Valmiera Municipality in the long term.

Table 3 – Long-term development priorities for the education ecosystem in Valmiera Municipality

Scope of the criteria	Priorities
Diverse and quality educational offer	Diverse, high-quality content and educational offer corresponding to the economic profile of Valmiera county in all levels and types of education; regionally coordinated career development support measures.
Modern and favourable school environment	A well-being, motivating, safe and supportive learning process and environment where learners develop leadership, cooperation and communication skills, critical thinking and creativity, which is free from violence and integrates modern technologies and actively uses digital learning tools, ensuring the well-being of learners and educators.
Individual support	Individualised support to meet learners' needs – all types of support staff are provided, and each learner's abilities and talents are discovered and highlighted.
Highly qualified and professional teachers	Appropriately qualified, motivated, and creative teachers who can adapt the curriculum to the current situation, purposefully guide the development of learners' competences according to the needs of individual development, personality, and social growth. Methodological and professional support for teaching communities, fostering the attraction of teachers and cooperation.
Quality infrastructure	Infrastructure corresponding to optimal occupancy, environmental accessibility requirements and diverse forms of educational work with the necessary resources for high-quality implementation of the curriculum – provision of ICT and STEAM technical equipment and digital learning materials in all regional educational institutions.
Good governance	Professional and development-oriented managers of educational institutions who, in collaboration with actors in the education ecosystem, support learners, parents and teachers, building relationships through professional dialogue, cooperation and exchange of experience.
State and local government support	A well-organised, efficiently managed and adequately funded network of educational institutions in the municipality, ensuring access to quality education and lifelong learning for all, sustainable planning and use of resources and attracting public support for development.

STRATEGIC OBJECTIVES (SO) FOR EDUCATION

- ◆ **SO1** Ensure access to excellent quality education that is inclusive and meets the diverse needs of learners, fostering the development of talents and abilities.
- ◆ **SO2** Connect the education ecosystem to the economic development of the county and the region, emphasising education as a key driver of well-being and sustainability.
- ◆ **SO3** Promote innovation, creativity, and a global perspective in the county's education ecosystem, enabling citizens to acquire lifelong skills needed in a rapidly changing world.
- ◆ **SO4** Increase the active and responsible involvement of citizens, businesses, organisations, and other stakeholders in shaping and supporting the education ecosystem, creating a collaborative and resource-full environment.
- ◆ **SO5** Establish mechanisms for continuous assessment and improvement of the quality of education services and strengthening management capacity, ensuring flexibility and adaptability of the education ecosystem to changes, needs and trends.

ACTION LINES

Each SO contains several action lines (AL), within which specific tasks are planned to achieve the set objectives (in PART C of the Strategy - the Action Plan).

◆ **SO1** Ensure access to excellent quality education that is inclusive and meets the diverse needs of learners, fostering the development of talents and abilities.

- AL1.1 Development of pre-school education services
- AL1.2 Development of general education services
- AL1.3 Development of vocational secondary education services
- AL1.4 Development of professional orientation education services
- AL1.5 Expanding the provision of interest education, especially in STEAM areas
- AL1.6 Promoting inclusive and special education and support measures
- AL1.7 Improving access to the environment in educational establishments
- AL1.8 Provision of sports infrastructure and equipment
- AL1.9 Improving access to education services
- AL1.10 Expanding talent development activities and individual support for learners
- AL1.11 Attracting and motivating teachers and support staff and promoting their professional development
- AL1.12 Improving the well-being and learning environment in educational institutions

◆ **SO2** Connect the education ecosystem to the economic development of the county and the region, emphasising education as a key driver of well-being and sustainability.

- AL2.1 Development of career support measures and a coordinated system in the Municipality
- AL2.2 Promoting the relevance of adult education (lifelong learning) provision to labour market needs
- AL2.3 Developing access to learning content and complementary activities in line with economic trends
- AL2.4 Developing the entrepreneurial capacity and experience (skills) of children and youth
- AL2.5 Development of basic vocational education

◆ **SO3** Promote innovation, creativity, and a global perspective in the county's education ecosystem, enabling citizens to acquire lifelong skills needed in a rapidly changing world.

- AL3.1 Provision of ICT and DLM in educational institutions
- AL3.2: Enhancing teachers' digital skills and integrating technology into learning process
- AL3.4 Development and integration of STEAM at all levels and modes of education
- AL3.5 Renewal and modernisation of the material and technical base of educational institutions in line with current educational content and trends (STEAM, Science classrooms, etc.)
- AL3.6 Promoting continuity and synergy between different levels and types of education in Valmiera county
- AL3.7 Fostering innovation, co-creation and creativity for the county's citizens
- AL3.8 Internationalisation of education services in Valmiera

◆ **SO4** Increase the active and responsible involvement of citizens, businesses, organisations, and other stakeholders in shaping and supporting the education ecosystem, creating a collaborative and resource-full environment.

- AL4.1 Strengthening the governance capacity of the education ecosystem
- AL4.2 Strengthening the participation of parents/guardians in the educational process of children
- AL4.3 Introduce different types of communication and cooperation mechanisms, enhancing the effective flow of information between the stakeholders
- AL4.4 Strengthen the participation of the county's educational institutions and the Municipality in international networks, organisations and projects

◆ **SO5** Establish mechanisms for continuous assessment and improvement of the quality of education services and strengthening management capacity, ensuring flexibility and adaptability of the education ecosystem to changes, needs and trends.

- AL5.1 Implementation of an education management and quality monitoring, data-driven quality management system at county level
- AL5.2 Developing the strategic and change management capacity of education authorities and institutions
- AL5.3 Strengthening methodological work and cooperation between teachers

MEDIUM-TERM RESULTS TO BE ACHIEVED IN THE EDUCATION SECTOR IN VALMIERA MUNICIPALITY

Table 4 – Performance indicators

SO	Performance indicators	Baseline value	Base year	Outcome/trend (2030)	Data source	
SO1	1. Satisfaction of the population with education services (percentage satisfied)	Pre-school education	74%	2021	85%	Population (residents) survey
		General education	74%	2021	85%	
		Interest education ³	40%	2021	75%	
SO1	2. General well-being in educational establishments	Percentage of pupils (grades 1-12) who feel generally well at school	59%	2022	75%	Edurio survey
		Percentage of pre-school teachers who would recommend their workplace to others as a place to work	86%	2022	95%	
		Percentage of general schoolteachers who would recommend their workplace to others as a place to work	91%	2022	95%	
SO1	3. 9th grade students' exam results (number of educational institutions with exam results equal to or above the national average out of the total number of educational institutions in the county that have taken the relevant exam)	Mathematics	5/17	2023	8/17	VISC
		Latvian	10/17	2023	13/17	
		English	9/17	2023	12/17	
SO1	4. Grade 12 compulsory exam results (number of educational institutions with exam results <u>in optimal level</u> at or above the national average out of the total number of educational institutions in the district that have taken the relevant exam)	Mathematics	2/9	2023	4/9	VISC
		Latvian	6/9	2023	8/9	
		English	8/10	2023	9/10	
SO1	5. Prevention of the risk of early school leaving	Prevention of the risk of early school leaving framework and plan in place and achieving its outcome indicators	Started at	2024	Implemented	VNIP
SO1	6. Teacher recruitment and workload	Number of pupils per teaching load (teaching rate)	11.9	2023	14	VNIP
		Average age of teachers	47.7	2023	45	VNIP
SO1		Pre-school buildings	22%	2023	50%	VNIP
		General education buildings	23%	2023	50%	VNIP

³ In the survey of residents carried out earlier as part of the development of the Valmiera Development Programme, the satisfaction with adult and interest education were asked together, but it is recommended to separate these questions in the future.

SO	Performance indicators	Baseline value	Base year	Outcome/trend (2030)	Data source	
	7. Buildings' compliance with environmental accessibility requirements (percentage of fully compliant criteria) ⁴	Buildings for vocational and interest education	33%	2023	50%	VNIP
SO1	8. Developing of learners' talents	Proportion of general education students awarded prizes and acknowledgement in regional or national Olympiads and competitions out of total number of general education students	4.82%	2022/2023	6%	VNIP
SO1	9. Percentage of municipal education buildings with investments in infrastructure and improvement of the surrounding area during the reporting period	Pre-school	34.8%	2018-2023	100%	VNIP
		General education	68.2%	2018-2023	100%	VNIP
		Vocational education	0.0%	2018-2023	100%	VNIP
		Professional orientation and interest education	33.3%	2018-2023	100%	VNIP
SO2	10. Coordination of career development support activities at Municipality level	Career development support plan developed and implemented	NO	2024	YES	VNIP
SO2	11. Involvement in interest education in the fields of STEAM	Proportion of pupils in interest education programmes in the fields of technical creativity or the environment of the total number of pupils in the county ⁵ (pre-school and general education)	6.63%	2022/2023	20%	VNIP
SO2	12. Population satisfaction with adult education services in the county	Percentage of respondents satisfied	40%	2021	80%	Population (residents) survey ⁶
SO3	13. Proportion of municipal education institutions that invested in ICT during the reporting period	Pre-school	56.5%	2018-2023	100%	VNIP
		General education	86.4%	2018-2023	100%	VNIP
		Vocational education	100.0%	2018-2023	100%	VNIP
		Professional orientation and interest education	88.9%	2018-2023	100%	VNIP
SO3	14. Actual use of digital technologies in everyday learning process	Number of responses 90% or more in relation to total number of responses ⁷	33.7%	2023	60%	Survey of education institutions
SO3		After basic education (9th grade)	95%	2023	99%	VNIP

⁴ Accessibility criteria for the physical environment: (1) wheelchair accessibility, (2) accessible WC, (3) accessible lift, (4) accessible door and (5) low thresholds. The weighting is calculated by dividing the number of fully compliant criteria by the total number of buildings and criteria (according to Annex 6, Part A, "ACCESSIBILITY OF THE PHYSICAL ENVIRONMENT OF EDUCATIONAL INSTITUTIONS OF VALMIERAS MUNICIPALITY FOR PERSONS WITH DISABILITIES 2023/2024").

⁵ The number of pupils involved in interest education is not unique, as one person can be involved in several interest education programmes at the same time.

⁶ In the survey of residents carried out earlier as part of the development of the Valmiera Development Programme, the satisfaction with adult and interest education were asked together, but it is recommended to separate these questions in the future.

⁷ Answers to the question in survey of educational leaders: "Please rate the ability of your education institution's teachers to integrate modern technologies, digital learning tools (DLM), ICT and equipment in the teaching process to deliver interactive educational content (% of teachers)

SO	Performance indicators		Baseline value	Base year	Outcome/trend (2030)	Data source
	15. Continuation to the next level of education (percentage of graduates continuing to the next level)	After secondary education (12th grade)	80%	2023	80%	VNIP
SO3	16. Proportion of science classrooms equipped	Education institutions providing basic and secondary education	68.2%	2023	100%	VNIP
SO4	17. Functioning of the education ecosystem and stakeholder cooperation	A system for active stakeholder engagement in the education ecosystem (including guidelines and defined responsibilities of stakeholders) developed and implemented	NO	2024	YES	VNIP
SO4	18. Parents' assessment of cooperation in education	Parents' "YES" answers to the question "Were you satisfied with the support provided by the school to improve your child's performance (e.g. teachers, counselling, support from psychologists, speech therapists, etc.)?"	33%	2022	80%	Edurio survey
SO5	19. Regular monitoring of the quality of education	Education quality monitoring system set up and implemented	NO	2024	YES	VNIP
SO5	20. Effectiveness of methodological work	Teachers' evaluation of the effectiveness of methodological work	90%	2023	100%	Edurio survey

The main task of monitoring the implementation of the Strategy is to ensure timely and effective implementation and analysis of the document. Valmiera Municipal Council is responsible for the overall implementation of the Strategy and allocation of resources for the implementation of the actions set out in the Action Plan. The Valmiera Municipality Board of Education is responsible for achieving the objectives of the Strategy, coordinating, and monitoring its implementation. The parties responsible for the implementation of the action lines and tasks/measures set out in the Strategy are defined in the Action Plan.

The monitoring of the implementation of the Strategy is based on regular monitoring and evaluation of whether and how the actions set out in the Action Plan are being implemented and on how the actions in the Action Plan are achieving the defined performance indicators⁸ compared to previous years. The task of Valmiera Municipality Board of Education is to regularly collect and compile information from educational institutions and other stakeholders and cooperation partners, thus organising the monitoring of the implementation of the Strategy and the achievement of the performance indicators. The monitoring and follow-up activities also include regular surveys of the opinion of the inhabitants, pupils, parents, teachers, and entrepreneurs; this data can also be used to monitor the implementation of the Strategy.

At the end of the Strategy period (no later than 2030), a new Strategy should be developed, assessing the achievement of the objectives and actions set out in this Strategy, the indicators to be achieved, and a review of the use of financial resources.

⁸ To determine the performance indicators for the implementation of the Strategy and to monitor progress, use the performance indicators set for the education sector in Valmiera Municipality to be achieved in the medium term and the assessment of progress in the implementation of the measures set out in the Action Plan.