



RIGA TECHNICAL COLLEGE STRATEGY OF DEVELOPMENT AND INVESTMENTS

2021 - 2027

Riga, 2023

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Riga Technical College (hereinafter – RTC) development and investment strategy for years 2021 – 2027 (hereinafter – the Strategy) is an RTC document for medium-term operational planning.

The strategy has been developed for the purpose of: providing a unified medium-term vision for the development of RTC until 2027. It is the basis for a productive, growth-oriented operation of an educational institution, a purposeful medium-term and short-term planning of work and resources.

The Strategy has been designed as the highest-level RTC document for development planning. Other RTC planning documents are to be developed based on the mission and strategic values that have been laid out by the strategy, following the objectives it entails and supplementing them in a conceptual, tactical and operational manner.

The strategy is a successor to the RTC development strategy for years 2014-2020 (hereinafter – strategy 2014-2020).

The Strategy have been developed in accordance with the objectives and priorities laid out in various development planning documents of the Latvian Republic, including Sustainable Development Strategy of Latvia until 2030 (Latvia 2030); National Development Plan of Latvia for 2021-2027 (NDP 2027); Education Development Guidelines 2021-2027 "Future skills for a future society"; Digital transformation guidelines 2021-2027; National industrial policy guidelines 2021-2027; Regional policy guidelines 2021-2027; Science, technological development and innovation guidelines 2021- 2027; Smart specialization strategy.

Over the course of the strategy development, other guidelines relevant to the operation of RTC in relation to policy planning documents of Latvia and the European Union have been reviewed as well as the specifics of sustainable development planning strategies of Kurzeme, Latgale, Rīga, Vidzeme and Zemgale regions for 2030; furthermore, the prospective stance of The Ministry of Education and Science has been taken into account.

1. GENERAL INFORMATION

1.1. Overview of the Riga Technical College

- The Riga Technical College (hereafter – RTC) is an educational institution founded by the state and overseen by The Ministry of Education and Science, which gives persons with a completed secondary education an opportunity to obtain a short-cycle vocational higher education and fifth level of vocational qualification. RTC operates on the basis of the Cabinet of Ministers February 27, 2007 ruling No.147 “Profesionālās izglītības kompetences centra "Rīgas Tehniskā koledža" nolikums” (Regulation regarding the center for competence in vocational education "Riga Technical College").
- Registration number in the Register of Educational Institutions: 3347002057
- Legal address: Braslas Street 16, Riga, LV-1084
- Level: short-cycle vocational higher education institution
- Educational programs offered:
 - Short-cycle vocational higher education programs that provide an opportunity to obtain a fifth-level professional qualification;
 - Vocational secondary education programs that provide an opportunity to obtain a third and fourth level professional qualification;
 - Vocational further education programs and professional further training programs;
 - Non-formal education programs.
- Locations where the education programs are carried out:
 - Braslas Street 16, Riga, LV-1084;
 - Lēdmanes Street 3, Riga, LV-1039;
 - Strādnieku Street 16, Daugavpils, LV-5404;
 - Valteru Street 6, Kandava, Tukuma novads, LV-3120;
 - Ventspils Street 51, Liepāja, LV-3405.
- Number of educators: 192¹
- Number of learners: 1732¹

¹ Data from the beginning of 2021/2022 study/school year

1.2. Mission, overall goal, values

RTC MISSION

To provide quality, dynamic and competitive vocational education and raise vocational qualification in engineering and technical (STEM) specialties throughout life in accordance with labor market demands.

STRATEGIC OVERALL GOAL (VISION-2027):

To become the leading STEM discipline and inter-discipline college in Latvia – guaranteed growth for qualified professionals

GENERAL REFERENCE POINTS FOR VALUES

- ❖ Quality
- ❖ Efficiency
- ❖ Productivity

STRATEGIC VALUES

- ❖ Professionalism - we are united by knowledge, skills and experience
- ❖ Cooperation - together we can do more and better
- ❖ Development - we are open and ready for innovation and change
- ❖ Responsibility and respect - for us every personality has a value on its own
- ❖ Raising competences (for staff and learners) - we are improving day by day

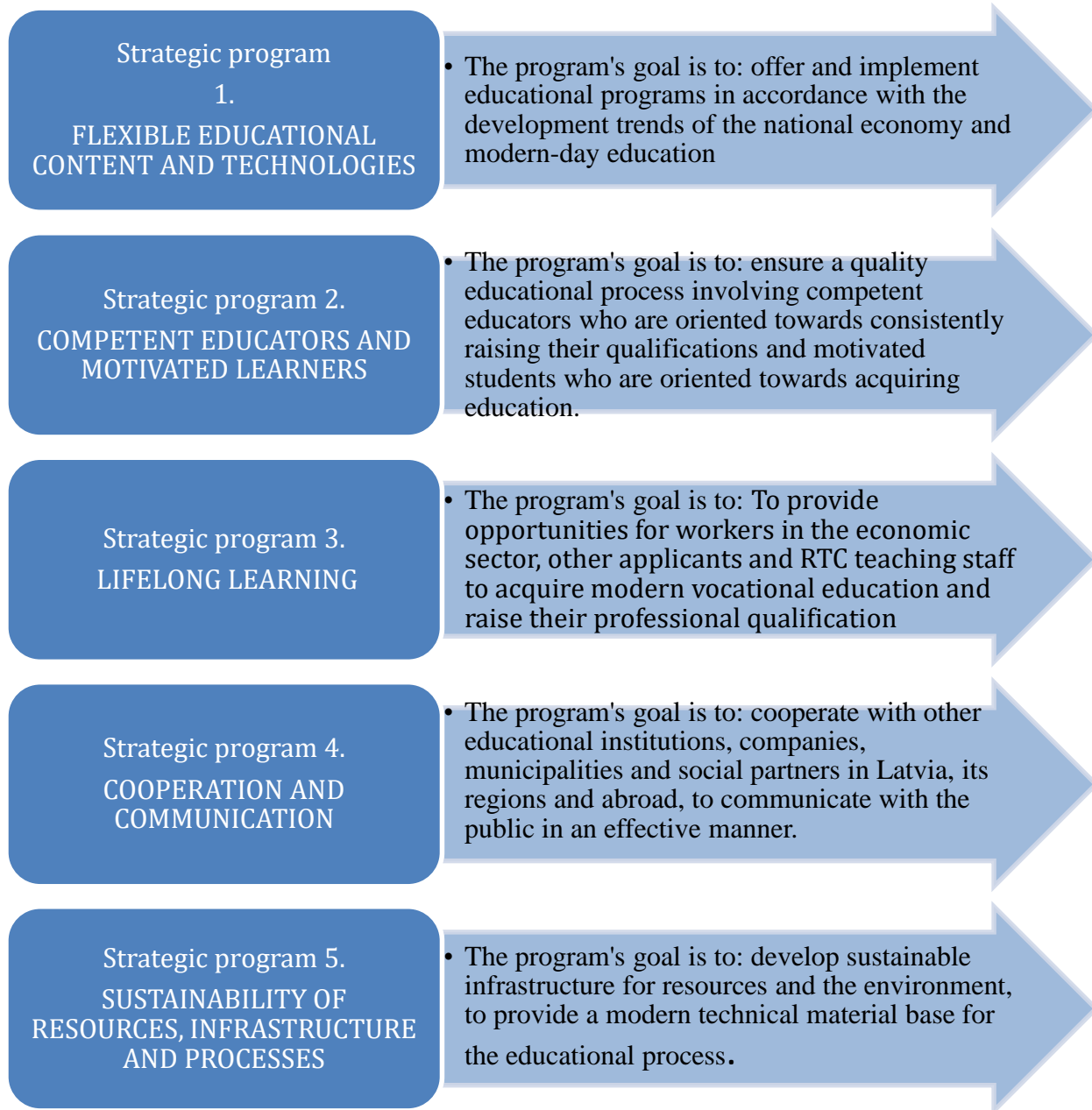
1.3. Strategic priorities for years 2021-2027

STRATEGIC PRIORITIES

1. Flexible educational content and technologies, including digitization
2. Competent educators and motivated learners
3. Lifelong learning (for external and internal clients)
4. International, regional and institutional cooperation
5. Sustainability of resources, infrastructure and processes

1.4. Strategic programs and strategic goals for years 2021-2027 (a short summary)²

Fig 1. Summary of strategic programs and strategic goals



² Detailed description of strategic programs in Section 3.1 Plan of strategic actions. Section 1.4 contains a summary of strategic goals for years 2020-2027, i.e., Section 1.2. Includes sub-objectives of the strategic overall goal (objectives of strategic programs). Section 3.1 includes strategic actions planned for the strategic programs, their outcomes, performance indicators and deadlines for action. The achievement of the strategic sub-objectives is measured and evaluated as an integrative result of the implementation of all strategic actions (achievement of the intended results) included in the corresponding strategic program.

2. DESCRIPTION OF THE CURRENT SITUATION UN PROJECTIONS

2.1. Vocational education programs

Table 1 Description of vocational education programs implemented

THEMATIC AREA OR GROUP OF PROGRAMS	NAME OF THE VOCATIONAL EDUCATION PROGRAM	DURATION OF THE VOCATIONAL EDUCATION PROGRAM AND QUALIFICATION TO BE OBTAINED	NUMBER OF LEARNERS ³
Electronic and optical equipment manufacturing, information and communication technology			
Short-cycle vocational higher education programs			
Study field No.17 Information technology, computer engineering, electronics	41481 Information technology	2.5 years Computer system and network administrator	92
	41523 Electronics	2.5 years Electronics specialist	0
Secondary vocational education programs			
	33 522 01 1 Programming	4 years Programming technician	202
	33 481 01 1 Computer systems, databases and computer networks	4 years Computer systems technician	190
	33 523 03 1 Telecommunications	4 years Telecommunications technician	58
	33 523 02 1 Electronics	4 years Electronics technician	71
Power engineering			
Short-cycle vocational higher education programs			
Study field No.19 Energetics, Electrical	41522 Electrical equipment	2.5 years Electrical equipment specialist	92

³ Data as of 01.10.2021.

Engineering, and Electrical Technology			
Study field No.18 Mechanics and Metalworking, Thermal Energy, Thermal Technology, and Mechanical Engineering	41522 Thermal energy	2.5 years Thermal energy specialist	20
	41526 Refrigeration equipment	2 years Refrigeration equipment specialist	41
Secondary vocational education programs			
	33 522 01 1 Power engineering and electrical engineering	4 years Electrical engineer	91
	33 521 02 1 Engineering mechanics	4 years Refrigeration equipment systems technician	71
Metal working and mechanical engineering (including mechanics)			
Short-cycle vocational higher education programs			
Study field No.18 Mechanics and Metalworking, Thermal Energy, Thermal Technology, and Mechanical Engineering	41521 Engineering mechanics	2.5 years 1. Mechatronic 2. Mechanical engineering specialist	73
	41521 Automotive Transport	2.5 years Car maintenance specialist	79
Secondary vocational education programs			
	33 525 01 1 Automotive Transport	4 years 1.Automehānikis 2.Autoelektrikis	284
	33 521 01 1	4 years Program-controlled metalworking machine installer	44
	33 521 06 1	4 years Mechatronic systems technician	94
Timber (forestry, woodworking) industry			
Short-cycle vocational higher education programs			

Study field No.20 Production and processing	41543 Woodworking	2.5 years Woodworking technologist	12
Secondary vocational education programs			
	33 543 04 1 Wooden goods production	4 years Furniture carpenter	52
Transport and logistics			
Short-cycle vocational higher education programs			
Study field No.26 Transport Services	41840 Telematics and logistics	2 years Logistics specialist	29
Secondary vocational education programs			
	33 345 12 1 Telemechanics and logistics	4 years Logistics worker	97
Business, finance, accounting, administration (wholesale, retail and commercial)			
Secondary vocational education programs			
	33 346 01 1 ⁴ Administrative and secretary services	4 years Customer service specialist	40

In 2018 RTC started the implementation of **work-based learning** (hereinafter - WBL) in cooperation with the ESF project No.8.5.1.0/16/I/001 implemented by the Latvian Employers Confederation “Participation of vocational trainees in work-based learning and internships in enterprises”

In the school year 2018/2019, 62 learners were involved in WBL training for qualifications “Logistics worker” (41), “Electrical engineer” (18) and “Car mechanic” (3) in cooperation with 8 companies.

In the school year 2019/2020, 68 learners were involved in WBL training for qualifications “Logistics worker” (34), “Electrical engineer” (10), “Car mechanic” (5), “Car electrician” (3), “Telecommunications technician” (3), “Refrigeration equipment mechanic” (4), “Electronics technician” (4), “Programming technician” (4), “Computer systems technician” (1) in cooperation with 18 companies.

In the school year 2020/2021, 26 learners were involved in WBL training for qualifications “Logistics worker” (7), “Electrical engineer” (6), “Car mechanic” (2), “Car electrician” (1),

⁴ New students are no longer admitted to the program

“Telecommunications technician” (2), “Refrigeration equipment mechanic” (1), “Electronics technician” (6), “Programming technician” (1) in cooperation with 11 companies.

RTC's best cooperation in implementing WBL training is with the following companies: SIA “Do It” and SIA “Polipaks” in logistics, SIA “Ditra Networks” and SIA “RISE JE” in electrical installation, SIA “Inchcape Latvia” and SIA “Drvs” in road transport, SIA “Lexel fabrika”, SIA “Kompānija NA”, AS “SAF Tehnika” in electronics, SIA “Dayton Latvia” in refrigeration, SIA “SPX”, SIA “DIVI Grupa” in IT, AS “G4S Latvia” in telecommunications.

RTC is now ready to start implementing WBL training in all RTC's educational programmes.

2.2. Offer of lifelong learning programs

RTC offers the **assessment of professional competences acquired outside formal education or on the job**, corresponding to the third level of professional qualification, in the following occupations:

- Program-controlled metal working machine installer;
- Furniture carpenter;
- Car mechanic;
- Electrical engineer;
- Telecommunications technician;
- Electronics technician;
- Computer systems technician;
- Programming technician;
- Customer service specialist.

In 2020/2021, 11 electrical engineers and 1 computer systems technician passed the qualification examinations for competences acquired outside formal education.

RTC offers the following **vocational further education programs** leading to a certificate of professional qualification:

- Electrical engineer (number of hours – 960);
- Logistics worker (number of hours – 960)

Table 2 Number of graduates from vocational further education programs

Education program	Number of graduates by years			
	2018	2019	2020	2021
Power engineering and electrical engineering (electrical engineer)	21	48	46	23
Telemechanics and logistics (logistics worker)	-	34	51	23

Total	21	82	97	46
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Table 3 Non-formal education programs available at RTC

Name of the non-formal education program	Number of hours
English (for beginners)	150
Elementary English (with prior knowledge)	100
Lower Intermediate English (with prior knowledge)	100
German (for beginners)	150
National language at the lowest level of proficiency	120
National language at the intermediate level of proficiency	120
National language at the highest level of proficiency	120
Communication skills	60
Computer skills for beginners	120
Computer skills with prior knowledge	120
Installation, configuration and maintenance of operating systems and applications for personal computers	120
Record-keeping and office management	150
Basics of Management	120
Business English with prior knowledge	120
Calculations with MS Excel	60
Data analysis and reporting in MS Excel	54

In cooperation with the State Employment Agency (SEA), 13 students have been trained in the program “Power engineering and electrical engineering” since 2018-2020 and have obtained the qualification “Electrical engineer”.

RTC also offers **professional development courses for teachers**.

In 2020, the course “Professional development of teachers in digital communication and collaboration” (8 h) took place - 40 students (two groups) graduated.

In 2021, 18 participants took part in the professional development course “Modern educational content and technologies in metalworking” (6 h).

The following courses are planned for teachers in 2022:

- “Using modern tools and technologies in teaching” for ICT teachers (8 h)
- “Latest technologies in hybrid and electric cars” (8 h).

2.3. Technical base description of real estate and learning materials⁵

Table 4 Brief description of real estate

Address of the real estate object	Area m ²	Investments made in 2015-2021 EUR	Type of use of the real estate object	Property rights	Book value EUR
Learning complex on Braslas iela 16, Braslas iela 16A, Ieriķu iela 6A, Rīga, including: Braslas iela 16, Rīga Braslas iela 16A, Rīga Ieriķu iela 6A, Rīga	19008.00 5200 10985.10 2822.90	1380921.72 64103.91 557666.32 759151.49	Learning auditoriums, classrooms, laboratories, seminar rooms and administrative offices needed in order to ensure the educational process	MES	2685060.55
Ieriķu iela 4, Rīga	6019.6	793266.89	Accommodations for the learners and guest educators of RTC	MES	1059798.25
Lēdmanes iela 3, Rīga	7923.1	1454037.71	Learning auditoriums, classrooms, laboratories and rooms for practical classes needed in order to ensure the educational process	MES	2664690.13

⁵ See Table 24 in Appendix *Real estate objects in use of RTC*

2.4. Characteristics of the learning environment infrastructure

Table No.5: Characteristics of the learning environment infrastructure

Address of the real estate object	Rooms used for studies	Equipment for science rooms		Information and communication technologies available for learning		Sports infrastructure		Dormitory	
	m ²	m ²	explanation	m ²	explanation	m ²	explanation	m ²	explanation
Braslas iela 16, Rīga	10989.1 m ²	207 m ²	Physics classrooms - equipped with the necessary equipment for practical tasks, suitable and appropriate furniture. Chemistry classroom - equipped with the necessary equipment for practical tasks, suitable and appropriate furniture.	611.75 m ²	Number of units - 206 units, of which 63 units are older than 5 years.	427 m ²	Closed infrastructure. Gym Sports ground Workload - sports classes according to the timetable and extra-curricular RTC sports team training schedule.	6019.6 m ²	The dormitory (Ieriķu Street 4, Riga) is used only by VECC RTC students. 400 beds are available.
Braslas iela 16A, Rīga	5200 m ²	107.4 m ²							
Ieriķu iela 6A, Rīga	2822.9 m ²								
Lēdmanes iela 3, Rīga	7923.1 m ²			166.7 m ²	Number of units - 43 units, of which 18 units are older than 5 years.	248 m ²	Closed infrastructure. Gym Workload - sports classes according to the timetable and extra-curricular VECC RTC sports team training schedule.		
Total:	26935.1 m ²	314.4 m ²		778.45 m ²	249 units	20675 m ²		6019.6 m ²	400 seats

Table 6 Improvement of teaching materials and technical facilities (fixed assets, equipment, etc.) needed for the educational programs in 2016-2021

Department	Program title	Type of improvement	Funding EUR	Source of funding
Department of Road Transport and Production Technologies	Mechatronics	Modernization of equipment, inventory	333167.36	State budget
	Mechatronics	Equipment kits	577030.12	Funding from EU projects
	Metalworking	Modernization of equipment, inventory	32735.46	State budget
	Metalworking laboratory	Equipment kits	672009.87	Funding from EU projects
	Wooden goods production	Modernization of equipment, inventory	16073.89	State budget
	Woodworking laboratory	Equipment kits	179465.86	Funding from EU projects
	Automotive Transport	Modernization of computer software, hardware, equipment, inventory	190584.65	State budget
	Laboratories and workshops for training production workshops	Equipment kits	707676.80	Funding from EU projects
	Engineering mechanics	Computer software, computer licenses, purchase of equipment, inventory	123919.15	State budget
	Programming	Modernization of computer software, hardware, equipment, inventory	108893.10	State budget

Department of Information and Communication Technologies	Programming	Equipment kits	40188.00	Funding from EU projects
	Computer systems, databases and computer networks	Upgrading of computer software, software licenses, hardware, equipment, inventory	152141.77	State budget
	Computer systems, databases and computer networks	Equipment kits	118781.00	Funding from EU projects
	Telecommunications	Upgrading of computers, equipment	141714.72	State budget
	Telecommunications	Equipment kits	331228.84	Funding from EU projects
	Electronics	Modernization of equipment, inventory	24280.22	State budget
	Electronics	Equipment kits	211727.09	Funding from EU projects
	Power engineering and electrical engineering	Modernization of computer software, hardware, equipment, inventory	87923.93	State budget
	Power engineering and electrical engineering	Equipment kits	622759.08	Funding from EU projects
	Laboratory of heat and refrigeration equipment	Equipment kits	324685.01	Funding from EU projects
Department of General studies and Management	Administrative and secretarial services - Customer service specialist	Upgrading of computers, equipment, inventory	13088.20	State budget
	Telematics and logistics	Upgrading of computers, equipment, inventory	25495.16	State budget

	Chemistry and natural sciences laboratory	Equipment kits	17516.71	Funding from EU projects
	Physics laboratory	Equipment kits	71986.53	Funding from EU projects
TOTAL:			5125072.52	

2.5. Characteristics of human resources

Table 7 Current situation of human resources, development needs and expected results

NAME OF THE INDICATOR	THE CURRENT SITUATION	DEVELOPMENT NEEDS	RESPONSIBLE PERSONS	EXPECTED OUTCOME
<p>Building a positive image of RTC and strengthening its internal culture</p>	<p>1.RTC is a nationally recognized institution with a solid reputation, but not sufficiently recognized outside Latvia. 2.The absolute majority of RTC teachers are professional and competent, but some teachers are passive in the use of new educational technologies, avoiding involvement in the digitization process. 3.There is a problem of generational change.</p>	<p>1. Engage more actively with current digital information systems as well as traditional media (TV, radio, forums, meetings, panel discussions, exhibitions, etc.). 2.Allocate more funding for external and internal communication, including RTC image building 3.Develop a new - attractive - RTC website design. 4. Renewing the teaching staff and building up the staff reserve.</p>	<p>Director, deputy directors, HR manager</p>	<p>1.Stable recognition of RTC as the country's leading, well-staffed STEM college in Latvia and abroad. 2.Close cooperation between RTC staff, both horizontally and vertically. 3. Competent staff, consistent with RTC values and supportive of their implementation.</p>
<p>Quality assurance and control system for staff performance</p>	<p>1.The quality of staff performance is basically ensured and controlled in accordance with the national regulations in force and those laid down in RTC's internal regulatory</p>	<p>1. Make optimal use of the opportunities offered by the RTC attractiveness concept to attract new staff. 2.Improve the quality and internal documentation management system.</p>	<p>Deputy directors, HR manager</p>	<p>A functioning quality management system for staff that drives RTC development.</p>

	documents. 2. RTC has a system in place to assess the quality of staff performance. 3. Staff recruitment and selection is carried out using a variety of forms and methods.			
Remuneration and social security system	1. RTC's internal regulatory documents provide for a state-imposed wage and social security system for staff. 2. Government regulation is not conducive to optimal initiatives in RTC development.	Improve the internal documents regulating RTC's remuneration, social guarantees, material incentives in line with the requirements of external regulatory documents and taking into account the attraction of additional financial resources.	Director, deputy directors, HR manager	A complex and flexible system of staff motivation and guarantees is created and implemented.
Work environment	Physical work environment \ working conditions			
	RTC's work environment is satisfactory, requires continuous improvement.	1. Ensuring the physical comfort of employees through ergonomic means: personalized equipment; climate-controlled indoor environments; access to local recreation. 2. Adapting the working environment to the individual needs of the worker.	Deputy Director for Economic Affairs, assistant managers	Healthy, happy employees who want to work and enjoy life.
	Psycho-emotional Work Environment			

	<p>1. The large number of RTC employees, their location at different addresses and the distance between them contribute to the fragmentation of the team, which creates communication problems and risks undermining the sense of belonging of employees to RTC.</p> <p>2. Teachers' overwork and stressful situations risk professional burnout.</p>	<p>1. Organisation of RTC staff unity events and funding for their implementation.</p> <p>2. Getting a specialist to deal with psycho-emotional problems.</p>	Deputy Director for Education, HR manager	<p>1. At least one collective event per year.</p> <p>2. Happy and satisfied employees.</p> <p>3. RTC is a desirable employer.</p>
Improvement of professional capacity	Developing the professional competence of RTC management/administration			
	Professional development is ongoing.	Targeted and effective involvement in EU structural fund projects, educational activities (processes) relevant to RTC growth needs.	Director, deputy directors	
	Professional development of RTC teachers and support staff			
Teachers and staff regularly improve their professional qualifications.	Development of a plan for targeted professional development of teachers in cooperation with RTC methodological associations (according to the quality assessment	HR manager, heads of departments, methodologists	Professional and creative teaching and support staff	

		of teachers' work) and its implementation.		
Developing the professional competences of internship advisors, industry specialists, work-based learning supervisors in enterprises				
	RTC provides methodological support to internship supervisors in companies, but it is not sufficient.	Create and implement a complex system of methodological support and development of professional competence for internship managers, industry specialists and managers of work-based environment learning within their respective companies.	Deputy Director for Internships and Production	A system of methodological support and development of professional competence for internship managers, industry specialists and managers of work-based environment learning within their respective companies has been developed and implemented.

RTC's human resource capacity is close to adequate in the current processes of change, to the extent that a consultative management style prevails in cooperation with the supervisory bodies and it is possible to act pragmatically, accepting strategic and practical operational values. RTC has established and is strengthened vertical and horizontal human resources relationships, and motivated staff to work for the long term. The greatest risks are posed by previously unknown, including unforeseen or unpredictable situations that regularly require and will continue to require innovative approaches, new thinking and restarted or new job skills, as well as ageing staff.

Staff renewal and quality development opportunities for existing staff will inevitably be necessary. Therefore, to achieve the strategic objectives, human resources capacity needs to be strengthened, as political and economic factors and the integration of the learning process into the real operating environment require changes in the structure and quality of staff competences.

2.6. Analysis of internal and external factors

Table 8 SWOR analysis table

STRENGTH	WEAKNESS
RTC carries out both short-cycle higher vocational education (college) study programs and vocational	The study/learning programs carried out by RTC do not outpace the actual demand in the labor market, in some cases the practical preparedness of

secondary education programs in prospective sectors of the national economy (STEM programs)	graduates is lacking due to insufficient skills in working with the latest technologies
RTC employs educators who are competent in their respective fields	The teaching staff of RTC is aging and often subject to a risk of psychological burnout, qualified educators may seek out higher-paid work elsewhere
RTC has the resources for implementing lifelong learning programs, applicants have the opportunity to pursue further education in vocational qualification raising or non-formal education programs	RTC activities regarding lifelong learning are neither productive nor effective, the programs offered fall behind the real possibilities
RTC has the infrastructure and technical material base necessary to ensure the educational process, the implementation of European structural fund projects has significantly improved the infrastructure of the study/learning process	The financial resources at the disposal of RTC are insufficient for regular renewal of the technical material base
RTC has established good cooperation with social partners (professional associations of companies within specific sectors, other educational institutions), social partners get involved in the study / learning process	RTC's cooperation with social partners is not effective or fruitful enough to tackle current growth-related issues, cooperation with similar vocational educational institutions abroad is insufficiently close and lacking in mutual interest
OPPORTUNITIES	RISKS
A wide and diverse array of latest technologies for educational purposes, a range of digital resources	Insufficient or improper application of the opportunities afforded by the latest technologies or an excessive reliance on technologies for educational purposes
A high demand in the labor market for qualified specialists in technical fields, employers have a vested interest in their training	Changes in the economy, including its potential shrinking, can reduce the demand in the labor market for technical specialists and/or increase the demand for specialists in a narrow field
The forecast ageing of the Latvian population increases the labor market's demand for younger, qualified specialists	As the demographic and/or social situation worsens, the number of potential learners may decrease

Structural changes in the national economy create a demand for new professional competences and qualifications, the retraining of existing specialists and professionals with specific skills	Unforeseeable structural changes in the national economic sectors and/or deficits within Latvia or specific sectors in the context of global competition
The offer afforded by EU structural funds create opportunities to attract resources for growth	Inconsistencies and hasty political decisions, including those in the education sector, compromise investments and the strategic growth of the state and institutions

2.7. Assessment of implementation of the RTC development strategy 2014-2020

Activities planned in the Strategy 2014-2020 are divided into 3 strategic programs:

1. Study and curriculum development:
 - 1.1. Optimizing study and learning programs;
 - 1.2. Organization of practical education and internships;
 - 1.3. Lifelong learning and support for vocational further education;
2. Improving cooperation with social partners:
 - 2.1. Cooperation with educational institutions;
 - 2.2. Working with industries and businesses;
 - 2.3. Regional cooperation;
3. Institutional development:
 - 3.1. Environmental infrastructure and facilities;
 - 3.2. Human resources;
 - 3.3. Governance and communication with the public.

During the reporting period, the vast majority of strategic actions were implemented and substantial progress was made in the implementation of all strategic programs and sub-programs, including the qualitative implementation of all actions planned under sub-programs 1.1, 2.1, 2.3, 3.1 and 3.3. Particularly good results have been achieved in the development of environmental infrastructure and facilities, and in the optimization of study and learning programs, i.e. the areas that are most important for the sustainability of RTC development and form the basis for orientation towards excellence. (In 2014, when the 2014-2020 strategy was being developed, there was no indication that RTC would be able to receive funding from European structural funds.)

Key achievements in implementation of the 2014-2020 strategy

- ❖ Strategic program I “Development of study and learning programs”:
 - All study/learning programs have been audited and evaluated in terms of their content and qualification objectives.
 - Study and learning programs have been developed in line with the principles of modular education, including the following modular education programs have been developed,

accredited and are being implemented: Power engineering and electrical engineering, Electronics, Telecommunications, Programming, Computer systems, databases and computer networks, Automotive transport, Metalworking.

- A number of vocational study/learning courses, as well as all general compulsory courses have been optimized to ensure that students from different specializations can study them simultaneously.
- Elements of a work-based learning system have been introduced in the study/learning process. RTC is actively involved in the ESF project No.8.5.1.0\16\I\001 “Participation of vocational trainees in work-based learning and internships in enterprises” (implementation period: 27.01.2017-31.08.2023), which aims to increase the number of qualified learners in educational establishments after their participation in work-based learning or employer-led practical training and internships.
- Common lifelong learning modules have been developed for vocational secondary education programs: Public and Human Security, Information and Communication Technologies, Initiative and Entrepreneurship, Social and Civic Skills, Languages, Cultural Understanding and Expression; unified modules for study programs are being developed.
- The content of qualification papers, coursework and research papers is developed according to the needs of companies and based on the experience gained during internships (at least half, and in some specialties 80-100% of qualification paper topics meet the requirements of the sector and its companies and the developments are used to improve their activities).
- RTC is involved in the EU project No.8.5.2.0\16\i\001 “Improvement of the sector qualification system for the development of vocational education and quality assurance” (implementation period: 16.02.2016.-31.12.2021.), which has the direct objective of developing vocational education content that meets the changing requirements of the labor market and ensuring that vocational education is in line with the European qualifications framework. RTC's vocational education programs (electrical engineer, electronics technician, telecommunications technician, programming technician, computer systems technician, customer service specialist, logistics worker, car mechanic, program-controlled metal working machine installer, furniture carpenter) follow the principles of competence-based education.
- For 1st level vocational education programs, a module of the study quality management system has been developed and implemented to ensure standards of academic ethics, including the prevention of plagiarism.
- A network of internship providers, good practices and experience in organizing internships have been developed. Information is published on the RTC website.
- Assessment of competences acquired outside formal education is ensured in all study programs implemented by RTC.
- Teaching and methodological support is provided to competent specialists working in the enterprises for on-site training, mentoring and facilitation. The RTC website has a section for learners and professionals to access training and methodological materials relevant to the RTC profile.

❖ Strategic program II “Improving cooperation with social partners”:

- RTC has signed cooperation agreements with Riga Technical University, Daugavpils University, Liepaja University, Ventspils University of Applied Sciences, and is carrying out activities as stipulated therein. A cooperative collaboration system with other vocational education and training institutions for the joint use of teaching, methodological and material-technical facilities has been developed.
- A collegial advisory body, the Convention of Advisers, has been set up and is operational to promote the development of RTC in line with labor market requirements. RTC staff actively participates in sectoral expert councils.
- Representatives of companies not only take part in the work of the National Examination Boards, but also in the qualification work process, from the selection and approval of the topic to the defense.
- A database of professionals in the field who are able and willing to participate in the study and learning process (as guest lecturers, discussants, research supervisors, experts, etc.) has been developed.
- In cooperation with industry associations and planning regions, regional needs, interests and regional cooperation partners for RTC activities have been identified.
- Demand for RTC study programs in the regions has been assessed. An RTC education program is implemented in Liepaja.
- Regional study programs related to RTC programs have been developed according to the level of preparation and provision of cooperation partners, and training programs have been developed and implemented partly on-site in the regions and partly in Riga, including the study program “Engineering Mechanics” for the qualifications “Mechanical engineer” and “Mechatronic” partly in Liepāja and partly in Riga; study programs “Electronics” and “Electrical Equipment” partly in Daugavpils and partly in Riga.

❖ Strategic program III “Institutional development”:

- RTC's system for developing its facilities is up and running.
- A long-term plan for the improvement of the RTC environmental infrastructure and its updating system have been developed and are being implemented, including the renovation of the teaching block and workshop block at 3 Lēdmanes Street, Riga, workshop block at 6A Ieriķu Street, Riga, dormitory at 4 Ieriķu Street, Riga, and significant improvements to the material and technical base (software, technological equipment and machines, computer hardware, laboratory equipment) for the implementation of study programs.
- Improved accessibility of the RTC environment for persons with functional disabilities, including the installation of specialized stair rails for persons with functional disabilities at the entrance of the dormitory.
- A classroom equipped with video technology, interactive whiteboard and live streaming capabilities has been created to enable remote training and videoconferencing.
- Improved functional-aesthetic and sanitary-hygienic environment of the RTC library. RTC library collections are supplemented with up-to-date educational and other literature (more than 1000 items) necessary for the implementation of STEM education programs, electronic databases are available.

- Three ERDF-funded projects were developed and implemented to improve the energy efficiency of RTC infrastructure facilities: energy efficiency improvements were made to the educational buildings at 3 Lēdmanes Street and 16 Braslas Street, and to the dormitory building at 4 Ieriķu Street. As a result, the reduction in heating energy consumption foreseen in the projects has been achieved.
- ERDF project No.8.1.4.0\17\I\001 “Riga Technical College Infrastructure Development” has been developed and is being implemented as planned, the aim of which is to improve the learning environment of RTC studies in short-cycle professional higher education STEM programs. The project improved the teaching infrastructure in three RTC teaching blocks, installed a fire alarm system, and purchased teaching equipment and equipment to create laboratories for STEM education programs.
- A project has been developed and implemented to improve the environment and economic activity of the dormitory, including the establishment and operation of an entrance control and pass system, and the possibility of individual laundry service.
- Criteria for determining the pay rate of teachers based on the results of the teacher's performance appraisal have been developed and laid down in RTC's internal regulatory framework.
- A system for planning and supporting teaching and administrative staff development has been created and implemented. Every RTC teacher and staff member is involved in professional development (in various organized forms and self-study) in Latvia, abroad or on-site at RTC.
- Guidelines for the recruitment of new qualified teachers, including the most talented graduates of 1st level higher vocational education programs, developed and implemented. 26 new teachers were involved in the reporting period, incl. 12 RTC graduates). New teachers are supported by an experienced mentor.
- RTC management information system has been developed and implemented, including the study/learning process quality management subsystem
- A system is in place to attract the interest of general secondary school pupils to technical specialties and technical education, and to organize or participate in appropriate information and career choice events.

Some activities have not fully achieved their intended results. Due to objective external circumstances, it was not possible to optimize the 2020 internship timetable so that the intern flows are evenly spread throughout the academic year. The ambitious target to “Involve all RTC teachers in research and/or development of innovative applied developments by 2020” has not been achieved. The active development of new study programs or the improvement of existing ones hindered the possibility to provide all interested students (listeners) with the possibility to study individual study courses or modules. Although RTC has been able to attract significant additional financial resources during the period under review (mainly through projects), only the development of a medium-term action plan to diversify its sources of finance, including increasing its own revenues, has been taken forward and is therefore included in the plan for the next strategic programming period.

The implementation of the 2014-2020 Strategy was regularly monitored and the 2014-2020 Strategy was updated several times. However, a number of activities had to be postponed and the delays were not always due to objective reasons.

In the light of the experience of the 2014-2020 Strategy, the RTC has focused on planning fewer, but more development-relevant, strategic actions in the 2021-2027 Strategy.

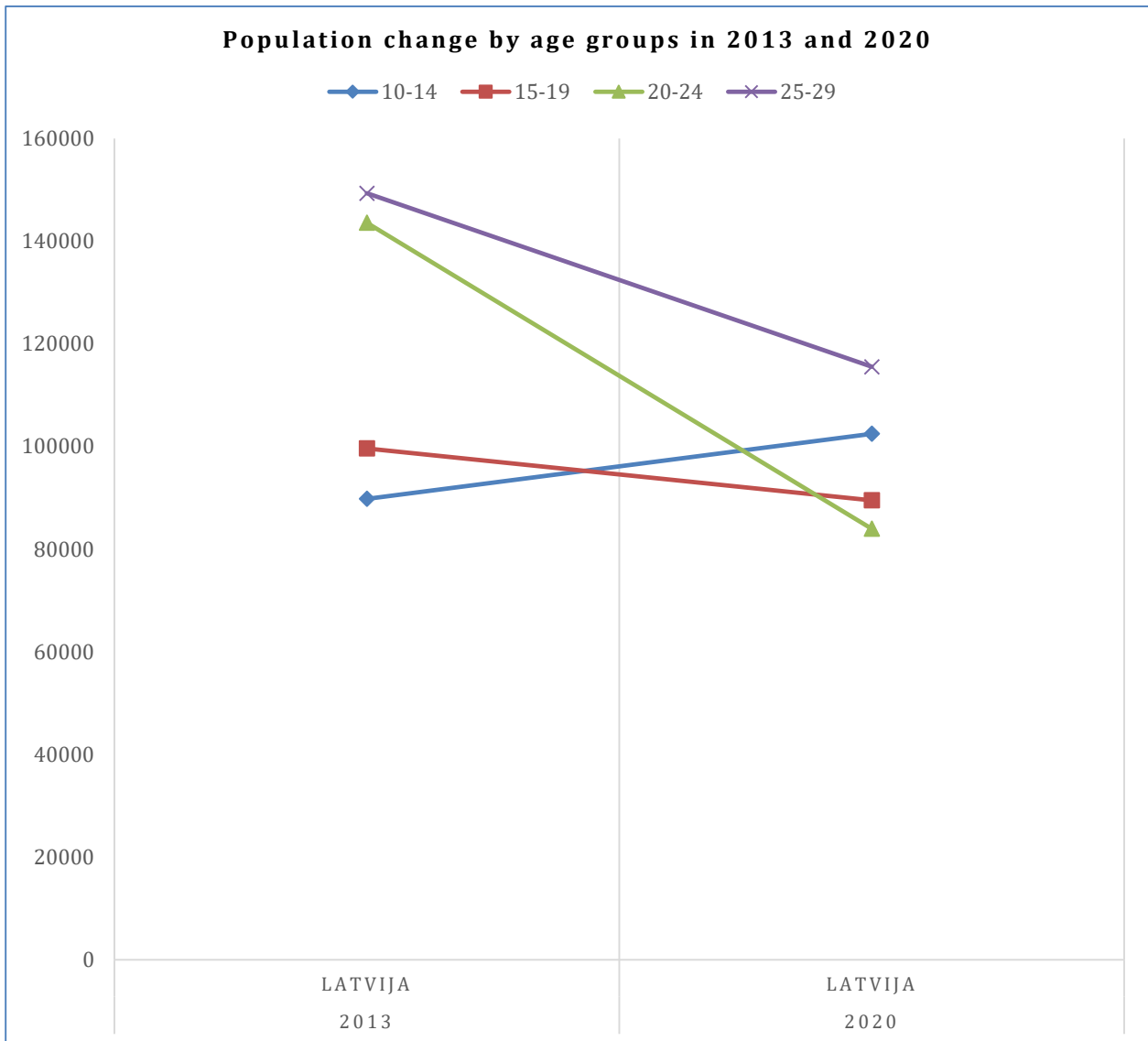
2.8. Demographic projections

The Central Statistical Bureau (CSB) has calculated that the population of Latvia will be 1907.7 thousand at the beginning of 2020, and only 1893.7 thousand at the beginning of 2021. So, in one year, the natural negative growth of the population reaches almost 3 000.⁶ The age groups that are important for RTC, i.e. those aged 15-29, have also been significantly reduced between 2013 and 2020. The decrease is particularly large in the 20-24 age group (from 143.6 to 84 thousand). The demographic situation in Riga in the 15-19 age group is different from the general trend in the country as a whole, with a slight increase. The number of children aged 10-14 is showing a positive trend. It is growing, slightly but year by year: from 90 thousand in 2013 to 102.5 thousand in 2020.⁷

⁶ CSB databases. IE020c. Population and main characteristics of natural population movements by quarter. https://data.csb.gov.lv/pxweb/en/data/data_isterm/IE020c.px/table/tableViewLayout1

⁷ CSB databases. IRG030. Average age and population by age and sex in statistical regions and republic cities at the beginning of the year. http://data.csb.gov.lv/pxweb/en/iedz/iedz_iedzrakst/IRG030.px

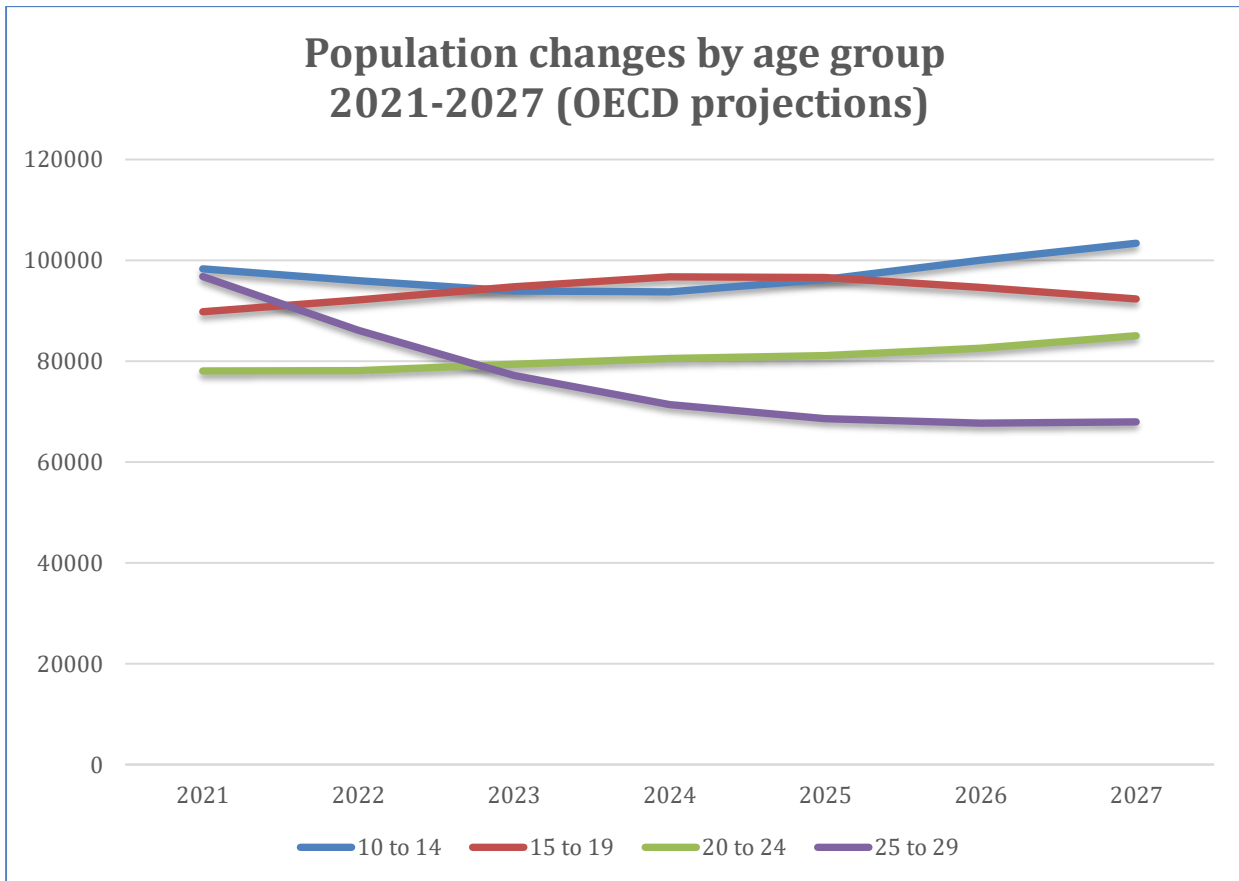
Fig. 2. Population change 2013-2020 by age groups



The OECD forecasts that Latvia's population will continue to decline, reaching 1.788 million in 2027. The 25-29 age group is also projected to see a significant decline. At the same time, a gradual increase is projected for the 10-14, 16-19 and 20-24 age groups (103,400, 92,400 and 85,000 respectively in 2027).⁸

Fig. 3. Projected population changes 2021-2027 by age groups

⁸Population projections. <https://stats.oecd.org/Index.aspx?DataSetCode=POPPROJ>



Thus, it can be concluded that the overall projected population decline will have virtually no impact on the cohort of potential learners relevant for the RTC projection of the number of potential learners.

2.9. Employment projections

The Ministry of Economics has developed labor supply and demand projections based on economic growth and demographic scenarios⁹. In 2027, the economically active population as a whole and in the 25-34, 45-64 age groups will decrease, while the 35-44, 15-24 and 65-74 age groups will increase (the latter two age groups do not have a significant impact on labor supply). The share of tertiary education graduates and those with primary education or less will increase, while the number and share of secondary education graduates, including vocational and secondary vocational education, will decrease.¹⁰

Table 9 Labor supply and demand projections for 2027 by education subject groups

⁹ On medium- and long-term labor market projections. Information report. Riga : EM, 2020.

¹⁰ See *ibid*, pp.61-62

Education subject group	Education level	Demand in 2027 (thous.)	Supply in 2027 (thous.)	Demand/supply conformity %
Natural sciences, mathematics and information technologies	Higher education	29.1	23.7	123
Engineering, manufacturing and construction	Higher education	64.2	55.9	115
Natural sciences, mathematics and information technologies	Vocational secondary education	5.5	4.3	128
Engineering, manufacturing and construction	Vocational secondary education	140.6	115.6	122

Fig. 4. Labor supply and demand projections 2027 by occupational groups¹¹

Vidējais pieprasījums Kopā	94
21 Zinātnes un inženierzinātņu jomas vecākie speciālisti	100
25 Informācijas un komunikācijas tehnoloģiju jomas vecākie speciālisti	108
31 Zinātnes un inženierzinātņu speciālisti	102
35 Informācijas tehnoloģiju speciālisti	108
71 Būvnieki un tiem radniecīgu profesiju strādnieki (izņemot elektrikus)	108
72 Metālapstrādes, mašīnbūves un tām radniecīgu jomu strādnieki	103
74 Elektrisko un elektronisko iekārtu strādnieki	112
75 Pārtikas produktu pārstrādes un kokapstrādes strādnieki un amatnieki	108
81 Rūpniecisko iekārtu operatori	105
82 Montieri	102
83 Pašgājeju mašīnu un iekārtu vadītāji un ceļšanas iekārtu un mašīnu operatori	104

Taking into account the number of graduates in 2019, it is expected that (if the structure of graduates does not change significantly) in 2027 there will be a shortage of 14,000 STEM graduates and 40,000 vocational secondary graduates, while a labor surplus is projected both for those who do not continue their education beyond primary and secondary education and for

¹¹ See *ibid*, pp. 114-115

those who have completed higher education in non-STEM programs, in particular for qualified social sciences and humanities graduates."¹²

Shortages in the supply of skilled labor are expected in almost all education subject groups. The most significant shortfalls are expected in the engineering, manufacturing and construction subject groups, mainly in the areas of mechanical engineering, mechanics and metalworking, food and textile technology and product manufacturing, as well as woodworking technology and product manufacturing. The shortfall in engineering, manufacturing and construction professionals with medium qualification could grow to around 25 000 by 2027."¹³

According to the ME projections, all education programs implemented by RTC will provide their graduates with good prospects in the labor market, as labor demand in the relevant subject groups of education will exceed labor supply in 2027.¹⁴ A similar conclusion on the labor market prospects of RTC-trained professionals can be drawn from the labor supply and demand projections for individual RTC occupations in 2027.

¹² See *ibid*, p.65

¹³ *Ibid*, p.73.

¹⁴ See *ibid*, p. 74.

3. STRATEGY FOR YEARS 2021-2027

3.1. Plan of strategic actions

Table 10 The strategic actions, their results, performance indicators and deadlines planned for years 2021-2027

STRATEGIC ACTION	RESULT OF ACTION	PERFORMANCE INDICATORS	DEADLINES FOR ACTION
STRATEGIC PROGRAM 1. FLEXIBLE EDUCATIONAL CONTENT AND TECHNOLOGIES			
Objective: To offer and implement educational programs in accordance with the development trends of the national economy and modern-day education			
1.1. To provide a step-by-step opportunity for acquiring education and/or vocational qualification and/or raising it for the relevant specialties at all the educational program levels carried out by RTC	Education and/or vocational qualification and/or raising it is offered for the relevant specialties at all the educational program levels offered by RTC	Number of programs, breakdown	2025-2027
1.2. To optimize the range of educational programs available by developing adaptive study/learning programs with multiple specialization modules, to begin their implementation	1. At least 2 programs have been designed	Number of programs, breakdown	2021-2027
	2. Their implementation has begun		2023-2027
1.3. To develop modular study/learning programs and/or work-environment based educational programs in order to implement them alongside other higher education and vocational education institutions, including regional ones	At least 2 programs have been designed	Number of programs, breakdown, implementation locations. Cooperation partners	2023-2027
1.4. Develop and start implementing programs for learners who have started	1. At least 3 programs have been designed	Number of programs, breakdown.	2021-2023

studies in 1st level higher education programs after completing general secondary education or another vocational secondary education program.	2. Implementation of programs has begun	Number of students who have completed the program, breakdown. Assessment and dynamics of the students' learning accomplishments.	2023-2026
1.5. To integrate the contents of a "green course" and "green thinking" into the study/learning programs	1. Study/learning programs have been audited in relation to the "green course" 2. The contents of the study/learning program and/or the study course/subject curriculum has been updated	Audit findings. Number of adjusted, supplemented programs, breakdown	2022-2023 2023-2024
1.6 To design and implement distance learning study/learning programs that can be carried out online	1. At least 3 programs have been designed 2. Their implementation has begun	Number of programs, breakdown	2021-2027 2024-2027
1.7. For each full-time educational program, e-studies/learning programs for individual study courses/subjects must be developed	E-studies/learning programs for at least 5 courses/subjects have been developed	Number of programs, breakdown	2021-2027
1.8. To introduce elements of distance learning into all the study/learning programs regardless of the form the education is carried out in	Elements of distance learning have been introduced in all the study/learning programs	Proportion of distance learning elements in programs, breakdown	2021-2024
1.9 Make effective use of the Moodle learning environment by creating e-learning modules	E-studies modules have been created for all study/learning programs	number of e-modules in Moodle environment, breakdown	2022-2025
1.10. Upon request, to develop and implement module and course programs with the cooperation of industries, their enterprises,	1. Upon the request of social partners, module and course programs have been developed	Number of programs, breakdown, implementation locations	2023-2027 2024-2027

municipalities and planning regions	2. Their implementation has begun		
1.11. To assess the entire study/learning program, the methodologies used for implementing modules and courses and to implement study/learning technologies that ensure a practical and creative usage of acquired competences in further professional activity	1. The entire study/learning program and the methodologies used for implementing modules and courses have been assessed 2. Study/learning technologies that ensure a practical and creative usage of acquired competences in further professional activity have been implemented as part of the process of instituting programs	Number of assessed programs, breakdown. Assessment of implemented technologies, proportion	2021-2024 2022-2025
1.12. Implement work-environment based learning in all the study/learning programs of RTC	1. Work-environment based study/learning programs have been developed. 2. Their implementation has begun	Number of work-environment based programs, proportion. Number of learners taking part in work-environment based learning	2022-2027

STRATEGIC PROGRAM 2.

COMPETENT EDUCATORS AND MOTIVATED LEARNERS

Objective: To ensure a quality educational process involving competent educators who are oriented towards consistently raising their qualifications and motivated students who are oriented towards acquiring education

2.1. Over the course of the study/learning process, to provide the students with opportunities to grow and develop transversal skills in relation to taking responsibility and being responsible for their own actions, skills to gather,	Students are able to take responsibility and are responsible for their own actions, can gather, analyze and make use of information, learn, are motivated to continue growing their competences	Assessment results. Analysis of survey and test results	2021-2024
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analyze and make use of information, learning skills and the motivation to continue growing their competences over the course of their lives	over the course of their lives		
2.2. To develop and implement a composite program for developing the learners' personalities and improving the motivation for learning, which includes systematic efforts to strengthen the students' sense of responsibility and to provide support for studying/learning	<p>1. A composite program, which also consists of systematic efforts to strengthen the students' sense of responsibility and to provide support for studying/learning has been developed</p> <p>2. Program is being implemented</p>	<p>Program has been developed, its assessment.</p> <p>Qualitative assessments of the program's implementation</p>	<p>2021-2024</p> <p>2023-2027</p>
2.3. To assess the entire study/learning program, the descriptions for modules, courses and subjects, and to ensure the clarity, accuracy and operationalization of their entailing goals and results	<p>1. Assessment has been made</p> <p>2. Descriptions of study/learning programs, modules, courses and subjects clearly and precisely define objectives and outcomes, criteria for achieving the outcomes</p>	<p>Number of assessed descriptions, breakdown.</p> <p>Number of specified descriptions, qualitative assessment.</p> <p>Qualitative assessment of the work carried out by educators</p>	<p>2021-2023</p> <p>2022-2024</p>
2.4. To ensure that assessments for learning accomplishments are objective, reasonable, accurate and timely, to make the students partake in self-assessment and evaluation of the learning accomplishments of their peers	<p>1. The learning accomplishments of the students are assessed in an objective, reasonable and timely manner</p> <p>2. Students assess their own learning accomplishments as well as those of their peers</p>	<p>Quantitative and qualitative evaluations of the assessment for learning accomplishments and the pedagogical process.</p> <p>Assessment of complaints</p>	<p>2021-2025</p> <p>2021-2027</p>
2.5. To ensure the methodological union of educators teaching vocational subjects as a consistently functioning collegial, methodological work	1. The expanded functional status of methodological unions has been documented	The necessary internal, normative regulations have been developed and adopted.	<p>2021-2023</p> <p>2023-2027</p>

management and support institution, including contests, lectures, conferences, experience exchanges etc., as well as the organization of events such as seminars, consultations, innovative projects etc.	2. The unions function as collegial institutions for management of methodological work and support	Annual qualitative assessments of the activities carried out by the methodological union of educators (MUE)	
2.6. To develop and implement a comprehensive system for monitoring the quality of work carried out by educators	1. System has been developed 2. System has been implemented	System has been developed. Qualitative assessments of system performance	2021-2022 2022-2024
2.7. To develop and implement a complex and flexible system of staff motivation and guarantees	1. System has been developed 2. System has been implemented	System has been developed Qualitative assessments of system performance	2021-2023 2023-2024
2.8. To ensure that the entire full-time teaching staff participates in research activities, development of innovative projects, preparing the students for contests, developing the students' entrepreneurial skills etc.	The entire full-time teaching staff participates in research activities and/or development of innovative projects and/or preparing the students for contests and/or developing the students' entrepreneurial skills etc.	Number of educators participating. Qualitative and quantitative assessments of the operation of educators and departments	2021-2025
2.9. To increase the educators' involvement in the development and updating of textbooks, study and teaching aids and learning materials needed for ensuring the study process	At least a half of educators are involved in the development and updating of textbooks, study and teaching aids and learning materials needed for ensuring the study process	Number of participating educators and developed materials. Qualitative assessments of work carried out by educators	2021-2026
2.10. To create a digital platform for internal communications and implement a digital document management	1. A digital platform for internal communications has been created	A functional digital platform, digital system, their qualitative and quantitative assessments	2021-2023 2022-2024

system for educators, students and staff	2. A digital document management system has been implemented		
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**STRATEGIC PROGRAM 3.
LIFELONG LEARNING**

Objective: To provide opportunities for workers in the economic sector, other applicants and RTC teaching staff to acquire modern vocational education and raise their professional qualification

3.1. To improve the range of adult education available by offering a personalized and flexible approach and to implement this according to demand, including retraining of unemployed and employed persons	1. Vocational further education programs have been developed for all professional qualifications implemented by RTC, if the labor market so requires.	Number of professional development programs developed.	2022-2027
	2. At least 10 new programs have been developed (modular vocational continuing education, professional development, retraining, non-formal education programs, modular sets).	Number of designed and implemented programs, breakdown	2021-2027
	3. Programs are being implemented according to demand	Supply/demand assessment Financial resources tied to the implementation of programs.	2021-2027
	4. 100% growth in the number of adult learners, reaching the same number of adult learners as in initial vocational training.	Number of adult learners.	until 2027
3.2. To provide separate study/learning modules for workers in economic sectors that correspond to RTC's profile and to subsequently validate the acquired education	Workers in economic sectors that correspond to RTC's profile can learn separate study/learning modules and obtain a corresponding education document confirming said learning	Number of modules offered, breakdown Number of students, number of education documents issued	2022-2027
3.3. To provide the study, methodological and technical	Necessary study, methodological and	Amount of resources available,	2022-2026

resources needed for adult education programs taking place online	technical resources available online	breakdown, their qualitative assessment	
3.4. To ensure that opportunities to learn specific study courses/subjects are available for everyone, particularly online	Interested parties may learn specific study courses/subjects, including online, as listeners	Number of courses and subjects, breakdown. Number of listeners, breakdown	2022-2027
3.5. To increase the involvement of educators and industry specialists in adult education, to raise the professional competences of educators in relation to working with adults.	<p>1. At least 28 RTC educators are involved in adult education (4x more than in 2020)</p> <p>2. At least 10 RTC educators have raised their professional competences in relation to working with adults (2x more than during the previous strategy period)</p>	Number of educators and specialists involved. Number of persons who raised their professional competences. Qualitative assessments of work carried out by educators	<p>2021-2027</p> <p>2023-2027</p>
3.6. To increase the proportion of educators who have raised their qualifications through traineeships in companies within the relevant sectors	At least 15 RTC educators have raised their qualifications through traineeships in companies within the relevant sectors (2x more than during the previous strategy period)	Number of educators, proportion. Number of traineeships, breakdown. Qualitative assessment of traineeship results	2021-2027
3.7. To provide RTC educators and staff with the opportunity to increase their EU official foreign language skills, particularly English, including at a level sufficient for teaching classes in a foreign language	The English (or other EU official foreign language) skills of educators are sufficient enough to potentially conduct at least three study programs in a foreign language by 2027	Number of educators, breakdown, quantitative and qualitative assessments of their language skills	2022-2027
3.8. Provide competence development for teachers in line with their specific needs, including digital skills, collaboration skills, personal and career development management	<p>1. Medium-term plan for targeted professional development of teachers is created</p> <p>2. Educators are raising their professional competence according to their own individual needs and those of RTC</p>	<p>A plan has been developed, its assessment.</p> <p>Assessment of whether the development of professional competence of educators (DPCE)</p>	<p>2021-2023</p> <p>2023-2027</p>

		corresponds to the needs of RTC and educators	
3.9. To create a system of methodological support and development of professional competence for internship managers, industry specialists and managers of work-based environment learning within their respective companies	<p>1. A system of methodological support and development of professional competence has been created</p> <p>2. Internship managers, industry specialists and managers of work-based environment learning within their respective companies receive the necessary methodological support and development of professional competence</p>	<p>The system has been created.</p> <p>The system is implemented and functioning.</p> <p>Qualitative assessment of methodological support and DPC</p>	<p>2022-2024</p> <p>2022-2027</p>

STRATEGIC PROGRAM 4. COOPERATION AND COMMUNICATION			
Objective: To cooperate with other educational institutions, companies and social partners in Latvia, its regions and abroad, to communicate with the public in an effective manner			
4.1. To increase and optimize the involvement of students and educators in international projects, to participate in new ones and produce results for the current international projects	<p>1. The involvement of students and educators in international projects has increased - at least 10 RTC educators participate in international projects annually (20% more than in 2020)</p> <p>2. RTC's participation in international projects is effective and productive</p>	<p>Number of project participants. Self-assessment of project participants (reports). Qualitative and quantitative evaluation of participation in projects</p>	<p>2021-2027</p> <p>2023-2027</p>
4.2. To increase the traineeships and/or experience exchanges of educators in educational institutions in Latvia and abroad as part of bilateral	Each year at least 3 RTC educators or employees undergo traineeships and/or participate in experience exchange in other educational	Number of educators, number of traineeship (experience exchange) positions, breakdown.	2022-2027

cooperation projects and/or contracts	institutions and/or companies	Educators' self-assessment (reports)	
4.3. In cooperation with higher and vocational secondary education institutions offering STEM education programs, to optimize a joint use of teaching staff resources and the technical material base	<p>1. Cooperation contracts with educational institutions have been signed and are being implemented</p> <p>2. As a result of said cooperation, the teaching staff resources and technical material base have been used more effectively</p>	<p>Number of signed contracts, their qualitative assessment. Cooperation partners.</p> <p>Effectiveness analysis of the usage of the technical material base (TMB)</p>	<p>2021-2027</p> <p>2021-2027</p>
4.4. In cooperation with other educational institutions in Latvia and abroad, to develop and implement a program for learning innovations, new technologies and work methods, which are to be included in the planned study/learning results and used in professional work and career growth as well as for the growth of the educational institution	<p>1. Program has been developed</p> <p>2. The program is being implemented in RTC</p>	<p>Qualitative assessment of the program Cooperation partners.</p> <p>Assessment of the program's implementation process</p>	<p>2023-2024</p> <p>2024-2027</p>
4.5. In cooperation with planning regions and municipalities, to develop and initialize the implementation of a strategy in which RTC pre-emptively undertakes the training of specialists with qualifications corresponding to local demand	<p>1. A strategy has been developed in cooperation with at least 3 planning regions</p> <p>2. The strategy is being implemented</p>	<p>The strategy has been developed</p> <p>Areas of cooperation. Assessment of supply/demand</p>	<p>2021-2027</p> <p>2022-2027</p>
4.6. In cooperation with professional associations and industry enterprises, to optimize the learning, methodological and technical material base necessary for the implementation of study/learning programs	<p>1. Cooperation contracts are signed and in effect</p> <p>2. As a result of the cooperation, the learning, methodological and technical material base has been improved</p>	<p>Number of signed contracts, their qualitative assessment. Cooperation partners.</p> <p>Assessment of the effectiveness of the</p>	<p>2022-2027</p> <p>2023-2027</p>

		contracts' implementation	
4.7. To develop an effective and efficient external communications system and ensure it is functioning optimally	1. An improved external communications system has been developed 2. The system is fully functional	A functional system has been developed, its qualitative assessment	2021-2022 2023-2024
4.8. To intensify RTC teachers', employees' and students' involvement in communication with the society	At least 40 RTC educators, employees and students are communicating with the public (2x more than in 2020)	Number of persons involved, breakdown. Qualitative assessment of involvement	2021-2027
4.9. To modernize RTC's website, which includes accounting for vast opportunities for interactive, mutual communication; to develop a modern RTC website in English with content that is suitable for foreign partners and clients	1. A modernized RTC website in Latvian 2. An English version of RTC's website has been developed	Functional, modernized website, website's version in English, their qualitative assessment	2021-2024 2023-2025
4.10. To ensure that RTC is available online and that materials that are topical and appropriate for the target audiences are being published on social media and internet portals and portals corresponding to the business profile	1. RTC is available online both in Latvia and abroad around the clock 2. Topical materials regarding RTC that are relevant for the target audience are being published on social networks and internet portals and portals	Results of online accessibility monitoring. Number of published materials, qualitative assessment, publication sites	2023-2025 2022-2027

STRATEGIC PROGRAM 5.

SUSTAINABILITY OF RESOURCES, INFRASTRUCTURE AND PROCESSES

Objective: To develop sustainable infrastructure for resources and the environment, to provide a modern technical material base for the educational process

5.1. To develop and implement a medium-term strategy to ensure the	1. The strategy has been developed	A plan has been developed.	2021-2022 2023-2027
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sustainability of RTC's financial resources, including increasing the amount of funding and diversifying sources of funding	2. The amount of revenue and financial sources raised has increased	Amount of revenue, proportion, growth dynamics. Amount of financial sources raised	
5.2. To develop a long-term program for regular renewal and modernization of the equipment, workbenches etc. necessary for carrying out the study/learning programs	A long-term program has been developed	Program has been developed, its assessment	2021-2022
5.3. To assess the air quality in RTC premises and develop, implement a project for the construction or renovation of an indoor ventilation system for the whole campus and dormitory	1. Air quality monitoring has been implemented 2. The project has been developed 3. The project is being implemented	Monitoring has been conducted, its results. The project has been developed. Area of the renovated ventilation system, renovated premises, proportion of renovated premises. Assessment of effectiveness.	2021-2023 2022-2024 2023-2027
5.4. Develop and implement a medium-term program for saving and efficiently using energy, including installation of energy efficient and ergonomic lighting in RTC premises, reconstruction of the heating system and installation of solar panels.	1. Medium-term program has been developed 2. A project or plan for creating energy efficient and ergonomic lighting has been developed 3. Rebuilding of the heating system to a two-pipe system with radiator control in each room has started. 4. Solar panels have been installed.	A program has been developed Project is developed Assessment of the project's implementation and energy efficiency. Dynamics of energy consumption	2021-2023 2022-2023 2023-2027 2024-2027
5.5. To provide the technical material base and equipment necessary for carrying out the	The program is being carried out using the essential technical material base (TMB) and	Number of TMB units, breakdown,	2023-2027

logistics study/learning program	equipment, forklifts/electric forklifts or simulators, sets of work clothes, security cameras and/or code cards	qualitative assessment	
5.6. To restore library resources, including fully providing the students with the necessary educational literature, to update and supplement the range of pedagogical and methodological literature available, to equip the library with a book scanner	1 The students are fully endowed with the necessary educational literature from the library	Proportion of educational literature available, breakdown.	2023-2027
	2. The library stock is supplemented with current pedagogical and methodological literature	Number of newly-purchased units for the stock, breakdown, qualitative assessment	2021-2027
	3. The library is equipped with a book scanner		2023-2027
5.7. Upgrade the computer equipment and software necessary for information technology studies in accordance with the latest technologies, develop a medium-term strategy for their continual and consistent modernization	1. A plan has been developed 2. The computer laboratories for the information technology programs are equipped with modern computer equipment and software	A plan has been developed. Number of equipped rooms, breakdown. Number of computer equipment and software units, qualitative assessment	2021-2023 2023-2027
5.8. To equip the classrooms deemed the most significant for carrying out study/learning programs with digital whiteboards, the workplaces of educators with web cameras and document cameras, to equip the departments with devices for copying and scanning documents	1. Classrooms are equipped with digital whiteboards, web cameras and/or document cameras	Number of equipped rooms, breakdown Number of equipment units, breakdown. Qualitative assessment	2023-2027
	2. All the departments are equipped with devices for copying and scanning documents		2025-2027
5.9. To develop a project and implement an automated system for controlling the persons who enter and exit the premises, including equipping with a device for printing personal identification cards	1. The project has been developed	Project has been developed and implemented. Functional system	2024-2025
	2. An automated system for controlling the persons who enter and exit the premises has been implemented		2022-2024

5.10. Install separated waste collection containers in the whole campus, student hotels and outdoor areas	Containers have been installed in RTC campus, student hotels and outdoor areas	Number of installed container sets, location, proportion	2022-2025
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3.2. Development of education programs

All short-cycle vocational higher education study programs currently implemented by RTC in the study fields “Energetics, Electrical Engineering, and Electrical Technology”, “Information Technology, Computer Science, Electronics, Telecommunications, Computer Management, and Computer Science”, “Mechanics and Metalworking, Thermal Energy, Thermal Technology, and Mechanical Engineering”, “Production and Processing”, “Transport Services” and the corresponding vocational secondary education programs have development potential.

The first-level vocational higher education program “Record-keeping and office management” and the vocational secondary education program “Administrative and secretary services” of the study field “Management, Administration and Real Estate Management” have limited potential for further development and are not in line with RTC's strategic course to focus on STEM programs.

RTC is ready to implement WBL training in all short-cycle higher vocational education and secondary vocational education programs. Over the next two years, particular attention will be paid to working with the relevant sectoral expert councils and sectoral enterprises to ensure that learners from all occupations have the opportunity to learn in a WBL format. The launch of WBL training in mechatronics and metalworking is now close to completion.

The Strategy sets out a series of comprehensive strategic actions for the development of study programs and adult lifelong learning, including:

- to provide a step-by-step opportunity for acquiring education and/or vocational qualification and/or raising it for the relevant specialties at all the educational program levels carried out by RTC;
- to optimize the range of educational programs available by developing adaptive study/learning programs with multiple specialization modules, to begin their implementation (at least 2 such programs are planned);
- to develop and start implementing equalization module programs for students who have started studies in 1st level higher education programs after completing general secondary education or another vocational secondary education program, thus creating equal opportunities for all students to complete study programs (at least 3 such programs are planned);
- to develop modular study/learning programs and/or work-environment based educational programs in, which implementing the them alongside other higher education and vocational education institutions, including regional ones (at least 2 such programs are planned);
- to develop and implement e-learning distance learning programs (at least 3 programs are planned), provide teaching, methodological and technical resources for the implementation of adult education programs in e-learning environment;

- For each full-time educational program, e-studies/learning programs for individual study courses/subjects must be developed;
- Upon request, develop and implement module and course programs in cooperation with industries, businesses, municipalities and planning regions;
- Implement WBL in all study/learning programs of RTC;
- integrate green course and green thinking content into study programs, including auditing curricula for green course and complementing the content of study programs and courses;
- develop at least 10 new adult education (modular continuing vocational education, professional development, retraining non-formal education) programs and implement them according to demand, including for the retraining of the unemployed and employed;
- provide separate study/learning modules for workers in economic sectors that correspond to RTC's profile and to subsequently validate the acquired education;
- develop and implement, according to demand, retraining programs for the unemployed and the employed in all specializations relevant to the study and learning programs implemented by RTC;
- ensure that opportunities to learn specific study courses/subjects are available for everyone, particularly online.

3.3. Methodical work and its development

In 2017/ 2018 school year, RTC has started implementing modular education. Modular curricula for 10 qualifications have been developed, licensed, and program descriptions, curricula, timetables, and deployment plans have been developed. The implementation of educational programs is ensured, i.e. planning of lessons and teachers, creation of timetables, charging, etc. The preparation of course curricula continues. The implementation of modular education programs depends on the results of national projects SAM 8.5.3. "Ensuring effective management of vocational education institutions and professional competence development of the staff involved" and SAM 8.5.2. "Ensuring the relevance of vocational education to the European qualifications framework" which ensure the development of module content and other documentation related to innovation in the education process.

RTC contributes to the content of the modules. Module map amendments and content development for the educational program "Programming" is completed, content development for the educational program "Engineering Mechanics" is in process, modifications in content of the educational program "Telecommunications" are started. Module content is improved or developed in cooperation with the NEP and the VISC.

RTC participates in the development of the curricula to which they are nationally delegated as methodological area leaders. Programs are developed for different levels and volumes of professional qualifications. Within its competence, RTC participates in meetings and working groups organized by the Ministry of Education, VISC, LDDK, other educational institutions, various projects, including the Skola-2030 project, prepares documents, coordinates the updating of educational programs, cooperates with VISC, IKVD in solving various issues related to licensing, accreditation, approval of educational programs, etc.

Table 11 RTC methodological responsibilities until 2021

Sector	Field of methodical work	Group of education programs	Set of education programs	Professional qualification according to the sectoral qualifications system
Electronic and optical equipment manufacturing, information and communication technology	Computing	484 Programming	483 01 Programming	Programming technician
Electronic and optical equipment manufacturing, information and communication technology	Engineering and technology	523 Electronics and automation	523 03 Telecommunications	Telecommunications technician
Metalworking, mechanical engineering and engineering (Metalworking)	Engineering and technology (Metalworking)	521 Mechanics and metalworking	521 01 Metalworking	Program-controlled metal working machine installer Program-controlled metal working machine operator
Metalworking, mechanical engineering and engineering (Mechanical Engineering)	Engineering and technology (Mechanical Engineering)	525 Mechanical engineering (motor vehicles, ships and aircraft)	525 01 Automotive transport	Car service specialist Car mechanic Car diagnostician Car locksmith
Metalworking, mechanical engineering and engineering (Refrigeration equipment) Power engineering (Thermal energy)	Engineering and technology (Refrigeration equipment, Thermal energy)	521 Mechanics and metalworking 522 Power engineering	521 02 Engineering mechanics 522 06 Thermal energy	Low-temperature engineering specialist Refrigeration equipment systems technician Refrigeration systems repairer Thermal energy specialist Heat supply and heating systems technician

Each academic year, RTC participates in the VISC methodological working groups for the development of centralized vocational qualification examination materials, develops the examination materials itself and coordinates with VISC for those qualifications that do not have centralized examinations (“Telecommunications Technician”, “Refrigeration Equipment Systems Technician”). Qualification exams are organized and implemented.

As required, RTC ensures the licensing, accreditation and implementation of educational programs, prepares students for various competitions, helps organize cooperation with employers, organizes guest lectures, etc. activities.

2020. In 2021, introduction of the competences approach to general education, implementation of the new general secondary education curriculum was started. Adequate curricula and related documentation (descriptions, curricula, timetables, deployment plans, etc.) have been developed.

Table 12 Development of RTC vocational secondary education programs 2020-2021 (since 01.09.2020.)¹⁵¹⁶

Name of the education program	IP code	Expected qualification (profession)	Non-modular IP			IP since 01.09.2020			Department	Start time of the IP curriculum			
			ID	Licence	Accreditation	ID	Licence	Accreditation		1st year	2nd year	3rd year	4th year
									MODjvis	MOD WBL		WBL	
1 Power engineering and electrical engineering	33 522 01 1	Electrical engineer	1-E	P - 13379 08.02.2016.	AP 5387 until 30.05.2024	1 E MODjvis	P- 17114 24.07.2018	AP 5565 until 30.05.2024	ICT Department	2020. 2021	2018. 2019	2018. 2019	2016. 2017
2. Electronics	33 523 02 1	Electronics technician	2-EL	P - 13535 25.02.2016	AP 5388 until 30.05.2024	2 EL MODjvis	P- 17115 24.07.2018	AP 5566 until 30.05.2024		2020. 2021	2018. 2019	2018. 2019	2016. 2017
3. Telecommunications	33 523 03 1	Telecommunications technician	3-T	P - 13380 08.02.2016	AP 5391 until 30.05.2024	3 T MODjvis	P- 17116 24.07.2018	AP 5567 until 30.05.2024		2020. 2021	2018. 2019	2018. 2019	2016. 2017
4. Programming	33 48 4 01 1	Programming technician	4-P	P - 15989 14.09.2017	AP 5389 until 30.05.2024	4 P MODjvis	P- 17113 24.07.2018	AP 5568 until 30.05.2024		2020. 2021	2018. 2019	2018. 2019	2016. 2017
5. Computer systems, databases and computer networks	33 48 3 01 1	Computer systems technician	5-DT	P - 15988 14.09.2017	AP 5390 until 30.05.2024	5 DT MODjvis	P- 17112 24.07.2018	AP 5569 until 30.05.2024		2020. 2021	2018. 2019	2018. 2019	2016. 2017
6. Administrative and secretary services	33 34 6 01 1	Customer service specialist	6-K	P - 13357 02.02.2016	AP - 4233 lidz 30.03.	-	-	-		Department	-	-	2016. 2017

¹⁵ In all education programs from 01.09.2020. 1st year students begin their studies with the new general education standard

¹⁶ Abbreviations used in the table: MODjvis - modular IP with the new general education standard; jvis - non-modular IP with the new general education standard; MOD - modular education; WBL - work-based learning.

					2022													
						6.K MODjvis	P_1671 13.08. 2019	AP - 6041 until 30.03. 2022					2020. 2021	2019. 2020	-	-		
12 Telemechanics and logistics	33 345 12 1	Logistics worker				12 LD MODjvis	P - 15040 01.02. 2017	AP-5801 līdz 14.03. 2021					2020. 2021	2017. 2018	2017. 2018	2017. 2018		
7. Engineering mechanics	33 521 02 1	Refrigeration equipment mechanic	7- AT	P - 12903 11.11. 2015	AP 4234 until 30.03. 2022											2016. 2017	2016. 2017	
		Refrigeration equipment systems technician	7- AT 201 9	P_1670 13.08. 2019	AP 6040 until 30.03. 2022	7.AT jvis	P_1670 13.08. 2019	AP 6040 until 30.03. 2022					2020. 2021	2019. 2020	-	-		
8 Automotive Transport	33 525 01 1	Car mechanic	8- AM	P - 13381 08.02. 2016	AP 5392 until 30.05. 2024	8 AM MODjvis	P- 17118 24.07. 2018	AP 5570 until 30.05. 2024					2020. 2021	2018. 2019	2018. 2019	2016. 2017		
		Car electrician	9- AE	P - 13382 08.02. 2016	AP 5802 until 30.05. 2024				AP 5802 until 30.05. 2024				NA	2016. 2017	2016. 2017	2016. 2017		
9. Metalworking	33 521 01 1	Program- controlled metal working machine installer	10- MA	P- 17040 06.07. 2018	AP 5479 until 30.05. 2024	9 MA MODjvis	P- 17117 24.07. 2018	AP 5571 until 30.05. 2024					2020. 2021	2018. 2019	2018. 2019	2016. 2017		
10. Mechatronics	33 521 06 1	Mechatronic systems technician	11- MH	P - 13377 08.02. 2016	AP 5803 until 30.05. 2024	10.M H jvis	P - 13377 08.02. 2016	AP 5803 until 30.05. 2024					2020. 2021	2016. 2017	2016. 2017	2016. 2017		
11. Wooden goods production	33 543 04 1	Furniture carpenter	12- MG	P - 15987 14.09. 2017	AP 5394 until 30.05. 2024									2016. 2017	2016. 2017	2016. 2017		
							11.M G MODjvis	P_3825 25.08. 2020	AP 6449 until 30.05. 2024				2020. 2021					

Priorities for methodological work in 2020-2021:

- adjusting the 4-year curricula \ preparing for the programs starting in 2020-2021 (only the first course had an approved curriculum), coordination with VISC and IKVD, as well as other relevant documentation changes;
- preparation of all modular programs in all modular education programs;
- curriculum development for all general subjects, lifelong learning courses and vocational content;

- preparation of documentation for the educational programs “Refrigeration Equipment Systems Technician” and “Mechatronic Systems Technician”, following the development of modular content, including licensing.

The aim of RTC's methodological work for 2021-2027: to create and develop a modern educational environment for the creative activity of teachers and learners, to prepare specialists who are competitive and in line with the labor market demand, to provide methodological assistance to vocational and general education teachers in the selection and use of the most effective working methods for competence-based education , to ensure professional development of teachers in line with the changes, to promote practical, innovative and creative activity and experience.

Table 13 RTC methodological responsibilities from 2021¹⁷

Sector	Area of methodical work	Group of education programs	Set of education programs	Professional qualification according to the sectoral qualifications system
Supervisor of methodical work				
Electronic and optical equipment manufacturing, information and communication technology	Engineering and technology	523 Electronics and automation	523 03 Telecommunications	Telecommunications technician
Power engineering	Engineering and technology (Refrigeration equipment, Thermal energy)	521 Mechanics and metalworking	521 02 Engineering mechanics	Water supply and sewerage systems technician Water and sewerage equipment repairer
				Ventilation and air-conditioning systems technician Ventilation and air-conditioning systems repairer
				Refrigeration equipment systems technician Refrigeration systems repairer
				Ship's refrigeration equipment mechanic
				Gas supply systems technician Gas equipment repairer
				Heat supply and heating systems technician Heating equipment repairer

¹⁷ According to Annex to the Order No 1-2e/21 /1 19 of the Ministry of Education and Science of 6 April 2021 “On the tasks of competence centers for vocational education”

Metalworking, mechanical engineering and engineering	Engineering and technology (Metalworking)	521 Mechanics and metalworking	521 01 Metalworking	Program-controlled metal working machine installer Program-controlled metal working machine operator
	Engineering and technology (Mechanical Engineering)	525 Mechanical engineering (motor vehicles, ships and aircraft)	525 01 Automotive transport	Car mechanic Car locksmith
				Vehicle diagnostician
Co-responsibility in methodological work				
Electronic and optical equipment manufacturing, information and communication technology	Engineering and technology	523 Electronics and automation	523 02 Electronics	Electronics technician Electronics assembler
	Computing	483 Computer systems, databases and computer networks	483 01 Computer systems, databases and computer networks	Computer systems technician
		484 Programming	484 01 Programming	Programming technician
Power engineering	Engineering and technology	522 Power engineering	522 01 Power engineering and electrical engineering	Electrical engineer with specializations: - Renewable energy technician - Factory electrical equipment technician - Electrical networks technician - Electrical installation technician
				Ship's electrician
				Electrician with specializations: - Overhead and cable line electrician - Electrical locksmith Electrical equipment installer
Metalworking, mechanical engineering and engineering	Engineering and technology (Mechatronics)	521 Mechanics and metalworking	521 06 Mechatronics	Mechatronic systems technician

In accordance with its methodological responsibilities, RTC will ensure the successful continuation of the reform of vocational education content, the sustainability of the developed modular programs, including the implementation of the new competences content in vocational education. In this respect, RTC provides for:

- supporting cooperation between teachers in vocational education institutions in planning curricula and competences approaches;
- coordinating proposals and solutions for curriculum issues specific to vocational education institutions;

- knowing and keeping up-to-date with the latest teaching and methodological tools and other learning resources;
- participating in the identification of teachers' learning needs related to the implementation of the content area and in planning issues related to teachers' professional development;
- ensuring the implementation of excellence and good practice through seminars, workshops and masterclasses in vocational education competence center workshops (with industry participation) and laboratories for vocational education teachers implementing the programs, as well as for anyone interested (learners from other educational institutions, employees of companies in the sector, etc.).

Taking into account the needs and interests of stakeholders, strategic priorities have been identified for RTC methodological work for the development of vocational education content 2021-2027:

- to foster collaboration and teamwork among teachers to achieve the vision of the educational institution;
- ensure a shift towards a competency-based curriculum, focusing on changes in the way learning is organized;
- develop good practice in developing teachers' competences;
- implement value education in teaching;
- promote collaboration between teachers in planning and delivering integrated lessons;
- increase teachers' professional capacity to plan lessons and implement learning;
- organize open lessons, observe lessons, share teaching and learning experiences;
- continue the validation of modular education programs, evaluate the learning process and develop proposals for further implementation;
- promote the development of teachers' professional competences through refresher courses, seminars, conferences, masterclasses, etc.

The RTC Strategy includes a number of comprehensive strategic actions to improve methodological work, including:

- assess the entire study/learning program, the methodologies used for implementing modules and courses and to implement study/learning technologies that ensure a practical and creative usage of acquired competences in further professional activity;
- over the course of the study/learning process, to provide the students with opportunities to grow and develop transversal skills in relation to taking responsibility and being responsible for their own actions, skills to gather, analyze and make use of information, learning skills and the motivation to continue growing their competences over the course of their lives;
- ensure the methodological union of educators teaching vocational subjects as a consistently functioning collegial, methodological work management and support institution, including contests, lectures, conferences, experience exchanges etc., as well as the organization of events such as seminars, consultations, innovative projects etc.;
- increase the involvement of teachers in the development and updating of textbooks, teaching and learning aids, and learning materials needed for the education process, so that by 2027 at least half of teachers are involved in the development and updating of textbooks, teaching and learning aids, and learning materials needed for the education process;

- create a system of methodological support and development of professional competence for internship managers, industry specialists and managers of work-based environment learning within their respective companies.

3.4. Support for career development

RTC has signed a cooperation agreement with VIAA on 1 January 2018 on the implementation of the European Union funds operational program “Growth and Employment” under the specific support objective 8.3.5 “Improve access to career support for learners in general and vocational education institutions”, project No.8.3.5.0\16\I\001 “Career support in general and vocational education institutions”, within which RTC employs three career counsellors. A Career Education Centre has been set up to organize career support activities for vocational secondary education students both inside and outside the educational institution. All three career counsellors provide individual career counselling, including one-to-one career counselling, also remotely via online platforms. RTC has a Career Education Room, which provides a variety of methodological and reference materials on career management.

In the period from 1 January 2018 to 1 December 2021, various career development support activities have taken place, such as: "My entrepreneurial skills", "How to become a good professional", "Different paths to a career", "Social skills for career development", "My first job interview", "Public image and etiquette", "I am building my own career", visit to the annual "School" exhibition, etc. In cooperation with the National Agency for Educational Development, RTC organizes a Career Week every October. Career Week is a series of events highlighting the importance of timely and informed further education and career choices for a successful personal life. the 2020 Careers Week slogan – "Look here! Hear and listen!" The slogan 2021 – "ICT for your career".

RTC organizes various outreach events, such as open days, parents' meetings, meetings with employers, regional professional competitions in cooperation with sectoral associations, etc. Representatives of the College have participated in Career Days organized by comprehensive schools in several Latvian cities - Liepāja, Tukums, Valmiera, Rezekne, Jēkabpils, Daugavpils, where both vocational and higher education institutions inform young people about educational programs and future career opportunities.

One of the duties of career counsellors is to work with parents. Parents are informed about the career support available and the possibility of individual career counselling. In 2021, an online event "Parental support for the child in the process of becoming a successful professional" was held for parents of 1st-4th year students of RTC Vocational Secondary School, implemented with the support of ESF project No 8.3.5.0/16/I/001 "Career Support in General and Vocational Education Institutions".

RTC is committed to the growth and career development of its students. Some students graduating from vocational secondary education programs immediately enter the workforce, while others continue their studies. To prepare learners for an effective transition from education to adult working life, an education institution needs to provide its learners with an increasing variety and number of learning experiences in real work environments. It builds an understanding of personal and professional competence, the principles of career development and a vision of the future through

personal development.

The introduction of a comprehensive career education program at RTC is carefully planned and provides a framework for a young person's future outlook on life. In this context, RTC has developed a "Career Education Support Plan", which covers different groups of learners and activities, including:

- support for candidates;
- students' adaptation to the institution;
- identifying career opportunities in the chosen field;
- preparing learners for the transition from education to work;
- cooperation with alumni.

VECC RTC has created a career support platform at karjera.rtk.lv to facilitate cooperation between employers and learners. Learners can register at www.prakse.lv, where they can find the latest information on internships and jobs. A new database is also currently being developed to better identify the post-vocational pathways of graduates, i.e. whether they are working in a profession, working in a job unrelated to their specialization, continuing their studies in a field relevant to their specialization, continuing their studies in another specialization, or working or studying abroad.

From 2020-2021, career education is integrated into the curriculum and approach. RTC has developed a Career Development Program, the aim of which is to ensure the development of the student's career management skills so that the student, understanding the regularities of his/her own development and interaction with the labor market and society, is able to make and implement career development decisions independently, to participate in society and to develop into a satisfied and responsible personality.

Future prospects:

- develop a support system for career development for all levels of education – not only for the students of vocational secondary education programs, but also for students of short-cycle vocational higher education programs and students of adult education programs.
- provide support in relation to career development for students so that they are able to navigate the flexible range of education, but especially modular education programs as well as able to select individual learning/study modules or even specific study courses/subjects;
- offer the RTC students individual career consultations remotely via digital tools.

Priority areas for career development support 2021/2022:

- integrating career education into a streamlined curriculum and approach;
- promoting the attractiveness of vocational education and skills excellence;
- working with parents to support their children's careers and promote lifelong learning ideas.

3.5. Projected own revenue

Table 14 Own revenue 2019-2021

Year	Grant EUR	Own revenue plan EUR	Projected own revenue (% of basic budget)	Implementation of own revenue EUR	Actual own revenue (% of basic budget)
2019	4795400	304700	6 %	199000	4 %

2020	4971300	305700	6 %	126300	2.5 %
2021	5400700	303400	5.5 %	98000	1.8 %

During the previous strategic planning period, RTC's own revenues were limited by the framework of the current Paid Services Price List. The own revenue plan was therefore not met. Reasons for underperformance: increasing competition for education paid services (tuition fees ECC 21351, revenue from the SEA order for training the unemployed ECC 21359); decrease in the number of interested students and consequently insufficient revenue from the rental of premises to students of other educational institutions, companies and institutions (revenue from the rental of premises ECC 21381, revenue from hotel services ECC 21382). In 2020 and 2021, own revenue decreased mainly due to the emergency situation and pandemic-related restrictions.

With the entry into force of the Cabinet of Ministers Regulation No 171 of 18 March 2021 "Price List of Fee-based Services of Colleges Subordinated to the Ministry of Education and Science", new opportunities for diversification and increase of own revenues open up, in particular from educational services for continuing professional education programs, professional development programs, modular vocational education programs and non-formal education programs.

In 2022, own revenue is planned at 5.5% of the institution's basic budget. By boosting own revenue growth and creating new forms of own revenue, the share of own revenue should rise to 10% over the next 3-5 years.

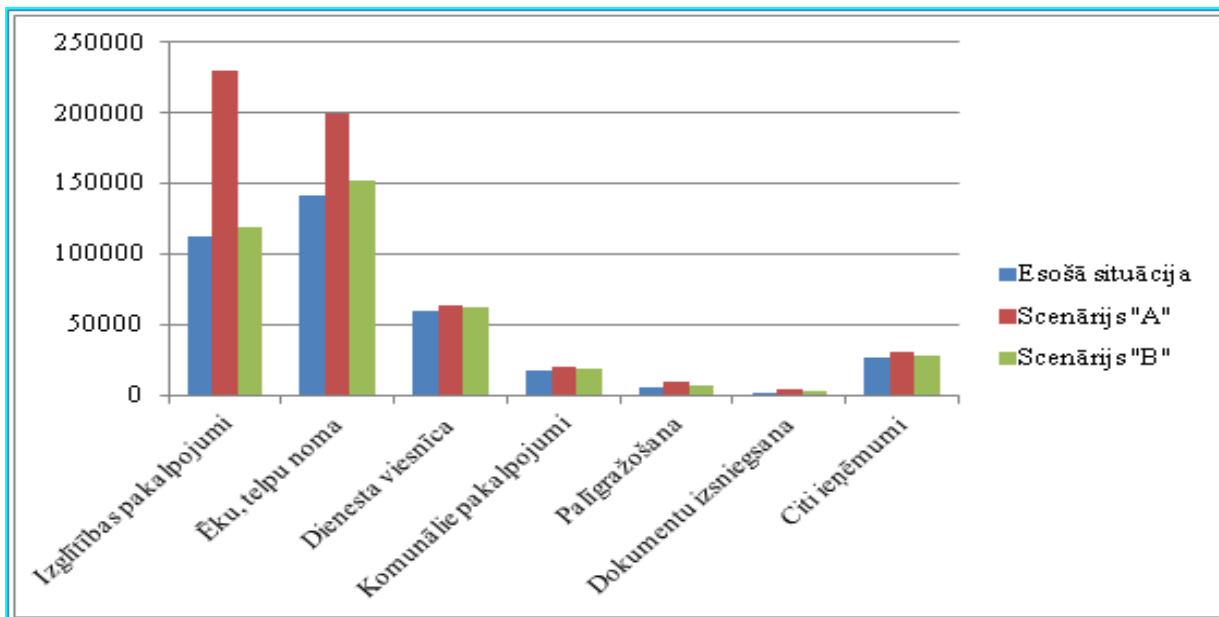
The main target groups - source of own revenue are:

- RTC learners and staff (internal target groups);
- various institutions and companies;
- unemployed people and people wishing to upgrade or retrain their skills.

Types of own revenue:

- fees for education services;
- rental income (land, buildings, premises);
- dormitory services;
- revenue from utilities;
- revenue from ancillary production;
- revenue from the issue of documents and clerical services;
- other revenue.

Fig. 5 Breakdown of own revenue by revenue type (current and planned)



With the entry into force of the new Price List, RTC can offer additional fee-based services to students of other educational institutions and to private individuals, as the provision of educational services to educational institutions is becoming more and more topical, the Price List includes information on educational services. A significant share of own revenue is expected to come from tuition fees, which are charged in accordance with the "Tuition payment procedure".

Scenario "A". As the labor market demand for engineering (STEM) specialties grows, various lifelong learning programs can be offered. The increase in own revenue in the area of educational services is justified by the fact that the College will update its lifelong learning offer in the next strategy period, offering adults both individual modules and courses of study from existing educational programs, as well as new professional development and continuing education programs, including the offer of distance learning for adults via e-learning. The price list has been improved to include rental of premises for seminars and other events, which will contribute to an increase in own revenue when demand for various face-to-face activities recovers. The rental of the auditorium can also significantly increase own revenue, as the auditorium has been substantially modernized and is in the final stages of being equipped with modern sound equipment, This creates the possibility of renting the auditorium for various events to other institutions and organizations, including conferences, seminars, symposia, together with the auditorium offer. The price list has been extended to include dormitory services - short-term bed rentals and rentals outside school hours (summer) will be offered, as well as dormitory rentals for students and pupils of other educational institutions. This will significantly increase the capacity of the dormitory and own revenue. Marketing activities for orders can increase capacity for ancillary production. The price list also includes a new service type - vehicle rental.

Scenario "B" (up to 60% of own revenue plan). Looking at the own revenue figures for the last three years and their performance, we have to assume that instead of the desired 100% growth, we can only achieve 60-70% growth in fee-based revenue. Reasons for not implementing scenario "A", based on recent experience (2020-2021), include unforeseen circumstances (e.g. pandemics), increased competition for education fee services, declining enrolment and insufficient revenues from renting space to students, businesses and institutions from other educational institutions.

3.6. Planned “green investments” and activities

The strategy sets out a set of strategic actions consistent with the “green deal”:

- assess the air quality in RTC premises and develop, implement a project for the construction or renovation of an indoor ventilation system in all teaching buildings and dormitories, including different technical solutions to be considered during the project development, with a preference for a recuperative and energy-efficient ventilation system, provided that it is also cost-effective and financially acceptable;
- develop and implement a medium-term program for saving and efficiently using energy, including: provide energy efficient and ergonomic lighting in RTC premises;
- install separate waste collection containers in all teaching buildings, dormitories and outdoor areas, including training for learners and staff in proper waste segregation;
- integrate the contents of the "green course" and "green thinking" into the study/learning programs.

3.7. Continuity of studies

Graduates of RTC 1st professional higher education programs can go on to higher-level studies at other universities.

Under the agreements, RTC graduates can start their second and higher studies at several national universities, thus shortening the duration of their studies. Agreements have been signed with Riga Technical University, Ventspils University of Applied Sciences, Daugavpils University and Liepaja University. This has been possible because the content of RTC's study programs is coordinated with these universities.

It is planned to conclude cooperation agreements with Rezekne Academy of Technologies, Institute of Transport and Communications, Latvian University of Agriculture, Latvian Maritime Academy, as well as to consider the possibility of concluding agreements with technical universities in Estonia and Lithuania.

3.8. Research

The main objective of RTC scientific research and innovation is to contribute to the competitiveness of RTC and its study programs by achieving the study outcomes set by the programs in research and innovation, promoting the implementation of research-based studies, developing research competences and results of academic staff and students, especially in the field of applied research and innovation, as well as developing cooperation with employers and other stakeholders.

Taking into account the needs and interests of stakeholders, the following priorities have been identified for the research and innovation strategy:

- Strengthening research and innovation capacity;
- Developing research and creativity among staff and students;
- Cooperation with external stakeholders in research and innovation.

A close link between the study process and scientific research activities is an essential prerequisite for the training of high-level specialists, the development of excellence, as well as for RTC international cooperation. Both staff and students participate in research. The previous strategic

planning period ensured that the content of qualification papers, coursework and research papers was developed in line with the needs of enterprises and based on the experience gained during internships. At least half, and in some specialties 80-100%, of the qualification work themes are relevant to the requirements of the sector and its companies, and have been used to improve their performance.

Since 2003, RTC has been organizing annual international scientific-practical conferences “Higher Professional Education in Theory and Practice and publishes collections of scientific articles. The authors of the articles are Teachers of Latvian and foreign universities, doctoral students, master's students, and RTC graduates. The published articles can be useful for public authorities to take decisions on the implementation of short-cycle higher vocational education, as well as for entrepreneurs, researchers, academics and students. 18 volumes of scientific articles have been published, including the last one in 2021. The collections of articles are available in the RTC library and on the RTC website.

Key research areas common to whole of the RTC:

- Staff adaptation problems and solutions;
- A values-based approach to HR management;
- Organizing staff work in a multicultural environment;
- HR management challenges in times of organizational change.

Departments also set their own research priorities. For example, for the study program "Information Technologies", the main research areas are:

- use of information technology tools in companies' internal control systems;
- applying information and communication technologies to solve business problems ;
- development prospects for the information technology industry in Latvia.

Unfortunately, a large number of RTC teachers are still not involved in scientific research. Most of the passivity is due to the heavy workload of teaching staff.

The Strategy foresees 2 complex strategic activities for strengthening research work and research orientation:

- ensure that the entire full-time teaching staff participates in research activities, development of innovative projects, preparing the students for contests, developing skills etc.;
- increase the educators' involvement in the development and updating of textbooks, study and teaching aids and learning materials needed for ensuring the study process (At least half of teachers are to be involved in these activities by 2027).

3.9. International cooperation

RTC international cooperation is focused on the overall development of the educational institution, modernization, raising training standards in line with the latest achievements in the European professional education field, international cooperation, and academic and student mobility. Active and successful participation in international programs and projects is considered an important component of the RTC development concept.

RTC's important European mobility and collaboration goals are to motivate and stimulate students and personnel to gain international experience in the field of study or work, improve the professional and personal competencies of international project and activity participants, promote the

development and modernization of RTC, build and improve cooperation with EU VET, colleges, universities, and companies to update the content of study programs and integrate technology and methodological innovations into the study process.

Participation in Erasmus+ and European Structural Fund projects is a fundamental tool for solving RTC's current development issues and achieving its goals. Projects modernize and improve infrastructure, develop modular vocational education programs, update and develop occupational standards, etc. This also contributes to one of the objectives - to ensure that vocational education is in line with the European qualifications framework.

International mobility provides opportunities for students and personnel to integrate into the international social, economic, and cultural environment, developing an understanding of Latvia and its people's place in the European community.

RTC's international activities are implemented within the framework of the EU Lifelong Learning Program's Erasmus+ mobility and strategic partnerships, ESF program projects, and bilateral cooperation agreements. RTC participates in international exhibitions and conferences, seminars. Students successfully represent Latvia in international professional competitions such as Euroskills, Worldskills, electronics and car maintenance competitions.

Foreign university lecturers and visiting lecturers from companies who participate in the implementation of RTC study study/learning programs are high-level modern technology experts with extensive work experience and motivation to support professional education, disseminate knowledge about technical innovations, to improve and enhance the quality of future specialists' work, and promote the further development of technology in various technological, organizational psychology, and management fields. Each guest lecturer's study study/learning material is integrated into study programs. All activities are conducted in foreign languages.

RTC's participation in Erasmus+ activities is particularly important. Erasmus+ training for RTC staff in foreign universities and companies improves participants' professional competences and digital and foreign language skills. The international experience gained increases the self-esteem of staff and motivates them to contribute to the development and modernization of RTC.

In 2019, RTC received the "Wings 2019" quality award from the Erasmus+ program for the project "Higher Education Student and Staff Mobility." By the decision of the European Commission, RTC was awarded the Erasmus+ Charter for Higher Education 2021-2027 (ECHE - *Erasmus Charter for Higher Education*), which allows the higher education institution to participate in European Union Erasmus+ program activities. It is awarded once to a higher education institution and is valid for the duration of the program - until 2027. The Charter helps to provide a quality framework for RTC's international cooperation activities. Erasmus accreditation has been obtained for Adult Education, Vocational Education and Training and School Education for the period from 1 March 2021 to 31 December 2027. Achieving Erasmus accreditation simplifies the application process for learning mobilities and is designed to encourage organizations to plan high quality mobilities as part of their organizational development package.

Table 15 RTC participation in Erasmus+ activities 2018-2021

Erasmus+ university sector mobility

Activity ¹⁸	Number of participants		
	2018/2019	2019/2020	2020/2021
Erasmus+ student internships in foreign companies	12	7 (+3 postponed due to Covid)	3 (+6 postponed due to Covid)
Erasmus+ staff training mobility	6	1 (+4 postponed due to Covid)	2
Erasmus+ teaching mobility programs	8	7 (+2 postponed due to Covid)	3 (+3 postponed due to Covid)
Erasmus+ vocational secondary school activities			
Activity	Number of participants		
	2018/2019	2019/2020	2020/2021
Mobility projects	2	10	18
Bilateral cooperation	10	14	10
Other international activities	18	19	16

To promote and expand the implementation of the RTC Erasmus+ program, contacts have been established and inter-institutional cooperation agreements have been signed with in vocational education and educational institutions in Lithuania, Estonia, Finland, Sweden, and Denmark.

Cooperation with foreign companies is particularly important in the implementation of vocational secondary education training and 1st level higher vocational education study programs, where RTC pupils and students carry out Erasmus+ internships, and teaching and administrative staff - study mobility. Active and regular cooperation with foreign companies in several technology areas.

RTC has established active, mutually trusting and friendly bilateral cooperation with a number of foreign educational institutions in the areas of staff and student exchange and training: With Lapland Technical College and TREDU College in Finland, TEC College in Denmark, Sandvikens Gimnasieskola in Sweden, Pärnumaa Kutsehariduskeskus and Tallinna Tööstushariduskeskus in Estonia, Ukmerge School of Technologies and Business, Kauno technikos profesinio mokymo centras, Kauno technikos kolegija in Lithuania, etc. All partner organizations provide training for young professionals to high EU education standards. During the exchange visit, it is possible to meet the management and academic staff, learn about the structure and content of the education and study programs, visit workshops and laboratories, gain new experience in educating and training students, get acquainted with the local working environment, occupational safety, social and cultural life.

Participation in international events, seminars, conferences, competitions, etc. contributes to team spirit, helps to better understand and formulate the objectives of the vocational education institution and the ways to achieve them, both in daily work and in the perspective of the future.

The Strategy includes a series of comprehensive actions to deepen and broaden international

¹⁸ Several project activities were postponed due to the Covid-19 pandemic

cooperation:

- increase and optimize the involvement of students and teachers in various international projects, engage in new and active, effective international projects (ERDF, ESF, Erasmus+ program - learning mobility K1 and strategic partnership K2 projects, etc.). As a result, RTC participation in international projects is expected to be effective and efficient, with at least 10 teachers participating in international projects each year;
- increase the number of teacher traineeships and exchanges of experience in Latvian and foreign educational institutions within the framework of bilateral cooperation projects and agreements; at least 3 teachers are expected to participate in traineeships and exchanges of experience each year;
- In cooperation with other educational institutions in not only Latvia, but also abroad, to develop and implement a program for learning innovations, new technologies and work methods, which are to be included in the planned study/learning results and used in professional work and career growth as well as for the growth of the educational institution;
- Modernize RTC's website, which includes accounting for vast opportunities for interactive, mutual communication; develop a modern RTC website in English with content that is suitable for foreign partners and clients;
- establish a system of cooperation with Latvian diasporas abroad, including involving Latvians abroad in RTC's lifelong learning programs in person or remotely, as well as in study programs.

3.10. Adult education provision at level 5 of the Latvian Qualifications Framework

RTC offers adults both formal education programs at Latvian Qualifications Framework (LQF) level 4 and LQF level 5, and non-formal education programs. The main objective of RTC's continuing vocational training programs is to provide a combination of theoretical knowledge and practical skills to achieve professional competence in line with the professional standard and third-level vocational education.

RTC's continuing education programs meet the requirements set out in the Law on Vocational Education, professional standards and other regulatory enactments. They are implemented in the national language. The number of lessons per full cycle varies according to the content of the program. Education programs are developed in cooperation with industry associations, employers, discussed and agreed in methodological committees, and updated according to the needs of the sector.

RTC has signed a cooperation agreement with the State Education Development Agency on the implementation of the European Social Fund project No.8.4.1.0\16\I\001 "Improvement of Professional Competence of Employed Persons" of the Specific Support Objective 8.4.1 "Improvement of Professional Competence of Employed Persons" of the Operational Program "Growth and Employment" of the European Union Funds. The project has been running two further training programs since 2019:

- "Power Engineering and Electrical Engineering" for the qualification of electrician;
- "Telemechanics and logistics" for the logistics worker qualification.

Adults can currently study vocational training programs at LQF level 5, leading to a short-cycle vocational higher education diploma in 2-3 years :

- "Electrical equipment" (qualification Electrical equipment specialist);

- "Thermal Engineering" (qualification in Thermal Engineering);
- "Engineering mechanics (acquired qualifications - mechanical engineer, mechatronics specialist);
- "Road transport" (qualification Car Maintenance Specialist)
- "Woodworking" (qualification Woodworking Technologist);
- "Information technology" (qualification Computer systems and computer network administrator);
- "Refrigeration equipment" (qualification Refrigeration Equipment Specialist);
- "Telematics and Logistics" (qualification Logistics Specialist)
- "Electronics" (qualification Electronics Specialist);
- "Telecommunications" (qualification Telecommunications Specialist)

RTC provides vocational qualifications for adults who have acquired their knowledge and skills outside formal education or during their working life. It provides opportunities not only to get a job, but also continue education and improve knowledge and skills, making the person more competitive on the labor market. RTC, as a professional competence assessment body, has the right to assess professional competence in 9 qualifications corresponding to LQF Level 4. Professional competence is assessed in accordance with the requirements of the relevant occupational standard, the vocational qualification examination.

In the next strategic planning period it is planned to:

- offer adults varied and flexible learning opportunities;
- offer assessment of professional competences acquired outside the formal education system in all professional qualifications delivered by the college;
- build closer links with employers;
- raise public awareness of lifelong learning opportunities in RTC.

RTC will offer to study the modules required for professional activity as a listener, attending both face-to-face and e-learning classes, passing exams, obtaining assessments and receiving an RTC certificate of credit upon successful completion of the courses.

Adult education provision will be based on labor market projections, demand and prospective skills needs.

In the end of 2021, the professional development training program "Vehicle Body Repair" was submitted for licensing and work has started on the development and submission for licensing of the modular professional further training program "Administrative and Secretarial Services" with the qualification "Customer Service Specialist".

3.11. External and internal communication

Table 16 SWOT analysis of external and internal communication

STRENGTHS	WEAKNESSES
<p>Regular cooperation has been established with a number of media companies that publish RTC information.</p> <p>Various types of information on RTC are available to</p>	<p>RTC does not have a unified communication system.</p> <p>Communication activities are underfunded.</p> <p>RTC does not have a forward-looking</p>

<p>interested parties.</p> <p>Regular participation in professional competitions in Latvia and abroad, exhibitions in Riga and the regions.</p> <p>RTC open days are organized regularly.</p> <p>Active career counsellors</p> <p>EU projects carry out outreach activities, including communication with partners abroad</p> <p>RTC teachers are active in professional sector associations</p> <p>RTC teachers' and staff's readiness to implement digital document management</p> <p>RTC team's desire for more effective and efficient internal communication, skills in using digital communication tools</p>	<p>communication plan.</p> <p>RTC does not organize enough international professional competitions.</p> <p>Graduates have little engagement with the public.</p> <p>Fragmented and slow communication on social media platforms</p> <p>RTC has various digital tools for communication, but the digital platform for internal communication offers minimal business communication</p> <p>RTC does not have a sufficiently functional digital document management system</p>
RISKS	OPPORTUNITIES
<p>Competitors can find and use more effective ways to communicate with the public.</p> <p>Poor communication with the public can reduce the number of applicants to programs.</p> <p>Parents of learners often do not pay due attention to communication with RTC and sometimes avoid it.</p> <p>Fragmented cooperation with social partners can undermine the attractiveness of RTC and employer support for RTC.</p> <p>A real opportunity to fall behind the latest technological solutions</p>	<p>Professional associations promote RTC and offer more communication opportunities</p> <p>Make full and varied use of different social networks</p> <p>Develop and implement targeted social communication plans</p> <p>Develop technological support</p> <p>Use and adapt existing or develop and implement new digital communication and digital governance tools for RTC</p>

Communication objectives:

- ❖ **Objective 1:** Increase visibility and attractiveness of RTC, prestige of technical education and participation rate.
Intended result:
 - RTC is an educational institution well-known in Latvia and Europe to learners, potential learners and social partners;
 - RTC is a platform for collaboration (communication) between all STEM program providers and employers in technical industries;
 - RTC has become a recognized European vocational training institution, training professionals needed by the economy (also through competitions and projects).
- ❖ **Objective 2:** Create an effective and efficient external communications system and ensure it is functioning optimally.
Intended result:

- increasing loyalty among learners, staff, alumni and social partners;
- RTC teachers, staff and learners are involved in communication with the public;
- a modern RTC website (including interactive two-way communication possibilities) in Latvian and English is created, maintained and regularly updated;
- RTC is easily accessible online on the most popular social networks and on websites and portals relevant to its profile.

❖ **Objective 3:** Optimize RTC internal communication.

Intended result:

- a user-friendly and fast internal communication digital platform is up and running;
- a digital document management system has been implemented;
- RTC's internal communication is efficient, information flow has become faster, less time-consuming and less resource-intensive (meetings are often held remotely in Zoom, Moodle environment, which facilitates faster information exchange, problem solving; information flows through different communication channels; written reports, meeting minutes, emails, voice messages are quickly and easily transferred and distributed; participating sub-structures communicate via WhatsApp groups, etc.).
- information flow is controlled and managed. information is passed on to the right people.

Key performance indicators:

- learner surveys;
- alumni database and surveys;
- monitoring of social networks;
- keeping track of active connections to the website;
- analysis of recommendations, complaints and claims;
- annual staff appraisals (including interviews)

Table 17 Key target groups for communication

Priority	Target group	Description	Needs	Types of communication, channels
High	School students in grades 8-9	Many are at a crossroads, some don't know what they want to do, others have a clear direction	Choosing what to do after graduation, where to study. Understand what you really like and are interested in. Earn well in the future	Information on RTC website, TikTok, Facebook, Instagram, participation in regional Career Day events.
High	Secondary school students	Find an interesting career, earn well and realize oneself	Choosing where to get a higher education, start studies, find a well-paid job	Information on RTC website, Facebook, participation in regional Career Day events.

High	Adults	Need to learn something new, other job opportunities	Know what they want, are mostly focused	Information on RTC website, social networks (Facebook, LinkedIn, Tik-Tok, Instagram, etc.), international exhibitions (Tech Industry, etc.), specialized websites (prakse.lv, NIID, sectoral websites, etc.).
High	Employers	Clearly understand labor demand	Skilled professionals, usually those who can start working for the company straight away	Specialized websites (prakse.lv, NIID, sectoral websites, etc.) Information on RTC website, international exhibitions (Tech Industry, etc.);
Medium	Parents	Wish the best for their children (according to their understanding)	Educated, future-proof children to support them in old age	Correspondence with parents in the electronic register, Mykoob, information on the RTC website
Medium	The unemployed	Temporary or long-term benefit recipients who have dropped out of the labor market	Some want to get a job sooner and are willing to study, but some of the unemployed don't think it is necessary to study or work as long as social support is available	SEA

Actions to develop **external** communication in the Strategy:

- Create an effective and efficient external communications system and ensure it is functioning optimally;
- Intensify RTC teachers', employees' and students' involvement in communication with the society;
- Modernize RTC's website, which includes accounting for vast opportunities for interactive, mutual communication; to develop a modern RTC website in English with content that is suitable for foreign partners and clients;
- Ensure that RTC is available online both in Latvia and abroad and that materials that are topical and appropriate for the target audiences are being published on social media and internet portals and portals corresponding to the business profile.

Actions to improve **internal** communication in the Strategy:

- Create a digital platform for internal communications;

- Introduce a digital document management system for teachers, students and staff.

4 REQUIRED INVESTMENTS

4.1. Developing the e-environment

Actions to digitize the education process, including the development of e-environment, as set out in the strategy:

1. Design and implement at least 3 distance learning study/learning programs that can be carried out online;
2. For each full-time educational program, e-studies/learning programs for individual study courses/subjects must be developed;
3. introduce distance learning elements in all study programs, regardless of the form of education, including the effective use of the Moodle learning environment by creating e-learning modules for all study programs;
4. Create a digital platform for internal communications and implement a digital document management system for educators, students and staff;
5. Provide the study, methodological and technical resources needed for adult education programs taking place online;
6. Provide e-learning opportunities for all interested students in certain study \ courses;
7. Modernize RTC's website, which includes accounting for vast opportunities for interactive, mutual communication; develop a modern RTC website in English with content that is suitable for foreign partners and clients;
8. Ensure that RTC is available online and that materials that are topical and appropriate for the target audiences are being published on social media and internet vortals and portals corresponding to the business profile;
9. Upgrade the computer equipment and software necessary for information technology studies in accordance with the latest technologies, develop a medium-term strategy for their continual and consistent modernization;
10. Equip the classrooms deemed the most significant for carrying out study/learning programs with digital whiteboards, the workplaces of educators with web cameras and document cameras, to equip the departments with devices for copying and scanning documents.

Table 18 Investments needed to implement the actions planned to develop the e-environment¹⁹

Equipment for implementing strategic actions	No. of the corresponding action	Cost of full implementation (Scenario A)	Cost of partial implementation (Scenario B)	Cost of minimum implementation (scenario C)	Notes
Purchase of data servers	1, 2, 3, 4, 5, 6, 7, 8	300000 EUR SAN (high performance storage area)	150000 EUR SAN (adequate storage area network)	100000 EUR SAN (minimally appropriate storage area)	Purchase and then use for several years, without annual licences

¹⁹ Costs in Table 18 are included in the costs in Table 21

		network) VDI system (powerful remote desktops) Servers Support equipment	VDI system (limited remote desktops) Servers Support equipment	network) Servers Support equipment	
Purchase and renewal of software	1, 2, 3, 4, 5, 6		150000 EUR per year (MS 365 for all)	~ EUR 73 500 per year (MS 365 for around 2500 users)	RTC already has free apps LibreOffice or Gsuite
Implementation of a digital document management system for staff (30 users). Outsourcing of software acquisition, adaptation for RTC.	4	Namejs cloud service Annual costs EUR 4 600, incl. license rental, maintenance, hosting (Year 1 EUR 4 600, Year 2 4 830 EUR	Purchase of licenses, accommodation One-time costs: - Namejs server license 3 000 EUR, - Namejs user licenses 1 500 EUR Annual costs: maintenance 2400 EUR hosting 2500 EUR (Year 1 EUR 4 600, Year 2 5025 EUR	Purchase of licenses Own infrastructure One-time costs: Namejs server license EUR 3 000; Namejs user licenses EUR 1 500 Annual costs: Maintenance 2400 EUR Additional costs: Infrastructure, Standard software (year 1 4 600 EUR, year 2 4 830EUR)	
Creation of a digital repository of teaching and methodological resources (available on the RTC server and partly on the RTC website	5	<i>(in full)</i> 0 EUR	<i>(partly established</i> <i>- not for all</i> <i>specialties)</i> 0 EUR	<i>(test version for</i> <i>some specialties)</i> 0 EUR	Resource storage will be provided at no extra cost, according to the capacity of the work server
RTC website relaunch	7	9000 EUR	6000 EUR	3000 EUR	incl. cost of one- time work (outsourcing?) and cost of maintenance work for year 1 and for 7 years in total
Creation of an English version of the RTC website	7	1000 EUR	500 EUR	300 EUR	incl. cost of one- time work (outsourcing?) and cost of maintenance work for year 1
Equipping and operating a video	8 (usable also in 1,	Video recording studio with 3	Automatic video recording studio	Simplified video recording studio	

studio	2, 3, 4, 5, 6, 8)	workstations and support staff 120000 EUR	with 3 workstations Studio U 80000 EUR	for recording and streaming lectures 40000 EUR	
Teacher workstation equipment in computer labs (computer, projector, webcam)	9	20 x 3000 EUR = 60 000 EUR	15 x 3000 EUR = 45 000 EUR	10 x 3000 EUR = 30 000 EUR	Number of units, unit cost, total cost
Equipment for students' workstations in computer rooms (computer)	9	310 x 1500 EUR = 465 000 EUR	250 x 1500 EUR = 375 000 EUR	175 x 1500 EUR = 262 500 EUR	Number of units, unit cost, total cost
Software (licenses) for training IT professionals	9	10 0000 EUR	75000 EUR	50000 EUR	
Digital screens	10	15 x 3500 EUR = 52 500 EUR	10 x 3 500 EUR = 35 500 EUR	5 x 3 500 EUR = 17 500 EUR	Number of units, unit cost, total cost
Computer equipment for administrative and teaching staff	10	152 x 1500 EUR = 228 000 EUR	100 x 1500 EUR = 150 000 EUR	60 x 1500 EUR = 90 000 EUR	Various types of computer equipment Number of units, unit cost, total cost
Document cameras	10	40 x 500 EUR = 20000 EUR	20 x 500 EUR = 10000 EUR	10 x 500 EUR = 5000 EUR	Number of units, unit cost, total cost
Document copying and scanning equipment for teaching	10	6 x 3500 EUR + 1 x 10000 EUR = 31000 EUR	4 x 3500 EUR + 1 x 10000 EUR = 14000 EUR	2 x 3500 EUR + 1 x 10000 EUR = 17000 EUR	Number of units, unit cost, total cost
Total		1241100 EUR	937025 EUR	593630 EUR	

4.2. Maintenance costs for investments made during the post-monitoring period

Table 19 Investments made in European Structural Fund projects and maintenance costs during the post-monitoring period

No.	Name of the cost item	Quantity	Unit of measure	Total EUR	incl. VAT	Value of fixed assets EUR	Maintenance costs EUR
1	Costs of purchase and installation of equipment and facilities for STEM education programs						

1.1.	Telecommunications technology laboratory	2	kits	331228.84	57486.00	287559.02	30975.12
1 2	Electronics technology laboratory	3	kits	211008.35	36621.28	208511.6	37386.13
1 3	Information technology laboratory	4	kits	155231.09	26940.93	146492.02	24171.18
1 4	Mechatronics laboratory	2	kits	577030.12	100145.72	573292.86	66731.29
1 5	Power engineering laboratory	3	kits	626180.35	108675.93	584637.22	62063.76
1 6	Chemistry and science laboratory	1	kit	17516.71	3040.09	9759.91	1149.00
1 7	Physics laboratory	1	kit	71986.53	12493.53	71986.53	14397.24
1 8	Laboratories for heating and refrigeration engineering	2	kits	325577.31	56505.15	319750.04	33127.44
1 9	Woodworking laboratory	1	kit	179465.86	31146.97	156213.33	15777.55
1 10	Metalworking laboratory	3	kits	672372.87	116692.81	468205.54	46822.80
1 11	Laboratories and workshops for training production workshops	4	kits	707676.80	122819.94	645345.48	64535.40
1 12	Purchase and installation of audiovisual equipment for the auditorium	1	kit	150827.54	26176.68	150827.54	15082.75
1 13	Carrying out of construction works at 6A Ieriķu Street cad. no. 01000700906006	1	kit	229134.66	39767.17	234713.97	5281.08
1 14	Carrying out of construction works at 3 Lēdmanes Street cad. no. 01000860354001	1	kit	973734.67	168995.27	976042.39	9760.44
1 15	Carrying out of construction works at 3 Lēdmanes Street cad. no. 01000860354009	1	kit	472263.48	81963.08	481067.46	8819.58
1 16	Renovation of the auditorium in the school building at 16A Braslas Street, cad. no. 01000700906005	1	kit	167235.96	29024.42	168761.77	4219.05

1 17	Fire-fighting system in teaching buildings	2	kit	631340.49	109571.49	Lēdmanes Street 235837,49	17687.79
						Braslas Street 411275,51	41127.55
1 18	Ventilation system in the school building at Braslas Street 16A	1	kit	215000.00	37314.05	218566.28	21856.63
				Total	4026102.37	698745.03	
2	Energy efficiency improvement works						
	Braslas Street 16 (Ieriķu 6)	1	kit	519356.79	90136.3	524136.29	5244.37
	Ieriķu Street 4	1	kit	806513.88	139973.48	814862.88	8272.56
	Lēdmanes Street 3, cad. no. 01000860354009	1	kit	301149.53	52265.62	304174.53	3248.00
				Total	1643173.7	285178.9	

4 3 Planned investments in infrastructure of the study environment

Table 20 Planned improvements to real estate

Address of the real estate object	Type of use	Type of improvement	Funding EUR (excluding VAT)	Source of funding	Brief justification of the need for the improvement
Braslas iela 16A, Rīga, Laboratory block	Teaching and laboratory facilities for the educational process	Renovation of engineering networks and facade, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	1500000	EU structural funds State budget	Engineering networks and communications are physically deteriorated, do not meet regulatory requirements
Braslas iela16, Rīga, Teaching block	Teaching facilities for the educational process	Renovation of engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental	900000	EU structural funds State budget	Engineering networks and communications are physically deteriorated, do not meet regulatory

		quality and safety in schools”			requirements
Ieriķu iela 6A, Rīga, Workshops	Teaching facilities for practical classes	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	600000	EU structural funds State budget	Engineering networks and communications are physically deteriorated, do not meet regulatory requirements
Braslas 16B, Rīga, Garage	Storage for household goods, machinery and equipment	Renovation of the building and engineering networks, in accordance with the guidelines “Environmental quality and safety in schools”	150000	EU structural funds State budget	Engineering networks and communications are physically deteriorated, do not meet regulatory requirements
Braslas Street 16B, Rīga, Warehouse	Storage of equipment needed for the study process	Renovation of the building and electrical networks, in accordance with the guidelines “Environmental quality and safety in schools”	60000	EU structural funds State budget	The building is physically deteriorated but it’s technical condition is sufficient to allow continued use
Ieriķu 4, Rīga, Dormitory	Accommodation for RTC students and guest lecturers during study process	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	400000	EU - State budget	Engineering networks and communications are physically deteriorated, do not meet regulatory requirements
Lēdmanes Street 3, Rīga, Teaching block	Teaching facilities for the educational process	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	500000	EU structural funds State budget	Engineering networks and communications are physically deteriorated, do not meet regulatory requirements
Lēdmanes Street 3, Rīga, Production block	Teaching facilities for practical classes	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	500000	EU structural funds State budget	Engineering networks and communications are physically deteriorated, do not meet regulatory requirements

Lēdmanes Street 3, Riga, Warehouse	Storage for household goods, machinery and equipment	Renovation of the building, in accordance with the guidelines “Environmental quality and safety in schools”	10000	EU structural funds State budget	The building is significantly physically deteriorated but it’s technical condition is sufficient to allow continued use
Lēdmanes Street 3, Riga, Warehouse	Storage for teaching equipment	Renovation of the building, in accordance with the guidelines “Environmental quality and safety in schools”	10000	EU structural funds State budget	The building is significantly physically deteriorated but it’s technical condition is sufficient to allow continued use after cosmetic repairs
Lēdmanes Street 3, Riga, Warehouse	Storage of materials and equipment for practical classes	Renovation of the building, in accordance with the guidelines “Environmental quality and safety in schools”	15000	EU structural funds State budget	The building is significantly physically deteriorated but it’s technical condition is sufficient to allow continued use
Lēdmanes Street 3, Riga, Warehouse	Storage for household goods, machinery and equipment	Renovation of the building, in accordance with the guidelines “Environmental quality and safety in schools”	5000	EU structural funds State budget	The building is significantly physically deteriorated but it’s technical condition is sufficient to allow continued use
Lēdmanes Street 3, Riga, Car workshop	Teaching facilities for practical classes	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	200000	EU structural funds State budget	Engineering networks and communications are physically deteriorated, do not meet regulatory requirements
Braslas iela 16, Rīga Stadium	Stadium for sports and physical activity	Stadium reconstruction	2000000	EU structural funds State budget	The stadium is physically worn out. Modernisation and reconstruction needed for educational use
Total			6850000		

Table 21 Prioritized phases of improvement (real estate, scenario A - 100% financing)

Address of the real estate object	Implementation time (years)	Type of improvement	Funding EUR (excluding VAT)	Source of funding
Braslas iela 16A, Rīga, Laboratory block	2021-2025	Renovation of engineering networks and facade, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	1500000	EU structural funds, State budget
Braslas iela 16, Rīga, Teaching block	2021-2025	Renovation of engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	900000	EU structural funds, State budget
Ieriķu 4, Rīga, Dormitory	2023-2024	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	400000	EU structural funds, State budget
Lēdmanes Street 3, Rīga, Teaching block	2022-2026	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	500000	EU structural funds, State budget
Lēdmanes Street 3, Rīga, Production block	2022-2026	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	500000	EU structural funds, State budget
Ieriķu iela 6A, Rīga, Workshops	2024-2026	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	600000	EU structural funds, State budget

Braslas Street 16B, Riga, Garage	2024-2025	Renovation of the building and engineering networks, in accordance with the guidelines “Environmental quality and safety in schools”	150000	EU structural funds, State budget
Lēdmanes Street 3, Riga, Car workshop	2025-2026	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	200000	EU structural funds, State budget
Braslas iela 16, Rīga Stadium	2025-2027	Stadium reconstruction	2000000	EU structural funds, State budget
Lēdmanes Street 3, Riga, Warehouse	2026-2027	Renovation of the building, in accordance with the guidelines “Environmental quality and safety in schools”	15000	EU structural funds, State budget
Lēdmanes Street 3, Riga, Warehouse	2026-2027	Renovation of the building, in accordance with the guidelines “Environmental quality and safety in schools”	10000	EU structural funds, State budget
Lēdmanes Street 3, Riga, Warehouse	2026-2027	Renovation of the building, in accordance with the guidelines “Environmental quality and safety in schools”	10000	EU structural funds, State budget
Lēdmanes Street 3, Riga, Warehouse	2026-2027	Renovation of the building, in accordance with the guidelines “Environmental quality and safety in schools”	5000	EU structural funds, State budget
Braslas Street 16B, Riga, Warehouse	2026-2027	Renovation of the building and electrical networks, in accordance with the guidelines “Environmental quality and safety in schools”	60000	EU structural funds, State budget
Total			6850000	

Table 22 Prioritized phases of improvement (real estate, scenario B - ~64% financing)

Address of the real estate object	Implementation time (years)	Type of improvement	Funding EUR (excluding VAT)	Source of funding
Braslas iela 16A, Rīga, Laboratory block	2021-2025	Renovation of engineering networks and facade, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	1500000	EU structural funds, State budget
Braslas iela 16, Rīga, Teaching block	2021-2025	Renovation of engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	900000	EU structural funds, State budget
Ieriķu 4, Rīga, Dormitory	2023-2024	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	400000	EU structural funds, State budget
Lēdmanes Street 3, Rīga, Teaching block	2022-2026	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	500000	EU structural funds, State budget
Lēdmanes Street 3, Rīga, Production block	2022-2026	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and “Environmental quality and safety in schools”	500000	EU structural funds, State budget
Ieriķu iela 6A, Rīga, Workshops	2024-2026	Renovation of facilities and engineering networks, in accordance with the guidelines “Ergonomic principles for educational institutions” and	600000	EU structural funds, State budget

		“Environmental quality and safety in schools”		
Total			4400000	

Table 23 Planned expenditure on teaching materials for educational programs, improvements to the technical base (by department and by educational program)²⁰

Program title	Type of improvement	Funding EUR	Source of funding
Department of Road Transport and Production Technologies			
Mechatronics	UR10e Industrial Collaborative Robot (Universal Robots) 2 x OnRobot industrial grippers (magnetic, mechanical, vacuum, pneumatic, silicone rubber, 6-axis analogue load cell). Industrial Programmable Logic Controller (PLC), modular with analogue inputs and outputs (CPX-E-CEC-M1-PN or equivalent). SENSOTRAINER-200 industrial process control sensor training simulator (SMC). Process Simulator PCT-200 (SMC). The new generation collaborative robot IRB 1100 (ABB). FluidLab M Process Diagnostics Environment (FESTO). TP 1421 Servo drive training equipment (FESTO). TP 1422 Stepper motor drive training equipment (FESTO). TP 401 AS-interface industrial process communication technology training equipment (FESTO). Modular Production Station (MPS): Pick & Place (FESTO). Modular production station (MPS): Separating station (FESTO). VEX modular competition robot kit for Skills Latvia competition (2x). 3D printers (FFF technology) - at least 3 sets. Printer + new generation of printing CNC turning-milling machine. DOOSAN LYNX 2100 LYA with active tool and helper shaft, FANUC iHMI control system, 15" colour multitouch monitor. Industrial process sensors with IO-link technology.	700000	State budget EU project funding
Metalworking	Computer software upgrade to more up-to-date versions. New generation CNC turning-milling machine DOOSAN LYNX 2100 LYA with active tool and assistant work spindle FANUC iHMI control system, 15" colour multitouch monitor. Vertical machining centre with Fanuc control system and Easy Guide assistant software. CNC machine automation using a robotic workstation. CNC training simulators.	950000	State budget EU project funding
Wooden goods production	FFF technology printer. CNC woodworking machine. Laser engraving, cutting machine for solid wood, plywood. 3D printer Gembird pro 2 556x408cmx484cm	800000	State budget EU project funding

²⁰ Includes projected costs of table 18

	<p>Bief 45 processing machine scm s 630 class Format saw Wood lathe with copying device MINIMAX T124 Cordless oscillating saw carvex psbc 420 eb basic Edge milling cutter ofk 500 q-plus r3 Surface sphere-pluse of 1010 ebq Quick-change cartridge set mzf 1000.01 Drilling machine pro-center Legrabox base moulding (15-16mm) Linear grinder ls 130 eq-plus Domino df 500q-plus tapping router Vertical clamping rapid fission jaws Reducer for 3 boreholes (for hinge installation) mkz2000 Reducer for two bores (hinge bases) mkz 2100 High-pressure spraying equipment Screw compressor with dryer Hand tool sets</p>		
Automotive Transport	<p>Topical electric car. A topical plug-in hybrid. Charging station for electric cars. Air-conditioning service unit to support electric and hybrid vehicles (battery cooling). Mobile power stand for measuring vehicle power on the road. Petrol-engined car with manual gearbox. Euro 6 diesel, all-wheel drive, estate, DSG gearbox. Electro-hydraulic press for pressing suspension and other parts. Heavy-duty mobile truck lift. Two-post electro-hydraulic car lifts(2x).</p>	700000	State budget EU project funding
Engineering mechanics	<p>Stand "Ventilation systems". Stands where the use of alternative technologies can be generated. Stand "Harnessing the power of the sun". Stand "Geothermal energy". Stand "Cogeneration systems". Stand "Recuperation systems". Cooling machine, using the Peltier effect. Cooling machine, via vortex effect. Stands "Automation in refrigeration systems". Stand "Sublimation". Gas analyser.</p>	400000	State budget EU project funding
Department of Information and Communication Technologies²¹			
Programming	<p>Installation of new software, licences for software, including re-licensing. Programming language software (RAD STUDIO, XE10, etc.) Computer sets with appropriate software. Inventory renewal</p>	700000	State budget EU project funding
Computer systems, databases and computer networks	<p>Installation/purchase of new software (WindowsServer19, etc.). Upgrading computer equipment in line with employers' recommendations and market requirements. Maintenance of computer software licenses. Equipment renewal, modernization of inventory - network equipment: MikroTik, CISCO, HP.</p>	1000000	State budget EU project funding

²¹ See Table 18 for details

Telecommunications	Modernization of computer and telecommunications equipment, adaptation to employers' requirements. Renewal of inventory and equipment: laboratory stands and equipment with simulation principles (FESTO, TechLab, etc.).	900000	State budget EU project funding
Electronics	Modernization of computer and electronics equipment, adaptation to employers' requirements. Purchase of equipment, renewal of inventory and equipment: laboratory stands and equipment with simulation principles ((FESTO, TechLab, etc.).	600000	State budget EU project funding
Power engineering and electrical engineering	Modernization of computer and electrician tools/equipment, adaptation to market/employer requirements, including renewal of equipment: laboratory stands and simulation equipment (Schneider Electric, FESTO, Edibon).	1000000	State budget EU project funding
Department of General studies and Management			
Administrative and secretary services -	Computer equipment (35 computers). Projectors (3). Printers (2)	30000	State budget EU project funding
Telematics and logistics	In classrooms: interactive whiteboard with acoustics, sound equipment (in each classroom + laboratory); industrial tablets; mobile document cameras; video, photo room equipment for promotional photo and video production; modern classroom furniture (each student has his/her own single workstation); information cork boards (for 4 classrooms); presentation materials; mini-scanner (document camera); hard drives(5); large-size world map. In the computer room (logistics): upgrading of computers; printer, scanner, photocopier, document camera, laminating and binding machine; computer software (Tildes Jumis, Itinerary Planner); interactive whiteboard; blinds. In laboratory: video surveillance system; window blinds; work clothes; identification entry-registration system; warehouse computer software; warehouse forklift simulator; goods wrapping machine; new packaging materials in the logistics training warehouse. A training ground (newly equipped): mobile office containers (4) with benches, chairs, classroom whiteboard; storage shelves; pallets and pallet collars in different sizes; tarpaulin trailer (can be decommissioned); drone for moving goods.	500000	State budget EU project funding
General subjects	Computers for teachers (45) with cameras for distance learning. 3 interactive whiteboards (for Latvian, maths, science). Tablets for 2 classrooms. (60)	150000	State budget EU project funding
TOTAL:		8430000	

5. CONTROLLING AND ASSESSING THE IMPLEMENTATION OF STRATEGY

The director of RTC is responsible for implementing the strategy and controlling the implementation.

By order of the director of RTC, supervisors for the implementation of strategic programs and specific strategic actions are appointed and an RTC official responsible for controlling the execution of the strategy may be appointed. At least once a year, the supervisors submit information regarding the results of the implementation of strategic actions during the reporting period, evaluation of the implementation of strategic actions and proposals for updating the strategy to the director of RTC and the RTC official responsible for monitoring the execution of the strategy.

The implementation of the strategy as a whole is assessed by the director of RTC and the administration at least once every two years and, if necessary, a decision is made to amend the deadlines for the implementation of the actions.

The board of RTC monitors the implementation of the strategy. At least once a year, the director of RTC reports to the board of RTC, presenting the results of the strategy's implementation as well as a reporting on the implementation of RTC's work plan. The board of RTC, when necessary, though at least once every three years, assesses the implementation process and interim results of the strategy, proposals for adjusting the actions laid out in the strategy and the deadlines for their implementation; a decision in relation to updating the strategy is made in accordance with the results of the implementation's assessment.

Table 24 Real estate objects in use of RTC

Type of the real estate	Name of the real estate	Address of the real estate	Cadastral number	Cadastral identifier
Land	Land parcel	Braslas iela 16, Rīga	01000700906	01000700906
Building (structure)	Dormitory	Ieriķu iela 4, Rīga	01000700906	01000700906001
Building (structure)	Riga Technical College Teaching block	Braslas iela 16, Rīga	01000700906	01000700906002
Building (structure)	Garage	Braslas Street 16A, Rīga	01000700906	01000700906003
Building (structure)	Hangar	Braslas iela 16, Rīga	01000700906	01000700906004
Building (structure)	Riga Technical College Laboratory block	Braslas iela 16A, Rīga	01000700906	01000700906005
Building (structure)	Riga Technical College Training workshops	Ieriķu iela 6A, Rīga	01000700906	01000700906006
Building (structure)	Warehouse	Braslas iela 16, Rīga	01000700906	01000700906007
Land	Land parcel	Lēdmanes iela 3, Rīga	01000860354	01000860354
Building (structure)	Riga Technical College Teaching block	Lēdmanes iela 3, Rīga	01000860354	01000860354001
Building (structure)	Shed	Lēdmanes iela 3, Rīga	01000860354	01000860354002

Building (structure)	Transformer substation	Lēdmanes iela 3, Rīga	01000860354	01000860354003
Building (structure)	Shed	Lēdmanes iela 3, Rīga	01000860354	01000860354004
Building (structure)	Shed	Lēdmanes iela 3, Rīga	01000860354	01000860354005
Building (structure)	Shed	Lēdmanes iela 3, Rīga	01000860354	01000860354006
Building (structure)	Guardhouse	Lēdmanes iela 3, Rīga	01000860354	01000860354007
Building (structure)	Car examination centre	Lēdmanes iela 3, Rīga	01000860354	01000860354008
Building (structure)	Riga Technical College Production block	Lēdmanes iela 3, Rīga	01000860354	01000860354009
Building (structure)	Shed	Lēdmanes iela 3, Rīga	01000860354	01000860354010