MINISTRY OF EDUCATION AND SCIENCE

DEVELOPMENT AND INVESTMENT STRATEGY OF JEKABPILS AGROBUSINESS COLLEGE 2016 - 2020

In Jekabpils
2017

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EXPLANATION OF ABBREVIATIONS

A – skolas administrācija /school administration/

AK- Alberta koledža /Albert College/

APV- Aizkraukles Profesionālā vidusskola /Aizkraukle Vocational secondary school/

BA- Banku augstskola /BA school for Business and Finance/

BA UK- Banku augstskolas Uzņēmējdarbības koledža /Entrenreneurship College of BA school for Business and Finance/

BAT- Biznesa augstskola "Turība"/Turiba University/

BDV- VSIA„Bulduru Dārzkopības vidusskola"/VSIA "Bulduri Horticultural Secondary School"/

BVK- Biznesa vadības koledža /Business Management College/

CF- cits finansējums (pašvaldību, KKF, u.c. vēl nenosauktas grantu programmas vai fondi) / other funding (municipal, CFC, etc. grant programs or foundations not yet named)/

D-direktors /director/

DBT- Daugavpils būvniecības tehnikums /Daugavpils Construction Technical school/

DT- Daugavpils tehnikums /Daugavpils Technical school/

DTPV- Daugavpils Tirdzniecības profesionālā vidusskola /Daugavpils Trade Vocational Secondary school/

DU- Daugavpils universitāte /Daugavpils University/

DVB – darba vidē balstītas mācības /work-based learning/

EK – Ekonomikas katedra /Economics Department/

ERAF-S.A.M.4.2.1.2. vai cita pasākuma SAM / S.A.M.4.2.1.2. or other activity SAM/

ES – Eiropas struktūrfondi / European Structural Funds/

ESF-Eiropas Sociālais fonds / European Social Fund/

GFK- Grāmatvedības un finanšu koledža /Accounting and Finance College/

ISCED- International Standard Classification of Education

ISMA- Informācijas sistēmu menedžmenta augstskola / School of Information Systems Management/

IT- Informācijas tehnoloģiju katedra /Information Technology department

IZM- izglītības un zinātnes ministrija /Ministry of Education and Science

JAK- Jēkabpils Agrobiznesa koledža /Jekabpils Agrobusiness College/

JK- Juridiskā koledža / College of Law

JT- Jelgavas tehnikums /Jelgava Technical school/

KLT- Kandavas Lauksaimniecības tehnikums /Kandava Agricultural Technical school/

KTTT- Kuldīgas Tehnoloģiju un tūrisma tehnikums / Kuldiga Technology and Tourism Technical School/

LBAS Latvijas Brīvo arodbiedrību savienība / Free Trade Union Confederation of Latvia/

LBK- Latvijas Biznesa koledža / Latvian Business College

LDDK Latvijas Darba devēju konfederācija / Latvian Employers' Confederation/

LIKTA Latvijas Informātikas un komunikācijas tehnoloģiju asociācija / Latvian Association of Information and Communication Technologies/

LLKC- Latvijas lauksaimniecības izglītības konsultāciju centrs / Latvian Agricultural Education Advisory Center/

LOSP- Lauksaimniecības organizāciju sadarbības padome / Cooperation Council of Agricultural Organizations/

LU- Latvijas universitāte /University of Latvia/

LVT- PIKC Liepājas Valsts tehnikums / VECC Liepaja State Technical School

MK- Malnavas koledža /Malnava College

MPV- Mālpils Profesionālā vidusskola /Mālpils Vocational Secondary school/

NEP -Nozaru ekspertu padome /Sectoral Expert Board/

NL- nepilna laika studijas /Part-time studies/

OT- Ogres tehnikums /Ogre Technical school/

PI- pašu ieņēmumu / own revenue/

PL- pilna laika studijas /Full-time studies/

PM – praktiskās mācības /

PT- Priekuļu tehnikums /

PVIN Profesionālās vidējās izglītības nodaļa /

RMMT- Rīgas Mākslas un mediju tehnikums /

RSM- Rīgas Stila un modes profesionālā vidusskola /

RT- Rēzeknes tehnikums / Rēzekne Technical school/

RTA- Rēzeknes Tehnoloģiju Akadēmija / Rezekne Academy of Technology/

RTK- PIKC Rīgas Tehniskā koledža / VECC Riga Technical College/

RTPV- Rīgas Tirdzniecības profesionālā vidusskola / Riga Trade Vocational Secondary School/

RTRIT- VSIA "Rīgas Tūrisma un radošās industrijas tehnikums" / VSIA "Riga Tourism and Creative Industry Technical School"/

RTU- Rīgas Tehniskā universitāte /Riga Technical University/

RVT- PIKC Rīgas Valsts tehnikums / VECC Riga State Technical school/

SIVA- Sociālās integrācijas valsts aģentūra / State Agency for Social Integration/

SmT- Smiltenes tehnikums /Smiltene Technical school/

ST- Saldus tehnikums /Saldus Technical school/

STEM - science, technology, engineering, and mathematics

SVV- struktūrvienības vadība /structural unit management/

VaT- Valmieras tehnikums /Valmiera Technical school/

VD – valsts dotācija / government subsidy/

VeT- Ventspils Tehnikums /Ventspils Technical school/

ViA- Vidzemes Augstskola / Vidzeme University of Applied Sciences/

VISC- Valsts izglītības satura centrs / National Center for Education/

Z- ziedojumi /donations/

ZS- Zemnieku Saeima, sabiedriska organizācija /Farmers' Parliament, a public organization/

1. GENERAL INFORMATION ON STRATEGY DEVELOPMENT

1.1.Legal base of strategy

The Jekabpils Agrobusiness College (hereinafter - College) Development and Investment Strategy (hereinafter - Strategy) 2016-2020 is the College's medium-term internal planning document, which includes the College's development goals, planned actions, and funding required to implement them.

The strategy aims to define the College's development priorities and policies for the mid-term by 2020, which form the basis for purposeful work and resource planning by strengthening the status and position of the regional first-level vocational higher education institution, modernizing STEM curricula, providing resource sharing and developing offer of vocational seconady education to qualify for the Competence Center.

The strategy defines the College's development goals, development priorities, medium and short term lines of action, tasks to be performed, and a mechanism to monitor their implementation.

The goals and lines of action included in the College's Development Strategy describe the desirable solutions for development, assuming that the priorities set out in the planning documents of the affiliated senior institutions and the planned development strategy are consistent throughout the planning period. The document sets out guidelines for drawing up short-term annual work plans, updating them, justifying actions in organizing the College's work, and working with partners. At the same time, the strategy serves as an organizational tool for planning and attracting College resources.

Currently we are the only college in Zemgale and Vidzeme region that implements STEM programs. The College follows a succession of education and study programs that ensure efficient use and specialization of resources. The Barkava unit opens up opportunities for sharing resources.

The strategy has been developed by the College working group in cooperation with the MoES, Jekabpils and Madona municipal representatives, professional organizations and entrepreneurs.

The strategy is based on an evaluation of the College's performance during the previous strategic planning period.

1.2.Compliance with sectoral planning policy documents

In the course of developing the strategy and updating it, the Latvian policy planning documents and the European Union policy documents were analyzed and evaluated according to the performance of the College. The strategy has been developed in accordance with the Latvian education policy and economic development policy objectives, taking into account the medium-term labor market forecasts, demographic development forecasts, as well as forecasts of leading companies in the economic sectors corresponding to the College's core business profile.

The College is governed by the Education Law, the Law on Higher Education and the Vocational Education Law and its subordinate legislation issued by the Cabinet of Ministers, the Ministry of Education and Science, and the European Union's binding documents in the fields of higher education and research.

1) Latvia and EU level planning documents:
    - Latvia’s Sustainable Development Strategy “Latvia 2030”;
    - “Europe 2020” (strategy for smart, sustainable and inclusive growth);
    - Smart Specialization Strategy;
    - Latvia's National Reform Program for the implementation of the EU 2020 strategy;
    - Latvia’s National Development plan for 2014-2020;
    - EM Informative Report " On Medium and long-term labor market forecasts ";
    - Zemgale Planning Region Development Program for 2015-2020;
    - Vidzeme Planning Region Sustainable Development Strategy 2030.
2) Specific education policy planning documents:
    - “Education Development Guidelines for 2014-2020”;
    - “Adult Education Management Plan 2016-2020”;
    - “Vocational Education Institution Network Optimization Guidelines 2010-2015”;
    - Cabinet Regulation No. 211 of 27.06.2000 “Regulations on State Vocational Secondary Education Standard and State Vocational Education Standard”;
    - MK 22.02.2011. Regulation No.146 “Procedure for Assessing Professional Competence Acquired Outside the Formal Education System”.
3) Recommendations of the Sectoral Expert Council:
    - Description of the Electronic and Optical Equipment Manufacturing, Information and Communication Technology Sector (2012);
    - Research “Vocational Education” - Description of Electronic and Optical Equipment Manufacturing, Information and Communication Technology Sector

(2015);

- Description of Business, Finance, Accounting, Administration (Wholesale & Retail, Commercial) Sector (2012);
- Research “Vocational Education” - Description of the Construction Industry (2015);
- Research “ Vocational Education” - Description of the Agricultural Industry (2015);
- Research “ Vocational Education” - Description of the Tourism Industry (2015).

4) The srategy development process also analyzed

- Jekabpils City Sustainable Development Strategy until 2030;
- Sustainable Development Strategy of Madona Region for 2013-2038.

Latvia's Strategic Development "Latvia 2030", based on the European Development Strategy "Europe 2030", has outlined the main goals of sustainable development and the main lines of action to achieve them. High-quality, lifelong, creativity-oriented education is a necessity of this century, enabling it to respond to the challenges of global competition and demographics. In the context of depopulation and an aging population, increasing the productivity of human capital is essential and requires high quality education. Latvia's Development Strategy Latvia 2030 has set three key priorities that are interlinked - smart, sustainable and inclusive growth. It identifies seven development priorities:

1. Development of cultural space;
2. Long - term investment in human capital;
3. Paradigm shift in education;
4. Innovative and eco-efficient economy;
5. Nature as the capital of the future;
6. Spatial development perspective;
7. Innovative management and public participation.

The smart specialization strategy is the basis on which European Structural Funds investments in Research and Innovation will be channeled during this programming period.

The College's geographical location and program offerings are consistent with strategy growth priority 4 on modern updated ICT system development in the private and public Sectors and priority 5 on modern and future labor market dducation system that facilitates economic transformation and smart specialization priorities developing the necessary competencies, entrepreneurship and creativity at all levels of education. The area of Information and Communication specialization of the college corresponds with this priority, which has been

developing for years and where additional resources are planned to allocate to provide preparation of qualified specialists in engineering (both secondary and higher education) with the skills needed for the future - technical specialization, combined with business and problem solving skills.

College education programs are closely linked to the region's economic structure and regional development plans. Jekabpils Development Vision 2030 contributes to Zemgale territory planning for 2006-2026 to reach the vision for Zemgale Region Development (Zemgale - a region of favorable living environment; region with Zemgale-specific cultural environment and landscape, maintaining a balance between human and science, region with developed, science-intensive economy, manufacturing, and high value-added services).

Economic profile of Jekabpils city is made by:

- industries that use natural resources of the city or its surroundings as raw materials for production, i.e. food industry, woodworking, building materials production, construction etc.;
- industries that have a historical base for development in the city - infrastructure suitable for development, accumulated knowledge and experience, as well as advantageous geographical location, such as clothing production, transport and logistics, renewable energy production etc.;
- industries providing commercial services to manufacturing industries such as accounting, IT services, technical maintenance and service, wholesale, finance and insurance etc.;
- industries that promote the general interest of the city, encourage visitors to visit and purchase goods and services produced by it, such as - tourism, recreation, culture, sport and entertainment;
- sectors providing services to the public, such as training, household services, health and beauty services, catering, retail etc.;

In the period up to 2030, it is planned to work purposefully to ensure that the economic profile of the city is enriched with companies that use innovative solutions in their operations, use environmentally friendly (life and natural) technologies at all stages of production, and produce high added value products in any industry they represent. Thus, great attention is paid to the existence of a wide network of educational institutions in the city, which provides access to lifelong skills and qualifications at all levels, including vocational education.

The College provides professionals in industries that provide commercial services to manufacturing industries such as accounting, IT services, wholesale, finance and insurance, etc., and retail. College graduates work for companies of local importance in the region, such as

Ošukalns, Dižmežs, Lattelekom, Sedumi, supermarkets and shops. Many graduates have become entrepreneurs, providing jobs not only for themselves, but also for other employees, as a positive example are the companies established by the graduates Ltd “Laila P”, Ltd “Zelta Skudras”, Ltd “Aktivs GIS”, Ltd “Rēnijs” and Ltd “Jēko service”, etc. Regular feedback is provided with the entrepreneurs, especially when implementing and supplementing qualification practice programs.

The educational programs implemented and planned at the College are directly related to the directions of economic development of Vidzeme region, Madona and surrounding municipalities, as well as to the development needs of the sectors dominating in them in closer and long-term evaluation, focusing on Madona Region sustainable development srtategy 2013-2038, Madona regional Development programm 2013-2020. The development choices have been made explicitly based on the research and recommendations made by the MoE, NEP, LR higher education scientists, leading specialists in good practice, their associations / associations, as well as municipal and state institutions.

As the regions of Vidzeme and Zemgale, where the College is geographically located, are large in size and significant for the Latvian economy, the business environment is developing and will continue to develop. The College plans to continue its work as a means of providing work-based education and fostering entrepreneurial skills.

Further development is planned to improve the material and technical base of the College by modernizing and equipping the necessary equipment for training workshops, laboratories and classrooms in the context of the development of the most important sectors of the national economy.

The development of Zemgale and Vidzeme regions and Jekabpils and Madona municipalities must also be taken into account in strategies that also anticipate the risks of a further 20% decline in Latvia's population over the next 15 years. State support for defined development centers of international, national and regional importance and their interaction with the surrounding rural areas will play an important role in developing regions of Latvia and slowing down the population decline. A view of the location of services at different levels of the population is offered to balance the efficiency of service delivery with accessibility requirements.

There are no vocational education institutions with similar programs in the surrounding area. This allows one of the fundamental principles of the European Union's unified system of education (the Bologna Process) to be properly founded - accessibility.

1.3.Characteristics of the external and internal envireonments

Undoubtedly, the external environment is also an important factor in achieving goals, no organization exists independently. Therefore, it is necessary to study both the internal and external environment of the organization. The strategy assessed the College's operating environment using PEST and SWOT analyzes. If PEST analysis studies the forces of the external environment that influence an organization to determine its potential for creation or operation, then SWOT looks for opportunities and means to survive and grow the organization.

The PEST method of analysis is particularly focused on trends that can positively influence the future of college. PEST analysis is done by studying the industry environment. PEST analysis is useful as a contribution to strategic analysis. This quick test helps identify key factors/constraints/forces that affect a college's competitive position and is used during the planning and control process. PEST analysis tries to predict the future, which could be said to be more important than the result.

Table 1

PEST Analysis

Influence of political factors: • College affiliation with Ministry of Education and Science (+/-); • Opportunities to attract national, local or EU co-financing (+); • Relevance of education programs to the needs of the region (+). • Regulatory legislation in the field of services provided by educational institutions (+/-); • Municipality support (+).	**Influence of Economics:** • Economic situation (-); • Investment opportunities from EU structural funds (+); • Fluctuations in demand of students with regard to credit availability and interest rates (-);
Social and culture tendences: • Reputation of collge (+); • Feedback from satisfied graduates and employers (+); • Opinion of mass medis, advertising un PR (+); • Social research, questionnaires, feedback (+); • Decrease in population of Jekabpils and Madona (-).	**Tehnological influence**: • Technology development and development in the field of services provided by the college (+/-); • Development of information and communication, wider communication possibilities (+/-); • Potential for the introduction of innovative technologies (+/-); • Licensing, certification (+/-).

Political factors

College affiliation with the Ministry of Education and Science should be evaluate as positive because there is a certain degree of stability in the performance and funding of the

college. However, this may have a negative impact on changes in MES funding or the introduction of higher education reforms that are not favourable to college development. The College has the opportunity to participate in competitions and to receive co-financing from the state, the local government, which will positively influence the development of the College by introducing innovations in the provision of education. Funding depends on political awareness of education. The close link with Madona and Jekabpils municipality and entrepreneurs confirms that the educational institution offers demanded educational programs for the needs of the regions and gradually introduces new ones, which arise from the demand of the municipality or entrepreneurs. As a result, the employment rate among graduates is very high. The College provides a variety of services to the public, and changes in legislation could diminish the interest of any target audience in going to college. Legislation and regulations, on the one hand, is a factor which sets order, and by acting in accordance with the law and regulations, activity becomes clear and regulated. On the other hand, it can be said that the regulatory framework nevertheless restricts the freedom of action, which may indirectly influence the development of the College, so this point cannot be called an absolute positive factor.

Conclusions on mitigation these threats: targeted, regular outreach to local political forces and the public (for those wishing to study), defining the benefits according to the funding invested. To evaluate the existing cooperation models with the municipality and entrepreneurs, to facilitate the formation of feedback and to convince the leaders of the municipalities about the necessity and possibilities of creating new cooperation models. Take active participation in seminars on possible reforms in higher education organized by the Ministry of Education and Science to express their views.

Ekonomic factors

Negatively to be evaluated is the rising unemployment, low population solvency. A large proportion of the working age population goes abroad in search of work. People's depression and constant thoughts about social problems hinder their desire to study. Alternatively, the courses organized by the State Employment Agency have been chosen. The possibility of using different financial instruments for developing and participating in different projects for the development of the College is to be welcomed.

Positive - several projects have been implemented, partly resulting in an improved material and technical base.

Conclusions for mitigating the threats: Increasing the economic stability of the people in your area should be regularly reviewed. Develop lifelong learning programs through competitions, so that citizens can receive study grants alongside the acquisition of new knowledge skills. Offer monthly tuition fees or use the student loan application.

Social factors

Demographic decline, aging population, population migration, social differentiation of the population are to be negatively evaluated. As the population decreases, the number of potential students also decreases. However, there are more positive factors that college has been building for years. Both good repute and positive feedback from employers. The College positions itself as an educational institution that generations of families return to. It is a proof of the quality, accessibility and competitiveness of education. Analyzing social and cultural tendencies, it can be concluded that there are basically positive effects, for example, many inhabitants consider the educational institutions established by the MoES to be more stable. Social research, surveys, and feedback are also very important to the college, and this is a positive feature as it shows that the company really has a very important customer opinion. Mass media opinion cannot be called unequivocally positive because it is good to have a college name in the mass media because more people will know what the college is offering and what is going on. However, the audience receiving this information is not always potential students.

Conclusions that highlight the threat reduction: Extend advertising campaigns to new segments beyond Jekabpils and Madona region. Study and respect the public interest and expectations stemming from surveys and offer educational programs that will increase demand. Evaluate the effectiveness of advertising.

Technological factors

There is no doubt that the development of new technologies and the rapid entry into the daily life processes of society, the diversification of the ways of accessing and obtaining information. Technology-educated (young people) are much more likely to receive information in a virtual, audiovisual format. In the course of studies and learning, the way information is presented has become digital. Opportunities for the use of IT technologies in everyday work are increasingly being realized.

Technological factors are based on positive trends as technology advances also create more opportunities for college development. Technological advancement will provide quality education to students that can be used to promote a new innovative solution for entrepreneurship in the region, as students are in-company placements, conducting research and making proposals for business development. Information technology has been used successfully to develop its website on the Internet, where you can view information about college activities. The threat could be to change the laws on obtaining new software and related permission (licenses, certificates, patents).

Study and use opportunities to attract funding for IT modernization to mitigate threats. In the process of modernization, get acquainted with the e-environment offered by other Latvian

educational institutions, offering the equivalent to college students, and strike a balance between the modern, audiovisual and virtual way of presenting information. Train the staff and encourage investment in technical modernization and staff training.

Summarizing the aspects discussed in the PEST analysis, it can be concluded that, despite the difficult economic and social situation, policies are favorable to the development of the College. The ability to attract financing through various financial instruments gives a reasonable expectation of successful future development. Fundraising opportunities and IT development should be actively addressed as stopping to solve these issues threatens the College's ability to fulfill its mission.

SWOT analyses

Strengths

- There is a team of highly qualified guest lecturers - practitioners attracted to the real labor market;
- Experiences, professional, qualified pedagogues, developed methodological and technical basis of studies;
- The level of specialists trained by the College is highly appreciated in the qualification exam and in the references of the employers;
- Good long-term cooperation with sectoral employers and employers' organizations;
- Good cooperation with employers in providing training practices and qualification practices;
- Employers value positively the knowledge and professional skills of trainees and graduates;
- Regular updating of study courses;
- The small number of students in the study programs allows ensuring individual approach to students;
- Utilization of EU Structural Funds co-financing for modernization of educational institution and increase of energy efficiency;
- Appropriate vocational secondary education programs are being implemented and graduates can continue their studies in college as students;
- Staff and student mobility in Erasmus +, NORD Plus, etc. programs;
- Good cooperation with the municipality;
- Location and accessibility for people with special needs.

Weaknesses

- Poor motivation of some individual applicants;
- Relatively high drop-out rates for the 1st year students due to inadequate level of previous education;

- Full-time students are forced to work to provide themselves with financial means, resulting in a loss of quality of study outcomes and many students giving up their studies;
- Comparatively small number of part-time students;
- Part-time studies do not use distance learning as a form of study;
- Technology is rapidly evolving, necessitating regular purchases of newer IT hardware and software;
- Few study materials in ICT professional subjects in the Latvian language;
- Difficulties in attracting industry professionals due to low pay;
- Insufficient funding for teaching staff and practice supervisors in companies;
- The amount of bureaucratic work often reduces the time needed for the direct education process and the development of professional competence;
- Insufficient pedagogues' knowledge of the English and / or German language;
- Not fully mastered e-environment, e-journal (Barkava), ICT possibilities;
- There is no single database of available resources (textbooks, methodological materials, teaching aids (e-resources, software, access to databases, etc.);
- Poor basic knowledge for potential learners;
- Insufficient number of IT and science specialists;
- Distance between educational institutions that make management more expensive;
- For teaching staff, either overload or part time;
- 100% computer class load;
- Distance learning studies have not been implemented.

Opportunities

- Introduction of new study programs and/or modification of existing programs for the provision of specialists in the region;
- Attract lecturers from companies and other higher education institutions;
- Collaboration with businessmen in the region, planning study excursions, improvement of study quality;
- Collaborate with other higher education institutions to implement distance learning;
- Collaborate with the State Employment Agency to offer module training for retraining the unemployed;
- Strengthen co-operation with entrepreneurs in the region by developing qualification work tailored to the interests, specifics and industry specifics of particular companies;
- Develop applied research in collaboration with industry companies and organizations, using college experience and work;

- Opportunities to develop adult education by promoting human productivity growth in line with labor market requirements;
- Collaborate with higher educational establishments where college students can continue their studies at a higher level;
- Take advantage of the opportunities offered by the Academic Network;
- Collaboration with entrepreneurs, other higher education institutions in implementation of vocational education programs, ensuring continuity of education;
- Cooperation with entrepreneurs in provision and implementation of qualification placements;
- Equalization of workload for Teachers in General Education;
- Learners have the opportunity to change curricula to suit their abilities while remaining among college students;
- Jointly implement distance learning, expanding the geographical segment, offering training beyond national borders;
- To develop 1st level professional higher education study programs, using Barkava material technical base and pedagogical potential;
- Develop 1st level professional higher education study programs with municipal support, such as Logistics and Tourism, meeting the needs of the region's economy;
- Mutual cooperation in promotion of educational programs and attraction of students. Opportunities to improve the organization of the learning/study process, new, more effective teaching methods, distance learning opportunities for the theoretical part, intensive workshops / creative workshops, etc. innovative activities;
- Collaboration with industry employers and their professional associations for guest lectures, workshops, etc. providing activities;
- Opportunities to develop and expand the learning base through the use of school buildings and land: setting up training grounds, plantings, outdoor laboratories, etc. infrastructure;
- To offer various services to the inhabitants of the region, farmers, entrepreneurs, for example: rent of premises, training ground, agricultural consulting, ICT, accounting;
- To involve students and students in the study process to carry out applied practical research, the results of which will be practically applicable to entrepreneurs and other interested persons in the region;
- The good knowledge of English and Russian of several teaching staff allows you to attract more host projects - Erasmus +, NordpPlus and more (students, staff). Opportunities to organize seminars and international conferences through international participation;

- Opportunities to raise professional qualifications of staff (foreign languages, ICT, STEM subjects, etc.) through EU funding opportunities, as well as offerings from foreign schools / research institutions, companies (courses, coaching in partner companies, internships in manufacturing, service institutions, etc.). Promote international mobility by attracting lecturers and students from abroad;
- Purchase of new hardware and software for computer renewal;
- Improvement of quality management / evaluation system.

Threats

- Decrease in the number of students;
- Lack of professional lecturers;
- There is growing competition between higher educational establishments and colleges in management study programs;
- Decrease in the quality of secondary education;
- Regressive development of demographic situation;
- Uncertainties in future directions of vocational and higher vocational education development, guidelines, financing issues, budget study places, etc.;
- The existing financial resources are not sufficient for the creation and functioning of a modern educational material and work environment;
- The remuneration of vocational teachers is lower than the average in the sector;
- Comparatively slow and cumbersome absorption of EU structural funds, for their sustainable absorption;
- The relatively slow pace of projects towards general educational development issues (modular programs, new standards, research on future labor market demand, etc.);
- Increase in unfair competition.

1.4.Strategy structure

MISSION: Provide high-quality professional higher education and initial vocational education in line with the requirements of the national economy.

VISION: Comprehensive growth ensuring continuity of education in the region through partnerships with entrepreneurs, municipalities and educational institutions to integrate into the EU labor market.

STRATEGIC AIMS:

1. Strengthen the status and position of the regional first-level professional higher education institution by offering new study programs in line with developments in the national economy sectors.

2. Upgrade STEM education programs and ensure resource sharing.
3. Expand the offer of vocational secondary education and qualify for the status of the Center of Professional Competence.

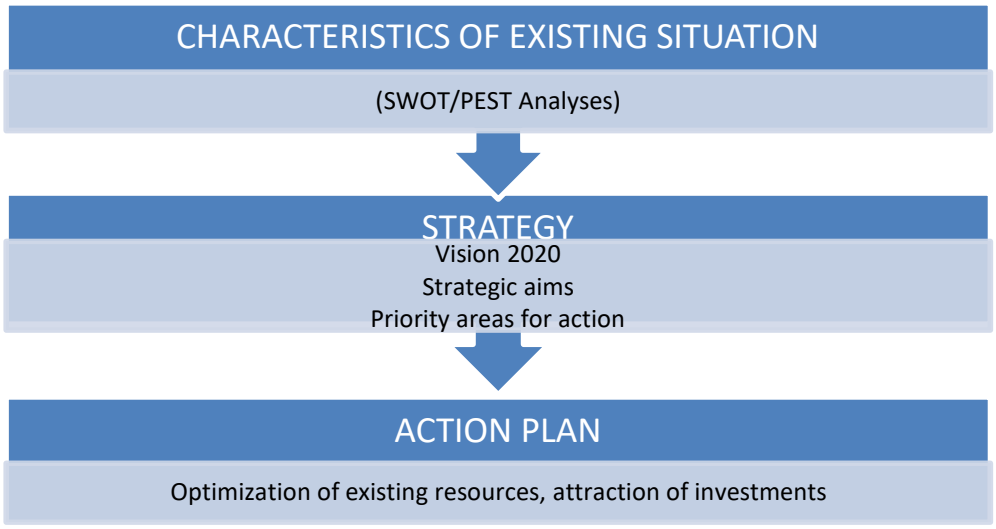


Image 1 Strategy Structure

2. GENERAL INFORMATION ON COLLEGE

On July 18, 2016, the Cabinet of Ministers issued Order no. 394 „On reorganization of Jekabpils Agrobusiness College and Barkava Vocational Secondary School and establishment of Jekabpils Agrobusiness College".

The justification for such a merger of educational institutions was defined in the annotation to the initial impact assessment report of the Cabinet of Ministers' draft order on reorganization of Jekabpils Agrobusiness College and Barkava Vocational Secondary School and establishment of Jekabpils College:

The merger of the two institutions will create Jekabpils College (with a unit in Barkava), which will be able to use the infrastructure, human resources more efficiently, expand program offer and attract European Union (hereinafter - EU) funding to improve the material -technical basis and ensure high quality education. This will provide an opportunity for Madona municipality and neighboring municipalities to acquire 1st level professional higher education not only in Jekabpils, but also in Barkava, thus increasing the proportion of students in 1st level professional higher education study programs (college programs) according to the Education Development Guidelines 2014-2020. A wider range of vocational secondary education programs will also be implemented at Jekabpils College and its structural unit in Barkava, thus ensuring continuity of vocational secondary education and 1st level vocational higher education programs. In the future Jekabpils College will also be able to implement adult education and professional development programs. In turn, more students will ensure rational use of school buildings and youth hostels in Jekabpils and Barkava," said the impact assessment report.

Development history of Jekabpils Agrobusiness college and characteristics of its preformance

The educational institution was founded on April 1, 1927.

The name of Jekabpils Agrobusiness College was awarded in January 1998, the implementation of the 1st level professional higher education study programs was started in 2002.

The total area of the school is 12 531 sqm; of which the training building with gym - 2345 sqm, the old training building - 856 sqm, the outbuilding - 235 sqm. The school has a hostel with 360 seats.

The College is a subordinate institution of the Ministry of Education and Science, which provides 5 accredited study programs: Accounting and Finance (study program code 41344), Business (study program code 41345), Computer systems and computer network administration (study program code 41481), House management (study program code 41345), Marketing and Innovation (study program code 41342). There are full-time and part-time study forms. The total number of students in October 2015 - 196. Study programs are implemented by the Departments of Economics and Information Technology.

The College has a Vocational Secondary Education Departmentt. It offers vocational secondary education programs: Accounting (code 33 344 021), Business (code 33 341 021), Computer Systems (code 33 481 011), Programming (code 33 481 031). The number of students in October 2015 - 293. 2016/2017 studies will also be launched in the Multimedia Design curriculum (code 33 214 121).

The academic staff and students of the College are actively involved in the higher education in Latvia by participating in projects, conferences, trainings and events. The Vocational Secondary Education Department has maintained and actively holds its high visibility and membership status in the sector of vocational education. According to the results of the centralized exams in 2014/2015, the College is recognized as the best educational institution in the group of technical schools in Latvia.

By looking at the situation in vocational education in the country as a whole, we can be sure that the implementation of vocational secondary and first level vocational higher education programs in one educational institution is an effective solution for the training of qualified specialists and optimal use of resources.

Funding for the development of the College has reached ~ 854000 Euro over the last 5 years. The College's material-technical and methodological basis has been established and is being improved to provide a quality study and training process. Accreditation of study directions

and curricula for maximum terms proves its compliance with the requirements set by national laws and regulations.

Renovation and imsulation work has been carried out on the College Learning building (2002) and the youth hostel (2011-2012). Load of classrooms - 82% and occupancy - 84% indicate efficient use of resources. 2009-2012 optimization of positions and duties of employees was carried out, reduced administrative expenses, introduced of modern internal and external data flow solutions: internal file server, Internet homepage (www.jak.lv), e-journal (Mykoob), unified, secure email with domain @ jak.lv (e-environment: Microsoft O365), membership in Microsoft IT Academy, automated timetable creation (ASCTimeTable), accounting software (Tildes Jumis) supplemented with automated mail and invoice sending module, nearing completion automation of the registration and accounting of library funds in the unified library system (Alice), e-learning environment, etc.

The dynamics of the number of students in 2011-2015 can be described by the following graphs

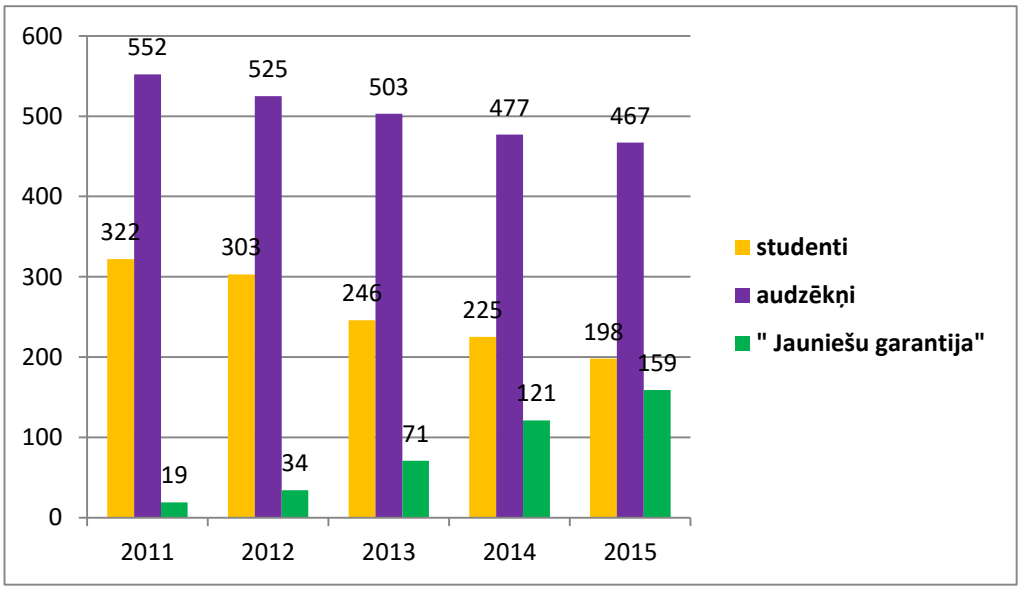


Image 2 The dynamics of the number of students in Jekabpils Agrobusiness College 2011-2015 (together with Barkava structural unit)

Distribution of Vocational Secondary Education department students by place of residence in 2015/2016. school year

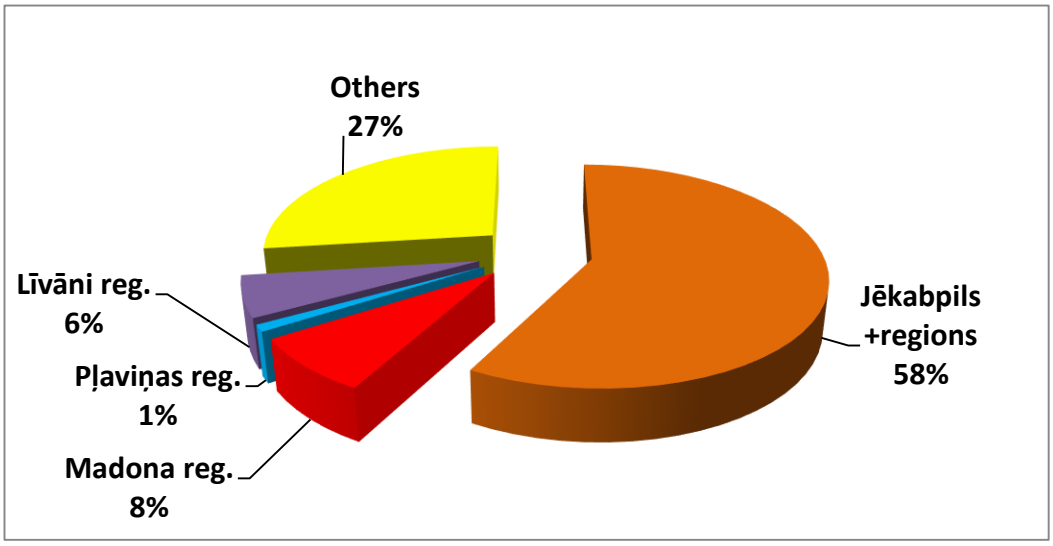


Image 3 Distribution of Vocational Secondary Education department students by place of residence in 2015/2016. school year

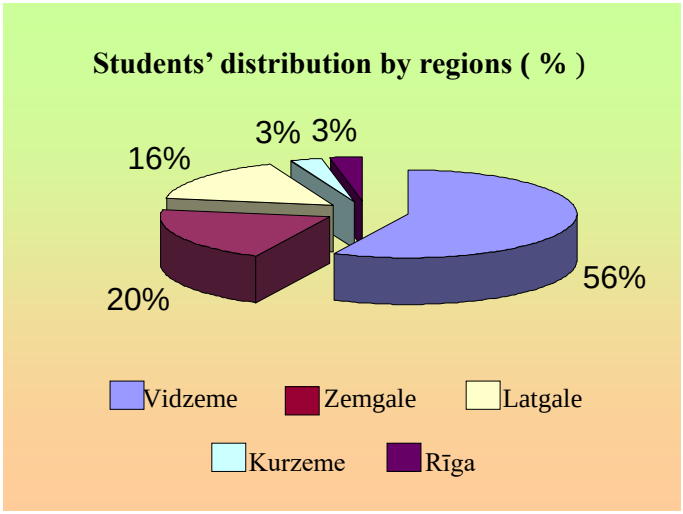


Image 4 Regional distribution of students in Barkava Structural Unit of Jekabpils Agrobusiness college

Development history of Barkava vocational secondary school and characteristics of its performance

Barkava Vocational Secondary School (hereinafter - school) is an educational institution established by the Cabinet of Ministers of the Republic of Latvia, which implements vocational basic education, vocational education and vocational secondary education programs.

The school has been operating since 1981 and has been a continuation of the vocational education traditions of the region for 90 years (Barkava Agricultural School was founded in 1926). It is the only vocational education institution in Madona municipality and provides access to educational programs over a wide area. The total area of the school is 56.1 ha; incl. 49 ha -

agricultural land. The school's teaching facilities are located in two study buildings - a youth hostel - a training building and a training and production building on Dzirnavu Street 1, Barkava, Madona County.

Main areas of activity: Educational activities;

Supply of additional education adequate to the priorities of regional development;

Economic activity to achieve the objectives set in the mission statement;

Project-oriented action for the integration of the European dimension in education;

Access to education for people with special needs.

The school implements 3 licensed vocational secondary education programs in Construction, Hotel Services and Agriculture with a training period of 4 years, 3 licensed vocational secondary education programs after secondary school in Agriculture, Construction work, Beauty Services with a training period of 1.5 years, 1 licensed vocational secondary education program Administrative and Secretarial services with 1 year training after the secondary school, 2 licensed vocational education programs in Catering/Cook & Construction/Plasterer.

All educational programs are fully equipped with the necessary work space for the acquisition of theory and practical skills.

Students live in well-equipped rooms in the youth hostel.

Accessibility for students with special needs is ensured - trained teachers, differentiated learning materials. In school year 2015/2016 there are 9 young people with hearing problems, 5 disabled people, 11 orphans.

Modern engineering solutions (24-hour on-call service, fire alarm, video surveillance, lightning protection, etc.) are used for security.

The school complex buildings have undergone significant improvements in recent years:

In 2011, within the framework of the ERAF 3.1.1.1 project “Modernization of training equipment and infrastructure improvement at Barkava Vocational Secondary School”, unit No.3DP / 3.1.1.1.0 / 10 / IPIA / VIAA / 032, renovation of the training production building was carried out simultaneously with modernization of two educational programs’ equipment and facilities. As a result, EP “Construction” and “Hotel / Tourism / Services” acquired a modern, labor-market-based learning base: well-equipped offices and laboratories, a library-information center, a reading room and other facilities with the right equipment, tools and technology. The premises were replaced with electrical wiring, renovated heating and sewerage systems, lightning protection system installed, sanitary facilities. The school learning environment became accessible to people with disabilities.

In 2013-2014, an automatic fire alarm system was installed in the building of the training-youth hostel building.

In 2014, a lightning protection system was commissioned for the training-youth hostel building.

In 2015, the implementation of the KPFI project was successfully completed. In the open call for projects "Integrated solutions for reducing greenhouse gas emissions" in the 4th round, support was given to the project "Improvement of Energy Efficiency in Barkava Vocational Secondary School Training building – Youth Hostel" (identification no. KPFI-15.3 / 120), making a very significant contribution to energy efficiency. the own revenue, which forms part of the total school budget, is also used to improve and develop the learning process.

In total, the development-related funding of the various projects over the last 5 years amounts to ~ EUR 1552500. The material technical and methodological basis of the school is regularly updated to ensure a qualitative and efficient teaching process. Accreditation of all school curricula for maximum periods is also evidence of its compliance with national regulatory requirements.

2.3.Structure of Jekabpils Agrobusiness College

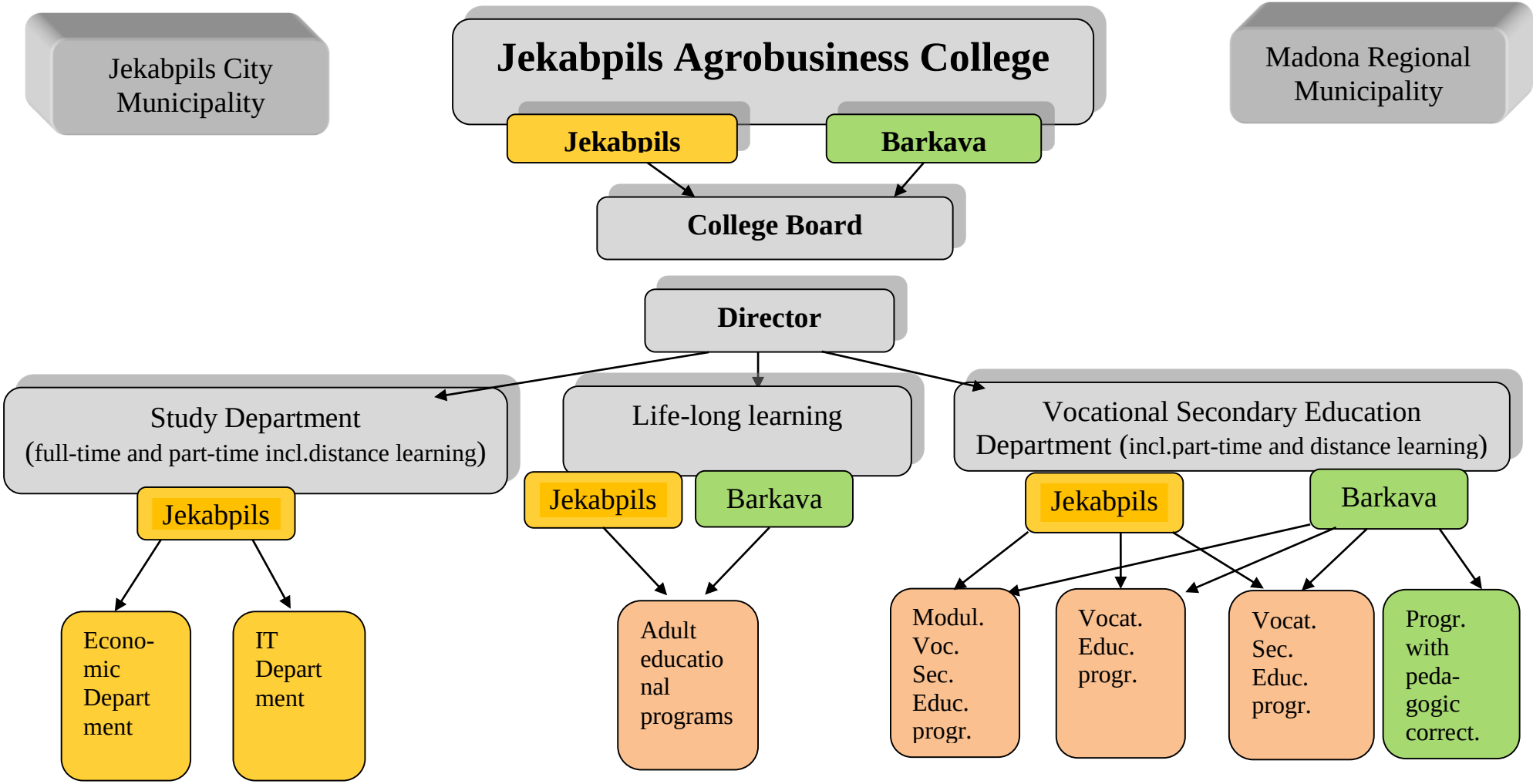


Image 5 Structure of Jekabpils Agrobusiness College

2.4.Quality management systems, including characteristics of provision of academic integrity and ethics

The quality management policy of Jekabpils Agrobusiness College is oriented towards ensuring modern quality improvement in vocational education covering Vidzeme, Zemgale and Latgale regions.

The quality management policy of Jekabpils Agrobusiness College is based on the following principles:

- Setting realistic goals.
- Unity in achieving college goals.
- Involvement of interested parties (industry experts, entrepreneurs, MoES, municipalities, etc.) in improving college services and processes.
- Respect for the principles of social responsibility.
- A positive cooperation approach.
- A fact-based approach to decision making.

The quality management policy of Jekabpils Agrobusiness College is aimed at creating a development-friendly institutional environment for people who associate their creative and professional growth with Jekabpils Agrobusiness College, including Barkava structural unit.

Jekabpils Agrobusiness College develops and implements study programs, vocational secondary education programs, vocational education programs and in the near future also lifelong learning programs in cooperation with interested persons (current and future learners and students, graduates, employees, general education institutions, research related institutions, employers, industry experts and organizations, and the state).

In order to implement the quality policy, Jekabpils Agrobusiness College develops its human resources and the intellectual capacity of the College, pursues a responsible financial management policy and constantly works on the improvement of the College management system and education process.

The objectives of the quality management system are:

1. Maintain a quality management system ensuring a continuous process of improvement (the so-called Deming Circle to plan-do-test-act).
2. Ensure that strategic objectives are met.
3. Ensure continuous improvement of the level of satisfaction of all interested involved parties.

Operational processes:

- Provision of basic education process (including studies).

- Provision of research work.
- Ensuring lifelong learning process.
- Provision of distance learning process.
- Ensuring international cooperation.

Quality management system assurance plan

Action plan for the maintenance and development of the quality management system, including academic integrity and ethics:

1. Obtaining licenses and accreditation approvals for new educational programs.
2. Evaluation of the intermediate results of the operation of the system from the point of view of the execution of strategy plans.
3. Identification of system optimization activities to ensure the achievement of strategy objectives (if relevant).
4. Improve the process of measuring satisfaction levels of the interested parties to increase their satisfaction as well as obtain, collect and analyze, as far as possible, the maximum amount of data and information on the needs, expectations and expectations of all involved interested parties.
5. Taking into account the identified activity (Point 3) and the need for system improvement (Point 4), to make changes in the system of internal normative documents.
6. Carry out an internal quality audit of the compliance of the process and management system with internal and external regulatory documents.

2.5. Research work

Lecturers study a specific topic each academic year, in line with the College's applied research focus. The topics are subordinated to the following directions:

1. Analysis of study process and its results at Jekabpils Agrobusiness College.
2. Business management, research and analysis of problems.
3. Planning innovative solutions for organizational development.
4. Research and solutions to macroeconomic problems.
5. Information and Communication Technology Solutions for Institutional and Corporate Infrastructure Improvement.

The most important conclusions from the analysis are published in the college article volumes, publications or used in the development of methodological material.

Lecturers and students participate in international conferences organized by other higher education institutions. During international conferences, there are meetings with lecturers, issues of study program content, methodological, technical support, research work are discussed. The

exchange of best practices and information, discussions and perspectives on the implementation of higher professional education study programs are taking place. Support for lecturers' research activities has been granted funding for participation in international conferences with a report or publication in an internationally recognized collection of scientific articles.

The College hosts business research conferences every year. Every three years an international scientific-practical conference is organized. The last international scientific and practical conference “Research and Analysis of Factors Affecting the Development of National Economy - 2015” was held on May 14, 2015.

The conference was organized by Jekabpils Agrobusiness College in cooperation with Europe direct information center in Jekabpils and Zemgale planning region EU Structural Funds information center. The aim of the conference was to develop skills in presenting research results. A collection of theses was published for the conference, summarizing the main findings in the form of 34 theses.

Representatives from Latvian universities and other organizations from Ukraine and Italy had sent in their work. The submitted theses were evaluated by the scientific and action committee of the conference, which represented participants from Latvia, Lithuania, Italy, Ukraine, the USA, Spain, Poland, Slovakia.

2.6.Collaboration with higher educational establishments, industry experts and social partners

The College's educational and study programs are offered by several other educational institutions in other regions as well. Jekabpils Agrobusiness College has a succession of programs.

Table 2

Succession of educational programms offered by Jekabpils Agrobusiness College

Education program	Study programs succession in Jekabpils Agrobusiness College	Daugavpils University	Rezekne Technology Academy	Latvia University of Life Sciences and Technologies
Accounting	Accounting and Finance		Finance and Accounting Management	Economics Business
Business	Business Marketing and Innovations	Economics	Commerce Service Management Head of Marketing Sector Tourism and hotel	Economics Business

			business management	
Computer systems	Administration of computer systems and computer networks	Information technologies		Information technologies
Programming	Programming (project)		Programming Engineer	Computer management in computer science
Multimedia Design	Advertising Commercial Services Specialist (Project) Design Management (project)	Design Art management	Interior design	
Tourism, Hotel, Catering Services (III)	Business		Commerce Service Management	Catering and hotel business
Construction work	Construction manager (project)			Construction
Agriculture (III)	Business			Economics Business Agriculture

It is planned to develop active, valuable and useful cooperation with educational institutions, employers, industry associations, local governments, social partners.

See Section 3.4, Tables 6 and 7 for past forms of cooperation and future cooperation.

Collaboration with higher educational establishments:

- To ensure continuity of higher education of college students (at Rezekne Academy of Technology, Latvia University of Life Sciences and Technology, Daugavpils University, Riga Technical University, School of Business Administration „Turiba");
- For development of student and lecturer exchange programs;
- For organization of joint conferences, competitions, creative projects;
- For carrying out of joint research;
- For usage of library stock;
- For assessment of qualification papers;
- For participation in projects.

So far, closer cooperation has been established with Daugavpils University (DU) and Rezekne Academy of Technology (RTA). College students and lecturers participated in research

conferences. Lectures with guest lecturers from RTU were organized. The academic staff attended the International Weeks organized by RTU to establish international contacts to carry out Erasmus plus mobility project activities in college.

The College has agreements with Alberta College and the Rezekne Academy of Technology to take over the students if the College is required to close one of its current programs. In college, the curricula of the professional secondary department and the curriculum in the study department are designed to prepare young people for college programs in the future. The study programs implemented in Barkava structural unit will also be easily integrated into the study unit. It ensures continuity of studies within one educational institution. After graduation, young people can choose to continue their studies at the higher education institutions with which the college has established partnerships, such as comparing study programs and comparing study courses and credits. The graduates of the study program “Accounting and Finance”, “Business”, “Marketing and Innovation” offered by the Department of Economics choose the most often to continue their Bachelor programs in RTU study programs: “Finance and Accounting Management”, “Commercial Services Management”, “Marketing sector manager”, “Tourism and Hospitality Management ", upon graduation of which young people earn a Bachelor 's degree. Graduates of the College study program “House management” may continue their studies at RTU's Professional Bachelor's program "Commercial Services Management".

College graduates at DU can take the academic bachelor's program “ECONOMICS”, already comparing the study courses obtained at the college.

Possibilities of using the academic network

Researchers across Latvia will be able to remotely use the opportunities offered by the Academic Network. Benefits for industry and the economy:

- virtual labs (remote instrumentation and data processing combined with video transmission and three-dimensional visualization enable scientists to access unique and expensive equipment from anywhere in the world),
- large data processing and storage,
- access to digital libraries (lower cost of inventory, easier access to and more information, equal access to information wherever a student, teacher or researcher is located),
- effective international interpersonal and interinstitutional cooperation opportunities for joint projects or studies,
- Involvement of Latvian researchers in the European Research Area,
- access to the international science direct science database Science Direct and citation index database Scopus, individual project partners, including specialized scientific literature databases SciFinder, IEEE and JSTOR,

- online discussion and conferencing facilities,
- knowledge transfer to students, science integration in higher education system: integrated learning solutions, e-learning (study material portals, video conferencing, virtual classes, multimedia use, knowledge assessment and examination systems, possibility to attract top foreign lecturers), study mobility and free access to electronic services,
- modernized infrastructure: interoperable, integrated administrative (project, staff and financial management) systems of scientific institutions and universities to improve operational efficiency and better management at national level.

Image 6 GEANT (Gigabit European Academic Network) – Gigabit data transmission speed European Academic Network

Installation costs are calculated individually for each site after the technical study and on 09.01.2017 no calculations have been made.

We are currently based on estimated costs.

Connection to optics:

10Mbps – 80.00EUR (monthly subscription)

100Mbps – 160.00EUR (monthly subscription)

500Mbps – 230.00EUR (monthly subscription)

1Gb – 350.00EUR (monthly subscription)

Dark fiber (available only in Riga) – 150.00EUR (monthly subscription)

Connection on VDSL technology:

Till 20Mbps/5Mbps (downloads/upload) – 27.95EUR (monthly subscription)

Till 40Mbps/10Mbps (downloads/upload) – 37.95EUR (monthly subscription)

Till 60Mbps/15Mbps (downloads/upload) – 47.95EUR (monthly subscription)

Till 100Mbps/30Mbps (downloads/upload) – 52.95EUR (monthly subscription)

All amounts are exclusive of VAT

Collaboration with industry experts and associations

Vocational Education Society. Sectoral Expert Bpards. Latvian Association of Colleges. Latvian Traders Association. Latvian Quality Association. Zemgale Planning Region EU Structural Funds Information Center. Jekabpils Business Association. Junior Achievement Latvia.

Ltd Wonderland Media. Ltd Datacom. State Revenue Service. A/s Swedbank. Ltd "Sedumi". Ltd. "Sant-Lee". Ltd Ošukalns. Ltd Active GIS. Ltd SIA „Marteks". Ltd Laila P. Ltd "Zelta Skudras". Ltd "Ritausma". RIMI Latvia in Jekabpils. Ltd "Mimoza". Ltd "Reniijs". Ltd Zednet. Scandiweb. Ltd. „Jēko serviss".

Latvian Hotel and Restaurant Association (LVRA), Agricultural Organizations Cooperation Council (LOSP), Farmers' Saeima (ZSA), Latvian Association of Civil Engineers (LBS), Vidzeme Planning Region, Vidzeme Tourism Association, Latvian Rural Advisory and Training Center (LLKC) , including Madona Municipality and surrounding area business associations, Farmers' Cooperative Societies, employers in Latgale Region and elsewhere in Latvia (Ltd "Agrikula", Farm "Silzemnieki", Farm "Ceļmalas", "LatRaps", AA & Construction Company "PS", Ltd Mārcienas Manor SPA, Junge Ltd., PharmekoLettland", SAKRET, Texcolor, Knauf, Kolonna etc.)

Collaboration forms

- Updating of professional standards;
- Updating of study and educational programs, study and training courses;
- Development of topics for practice assignments and qualification papers;
- Provision of practice places;
- Carrying out research on behalf of employers;
- Participation in guest lectures, conferences, competition evaluation, Career and Profession days;
- Organization of study excursions;
- Participation in the State Final Examination Commission;
- Strengthening cooperation with social partners:
- State institutions for the recognition and coordination of the College's strategic development goals and for improving the flow of information;
- Regional governments; introducing new study and study programs - conducting surveys and taking into account the opinion of the local government, co-operation in qualification exams, provision of qualification practice placements. A municipal representative is on the college board;
- State Employment Agency;

- Secondary and Vocational Secondary and Elementary Education establishments for attracting students to prepare potential college students through Career and Profession Days by organizing Programmer's School and Commercial School for grades 8-9;
- Interests and professionally oriented educational programs for the multi-faceted personality development of young people.

Collaboration with graduates

- For updating the alumni database;
- For active communication to provide feedback;
- For organization of experience exchange meetings with existing students and learners;
- For organization of courses and seminars to improve the knowledge and skills of graduates in changing labor market conditions.

Modernization of study program content

It is planned to develop study methodological materials available in the e-learning environment for the modernization of the study program content. In order to optimize studies, two study programs – "Programming" and Computer Network Administration"" - will be established. There is regular cooperation with industry companies, every year industry specialists /employers/qualification practice supervisors are surveyed about student knowledge and are invited to make recommendations for updating study course content. Lecturers of study departments improve their qualification by attending various professional development events - seminars, conferences, courses. Within the framework of mobility, lecturers take part in exchange visits and observe good practices in other countries, introducing the latest and most effective methods into their practice.

2.7.Characteristics of College Investment Development

Table 3

Characteristics of College Investments Development

1. Description of the infrastructure available to the College	
1.1. list of buildings (structures), parts of buildings (groups of buildings) and units of land in use or occupied, specifying their area, current condition, use and encumbrances	In College management: In Jēkabpils State real estate (real estate cadastre No. 5601 002 2107), Pasta Street 1, Jekabpils, consisting of two land units with a total area of 1.2531 ha (land unit cadastral designations 5601 002 2107 and 5601 002 2133) and four buildings (cadastral designation of buildings) 5601 002 2133 001, 5601 002 2133 002, 5601 002 2133 003 and 5601 002 2133 004). The state real estate is registered in Jekabpils District Court Land Register Division Jekabpils City Land Register Section No. 713 and in the person ofthe Latvian State Name Ministry.

	Current condition of the are needs the following improvements: Parking a parking lot as there is no parking space and students are currently using the sports ground as a parking lot. The internal asphalt surface of the area is worn out and patched repeatedly. Latvenergo-owned transformer substation TP 6418 with cadastre No. 560 100 221 07 001 is situated in the area In Barkava Garage, Dzirnavu iela-1, Barkava, Madonas Municipality, LV-4834 (Real Estate Cadastre No. 7044 008 0031 001); Training and Dormitory Building, Dzirnavu Street-1, Barkava, Madonas novads, LV-4834 (Real Estate Cadastre No.7044 008 0042 001); Training-Production Building, Dzirnavu Street-1, Barkava, Madona Municipality, LV-4834 (Real Estate Cadastre No. 7044 008 0042 002). 5) agricultural land -49 ha Overview of Land Properties: 1) Land property "Barkava Agricultural School" - 32.8 ha, incl. agricultural land.26,6ha: * 70-008-0042; 7044-008-0043; 7044-008-0045 * the above section also houses both school buildings: - training - dormitory building1179 sqm building area; -professional-production building with 4131sqm building encumbrances: easement road-0.4km (farms "Mežciemi", "Mālsalas", "Mugurāji"); telecommunications company communication cable 0.2kV, 2 power networks 20kW1.9ha and 0.4kV0.3ha) 2) Land property "Ameņsala" - 13.8ha with cadastre No. 7044-008 0007; 3) land property „Grantiņi" -9,5ha with cadastre No. 7044 -008 -0029; 4) land plot with cadastre No. 7044-508 0001, *which is partially related to the land plot "Tvaika dzirnavas"* (cadastre No. 7044-008-0031) unfinished building - garage building and built-up area 951,2 square meters The area is generally satisfactory, but serious improvements are also needed: 1) 1) Installation / improvement of a school bypass. Despite the renovation and improvement of the school-dormitory building, the access road (including around the school buildings) is in a very bad condition, reminding of the worst sections of Latvian motorways. Autumn and spring impassable! 2) 2) refurbishment of the landfill and improvement of the sports ground is necessary; 3) Effective renovation and establishment of the school infrastructure instead of an old, physically worn-out place.
1.2. a list of the teaching facilities and equipment at the College's disposal, a description of their current state	In Jēkabpils: Computers 221 Printers 29 Projektors 21 Copiers 3

	Board (interactive) 2 Worn out. In Barkava: Computers -45 Printers -12 Projektors- 8 Copiers -4_ Boards (interactives) 4 Servers HP ProLiant ML350G6-1 4Hotel software-1 Dishwasher-1 Cold table-1 Document cameras AverMedia-5, HP Network ProCurve-1, Vegetable Cleaner & Washing Machine-1, Sink Cabinet with Sink and Water Mixer -1, MC NEW Elegance-1 Coffee Maker and Other Equipment - Based on Construction and Tourism Services. Much of the equipment is worn out, even the newest equipment and machinery is 5-6 years old. Insufficient IT equipment. Normal teaching job requires at least 1 computer class!!! with 24 workstations! Not enough interactive whiteboards and other equipment for creative work. EP Agriculture is very scarce, and as far as possible we are equipping ourselves with machinery and equipment based on cooperation agreements, but young people need access to real, up-to-date material and technical equipment, machinery and equipment.
1.3. description of investments made during the last five years in the modernization of buildings (structures), parts of buildings (groups of premises) and premises, and purchase of new teaching and learning equipment and modernization of existing ones, including sources of financing of investments made	1) Project implemented by the Ministry of Education and Science under sub-activity 3.2.2.1.2 of the Supplement to the Operational Program "Infrastructure and Services" co-financed by the European Regional Development Fund (hereinafter - ERAF) for the programming period 2007-2013 Informatization of Educational Institutions "(hereinafter - Project No. 500), Agreement No. 2010/0105 / 3DP / 3.2.2.1.2 / 09 / IPIA / VIAA / 500. Within the framework of project No.500, Jekabpils Agrobusiness College was provided with 32 desktops for € 31661.56, 2 laptops for € 2216.75, 1 multimedia kit for € 4802.38, and a data and power network unit of 4251.23 . 2) From May 1, 2010 to December 31, 2011 Jekabpils Agrobusiness College has implemented sub-activity 1.2.1.1.3 of the Supplement to the Operational Program "Human Resources and Employment" co-financed by the European Social Fund for the 2007-2013 programming period. Support for Improvement and Implementation of Initial Vocational Education Program Implementation "Project Improvement of Educational Program" Computer Systems "at Jekabpils Agrobusiness College, Agreement Nr. 2010/0086 / 1DP / 1.2.1.1.3 / 09 / APIA / VIAA / 041 (total eligible costs EUR 106220.99), as well as participating in sub-activity 1.2.1.1.2 "Improvement of Competence of Vocational Education Teachers" as a partner project "Improvement of theoretical knowledge and practical competences of vocational subject teachers and practice supervisors", agreement Nr. 2010/0043 / 1DP / 1.2.1.1.2 / 09 / IPIA / VIAA / 001 (Beneficiary National Center for Education) and Sub-activity

	1.2.1.1.4. Promotion of Attractiveness of Initial Vocational Education and Training in the Project Promotion of Attractiveness of Initial Vocational Education and Training , Agreement No. 2009/0001 / 1DP / 1.2.1.1.4 / 08 / IPIA / VIAA / 001 (Beneficiary Ministry of Education and Science). 3) On October 5, 2010, contract no. KPFI-3/5 between Jekabpils Agrobusiness College, Ministry of Environmental Protection and Regional Development and Environmental Investment Fund for implementation of project "Improvement of Energy Efficiency at Jekabpils Agrobusiness College". The total cost of the project was LVL 528,680 (EUR 752,244), of which the requested financing of the Climate Change Financial Instrument (hereinafter - CCFI) is LVL 449,378 (EUR 639,407) and the financing of the DP is LVL 79,302 (EUR 112,837). The project was completed on August 31, 2012. <u>In Barkava structure of College:</u> 4) Modernization of training equipment and improvement of infrastructure in the educational-production building of the educational institution was implemented in the sub-activity 3.1.1.1. modernization of equipment and improvement of infrastructure at Barkava Vocational Secondary School ”/ alone 2010/0136 / 3DP / 3.1.1.1.0 / 10 / IPIA / VIAA / 032 (7.01.2010 - 31.12.2011; for a total of 695 817 Ls, incl. 692950, 00-ERDF, 2867, 00-VB or EUR: 985979 ERDF and 4079 VB investments. Incl. Only equipment (fixed assets) worth EUR 121973.00 has been purchased for the modernization of construction and tourism-hotel service programs. 5) Energy efficiency project implemented in 2014-2015 in the building of a school-dormitory hotel with the financing of KPFI - “Improvement of energy efficiency in Barkava Vocational secondary school, dormitory”, alone. KPFI-15.2 / 120.Total funding invested in the KPFI-15.3 / 120 CCFI-Climate Change Financial Instrument project: 508528,64, incl. 432249.34 KPFI funding; 76279.30 VB co-financing The project was implemented in cooperation with the MoES, VARAM and LVIF. Installation of fire safety and video surveillance systems in the buildings of the educational institution 2013-2015 Investments from the State budget (VB) amounting to EUR 21 365,00.
2. the investment development plan, including the planned amount of investment and sources of financing	
2.1. description of planned construction works and justification for investments	1. Insulate the college gym and study block extension. (The gym was put into operation in 1971 and until now has not been renovated. In winter, the gym has an average temperature of 10 degrees) 2. Make gym cosmetic repairs and floor replacement. (The floor of the gym is in very bad condition, there are reprimands from the sanitary inspection, cosmetic repairs to the walls are needed) 3. Reconstruct the college sports ground (fit gymnastics equipment, basketball, volleyball equipment), install runways.

	(The sports ground was put into operation in 1971 and so far no improvements have been made; the runways have been crushed) 4. Renovation of premises in laboratories for electrical engineering, computer systems and computer networks (227 and 228). (Upgrading required) 5. Renovate computer classrooms (125;225). (Upgrading required) 6. Renovation of lecturers' methodological office and IT laboratory (112, 123, 124) (Modernization required) 7. Cosmetic repairs of hotel rooms, kitchens, common areas and corridors, replacement of room doors, purchase of appropriate equipment. (The service hotel was put into operation in 1973 and has not been renovated to this day. The rooms do not meet modern requirements and are completely worn out). 8. Renovation of the outbuilding - conversion to the classroom (3). Purchase and installation of appropriate inventory. 9. Set up 3 classrooms on the 2nd floor of the hostel. (Students need classrooms) 10. Renovate the outer walls of the 1st study building (historical monument). (The training block is located in the center of the city facing the street, is exposed daily to rainwater sprinkling on the road, facade renovation is required). 11. Replace the tin roof of the old study building (architectural monument). (Roof replacement required, existing one is rusty and punctured). 12. New classroom - construction of an extension with dual functionality - 3 ~ 4 classroom with demountable partitions - for the creation of a conference room. Purchase and installation of equipment, inventory. (The college has no conference room and insufficient classroom facilities). 13. Motor vehicle parking. 20,000 (as there is no parking space and students are currently using the sports ground as a parking lot) <u>In College Barkava structure</u> 1.The priority is to carry out thermal insulation of the training-production building within the framework of energy efficiency measures (implementation of the ERAF-SAM project 4.2.1.2 in 2017), as this is the building where ERAF 3.1.1.1 has been implemented. project renovation and fashion project 2010-2011. It is very important to protect these earlier EU Structural Funds investments and to maintain their effectiveness for a longer period of time. 2. No significant improvement measures have been taken in the insulated building of the training-dormitory building: construction of the ventilation system, power supply, water pipes, etc. renovation and improvement of plumbing and infrastructure elements. 3.Renovation of other premises is required according to their use

	as listed in the funding table (classrooms, laboratories, dormitories, rooms), although the school has already started this work on its own (teaching practices, own revenues, etc.) 4. Needs a small agricultural production base (trial / collection area, small covered areas, areas for planting and sowing for integrated crop production, etc.) to make more effective use of unexploited areas around the school, while developing their use for study / study by all groups of learners adults, employers, employees, unemployed, etc.); 5.The offer of tourism-service (*catering+lodging+active recreation*) should be supplemented in cooperation with the entrepreneurs of the region and the municipality. This would make it possible to make better use of the existing infrastructure, which is in line with the development and modernization of the Madona County tourism-business sector. It would be possible to organically involve practically all students in the curriculum in the development of this project, for example by using it as a potential for setting up training companies and acquiring practical training creative industries) - Creates a service, serves and offers innovative tourism products to the local community and interested parties. 6.We need to expand the car park, 7. Further improvement of the environment, etc. support measures to ensure accessibility, the training process and the joint and effective use of resources across all bodies.
2.2. a list of the training equipment and supplies to be purchased and a justification for their purchase	The material and technical base of the college in Jekabpils has started to wear out. Many computer workstations are 6 years old. In order for the study process to be modern and useful, we need modern computer equipment, peripherals. The organization of the study process requires licensed software. As it is planned to introduce Programming in the future, it is necessary to purchase equipment for programming and robotics courses. Since college also includes upper secondary vocational learners who need to continue their studies, they need to improve their jobs in science and physics classrooms. The College also plans to introduce distance learning in the near future, as the market demands. There are young people who have left Latvia or for some reason cannot study full time. It is planned to buy: 20 electrical and testing equipment, 1 3d printer, 145 computer workstations (existing computers are older than 6 years), 2 servers, 5 multifunctional devices, 1 plotter, 16 sets of programming software, 35 software graphics software subscriptions, Microsoft software subscription for all computers. Installation of a science cabinet with 25 workplaces. <u>In College Barkava structure</u> The school has a very poor ICT base, even the most recent computers were purchased 5-6 years ago under the ERAF. There is only 1 computer room, but today's professional training is unimaginable in providing quality, creative programming without IT and other interactive tools. It is necessary to create at least two computer classrooms with 24 workstations, purchase interactive whiteboards and computers for

	Science, Mathematics, Estimation and Drawing, Agronomy, IT in Agriculture and Agro-Service. It is necessary to equip agricultural study rooms and laboratories, to create a base of agricultural production equipment, mechanisms in arable farming, mechanization, animal husbandry, entrepreneurship, animal husbandry, to equip / create demonstration-trial fields, to equip a training ground for practical training; Construction laboratory and office equipment needs to be supplemented; create a large laboratory space for the succession of basic construction work, equip at least one office with computer workstations and peripherals, and create opportunities for modern green technologies; In service areas, students in tourism, catering and beauty programs should be provided with modern workplaces for hands-on training.

3.DEVELOPMENT AND INVESTMENT STRATEGY OF JEKABPILS AGROBUSINESS COLLEGE WITH STRUCTURE IN BARKAVA

3.1.Strategic Development Quidelines and Priorities of Jekabpils Agrobusiness College

The College specializes in business, finance, accounting, and information and communication technology. To maintain and increase its competitiveness by 2020, the College plans the following strategic priorities:

- Improve the infrastructure by insulating the college gym and the extension of the learning block through the ERAF 4.2.1.2. the financing of the measure until 31.12.2020.
- Upgrade the material and technical base of the educational program “Multimedia Design” using state grants and own funding sources, 31.12.2018.
- Modernize STEM education programs by improving the material basis and equipment, introduce a second qualification in the field of Computer Science - aprogrammer attracting 8.1.4. SAM funding until 31.12. 2019.
- Improve the skills of the teaching staff, stimulate personal growth and the competitiveness of the College, continue participation in Erasmus + mobility and strategic partnership projects, work with foreign entrepreneurs and educational institutions, and promote the internationalization of the College - each year.
- Participate in ESF projects SAM 8.5.3 “Effective management of vocational education institutions and improvement of staff competence”, 8.2.1. SAM “Reducing study program fragmentation and strengthening resource sharing”, 8.2.2. SAM “Strengthening Academic Staff of Institutions of Strategic Specialization in Higher Education

Institutions", 8.2.3. SAM "Ensure Better Governance in Higher Education Institutions", enabling teachers to improve professional competence, until 31.12.2019.

- Effective use and sharing of material and human resources at the disposal of the JAC, in cooperation with the NEP and municipalities, develop and update existing education / study programs at all levels to meet labor market demand and economic development in the Central Latvian regions - each year.

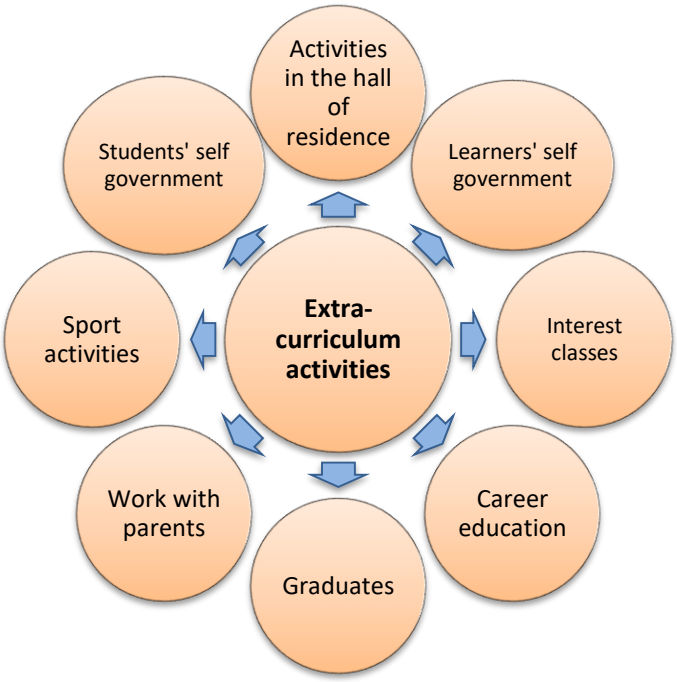
3.2. Priorities of College strategic development

Table 4

Priorities of College strategic development

Strategic directions	Assignments/description
1. College - a modern labor market oriented vocational higher education institution.	✓ College – regional higher education establishment, that offers labor force needed for the Central Latvian region. ✓ College – Competence Centre of Vocational Edication. ✓ Qualitative implementation of existing study programs and vocational secondary education programs - organization of study and study process, provision of academic and pedagogical personnel, material technical and methodological basis. ✓ Introduction of new 1st level professional higher education study programs and vocational secondary education programs, according to the state-defined supported directions and the demand of the regional economy. ✓ Opportunity to implement continuing education / lifelong learning programs, building capacity of the region's working population.
2. Regionally and internationally recognizable college	✓ Promoting of the regional recognition of the College • publicity, informing society about offer, activities and success of the new College; • offer support for the regional entrepreneurs, organizing qualification improvement seminars; • to promote the implementation of e-solutions for the region; • involvement in activities of public and non-governmental organizations; • cooperation with Rezekne Academy of Technology, Latvia University of Life Sciences and Technologies, Daugavpils University - higher education institutions of the region, ensuring continuity of education of college students. ✓ Promoting of the international recognition of the College • Erasmus Harta for higher education 2014-2020; • Participation in Erasmus+ mobility program;

	• International accreditation of study programs; • Cooperation with educational institutions, enterprises etc. Institutions in 16 EU countries (EE, LT,CZ, PL, DE, FIN, ES, IT, FR, SL, HR, BG, TR, AT, UK, DK, NL, PT u.c.); • Participation in and organization of international conferences. The 2015 competition project of the European Union Erasmus + Program Action 1 (KA 1) Mobility of Individuals between the Program Countries in the Higher Education Sector is being implemented Approved 2016 European Union Erasmus + Program Key Activity No.1 (KA 1) Vocational Education Sector Mobility Project "Participation of Students and Employees of Jekabpils Agrobusiness College in Erasmus + Mobility Program". Approved 2016 Call for Proposals European Union Erasmus + Program Action 1 (KA 1) Mobility of Individuals between Program Countries in the Higher Education Sector ✓ Possible future projects: • with Finnland partnera (*OMNIA, -Espoo*), Savonlinna College, Päijänne Tavastia)- promoting entrepreneurship / crafts etc. in the context of developing environmental and alternative development models, services in the countryside; • with specialists from Swedish / French schools / companies on their possible involvement in expanding the availability of practical training in vocational education in Latvia, - tourism, catering, agri-environment-agro-tourism-organic farming-ecological production; also cooperation projects between schools of different countries in teacher exchange (Florence, Turin (IT), Hamburg (DE) in construction, restoration).
3.Qualitative management system	✓ Ensure the flow of information, in accordance with quality management principles: availability of information, continuity of improvement, staff substitution and continuity of information use, sustainability. ✓ Preparation and implementation of the annual work plans of the units according to the high quality requirements for the organization of the study process. ✓ Supervision of implementation of decisions of collegial bodies. ✓ Identification, consideration and implementation of suggestions for improvement of the College's work. ✓ Support for professional development and scientific research of the employees. ✓ Active and responsible participation of collegial institutions in the maintenance of the quality management and internal control system. ✓ Development of modern information technology solutions. ✓ Improvement of the quality management system based on the international standards by choosing the appropriate one for the educational institution.
4. Student and learner	✓ Democratic, creative and responsible cooperation between

as a priority in updating the labor market	students, learners, lecturers and teachers. ✓ Involvement of students 'and learners' self-government in improvement of study and study process quality and in extra-curricular activities. ✓ Student Representation on College Board. ✓ Attracting and retaining learners and students. ✓ Feedback to graduates. ✓ Improvement of living conditions for students and learners in the hall of residence. ✓ Participation of students and learners in sports and interest classes. 
5. Competent staff who provide professional implementation of educational programs	✓ Motivation of the academic and pedagogical staff to engage in the improvement of the study process, research, professional development, to cooperate with other educational institutions, state and municipal institutions, enterprises. ✓ Participation in mobility programs, internships in companies in the region and abroad. ✓ Membership in professional organizations. ✓ Participation in general, professional subjects and professional orientation events, competitions, Olympiads, organizations, collegial bodies. ✓ Development and implementation of lifelong, continuing and professional development education programs.
6. Topical research related to labor market interests	✓ To regularly introduce the academic staff, local government, businessmen with business-relevant researches of national economy, by organizing the annual conference “Research and Analysis of Factors Influencing the Development of National Economy”. ✓ Development of students' innovative abilities through applied research in the following directions: • Business management, research and analysis of problems;

	• Planning innovative solutions for organizational development; • Research and solutions to macroeconomic problems; • Information and Communication Technology Solutions for Institutional and Corporate Infrastructure Improvement.
7. Stable, modern study material base	✓ Maintenance and development of a stable, modern technical basis of teaching materials. ✓ Improvement of study methodological provision - preparation of methodical and study materials, replenishment of library funds by purchasing books and ordering periodicals according to the demand of the academic staff and students. Improvement of specialized classrooms, laboratory equipment. ✓ Efficient management of the College's territory, buildings, and inventory through timely depreciation and restoration using rationally available resources. ✓ Attraction of financing for renovation of buildings and improvement of inventory and material and technical resources from cooperation partners, municipalities. Preparation of projects for competitions announced by foundations. Preparation of applications for public investment programs. ✓ Controlling the use of paid services (heating, electricity, water and sewerage, telecommunications, etc.) received by the College and implementing rational use solutions. ✓ Use of modern information technologies • Organizing the study process; • Digitization of the learning process; • College management work; • In the development of mutual communication; • Introducing distance learning; • Organizing international conferences; ✓ Improvement of the College Sports Base. Specific Support Objective 8.1.4 of the Operational Program "Growth and Jobs" of the 2014-2020 8th priorative direction "Education, Skills and Lifelong Learning", "Improve first-level professional higher education STEM, incl. medical and creative industries, study environment in colleges".
8. Cooperation - for raising the quality of vocational education	✓ Strengthening the College's cooperation with social partners: • public authorities for the recognition and coordination of the College's strategic development goals and for improving the flow of information; • Sectoral Expert Boards; • municipalities in the region; • with employers in researching and improving the business environment, providing internships for students, identifying labor market requirements for training qualified professionals, updating study programs and developing new study programs; • other Latvian and foreign higher and vocational secondary education institutions; • with secondary and vocational secondary and basic education institutions to attract students to prepare potential

	college students; • implementers of interest and professional orientation educational programs; • organizations representing the relevant branches of national economy, representation therein; • State Employment Agency.
9. College Financial Sources	✓ Financial sources: • State basic budget; • own revenue from paid services; • European funds (ESF, ERDF, ERASMUS +, STEM, SAM, NordPlus, etc.)); • attract public investment funds for insulation through low energy buildings policy within the framework of energy efficiency and GHG emission programs (VARAM); • financial resources provided / committed by the partners in support of certain targeted programs (Madona municipality - student lunch, student transportation 2x weekly); • donations.

3.3. Justification of strategic aim – to qualify for the status of Vocational Education Comptence Centre and action plan

In accordance with the criteria of Cabinet Regulation No. 144. from 13.04.2013. ”Procedure for Granting and Canceling the Status of Vocational Education Competence Center”, it is planned to classify for the status of Vocational Education Competence Center (hereinafter - VECC) in 2018/2019. school year.

Justification - The College has the capacity to meet the requirements of the CoM regulations as most of the criteria have been met even today.

Table 5

Action plan

No.	Criterion	At the moment 2016/2017 s.y.	It is planned to reach 2018/2019 s.y.	Planned action
1.	Vocational secondary education in the relevant educational institution is acquired by: not less than 500 learners.	(on 01.10.2016)-472	570	The number of EP Multimedia Design students will increase in Jekabpils - by 75 students, a new EP "Electronics Technician" + 25 students will be launched
2.	During the last two school years, no more than eight percent of the students enrolled in the relevant educational establishment have been deducted.	12,8%	8%	The drop-out rate should be reduced by 2 percentage points through the implementation of well thought-out career education activities, upbringing activities, adaptation results analysis, student motivation enhancement, etc.
3.	During the last two years, no less than sixty percent of students who	68%	Not less than 60%	Continue work on preparing students for the professional

	have obtained a professional qualification have scored not less than seven on professional qualification examinations.			qualification exams, maintaining the level achieved	
4.	Collaborates with employers' organizations or their associations and provides practice places to all learners in line with labor market requirements.	We cooperate with: Vocational Education Association, Latvian Colleges Association, Latvian Merchants Association, Latvian Quality Association, Zemgale Planning Region EU Structural Funds Information Center, Jekabpils Entrepreneurs Association, Junior Achievement Latvia. Latvian Hotel and Restaurant Association (LVRA), Agricultural Organization Cooperation Council (LOSP), Farmers' Saeima (ZSA), Latvian Association of Civil Engineers (LBS), Vidzeme Planning Region, Vidzeme Tourism Association, Latvian Rural Advisory and Training Center (LLKC) , including entrepreneurs, associations and co-operative societies of Madona and surrounding regions, as well as employers in Latgale region and elsewhere in Latvia Provision of practice places - 100%		Continue to work with companies, both during the training process and during the qualification practices	
5.	It is possible to educate students of other vocational education institutions to work with the latest technologies.	Computer equipment - 200 units, 7 computer classrooms, data projector in each class, electronic board, software, intranet, social network "Mykoob", In Barkava unit: computer equipment - 34 units, one computer room, 3 interactive whiteboards, 9 projectors, 5 document cameras.		In the context of the implementation of the specific support objective of EU co-financed projects 8.1.4. “Improve the study environment of first level professional higher education STEM, including medical and creative industries, colleges”, the information and communication technology equipment provision will be significantly increased, which allow educate students of Barkava structural unit in ICT and, if necessary, students and learners of other vocational establishments as well .	
6.	The educational institution shall ensure the continuing education and development of the employees of the sector and other persons;	Barkava unit: licensed three 1.5-year programs and two 1-year programs (Construction, Agriculture, Beauty Service and Catering and Administrative and Secretarial Services). There is development and experience in developing and implementing other continuing education programs derived from core programs		It is planned to licence 2 vocational continuing education programs in Jekabpils in 2017: "Computer Systems" and "Commercial Science" It is planned to license the following professional continuing education	In 2018, attest 2 more continuing professional education programs: „Accounting”, „Multimedia Design”, „Beauty Service”, „Tourism Service”.

			programs in Barkava: “Construction works”, “Agriculture” - 2017.	
7.	Provides at least 100 learners with training in education programs in each of the relevant sectors as a whole;	Sector (by sectoral qualification system) (beginning of 2016) Business, Finance, Accounting, Administration (Wholesale, Retail and Commercial) - 155 students Electronic and optical production, information and communication technologies -113 students Printing and Publishing, Paper and Paper Product Manufacturing and Computer Design - 30 students Construction- Finishing technician, Building Construction Technician - Plasterer, Finishing Worker -84 students Food and Agriculture- Rural Property Manager- Crop Technician, Intelligent Technologies in Agro-Service (in Agriculture) -126 Tourism (1), beauty (2) – 1) Hospitality specialist, tourist services specialist, cook, confectioner 2) SPA specialist, visual image stylist, sauna specialist 108 Entrepreneurship, finance, accounting Clerk - 13	
8.	Develops the content of vocational education programs in relevant industry professions.	Educational programs are being developed (latest "Multimedia Design"), updated in accordance with regulatory requirements, licensed, accredited Development of educational program “Logistics”	Content is being developed for the planned new education programs
9.	Provides exchange of experience and in-service training for teachers at both national and international level.	Participation in the Erasmus + Mobility Program since 2014. Teacher experience exchange and in-service training follow the Professional Development Plan, which is developed at the beginning of each school year and analyzed at the end of the school year. In Barkava: participation in Erasmus + KA1 Mobility and KA2 Strategic Partnership projects since 2014; formerly Lifelong Learning Program Leonardo da Vinci, Comenius, Grundtvig mobility and partnership projects, incl. adult education. In general, in the field of international projects since 1996. There has also been regular training for teachers in Latvian companies and institutions within the framework of state-organized activities and other ESF projects (in the fields of occupational safety, commercial activity, construction technology, etc.), also outside Latvia	
10.	Organizes seminars, conferences, competitions, Olympiads and methodological events for learners and educators both nationally and internationally.	Has experience in organizing various extra-curricular activities both at regional and national level: Business Plan Contests, Erudite, Smart Accountant, New Entrepreneur, etc. In Barkava structural unit - organizes seminars, workshops, methodological events and conferences for employers / local entrepreneurs and school students, incl. in cooperation with Madona municipalities, LatRaps Ltd., LLKC, VISC, NVA, as well as agro-service, tourism and hospitality, construction materials and beauty products distributing companies - Professional competitions in all program areas (Construction, Hotel, Catering, Beauty, Agriculture); - host events (seminars, workshops, workshops, etc.) also for foreign school students, professionals and teachers (Italy, Finland, Estonia, Lithuania, France, Spain, Bulgaria, Croatia, Czech Republic, Poland,	Organize a seminar for Jekabpils City School Teachers "21st Century Approaches to Teachers' Work", Involving Coaches of the "Castle of Creativity" - January 2017, to continue the cycle of such seminars in the coming years Organize, in cooperation

		Germany, Slovenia, etc.) projects	with Latvian Merchants Association, retail store cashier competition - 2017, etc.
11.	Develop the necessary teaching and methodological materials for learners and educators and publish them on the educational institution's website.	Has experience in developing teaching methodological materials both within EU co-funded projects and has published textbooks (Accounting), Barkava unit has experience in the development of methodological materials (within the framework of the ESF project 2010-2011 - in foreign languages and other professional subjects EP Construction, Hotel Services, Catering Services, etc.). School educators are also involved in providing related courses and seminars organized by other bodies, expanding their skills and gaining new experiences / materials to use in the learning process.	Publish in website www.jak.lv teacging methodological materials, from 2017/2018 school year
12.	Provides assessment of professional competence acquired outside the formal education system.	In Barkava structural unit in 2016 commenced preparatory talks on "Assessment of professional competence acquired outside formal education system for second or third level professional qualifications": • finishing work technician • waiter • cook • rural property manager	To ensure the assessment of the professional competence acquired outside the formal education system also in Jekabpils by 2018
13.	Participates in projects financed by the European Union Structural Funds or other foreign financial instruments.		
14.	Provides career education activities for career management skills and individual career guidance for further education and employment choices.	Each year a learner's career education plan is developed and implemented consistently throughout the study period: from the time of the learner's arrival to college to and after graduation: information about the graduates' success stories and their future work or study is regularly collected and compiled.	Career education activities should be further developed
15.	Provides opportunities for students to participate in international exchange programs as well as practice within European Union programs.	Participation of students and staff of Jekabpils Agrobusiness College in Erasmus + mobility program since 2014 Barkava structural unit - Offers opportunities for international practice and exchange programs for students and staff (within the framework of Erasmus + KA1 and KA2 activities, including cooperation with organizations and associations abroad: Animafest, hotel and restaurant chains in Greece, Italy, Spain, schools and companies in the Baltic Sea States; - take advantage of opportunities offered by the Ministry of Education and Science and its structures to improve the professional capacity of staff within ESF projects	Continue to participate in EU projects providing learner participation in international mobility programs
16.	Provides information gathering and analysis of learners' success.	Mykoob, a social network for learning, is used to record, monitor, and analyze student learning outcomes	It is planned to start using the learning social network “Mykoob” in Barkava unit from

			September 1, 2017

As can be deduced from the analysis of the adequacy of the PICC criteria, measures should be developed to achieve the criteria in only 2 directions:

1. reduce the proportion of drop-outs to 8%;
2. ensure the assessment of professional competences acquired outside the formal education system.

3.4.Development of Edicational Programs

3.4.1. Analysis of educational programs of Jekabpils Agrobusiness College

Table 1

Number of students enrolled in vocational education programs in 2016/2017 school year

Education programs/ Cole of education programs	JAK	JT	MK	DBT	RT	DTPV	DT	VaT	BDV	APV	PT	OT	SmT	MPV	RMMT	RTRIT	RSM	RTK	RVT	RTPV	LVT	KLT	ST	VeT	KTTT
Region	Zemgale		Latgale					Vidzeme							Rīga						Kurzeme				
Multimedia design (33 214 12 1)	29											18			40										
Accounting (33 344 02 1)	20							25				18							30						
Business (33 341 02 1)	17						27	8								60			52	55	30				
Computer systems (33 481 01 1)	10	30					30				50	18						54	60		30	15	26	29	
Programming (33 481 03 1)	19	28			29													55	60				17		
Agriculture (33 621 00 1)	10		29								10											5			
Construction work (33 582 01 1)	7	22		74	28					16	20				12						30				
Tourism /hotel service (33 811 03 1, 33 811 03 1)	21	33			30							21	30								30	21	21		
Catering service (33 811 02 1)				5	29			33	30	14	15	24	30	23		129			6		30	32		30	29
Beauty service (33 815 00 1)																73	63								
Administratīvie un sekretāra pakalpojumi (33 346 01 1)		31					30			8	18	22						28	30			6			
Loģistika* (33 345 12 1)								26											60	29	30				

*planned to introduce

APV- Aizkraukles Profesionālā vidusskola/Aizkraukle Vocational Secondary school
BDV- VSIA „Bulduru Dārzkopības vidusskola"/ VSIA "Bulduri Horticultural Secondary School"
DBT- Daugavpils būvniecības tehnikums/Daugavpils Construction Technical school
DT- Daugavpils tehnikums / Daugavpils Technical school
DTPV- Daugavpils Tirdzniecības profesionālā vidusskola/ Daugavpils Trade Voacational Secondary school
JT- Jelgavas tehnikums/ Jelgava Technical school
KLT- Kandavas Lauksaimniecības tehnikums/ Kandava Agricultural Technical school
KTTT- Kuldīgas Tehnoloģiju un tūrisma tehnikums/ Kuldiga Technology and Tourism Technical School
LVT- PIKC Liepājas Valsts tehnikums/ VECC Liepāja State Technical school
MK- Malnavas koledža/ Malnava College
MPV- Mālpils Profesionālā vidusskola / Mālpils Vocational Secondary school
OT- Ogres tehnikums/ Ogre Technical school
PT- Priekuļu tehnikums/ Priekuļi Technical school
RMMT- Rīgas Mākslas un mediju tehnikums/ Riga Art and Media Technical School
RSM- Rīgas Stila un modes profesionālā vidusskola/ Riga Vocational Secondary School of Style and Fashion
RT- Rēzeknes tehnikums/ Rēzekne Technical school
RTK- PIKC Rīgas Tehniskā koledža/ VECC Riga Technical College
RTPV- Rīgas Tirdzniecības profesionālā vidusskola/ Riga Trade Vocational Secondary school
RTRIT- VSIA "Rīgas Tūrisma un radošās industrijas tehnikums"/ VSIA "Riga Tourism and Creative Industry Technical School"
RVT- PIKC Rīgas Valsts tehnikums/ VECC Riga State Technical school
SmT- Smiltenes tehnikums/ Smiltene Technical school
ST- Saldus tehnikums/ Saldus Technical school
VaT- Valmieras tehnikums/ Valmiera Technical school
VeT- Ventspils Tehnikums/ Ventspils Technical school

Nearest existing educational institutions

Comparing EP offered by JAK to the programms offered in other educational establishments, it can be concluded that:

1. Learbers in the EP „ Multimedia design" in this school year were enrolled only in Ogre Technical school, Rīgas Art and Media Technical school. (We are informed that this EP is also being implemented at J. Rozentāls Secondary School of Art, Riga Style and Fashion Vocational Secondary School, but there is no detailed information on enrollment). In this school year, JAK's admission to the program was the most successful, as it has not been possible to study art-related programs in Jekabpils so far.
2. EP "Accounting", "Business", "Computer Systems", "Programming", "Construction work", "Tourism and Hotel Service" - strengths of JAK.
3. New EP : „Logistics" (demand and support from Jekabpils municipality), vocational qualification- "Roofer" (in demand and supported by Sectoral Experts Board).

3.4.2.Analyses of study programs of Jekabpils Agrobusiness College

Table 2

Number of Higher Education Institutions' and Matriculated Students 2016/2017.

Study program/ LR education qlassification Code	Study Mode	JAK	LLU	RTA	DU	MK	SIVA	ViA	LBK	JK	BVK	AK	RTK	BA	ISMA	BA UK	GFK	RTU	BAT	LU
Region		Zemgale		Latgale			Vidzeme		Rīga											
Accounting and Finance (41344)	FT	26		-		-	7		1	7	-			-			20		-	
	PT	14		5		10	14		28	33	27			36			47		80	
Business (41345)	FT		-						108	6	-	-				15		22		
	PT		6						59	15	32	44				-		16		
Marketing and Innovations (41342)	FT	20					5					-							-	
	PT	-					1					21							53	
Administration of Computer Systems and Computer Networks (41481)	FT	10		32	8		13	17	5	-		1	53		10			42		39
	PT	-		-	-		-	-	37	18		78	-		-			-		-
House Management (41345)	FT	-								17					5					
	PT	7								53					-					

AK- Alberta koledža/ Alberta Collge
BA- Banku augstskola /Bank Institution of Higher Education
BA UK-Entrepreneurship College of Bank Institution of Higher
BAT- Biznesa augstskola "Turība"/Business University "Turība"
BVK- Biznesa vadības koledža / Business Management College
DU- Daugavpils universitāte/ Daugavpils University
GFK- Grāmatvedības un finanšu koledža/ Accounting and Finance College
ISMA- Informācijas sistēmu menedžmenta augstskola/ School of Information Systems Management
JAK- Jēkabpils Agrobiznesa koledža/ Jekabpils Agrobbusiness College
JK- Juridiskā koledža / College of Law
LBK- Latvijas Biznesa koledža/ Business College of Latvia
LU- Latvijas universitāte/ University of Latvia
MK- Malnavas koledža/ Malnava College
NL- Part-time studies
PL- pilna laika studijas/ Full-time studies
RTA- Rēzeknes Tehnoloģiju Akadēmija / Rezekne Academy of Technology
RTK- Profesionālās izglītības kompetences centrs "Rīgas Tehniskā koledža"/ Vocational Education Competence Center "Riga Technical College"
RTU- Rīgas Tehniskā universitāte/ Riga Technical University
SIVA- Sociālās integrācijas valsts aģentūra/ State Agency for Social Integration
ViA- Vidzemes Augstskola/ Vidzeme University of Applied Sciences

Nearest existing educational institutions

Jekabpils Agrobusiness College offers study opportunities both full-time and part-time. When compared by geographical distance, the nearest higher education institution is Rezekne Academy of Technology, which is about 100km away. The largest offer of study programs is in Riga, which is not exactly the target audience of the college. Similarly, analyzing the offer of similar study programs on budget funding, it can be concluded that the State Agency for Social Integration does not compete with the same segment as the college. The College definitely has a strong position in training accountants and house managers. The need for marketing and sales specialists in the region and the availability of budget places is also a positive factor, which also provokes interest in studying in Jekabpils from further regions. There is more competition in the training of computer network administrators and business professionals. As a solution, the College is preparing the introduction of a second qualification in its study programs. The ICT field will be offered with a specialization in programming. In the study program "Business" a business specialist with specialization in logistics. Jekabpils municipality has supported the launch of educational programs aimed at training 3rd and 4th level specialists in logistics for the region.

Comparing student numbers statistics with other institutions of higher education, it can be concluded that what helps to attract part-time students directly is the form of distance learning. For Jekabpils Agrobusiness College, AIC did not approve changes to the implementation format for the addition of the distance learning form with the academic year 2016/2017 and the College continues to address the shortcomings to successfully undergo accrediting and offer distance learning to part-time students so they do not leave for personal reasons but continue studying in distance learning. There is also an objective reason in the social media about the college reorganization, which reduced the number of students.

3.4.3.Level of demand for STEM education programs to be modernized by the College, based on economic development needs and supply analysis in Latvia

One of the conditions for the sustainable development of the country is a flexible system of higher education that is able to meet the demand for appropriately qualified specialists in the medium and long term in accordance with the economic development trends.

In June 2016, the Ministry of Economics Informative Report on Medium and Long-Term Forecasts of the Labor Market states that the main medium-term objectives of the structural policy of the Latvian economy are related to certain structural changes in the allocation of economic resources favoring production of products and services with higher added value, export-oriented sectors, greater investment in new technologies, innovation and ICT as well as improvements in the education system. The implementation of these policy measures will strengthen the potential for economic growth by accelerating industrial growth and increasing economic productivity. (EMZino_160616; Information Report on Medium and Long-Term Labor Market Outlook - p. 57)

At the same time, the Ministry of Economy's Information Report identifies the discrepancy between supply of higher education and labor market demand. In the coming years, the shortage could be formed by specialists of natural sciences, ICT and engineering specialists - in 2020 the shortage will be ~ 14 thousand.

(EMZino_160616; Information Report on Medium and Long Term Labor Market Outlook - p. 95)

As one of the solutions to reduce the mismatch between the supply of higher and vocational education and the demand for the labor market, the Ministry of Economics recommends increasing the number of STEM students in colleges by improving their educational environment, thereby enhancing college competitiveness and influencing potential learners' interest in STEM studies, vocational education programs. Implementation of 8.1.4. SAM will enhance meeting these aims. According to the MoE Medium and Long Term Forecasts 8.1.4. SAM's investments are planned in the modernization of infrastructure and teaching equipment in education programs that correspond to the most important sectors of the economy. 8.1.4. SAM investment will contribute to the improvement of the quality of education through the use of state-of-the-art educational equipment and facilities in STEM education programs. In college, students acquire occupations and skills demanded by the labor market in STEM, thus providing employers with a more qualified workforce that is more responsive to today's labor market requirements. Along with the increase in the quality of professional higher and secondary education, the prestige of colleges and the visibility of colleges will increase.

Table 8

IT programs in college

College	Planning region	STEM Education Programm title	Code of the Education program	The type of investment required	
				Building renovation	Modernization of equipment
JAK	Zemgale	Administration of computer systems and computer networks	41481	X	X
		Computer systems	3348101	X	X
		Programming	3348103	X	X

Colleges play an important role in facilitating access to higher education in the regions, as the territorial dimension - accessibility, being within reach - plays an important role in the choice of colleges.

Employers are also increasingly involved in informing young people and their parents about their occupation and study choices in relation to current and forecasted labor market demand. In 2016, the Employers' Confederation together with the education and career portal Prakse.lv surveyed 2209 employers who expressed their opinion on vocational education. The most recommended are ICT specialties, especially the programmer specialty. Employers' representative, LMT President Juris Binde, drew attention to the shortage of 800,000 ICT specialists in the European Union by 2020. In Latvia the situation is even more complicated. On average in Europe, according to Eurostat, about 4% of the workforce is employed in the ICT sector, compared to only 2% in Latvia.

While employers emphasize the need for a programmer's specialty, they also recommend business support professions - marketing, finance and accounting. Employers stress that it is in these areas that it is difficult to find knowledgeable and qualified specialists. The College creates all the prerequisites and employer support for the successful preparation of the required specialists.

Forecasts suggest that professionals in college professions will have fairly high labor market demand in 2020, outstripping the supply of qualified labor, thereby providing college graduates with a good chance of successful competition in the labor market. This is particularly true for emerging IT professionals in both secondary and tertiary education, fostered by the continuity of college education. At the same time, demographic and educational demand forecasts raise concerns about the possibility to find students and learners to meet the demands of the labor market and college offer.

“According to the results of the survey of the employers of the sector, it is more difficult to find the following representatives of the profession in the labor market: sales specialist, management specialist, trade specialist, retail store salesman, company manager, accountant (qualif.level 3 and 5) and accounting specialist. "

http://www.nozarueksperupadomes.lv/allfiles/files/2015%20sector%20izpete/employment/Education_noz_prof_izgl_description.pdf)

According to the SEA data, the most sought after profession in the ICT industry is the programmer, in the first seven months of 2015, 91 vacancies were advertised in this profession, or 72% of the total number of vacancies advertised in the ICT industry in 2015. It is the demand for professionals in the programming profession that has remained high in recent years. The programmer profession also has the highest number of unemployed (~ 30% of all existing jobless professions in the industry). However, according to the results of the employer survey, it is difficult and rather difficult to find people in the profession as employees thus it can be concluded that demand for this profession is high.

http://www.nozarueksperupadomes.lv/allfiles/files/2015%20search%20izpete/eikt/eIKT_petijums_noz_prof_izgl_description.pdf)

In 2020, a significant drop in the number of students enrolled in secondary and higher education is expected, which will have a direct impact on the filling of educational institutions and thus on the network of educational institutions. Ministry of Economics in cooperation with experts of the Ministry of Economics, developing forecasts of the number of students for 2020, found that 11.6 thousand students are expected in the academic year 2020/2021 decrease of pupils in general secondary education and 27.6 thsd. reduction of students in higher education. The only level of education at which the growth of students (aged 7-15) is predicted is primary education. In higher education, the total number of students is projected to decrease by 29.2% between 2012 and 2017, but only a slight increase of 4% in 2017-2020. Vocational education and vocational secondary education is expected to decrease by 4% from 2012 to 2017, while a sharp increase in the number of students is expected in 2017-2020 - by 13.7%.

There will also be a shortage of jobs on the labor market for those with a vocational upper secondary education in engineering, manufacturing, construction, science, mathematics and information technology, and services. In 2020, supply will continue to fall short of demand for specialists in the natural sciences, mathematics and information technology, engineering, manufacturing and construction, and the Ministry of Economics forecasts that by 2020, almost one third of demand of specialists with secondary education in engineering, production and construction will remain dissatisfied. The most significant decrease is expected among economically active population with vocational education and secondary vocational education.

Medium-term labor market forecasts for the period up to 2020 and long-term labor market projections up to 2030, updated by the Ministry of Economics, based on economic and demographic scenarios developed by the Ministry, suggest that demand for highly qualified professionals, especially in Commercial Services, will increase. It will be consistently high in ICT. It will also grow in Manufacturing, Construction.

In agriculture, in engineering, there will be a sharp decrease in the number of specialists due to the large number of specialists leaving the labor market. The number of economically active people will continue to decline until 2030, so vocational education, including in the context of retraining and lifelong learning, will play an important role in ensuring the functioning of economic sectors.

Based on past experience and labor market forecasts, the College offers the following vision for program development, including: for quality improvement. The choice of specific programs will first be determined by labor market demand, which will be evaluated and accepted by the Sectoral Experts Boards in cooperation with sectoral organizations.

To seek solutions for diversification and specialization of study programs in the future. For example, to supplement the study program Business, with business specialist in agriculture.

Introduce the Business Logistics Specialist specialization in the study program Business, in coordination with both municipalities, to have practice places and jobs in the future. Extend the study program accordingly by offering specializations.

To supplement the study program Marketing and Innovation with specialization in the tourism sector, while maintaining the continuity of the study program (in this case, the possibility to continue higher education in college after the Barkava study program Hotel Services).

Develop and offer modular training programs in response to labor market demand in the municipality/region. Expand and improve the range of programs in the adult education segment.

To promote implementation of work-based vocational education, to develop and expand cooperation with employers and municipalities, to form a kind of cooperation.

The College pursues major study programs in economics and engineering. Creative industries are a fast-growing sector of the economy that relies on the ability and talent of the individual, including the ability to start a business, to create an attractive environment. The reciprocal link with the business sector is also reflected in the fact that the College is a member of the Jekabpils Business Association. The College is a growth resource for the region and an opportunity that prepares qualified professionals for the regional labor market, creating opportunities for graduates to start a business or self-employment. The College attracts

population flows from nearby cities and regions within a 100 km radius. The College also encompasses residents of almost all major cities and regions of Latvia.

Taking into account Latvia's innovation performance and the continued dominance of low- and medium-tech manufacturing and services sectors in the economy, the main strategic lines of innovation policy should be: - to guide technology development and production towards higher value-added areas; At the same time, it is necessary to promote not only technological innovation but also non-technological innovation and service innovation. The study programs “Business” and “Marketing and Innovation” include study courses that will help graduates to enter the labor market faster, facilitating introduction of various innovations in the companies of the region. The innovation system identifies four equally important elements:

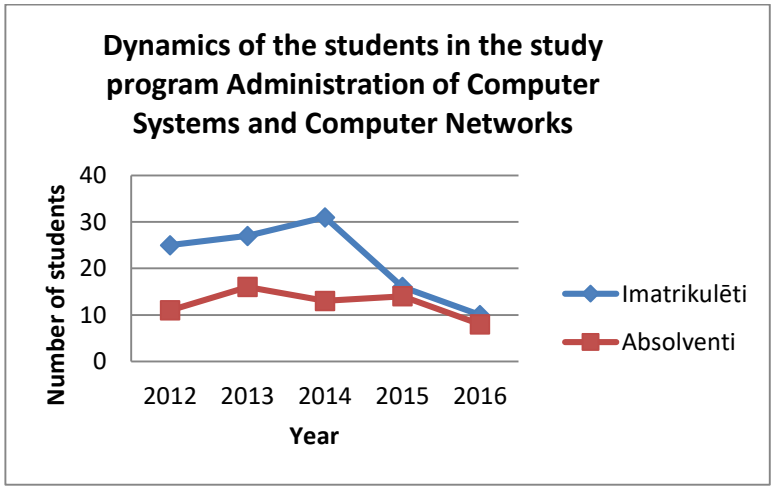
1) knowledge capacity,

2) offer of innovations,

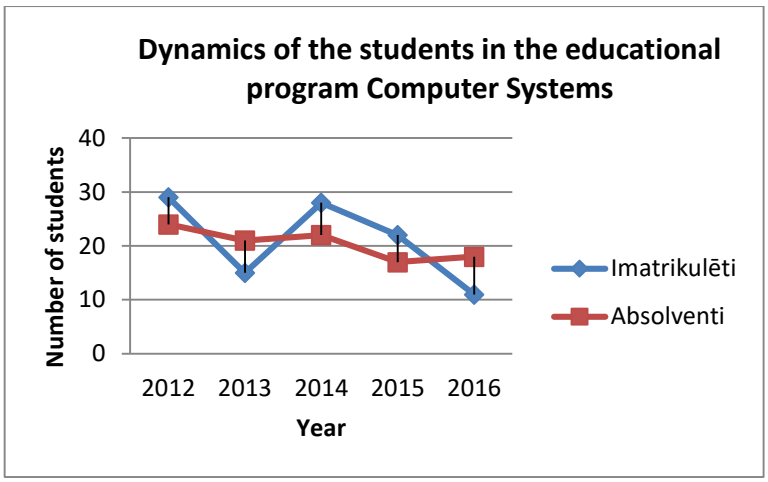
3) demand of innovations,

4) transmission system.

The number of students enrolled in the study program "Computer Systems and Computer Network Administration" has decreased in recent years. Therefore, it is planned to start implementation of the second qualification "Programming", which would increase the number of students, because the program "Programming" is implemented in vocational secondary education. Graduates of the program will be able to continue their studies in the college of their choice.

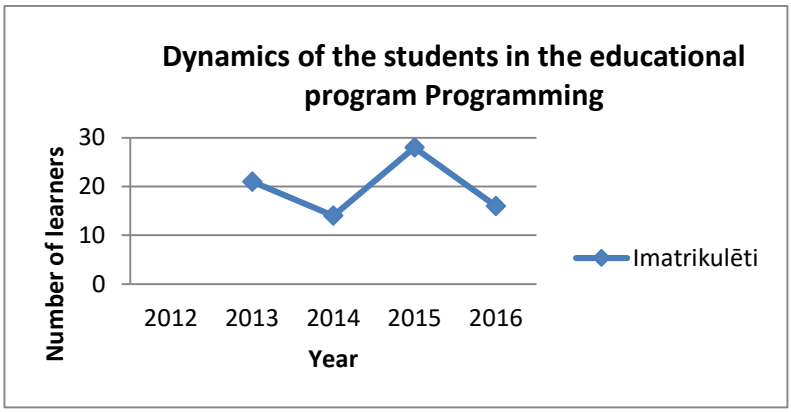


Picture 7 Dynamics of the students in the study program Administration of Computer Systems and Computer Networks



Picture 8 Dynamics of the students in the educational program Computer Systems

- The College started organizing seminars for Latvian educators working in the educational program Computer Systems.
- Educational program learner showed outstanding results in computer system technicians competition in the country, which resulted in later being nominated to represent Latvia in EuroSkills competition in France.
- The students represent the College with good results every year at the Daugavpils University computer science Olympiad “Pascal Wheel”, where almost 100 students participate. Often students enter the top ten and are awarded prizes.
- Students successfully continue their education both at the College and other higher education institutions. Many already start working in their chosen profession during their qualification placement.



Picture 9. Dynamics of the students in the educational program Programming

Often students leave their studies because of work because it is difficult to combine full-time work and studies. Only a few receive scholarships. The situation could be improved by the educational materials available in the e-environment. This would allow students who are unable to attend classes due to work or illness to independently study the course content and attend on-site consultations and test writing.

In order to increase the number of students in supported programs (Programming, Computer Systems), interactive classes are organized for Grade 8 and 9 learners with the participation of graduates and students. Students create electronic diaries (blogs) about college activities. Information about them is posted on social networks, thus informing the public and potential students about college and study opportunities.

It is planned to introduce a paid service for those interested in studying courses. They could be students from other higher education institutions, employees from companies / organizations, etc.

DEVELOPMENT OF EDUCATIONAL PROGRAMS IN JEKABPILS AGROBUSINESS COLLEGE

Table 9

Educational programs, their implementation period and place

Education level	Program	Qualification to be obtained		Planned implementation period			Implementation place
			16/17	17/18	18/19	19/20	
stud	Accounting and Finance	Accountant	89	87	86	90	In Jekabpils
stud	Marketing and Innovations	Marketing and Sales Specialist	32	40	40	40	In Jekabpils
stud	Marketing and Innovations	Advertising Commercial Services Specialist			15	30	In Jekabpils
stud	Business	Business Specialist	4	15	25	30	In Jekabpils
stud	Business	Logistics Specialist			15	30	In Jekabpils
stud	House Management	House manager	7	14	20	20	In Jekabpils, Barkava
stud	Administarion of Computer Systems and Computer Networks	Computer Network Administrator	24	10			In Jekabpils
stud	Programming and Administration of Computer Networks	Computer Network Administrator, Programmer		17 17	30 30	30 30	In Jekabpils
		Total:	156	200	261	300	
voc.sec.	Business	Retail businessman	72	78	76	77	In Jekabpils
voc.sec.	Accounting	Accountant	77	85	90	86	In Jekabpils
voc.sec.	Computer Systems	Computer Systems Technician	63	65	70	64	In Jekabpils
voc.sec.	Programming	Programming Technician	51	63	73	71	In Jekabpils
voc.sec.	Art/Multimedia Design	Multimedia design specialist	29	54	79	99	In Jekabpils
voc.sec.	Logistics	Logistics worker			25	25	In Jekabpils

Education level	Program	Qualification to be obtained		Planned implementation period			Implementation place
			16/17	17/18	18/19	19/20	
voc.sec..	Agriculture	Rural property manager	51	73	42	53	In Barkava
voc.sec..(1,5-year)	Agriculture	Rural property manager		20			In Barkava
voc.sec.	Agriculture	Crop technician			15	30	In Barkava
voc.sec.	Construction Work	Finishing Work technician (III), Plasterer (II)	37 10	51 22	77 26	88 38	In Barkava
voc.sec.	Construction Work	Building construction technician (Building constructor) (III) Bricklayer /stone-cutter/roofer/carpenter/			15	30	In Barkava
voc.sec.	Tourism /Hotel Service	Hospitality services specialist (III) Rural tourism specialist	72	82	88	92	In Barkava
voc.sec.	Catering Service	Cook(II) Catering specialist (III)	20	36	52	72	In Barkava
voc.sec.	Beauty Service	SPA specialist / Bathhouse attendant	16	36	38	36	In Barkava
Vocational education	Administrative and Secretary Service	Clerk	11	16	16		In Barkava
		Total:	509	608	740	808	
Prof. continuing educ.program	Logistics	Logistics Worker		8	8	8	In Jekabpils, Barkava
Prof. continuing educ.program	Business	Retail businessman		9	8	8	In Jekabpils

Education level	Program	Qualification to be obtained		Planned implementation period			Implementation place
			16/17	17/18	18/19	19/20	
Prof. continuing educ.program	Logistics	Storekeeper			7	7	In Jekabpils
Prof. development progr.	Computer Systems	Computer hardware diagnostics, repair and software installation		6	6	5	In Jekabpils
Prof. development progr.	Computer Systems	Computer network administration		6	6	6	In Jekabpils
Prof. development progr.	Accounting	Accountant		5	7	6	In Jekabpils
Prof. development progr.	Business	Small business organization			6	5	In Jekabpils
Prof. development progr.	Business	Practical marketing			5	5	In Jekabpils
Prof. development progr.	English (no prior knowledge)	-		8	8	8	In Jekabpils, Barkava
Prof. development progr.	English (with prior knowledge) (Elementary)	-		8	8	8	In Jekabpils, Barkava
Prof. development progr.	Business English (with prior Knowledge) (Upper Intermediate)	-		6	6	6	In Jekabpils
Prof. development progr.	Business English (with prior Knowledge) (Advanced)	-			4	4	In Jekabpils
Prof. development progr.	Business English (with prior Knowledge) (Very advanced)	-			4	4	In Jekabpils

Education level	Program	Qualification to be obtained		Planned implementation period			Implementation place
			16/17	17/18	18/19	19/20	
Prof. development progr.	Computer Science (no prior knowledge)	-			10	10	In Jekabpils
Prof. development progr.	Computer Science (with prior knowledge)	-			10	10	In Jekabpils
Prof. development progr.	Construction (finishing work worker)				10	10	In Barkava
Prof. development progr.	Mechanical engineering, metalworking (road construction machinery technician, locksmiths (auto, repair locksmiths, metal works)				10	10	In Barkava
		Total:		56	123	120	

3.5.Human Resources Development Plan

The College has knowledgeable and experienced staff for the implementation of vocational secondary and first level higher education programs. Its attractiveness is secured and promoted by the reputation of college as an educational institution capable of combining tradition and innovation, good working conditions, opportunities for professional development and excellence. The College has developed a good cooperation between educators and lecturers of different generations and in different professional fields, through the exchange of knowledge and experience, the introduction of new forms and methods of teaching, the organization of joint educationally professional and creative activities and research activities. The colleges have teaching staff aged 25-70.

Age Structure of College Teaching Staff

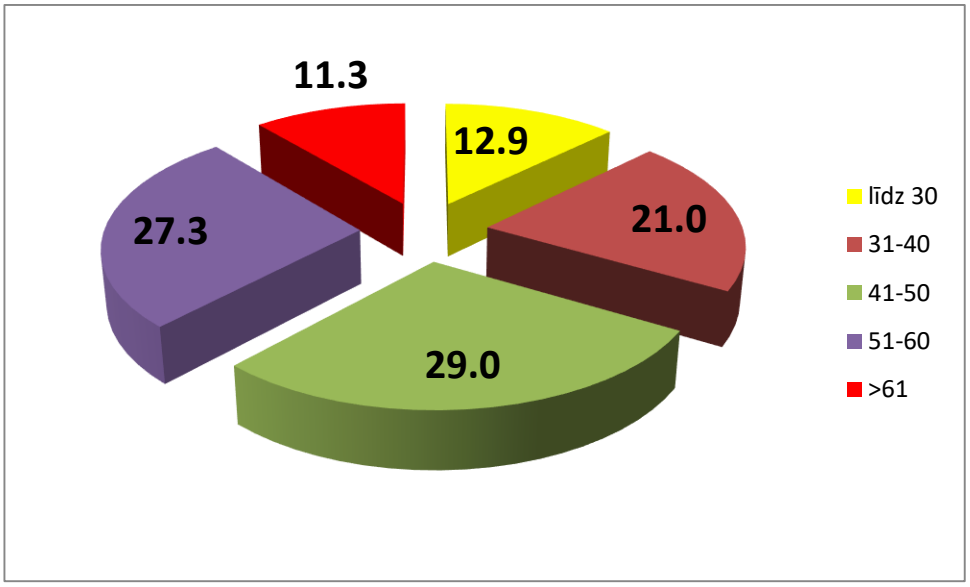


Image 10 Age Structure of College Teaching Staff (%)

The average age of college teachers is approximately 45 years.

As shown in Figure 10, about 40% of the teaching staff is over 51 years of age (23 people), suggesting a problem with the renewal of teaching staff - the next 10 to 15 years will require a generational change of staff, which means that knowledgeable, skilled lecturers will leave their work at College.

Table 10

Measures for quality assurance

No	Action	Period				
		2016	2017	2018	2019	2020
1.	Develop and implement a clear policy for academic staff renewal and succession.					
2.	Develop a succession policy that motivates academic staff who have reached or are close to retirement age to transfer their knowledge to the next generation of academic staff.					
3.	Clearly define a program of academic staff motivation that aims to engage academic staff with initiative and interest in the results through a variety of tangible and intangible motivational tools.					
4.	Extend the use of intangible motivational tools, such as a well-organized work environment, work / leisure time balance, career development opportunities, free in-service training.					
5.	Clearly define requirements and criteria for the selection and adaptation of new academic staff.					
6.	According to the College's development strategy, develop a plan to attract and increase a number of vocational education teachers					
7.	To attract professionals in acquiring of specific subjects or parts of the program.					
8.	Provide each new educator with the support of an experienced educator – mentor.					
9.	Identify motivating factors, improve communication, job coordination, quality assessment and management measures.					
10.	Promote positive formal and informal staff relationships (microclimate, security, work teams / teams, growth).					

There are 15 lecturers and 8 guest lecturers in the Study Department, 12 of them in the Department of Economics, 5 in the Department of Information Technology, 6 in both departments.

Analysis of lecturers' composition:

Lecturers with a doctor degree	2
Lecturers with a master degree	15
Lecturers with professional higher education	7

2 lecturers and 2 educators have started doctoral studies.

The College has guest lecturers from collaborative higher education institutions. The College has also developed a practice where guest lecturers are engaged to read specific topics and take active part in various professional competitions and events organized by the College..

College VSED (both in Jekabpils and Barkava) employs 62 teachers, 54 teachers have obtained professional quality degree, of which:

3rd quality grade	6
4th quality grade	44
5th quality grade	3

6 college lecturers and teachers are graduates of Jekabpils Agrobusiness College.

The administration of the educational institution regularly carries out analysis of the professional qualification of teachers and lecturers, on the basis of which the necessity of professional development of teachers is planned. A plan for the professional development of teachers and lecturers has been drawn up. Lecturers carry out self-assessment and planning for a period of 3 years.

Lecturers and teachers are regularly introduced to the results of the learner and student surveys, which reflect both the evaluation of the content of the taught subjects, as well as the mutual communication culture, recommendations for the improvement of the teaching and learning environment.

Lecturers and teachers are open to professional development, are keen to attend various courses, seminars, conferences, lectures, webinars, participate in projects and engage in a variety of pedagogical and career education activities, both within and outside the educational institution. The College regularly offers courses to its staff, presenting in particular the latest trends in the field of Information Technology and their use in the educational process. In-service training opportunities such as online courses, seminars and conferences are increasingly being used. The College offers a wide range of professional literature and periodicals and has several databases available.

Teachers and lecturers are encouraged to learn and implement innovations, to work in professional organizations and to be practitioners in their field, thus becoming aware of the realities of the labor market and the business environment. Creative and research activities are encouraged, the results of which can be expressed in seminars, projects, competitions, exhibitions, open classes, methodological commissions, departmental meetings, master classes, etc. Methodological work on the preparation and presentation of teaching materials, studies and publications at shows and conferences is encouraged.

Since 2014, college lecturers and teachers have been involved in Erasmus + mobility programs, visiting Malta, Spain, Germany, Bulgaria, learning about the work environment in a multicultural society, learning about vocational education system, dual training and innovative teaching methods that can be adapted to the college teaching and learning process.

The College's employees are motivated by recognizing their accomplishments and earning the College Badge of honor. Criteria for motivating lecturers are included in the work payment procedure.

Internal rules have been set up called "Research Support Order". The lecturers have a variable salary rate, depending on the research and qualification upgrading carried out in the previous year.

Table 3

Tasks form improvement of personnel qualification

No.	Action	Time				
		2016	2017	2018	2019	2020
1.	Continue to engage teachers and lecturers in college-organized courses and seminars.					
2.	Update procedures for transfer of knowledge acquired through innovative knowledge and skills courses, seminars, mobility trips into practically applicable teaching methods.					
3.	Facilitate the training of teachers and lecturers at master and doctoral level, especially in the IT sector.					
4.	To promote the involvement of teachers and lecturers in the activities of professional organizations, introducing sectoral practices and world trends in the study and study process.					
5.	To facilitate the integration of different study courses and subjects by creating new forms of cooperation.					
6.	Purposefully acquire and improve skills in effective use of distance learning methods.					
7.	Participate in general education, professional subjects and					

	professionally oriented events, competitions, Olympiads, organizations, collegiate institutions.					
8.	Engage in the design and implementation of lifelong learning, further training and professional development programs.					
9.	Promote staff activities and publicity in the business and community environment.					
10.	Develop procedures for nominating college teachers, lecturers, and staff for city, regional, and state awards					
11.	To establish a system of regular traineeships for teachers and administrative staff in enterprises or other institutions, educational establishments in Latvia and abroad.					

As colleges will be eligible for support from the European Social Fund within the following specific support objectives, which will be implemented through open project application selection (indicatively in the second half of 2017), the College intends to participate in the opportunity to develop staff professional skills through:

1. 8.2.1. SAM "Reduce Study Program Fragmentation and Strengthen Sharing of Resources" - support is planned for the development of study programs in EU languages, approbation and accreditation, including covering the costs of accreditation in international professional organizations, as well as international publicity of developed and accredited study programs.

2. 8.2.2. SAM "Strengthening of Academic Staff of Higher Education Institutions in Strategic Specialization Areas" - Support is planned for attraction of foreign lecturers to work in higher education institutions in Latvia, incl. acquisition of the Latvian language, as well as support for the development of the competences and skills of the academic staff, incl. English language training and in-service training in companies, attracting young teachers, supporting doctoral students' academic work at a higher education institution.

3. 8.2.3. SAM "Provide Better Governance in Higher Education Institutions" - support for implementation of higher education institution development strategies (development strategies, development and external evaluation thereof), study direction council work, including through curriculum restructuring and updating, study program consolidation, higher education institutions to enhance the effectiveness of the internal quality assurance system in line with standards and guidelines for quality assurance in the European Higher Education Area, including external evaluation and improvement of the staff remuneration and promotion system, and support for e-solutions, incl. development of e-sharing mechanisms and interinstitutional collaboration solutions.

4. 8.5.3. SAM “Effective Management of Vocational Education Institutions and Development of Personnel Competence” - support is planned for implementation of principles of

effective management of vocational education institutions; development of general basic and professional competences of teachers, professional development in internship events and organizations in Latvia and other EU Member States.

Table 4

Human Resources Development Program of Jekabpils Agrobusiness College

No.	Information about educators	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
	Total number of educators	**43**	**71**	**73**	**75**	**77**
1.	With a doctor degree	1	2	3	3	4
2.	With hgher education	20	36	34	35	36
3.	With a master degree	21	32	34	35	35
4.	Studying at the higher educational establishment	1	1	2	2	2
5.	Professional improvement in Latvia	23	30	35	35	40
6.	Professional improvement abroad	8	14	16	18	19

3.6.Cooperation development plan with other higher educational establishments, sectoral experts and social partners

Table 5

Cooperation with organizations and plan for 2017 – 2020

Organization	Current cooperation	Planned cooperation 2017-2020
Jēkabpils Culture Management Jēkabpils Municipality Madona Regional Municipality Ltd „Jēko serviss” Ltd “Lattelecom” Ltd “Zednet” Ltd “Datoru centrs” Ltd “AT Risinājumi” Ltd “Ermando” Ltd "BVB serviss"	- Qualification practice for students of the educational program Computer systems, students of the study program Computer networks and computer systems administration.	- Qualification practice for students of the educational program Computer systems, students of the study program Computer networks and computer systems administration. -Shadowing for the first-year learners
Jēkabpils enterprises: Ltd „Sedumi” Ltd „Sant-Lī”. Ltd „Ošukalns” Ltd „Aktīvs GIS” Ltd „Marteks”. Ltd Laila P.” Ltd „Zelta Skudras” Ltd „Rītausma” „RIMI Latvia” in	-Provide qualitative practice places. - There are arrangements for implementing dual training. -Participation in qualification examinations commissions.	- To update qualification practice programs, adapting to market changes and requirements of entrepreneurs. - To update study course content and achievable results. - Maintaining practice placements. - Involve in college applied research conferences and professional competitions.

Jēkabpils Ltd „Mimoza” Ltd „Rēnijs”		
Jekabpils Business Association	-College is a member of the association. Tripartite meetings were organized: college, business and municipality, to discuss the preparation of specialists needed in the region.	- Continue cooperation on a common development strategy
Business incubator, Jekabpils department	-Lectures of guest lecturers.	- To involve lecturers and students in organized events and competitions
IT company Scandiweb (Ltd “Rivalti”)	- Conducts classes for learners of the educational programs at College of Computer Systems and Programming. - Established an office in Jekabpils, where students of the Programming Program undergo qualification practice	-Practical classes in programming in college - Shadowing for the first-year learners -Qualification practice for the learners of the educational program Programming
Ltd “NDD Serviss” Ltd “Jelgavas tipogrāfija” Ltd “EVOPIPES” Science Centre Z(in)oo	- Study excursions for the learners of the educational programms Computer systems and Programming, students of the study program Administration of the Computer Networks and Computer Systems.	-Study excursions for the learners of the educational programms Computer systems and Programming, students of the study program Administration of the Computer Networks and Computer Systems..
State Revenue Service	-Guest lecturers inform teaching staff and students about the news in the industry. -Study excursions.	-Continue cooperation with guest lecturers and organize study excursions regularly.
Craft, Recreation and Training Center "Mazā kāpa"	- Study excursions for the learners of the educational programm Multimeda Design	- Study excursions for the learners of the educational programm Multimeda Design
Elko Group Tieto Latvia DPA lekcija	-Study excursions for the learners of the educational programm Computer Systems and Programming, students of the study program Administration of the Computer Networks and Computer Systems.	- Study excursions for the learners of the educational programm Computer Systems and Programming, students of the study program Administration of the Computer Networks and Computer Systems. -Qualification practice for learners of the educational program Programming
Information Technology Security Incident Prevention Authority CERT.LV	-Guest lectures for learners and students of all programs.	- Guest lectures for learners and students of all programs.

Galery Manss Ltd	- Study excursions for the learners of the educational programm Multimeda Design	- Study excursions for the learners of the educational programm Multimeda Design.
Jēkabpils Art School	-Conducting classes for the learners of the educational program Multimeda Design.	- Conducting classes for the learners of the educational program Multimeda Design.
Society The Palace of Creativity	-Practical conference, to improve competence of the teaching staff	-Organize qualification improvement for teaching staff
Latvian Hotel and Restaurant Association (LVRA) Latvian Builders' Union (LBS) Association "Farmers' Saeima" (ZSA) Vidzemes planning region, Vidzeme Tourism Association Latvian Rural Advisory and Training Center (LLKC)	-JAK Barkava is a member of this association, has applied for Latvian Builders'Union -Organize meetings, consultations, joint cooperation activities, receiving expert opinions, and other informative support. These activities aim to better identify the needs of the sector and the development of programs directions and specifics	- Continue to engage as experts and guest lecturers in developing a shared vision for development.
Latvia University of Life Sciences and Technologies Rēzekne Technology Academy Malnava College VECC Priekuļi Technical school Riga Construction College	-Consultations and meetings about development of cooperation. - Collaboration on the development, review and updating of qualification exams database, better methodological approaches to solutions for better acquisition of professional subjects. -Individual consultations among specialists.	- Collaborate on a common development strategy to build continuity and progression in the education process. - Collaborate in the exchange of teaching staff. Sharing and making effective use of practical learning opportunities and other resources.
LIAA Business incubator, Madonas department Madona regional Business and Tourism Development Division LIAA Rēzekne Business incubator	-Lectures of quest lecturers and consultations. -Practical seminars, conferences	-Involve teacher staff and learners in the organized activities (learning, demonstrations, contect, research)
Ltd "Sakret" Ltd "Tikkurila" LLU Agroresources and economics Institute /AREI/ Priekuļi Research Centre Ltd BASF Ltd KNAUF Ltd "LatRaps"	- Meetings, joint training (for staff and students) and demonstrations, support for professional competitions and practical training, study tours	-cooperation in all areas of the core programs, promoting quality training and the development of good practice, work-based learning. To promote the integrated development of science, vocational and academic education in related fields.

Ltd “Agrikula” ltd”AivaG “ /Mežvidi vegetables		
Viduslatvija regional agricultural management Cesvaine, Lubāna and Varakļāni joint construction board Ltd “Madonas būve” Ltd ”Raibais asaris” Ltd ”Tūjas” Rēzeknes regional municipality Madona and Varakļāni regional and Barkava parish municipalities Ltd ”Gemoss” Madonas TIC Rēzekne TIC Farm “Ceļmalas” Farm ”Kļavas “ Ltd “Feja” Ltd “Kalnāres” Ltd ”Agri”/Ltd “Kolonna”	-Provide practice places. -There are arrangements for introduction of dual education. - Participation in qualification examination commissions	- To update qualification practice programs in line with changes in the labor market and requirements of entrepreneurs. - To update the content of practical training and the results to be achieved. - Maintain good practice places. - Involve in research and industry news seminars, conferences and professional competitions.
Ltd “Latgales dārzeņu loģistika” Ltd ”Mežarasas” Ltd ”Alpu terases” Ltd “Sābri” Farm “Zīles” Finstral AG soc. company“RigaBrain” Ltd “Mārcienas muiža SPA” Hotels “Avalon”, “Astoria” etc LVM ”Kalsnavas arborētums” LVM Tourism and recreation base “Ezernieki” Ltd JOE	- Teaching excursions, experience exchange events, practical conferences, teacher training	- Continue to organize in-service training for teaching staff, improvement of qualification, training in manufacturing / service companies.

Table 6

Action plan 2016 – 2020

Type of Action	Description	Time limits for completion	Responsible persons
International mobility	Exchange of experience in	Once a year	Project

Type of Action	Description	Time limits for completion	Responsible persons
of students implementation	multinational companies		coordinator, heads of departments
International mobility of lecturers implementation	Exchange of experience in multinational companies	Once a year	Project coordinator, heads of departments
Participation in professional organizations	Conclude cooperation agreements with professional organizations representing the study program field. To continue cooperation with Jekabpils Business Association as an active member	2016-2019	Direktor, Heads of departments
Technical provision of the study process development	Participation in projects, visiting companies	2016-2019	Direktor, project coordinator, heads of departments
Provision of the library with recent literature	To supplement and update descriptions of study courses, consulting with experts of the field, entrepreneurs	Twice a year	Librarian, lecturers
Connection provision to binding databases	Sudy the possibility of connecting to the Academic Network to ensure access to research for lecturers and students	2016-2017	Direktor, Heads of departments
Involvement of lecturers in qualification improvement courses, participation in conferences	Publication in scientific research papers and theses at least every two years. To the extent possible, undertake in-service training in enterprises for lecturers of professional study courses. Arranging study tours for students in industry	Every year	Lecturers
Attracting specialists in the field and in qualification improving	Involvement of industry specialists (professionals) in teaching of study courses. Concluding at least 2 new cooperation agreements with employers on provision of qualification placements	Every year	Heads of departments
Profession Days in College	Guest lecturer-practitioner lectures and study tours in companies, professional competitions by specialties	Every year	Educational methodologists, heads of departments

3.7.College financial strategy

Jekabpils Agrobusiness College is a public institution subordinated to the Ministry of Education and Science, the basic budget of which is state subsidy.

The College's source of income consists of paid services, the pricing of which has been approved by the Cabinet of Ministers' Regulations No. 853, "Jekabpils Agrobusiness College Paid Services Price List", part-time tuition fees, and other self-earned income.

Paid service types include service:

- Service of the hall of residence, rent,
- Stationery service,
- Learning process services,
- Other services: rent of premises for seminars, other events (for other persons)
- Tuition fee of Part-time students
- Catering service (Barkava)
- Land use (Barkava)
- Other revenue: donations, grants etc.

Table 7

Revenue from paid service

No.	Revenue from paid service	2016, EUR	Planned 2017, EUR
1.	Jēkabpils	76 526	100 000
2.	Barkava	51 524	80 000
	TOTAL	128 050	180 000

Estimated revenue in 2017 will increase with changes in pricelist services and good management.

Future planned development of financial resources, teaching material and methodological base the College's sources of revenue include government funding, own revenue from paid services, EU co-financing, municipal support, donations, support from local businesses, etc.

Table 8

College Financial Strategy

Planned activities		*Euro*		*Time frame*	*Justification*
Infrastructure development		*sum*	*source*		
1.	Insulate college gym and extension of the training building (Jēkabpils)	300 000	ERAF SAM 4.2.1.2.	2017	To improve learning and studying process
2.	Make gym cosmetic repairs and floor replacement (Jēkabpils)	60 000	VD;PI	2020	To provide learning and study process
3.	Reconstruction of the college sports	100 000	VD;PI;Z	2020	To provide learning and

Planned activities		*Euro*		*Time frame*	*Justification*
Infrastructure development		*sum*	*source*		
	ground (installation of exercise equipment, basketball, volleyball equipment), installation of runways (Jēkabpils)				study process
4.	Cosmetic repairs of youth hostel rooms, kitchens, common areas and corridors, replacement of room doors, purchase of corresponding equipment. (Jēkabpils)	600 000	VD;PI	2020	To improve living conditions
5.	Renovation of the outbuilding-rebuilding, adapting to learning classrooms (3). Purchase and installation of appropriate inventory. (Jēkabpils)	102 000	VD;PI;CF	After 2020	To improve learning and studying process
6.	Renovate the exterior walls and roof of the 1st study building (old, historic monument). (Jēkabpils)	25 000	VD;PI;CF;Z	2020	To improve the urban environment
7.	New classroom building – extension construction with dual functionality – 3 ~ 4 classroom with demountable partitions – for a conference room. Purchase and installation of equipment, inventory. (Jēkabpils)	-	VD;ES	After 2020	To provide learning and study process
8.	Renovation of computer classrooms, IT laboratory and methodical cabinet (Jēkabpils)	91 400	SAM 8.1.4.	2017-2019	To modernize the learning and study process
9.	Training building – construction / replacement of ventilation system of a service hotel building (possibility of recuperation) (Barkava)	143370	CF	After 2020	To improve learning and studying process
10.	Renovation of indoor school building after replacement of ventilation, heating and wiring (Barkava)	72000	CF	After 2020	To improve learning and studying process
11.	Barkava PV *energy audit, designing work and technical project development costs of the learning-production building block;* (Barkava)	32000	CF	2017	To improve learning and studying process
12.	Energy Efficiency Improvement Project for Barkava Vocational Secondary School Training-Production Block; (Barkava)	820 000	SAM 4.2.1.2.	2017	To improve learning and studying process
13.	Expansion of the Construction Laboratory – for the training of building training building construction technologies (Barkava)	-	CF	After 2020	To improve learning and studying process
14.	Renovation of the bypass and parking lots of the school complex / service hotel and establishment of a tourist recreation area (Barkava)	-	CF, ERAF pašvaldībām	After 2020	To improve accessibility, learning and study process
	Development of material technical and methodological basis				
1.	Purchase of a bus (at least 25 seats) (Jēkabpils)	300 000	VD;PI	2018	To facilitate student and teacher mobility
2.	Digitize college museum materials and move museum exhibits to the College Library premises. (Jēkabpils)	60 000	VD;PI	2017	To ensure the inheritance of traditions
3.	Purchase / develop material-technical and methodological support for the educational program "Multimedia	100 000	VD;PI	2017	To provide learning and study process

Planned activities		*Euro*		*Time frame*	*Justification*
Infrastructure development		*sum*	*source*		
	Design". (Jēkabpils)				
4.	Arrangement of science and physics classroom. (Jēkabpils)	600 000	VD;PI; ES	2017-2019	To provide learning and study process
5.	Licensing of the Programming Program (Jēkabpils)	102 000	VD;PI	2017	To provide learning and study process
6.	Development of methodological materials for distance learning in ED study programs (Jēkabpils)	25 000	VD;PI	2018	To provide learning and study process
7.	Accreditation of study directions (Jēkabpils)	4 000	VD;PI	2019	To provide study process
8.	Purchase of computer hardware and software rental (Jēkabpils)	145 892	SAM 8.1.4.	2017-2019	Modernization of STEM study programs
9.	Purchase of equipment in computer rooms (Jēkabpils)	10 000	SAM 8.1.4.	2017-2019	Modernization of STEM study programs
10.	Purchase of material and technical equipment for training of chefs, bakers, confectioners . (Barkava)	72000	CF vai PI, Z	2018-2020	To improve learning and studying process
11.	Equipment and furniture for study – dormitory building 1st floor premises (Barkava)	32000	CF vai PI, Z	2017-2020	To improve learning and studying process
12.	Engineering & Technology / *Transport Services* / Agriculture *(Smart Technologies)* (Barkava)	820 000	CF	2018-2020	To improve learning and studying process
13.	Purchase of equipment and furniture renov. For study rooms in the study-dormitory building 1st floor (Barkava)	-	PI, CF	2017-2020	To improve learning and studying process
14.	Purchase and replacement of obsolete computers, software and servers to improve performance (Barkava)	-	CF, VD, PI	2017-2020	To improve PT and study process
15.	Purchase of equipment and furniture renov. Premises in the study-dormitory housing after 2015 implementation of the insulation project (Barkava)	300 000	VD, PI,Z	2017-2020	To improve learning and studying process
16.	Additional computer equipment for computer class 2 (Barkava)	60 000	VD, PI	2017-2020	To improve PT and study process
17.	Environmental / Green Building Technology Joint Laboratories & classroom equipment, incl. computer workstations and peripherals (Barkava)	100 000	CF	after 2020	To improve PT and study process
18.	Purchase and / or subscription to computer software (Barkava)	600 000	CF, VD	2017-2020	To improve PT and study process
19.	Establishment of training company for services in the field of construction and services / technical support. (Barkava)	102 000	PI, Z	2017-2018	To improve PT and study process
20.	Purchase of Training Ground Equipment for Practical Driving / Technological Manipulation of Motor Vehicles (Barkava)	-	CF, PI, Z, VD	after 2020	PM un studiju procesa uzlabošanai
	Total:	**EUR 5 778 662**			

CF – cits finansējums ES – Eiropas struktūrforni PI – pašu ieņēmumi VD- valsts dotācijas Z – ziedojumi

- Other funding - European structural Funds - Own revenue - State subsidy - Donations

Planned investments in SAM 4.2.1.2. framework

1. Preparation of project energy audit and technical project;
2. Project construction supervision;

3. Project author's supervision;
4. Project construction work;
5. Performing a publicity and progress review.

Total amount of EUR 1 120 000 (ERAF)

Estimation of return on investment for the previous period

1) "Informatization of Educational Institutions" - College provided with 32 desktops, 2 laptops, 1 multimedia kit, as well as data and power network 1 unit installed - Improvement of teaching process

2) “Human Resources and Employment ”, the quality of implementation of vocational education programs was improved, the quality of the educational program “Computer Systems” was improved, and the theoretical knowledge and practical competences of vocational subject teachers and practice supervisors were improved.

3) Project "Energy Efficiency Improvement at Jekabpils Agrobusiness College" of the Youth Hostel renovation - reduced carbon dioxide, reduced heat consumption in College Youth Hostel building, provided average temperature of at least + 18ºC. Thermal resistance of the building structures is ensured in accordance with the valid building regulations.

Reduced energy consumption per 1 m2 from 185.8 kWh / m2 per year to 74.5 kWh / m2 per year, thus saving the College budget.

4) Training facility - production block building of the European Regional Development Fund co-financed operational program "Infrastructure and Services" - project "Modernization of training equipment and improvement of infrastructure at Barkava Vocational Secondary School" / 2010 / 0136 / 3DP / 3.1.1.1.0 / 10 / IPIA / VIAA / 032 has provided infrastructure improvements to this building, resulting in upgraded facilities and facilities for 2 core curricula: Construction & Tourist Hotel Services, renovated library, the building is accessible for disabled people, computer room is equipped with 15 Workstations, reading room - Information Center. Students have access to advanced equipment, machinery and software.

5) Barkava Vocational Secondary School Training building, production building in the premises (Dzirnavu Street 1, Barkava, Barkava Parish, Madona Municipality) implemented complex energy efficiency measures by implementing the following activities:

- insulation of building frame constructions; renovation of ventilation system and installation of recuperation equipment; window and door replacement; installation of biomass boiler;
- the construction of the heating pipeline, which resulted in energy savings in the building of the training - service hotel building, in the premises of training and dormitory, the average air temperature is ~ + 18^0C. The main goal has been achieved - reduced CO2 emissions.

Planned energy savings ~ 506736,68kWh / year - reached.

The overall measurable objective of the project was a reduction of carbon dioxide emissions in relation to the requested financial instrument financing for the project of 0.6255 kgCO2 / Ls per year; CO2 saving 242321.23 kgCO2 / year.

Implementation of the project ensured thermal resistance of the building structures in accordance with the regulations, improved the microclimate of the building, which significantly improved the well-being of the building occupants, which in turn contributes to the improvement of students' quality of life and learning. The design of a ventilation / aspiration system would be needed, which was not included in the project activities due to cost savings.

3.8.Modernization of STEM education programs

Jekabpils Agrobusiness College is currently implementing 3 STEM education programs which are supported by SAM 8.1.4. within. Vocational higher education: Computer systems and Computer Network Administration (code 41481), Vocational secondary education: Computer Systems (code 33 481 01) and Programming (code 33 481 03).

In order to improve the College STEM study environment, SAM 8.1.4 funding is very important. The acquisition and modernization of modern IT hardware and software is essential for the qualitative study and learning process. Computer hardware purchased in previous periods is also used in accounting and business programs. Computer classes are busy. New, state-of-the-art computer hardware and software should be purchased that could be used by students and learners of the supported education and study programs.

Courses requiring advanced hardware and software: Programming Languages, Operating Systems, Database Technologies, Computer System/Computer Architecture, Computer Networks, Peripherals, Electrical Engineering and Electronics, Local Computer Networking and their Administration, Web Technologies. In previous years, a laboratory was established for the study courses Computer Systems Architecture/Computer Architecture, Computer Networks, Peripherals, Electrical Engineering and Electronics, Local Computer Networks and their administration. The technique has become obsolete and morally obsolete over time. The course “Programming Languages” requires the purchase of robotics kits. Robot kits are also planned to be used in professional orientation events that the college organizes each year for 8th and 9th grade students in programming and computer systems classes.

Similar subjects are also taught to learners. Vocational Secondary Education teaches applications that require licensed MS Office office software and Computer Graphics, required software: CorelDRAW, Adobe Photoshop. The programs will also be open to students from other educational programs, such as Multimedia Design.

Information and telecommunications technologies, audio and video technology available at the College could provide new, unprecedented opportunities for study.

A very important factor in modernizing STEM education programs is the development of the College infrastructure. Computer classrooms are worn out, not really suitable for STEM education programs, improvements are needed. Within the framework of the project it is planned to renovate 4 computer rooms, IT laboratory and lecturers' methodological office.

The lecturers' methodological office renovation is intended to improve and modernize the implementation of STEM education programs at the college. This methodological cabinet is intended for the organization of IT department lecturers' meetings, the development of methodological materials and the placement of the necessary equipment. There are planned consutations and individual classes, supervision of semester and qualification papers to avoid disruption of study and training in classrooms.

SAM 8.1.4. total available funding of 308,842 EUR will be invested in STEM educational program rooms - computer classrooms (rooms 125, 225), electrical engineering, computer systems and computer network laboratories (rooms 227, 227), lecturers' methodological office and IT laboratories (123, 124) renovation and purchase of furniture to improve the learning and study process. Materials and equipment (including computer hardware) (227, 228), as well as materials and equipment for programming and robotics will be improved to ensure and modernize the learning and study process. It is planned to purchase and replace the college file server and user computers over 6 years of age, as well as to purchase / subscribe to computer software.

The possible reserve funding of EUR 20 062 after January 1, 2019 will be used for the renewal of computer software. The cost of updating software licenses will not exceed 5 years during the term of the licenses. Renewal of software licenses after project implementation will be provided at own expense. The sustainability of the project results will be ensured for at least 5 years after the completion of the project.

Table 9

Contributions to the modernization of STEM education programs through 8.1.4. SAM funding

No.	Expenditure post	Expenditure, EUR
1.	Building, room renovations	91 400,00
2.	Equipment purchase (furniture)	10 000,00
3.	Computer equipment	145 892,00
4.	Costs of delivery, installation, testing of fixed assets	5 000,00
5.	Purchase / subscription to ICT software	25 000,00

6.	Publicity events	500,00
7.	Project management costs	27 000,00
8.	Contingencies	4 050,00
	TOTAL:	308 842,00

The estimated costs in Table 17 are approximate and rounded and may vary depending on procurement results.

It is planned to create 3 computer classes within the project. The College has implemented the study program Computer Systems and Computer Network Administrator (2 courses), educational program Programming (4 courses), educational program Computer Systems (4 courses). A total of 10 courses are taught in the supported programs. 100% occupancy of premises and equipment is planned. Existing (older) equipment will be used by students in the rest of the curriculum, where less advanced equipment requirements are required.

The basis for establishing construction costs and costs will be an estimate drawn up by a certified estimator. Pricing of the planned equipment will involve experts in the field who will carry out the technology identification and research. Services and equipment will be procured according to the specifications. When submitting a project application, a list of the equipment to be procured will be substantiated and agreed with the professional organization of the industry or the appropriate Sectoral Expert Board, the cost of equipment purchase will be calculated and technical documentation for equipment procurement will be prepared.

3.9.Internalization plan of Jēkabpils Agrobusiness college

Barkava Vocational Secondary School (until 1.11.2016) started international cooperation activities in the 90s with involvement in the EU pre-accession financial instrument PHARE "Vocational Education Reform" project, resulting in new vocational education programs with extensive basic vocational/specialty knowledge and integrated general education content, educated teachers (learning active teaching methods, methodology for curriculum development, methods for assessing the quality of education, developing teaching aids, etc.). We also participate in Latvian-Danish and Latvian-German project activities (development of educational programs, commercial agricultural and environmental education, business planning).

The main priority of the school in project activities has been to develop personalities who are able to perform in creative and multicultural environment, to develop professional competitiveness by directing school development and the pedagogical process towards a European dimension at all levels: learners, school management, teachers, society with the aim to acquire new knowledge and skills, develop individual and professional skills of learners and teachers, to develop professional knowledge and working skills in institutions of the EU

countries for the development of professional capacity and competitiveness, broaden horizons, promote solidarity, tolerance, cooperation and creativity, and promote civic and democratic values as well; awareness of life in a multicultural society, a desire to pursue lifelong education.

Over the period up to 2014, Barkava Vocational Secondary School has implemented over 20 different projects under EU Lifelong Learning Program sub-activities: Leonardo da Vinci mobility (placements and exchanges) and partnerships, Comenius school partnerships, Grundtvig school learning partnerships with partners from Estonia, Lithuania, Germany, Denmark, Finland, France, Spain, Italy, Czech Republic, Poland, Bulgaria, Croatia, Macedonia, Austria, Sweden. Exchanges of practice and experience are provided to educators, teachers and social partners in the fields of Construction, Tourism, Hospitality, Catering, Environment, Agriculture and processing of agricultural produce, by providing for learners, teachers and social partners new professional skills, good practices, developing competitiveness, quality of supply and diversity, enhancing co-operation between vocational training institutions and enterprises, which in turn promotes employment, further training and, in general, improves the whole vocational education system. There have also been 10 exchanges and volunteering projects under the “EU Youth in Action” program with young people and teachers from Italy, Lithuania, Slovenia, France, Poland, Spain, Sweden, Germany, Turkey. The school has received the Quality Award of the project “Wings” in 2013 for activities in international projects.

Jekabpils Agrobusiness College started (until 1.11.2016) more active international partnership and co-operation in 201, because the united development of the vocational educational establishments became more amd more topical, as well as modernization of colleges in introducing new technologies and ability to be aware of the European market.

Thinking about the internationalization of the College, the College's goals are to improve people's skills, stimulate personal growth, while investing in the quality of education and training at all levels, both leraners and staff. Enhance the competitiveness of the institution with a variety of new working methods and know-how for a better education system, increase capacity by fostering co-operation between vocational training institutions and enterprises to improve learner employability and develop entrepreneurial skills.

In February 2013, a cooperation agreement was signed with Keuda Vocational College in Saarentaus, Finland. In May 2014, a cooperation agreement was signed with SMK University of Applied Social Sciences in Klaipeda, Lithuania. Within the framework of the cooperation, the experience of the teaching staff was exchanged, and in the future the publication of applied research by lecturers and students is planned.

In 2014, educational institutions started participating in the European Union Erasmus + program with the aim of initiating and increasing outgoing mobility, good practice experience and improving the quality of practical training for students and staff.

Within the framework of the first Erasmus+ Program Activity 1 (KA1) Vocational Education Sector Project, 12 students from Barkava Vocational Secondary School went on a 4-week (1 month) qualification practice to Lithuania (Panevezys, Kaunas), Estonia (Kurressaare Ametikool), Czech Republic (Liberec), 8 teachers had in-service training for 1 week in Czech Republic (Liberec, Hejnice) and Estonia (Kuressaare Ametikool-Saaremaa, Vana-Vigala Technical and Teeninduskool -Raplamaa, Haapsalu Vocational Education and Training Center-Haapsalu, www.hkhk.edu.ee, Tallinn Ehituskool /TALLINN CONSTRUCTION SCHOOL - Tallinn, http://www.ehituskool.ee/esileht/,Tallinn Teeninduskool / Tallinn School of Service - Tallinn, Pärnumaa Vocational Education Center- Parnu, http://www.hariduskeskus.ee/.

20 college students went on 2 and 3 week qualification practice in the Republic of Malta as well as 6 college staff had the opportunity to go on a 4-day exchange of experience to the Republic of Malta within the Erasmus+ Mobility program.

On December 8, 2014, the Erasmus Charter for Higher Education 2014-2020 LV JEKABPI0 was obtained, which enabled the College to participate in Erasmus + projects in the higher education sector.

In the 2015 in Erasmus+ Vocational Education Sector Project, Jekabpils Agrobusiness College established a new partnership with companies in Bulgaria and Spain and continued its ongoing cooperation with the Republic of Malta. This year, the project implemented 3-week qualification practice for 14 students, as well as experience exchange visits for 4 college staff. In 2015, an Erasmus + cooperation agreement was signed with the vocational education institution Anhalt-Bitterfeld in Germany, during which a college management visit was organized within the project to get acquainted with the school, its work, teaching methods and talk about possible future cooperation.

In 2015, Barkava Vocational Secondary School received approval for 2 projects within the framework of Erasmus + Program Basic Activity No.1 (KA1) Vocational Education Sector Project “Baltic - EU connection - Taste of Europe”. According to the cooperation agreement with the partner organization in Croatia: 6 trainees and a teacher have been sent to Srednja Škola Prelog in the field of Tourism and Hospitality for practice and exchange of work-based practical training, school-business cooperation, adult training, etc. Cooperation agreement with BVÖ Bildungsberatung & Vermittlungsagentur in Österreich GmbH, Austria on practice in the Carinthian federal state in the fields of agri-environment, tourism, catering and beauty, as well as the implementation of an exchange program in Austria 2017 summer was concluded.

Practical knowledge in hotels, restaurants and beauty salons in Sirnitz and Klagenfurt has been improved by 4 school students. It is planned to send another 4 students and a teacher to practice in Poland

The 2015 Erasmus + Vocational Education and Training Sector Strategic Partnership (KA2) Nach den Spuren der Persönlichkeiten / Su-Per has entered into cooperation agreements with new partner organizations in Bulgaria, Lithuania, the Czech Republic and Turkey to implement a cross-curricular project on creativity, cross-curricular, competency-based approaches to curriculum learning. cooperation between learners and teachers and increasing the role of foreign languages in future education. There have already been several training exchange sessions for teachers and students at KEDAINIU R. AKADEMIJOS GIMNAZIJA, Lithuania, Sredno obshtoobrazovatelno uchilishte Hristo Botev / Vratsa, Bulgaria. Preparatory work is in progress for the sessions in 2017 at Mew College (MEV KOLEJI OZEL BASINKOY ANADOLU LISESI) in Istanbul (Turkey) and Obchodni Akademia a Stredni Odborna School Logisticka, Opava, Czech Republic.

Recent years have also seen an increase in the reception flow of Erasmus + projects as they improve and update the professional skills of teachers, help develop new pedagogical, technical, technological and IT approaches and seek new innovative solutions. Students and teachers from Croatia, Lithuania, Germany were received more often in cooperation with entrepreneurs and municipalities of Madona district; organized practice places in municipality and regional companies (SPA Marciena Manor, Ltd Krūmiņa Beķereja / Junge, Konzums Ltd., Apiņu kalte Ltd., Madonas Būve Ltd., Jēkabpils Būve Ltd. etc.). Foreign guests are also involved in the study process as experts in a particular field, seminars, summer training camps and other events are organized with the involvement of lecturers from different countries.

For the first time in 2015, incoming mobility was also implemented at Jekabpils Agrobusiness College, as stipulated in the Erasmus + Program Guidelines and the EC Program Implementation Principles. In autumn 2015, the College received a management visit from the vocational education institution Anhalt-Bitterfeld; In the fall of 2016, the College welcomed 4 teachers to exchange experience, as well as providing 2-week practice in Jekabpils and Jelgava companies for 15 students from Germany.

The 2015 European Union Erasmus + Program Action 1 (KA1) 'Mobility of Individuals in the Higher Education Sector' competition involved mobility of 4 college lecturers in the Republic of Malta, Spain, Slovakia, Finland and 6 student mobility placements in Bulgaria and Greece. Within this mobility, contacts have been established with the Center for Methodology and Pedagogy in Trenčin, Slovakia and with the University of Hames in Mustiala, Finland, which are open for further cooperation placements for students and joint research.

In 2016 Jekabpils Agrobusiness College is still developing its activity in the international dimension, it has become more active and rich in experience in international co-operation and project implementaion. This year college for the first time takes part as partner in strategic partnership Erasmus+ Basic Activities Nr.2 (KA2) "Cooperation for facilitation of innovation and sharing good practice" project "Culinary Caravan on the Move". Vocational education establishments from Latvia, Finland, Italy and Spain take part in this project, project is coordinated in Finnland. Within this project, good cooperation has been established with other schools and discussions have begun on the development of further joint cooperation.

The 2016 Erasmus + Vocational Education and Training Sector Project Competition has approved and will be implementing in 2017 a 3 week qualification placement for 18 learners and an experience exchange mobility for 6 staff members. Mobility in the higher education sector has been funded with 6 student mobility placements and 3 staff mobility experiences.

In 2016 Barkava Vocational Secondary School has started negotiations with foreign partners on development of cooperation in new project competitions, cooperation agreements have been concluded in 2017/2018. with Liberec Střední škola strojní, stavební a dopravní, Czech Republic, Qualitas Forum Srl, AITR Associazione Italiana Turismo Responsabile, Italy, Les Petits Plats dans lesGrands, France, OMNIA-the Joint Authority for Education in Espoo Region, Savonlinna College, Finland. There are separate workshops with partners from schools in Estonia, Lithuania, Germany, Czech Republic and Hungary to discuss new topics and topical issues at international level.

In 2016 Barkava Vocational Secondary School received recognition for involvement of people with disabilities in international cooperation. Project-oriented activities in Barkava have become a daily part of the school and an important way to improve the quality of education with the added value of European Union institutions

In the coming years, Jekabpils Agrobusiness College plans to acquire the European Union Erasmus + Program Vocational Charter for Vocational Education and Training (VET Charter), participate in UNESCO activities, strengthen and expand its international cooperation partners not only in the vocational education sector but also in the higher education sector. Priority will be based on cooperation between educational institutions, thus increasing the possibility not only to participate in mobility projects but also to use foreign lecturers. This will not only facilitate the acquisition of new knowledge, but will also help students to ascertain their foreign language skills and the ability to follow guest lecturers. The guest speakers will come from not only universities but also from foreign companies, which will provide college students with an opportunity to acquire not only academic knowledge but also practical knowledge, good

practice examples, insights into the specifics of the field work abroad, thus providing essential knowledge and experience in vocational education context.

The College is open to incoming mobility, providing practice places for learners and students with internships, as well as being able to adapt and provide studies. Erasmus Policy Report of Jekabpils Agrobusiness College - The overall international strategy is available on the College's website:

http://www.jak.lv/SiteAssets/erasmus-+/Erasmus%20Policy%20Statement.pdf

4.CONTROL AND ASSESSMENT OF STRATEGY IMPLEMENTATION

Development and Investment Strategy of Jekabpils Agrobusiness College 2016-2020 is a binding document for the College's medium-term work plans, annual budget request, EU Structural Funds, investments, etc. project development.

The Director of the College is responsible for the implementation and control of the strategy. The College Board supervises the implementation of the strategy. The Director of the College shall report annually to the Board on the results of the implementation of the Strategy. The College Board shall, at least every 3 years, review the strategy implementation process and make decisions on strategy updates.

Director of Jekabpils Agrobusiness College Rita Pole