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**Basic Guidelines of Lifelong Learning Policy  
for 2007–2013**

(Informative part)

2006

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### **Abbreviations used in the documents**

EU	European Union
ESF	European Social Fund
LAEA	Latvian Adult Education Association
LALRG	Latvian Association of Local and Regional Governments
NLDVA	National Leonardo Da Vinci Agency
AEC	Adult Education Centre
MoD	Ministry of Defense
MCFA	Ministry for Children and Family Affairs
MoE	Ministry of Economics
MoF	Ministry of Finance
MoI	Ministry of Interior
MES	Ministry of Education and Science
SSAMEGA	Secretariat of Special Assignments Minister for Electronic Government Affairs
SSAMSI	Secretariat of the Special Assignments Minister for the Social Integration
MoC	Ministry of Culture
MoW	Ministry of Welfare
RL	Republic of Latvia
CM	Cabinet of Ministers
SMEs	Small and Medium-sized Enterprises
SEA	State Employment Agency
MRDLG	Ministry of Regional Development and Local Government
MoJ	Ministry of Justice
MoH	Ministry of Health

## 1. Explanations of terms

**E-education** – a specially organised study course in which the following information and communication technologies are used in a methodically grounded way – telecommunication and computer networks, multi media CD-ROM, as well as radio and TV broadcasting, audio/video records, interactive TV and other technologies.

**Formal education** – an institutionalised, consecutive and structures education system, that includes elementary education, secondary and higher education degrees, acquiring of programmes of which are certified by a state education document of education and/or professional qualification.\*

**Everyday learning** – a meaningful process of experience gaining in every life situation.

**Innovation** – implementation of a new scientific, technical, cultural or other sphere idea thus creating a good or service.

**Interest related education** – realisation of a persons individual education needs and desires regardless of age and previously acquired education.\*

**Scheme of education and employment rotation** – possibility for employers during the learning period of an employee to substitute him/her by another, including job seekers and the unemployed people thus allowing them to continue the education of qualify by having in-service training.

**Young people** – people at the age of 13 – 24

**Career development support system** – a campaign giving a possibility for the disabled in any period during the whole life to identify their interests, abilities, skills, experience in order to take conscious decisions about the choice of education/profession and organise and manage their individual life regarding learning, work and other spheres in which these abilities are acquired and/or used.

**Lifelong learning** – an education process during the whole life of an individual, that is based on changing needs to acquire education, skills, experience in order to increase or change their qualification in accordance with the demands of the labour market and own interests and needs. Lifelong learning comprises informal learning and formal education, develops inborn abilities together with new competences.

**Lifelong learning policy** – judicially, managerially, financially secured state support for each inhabitants education that promotes initiative and abilities,

employment and adaptation skills, active civil participation and social integration, personal self-development in every life stage in every life sphere from childhood till old age days.

**Informal education** – besides formal education a organised educating activity that compliments formal education by ensuring the acquiring of the skills and abilities and development of evaluation system, that are necessary for a socially and economically active state citizen to be able to integrate in the society and the labour market.\*

**Second chance education** – a repeated possibility to acquire education for those that due to some reasons at the appropriate age have not reached a certain education degree.

**Basic competences** – a set of knowledge, skills and attitudes that is necessary for the self-development of an individual to promote the social integration and employment.

**Adult** – in these basic principles, a person at the age of 15, that after a break continues general or professional education (formal, informal).

**Adult education** – formal, informal education and everyday learning that ensures personal development, social integration, civil participation and competitiveness in labour market during the whole life.\*

**Adult education support institution** – an institution established by the state, local government or other legal entity that ensures the methodological, psychological, scientific, informative and other support for adult education establishments, adult pedagogues and adult.

**Adult education centres** – institutions that promote adult education availability in the particular administrative territory by gathering information about the offering and providing consultations and information.

**Adult education consultant** – a person that professionally performs consulting services in adult education.

**Adult education pedagogue** – a person that implements adult education programmes.

**Distance learning** – is a specially planned, organised independent learning supported by advisers and consultants. It is a form of education in which specific learning materials and methodology are used. Every person can learn in convenient for him/her time, place and tempo. Distance learning basically is

planned for adults that are motivated and able to organise themselves for active learning.\*

**Knowledge society** – a system of social relationships of people, that ensures high innovation degree, and in which every individual is able to reach a high degree of participation, continuously learning and using, creating new knowledge for the welfare of his/her own and the society in general.

\* - the term is explained in the context of basic guidelines.

## **2. Introduction**

Education is of great significance in both the development of society and individuals, it belongs to human rights and is an important aid for reaching such aims as social equality and development of an economical and civil society. In the sphere of development of educational system, the aim of the state is to orientate to a knowledge based society cultural, social and economic development of which is determined by the high intellectual level of inhabitants. Co-operation between different members of lifelong learning in Latvia, as well as internationally is essential for the development of lifelong learning.

On 30 October, 2000 the “Memorandum on Lifelong Learning” worked out by the European Council was signed in Brussels. In the Communication of the Commission of European Communities “Making a European Area of Lifelong Learning a reality” (adopted in Brussels 21 November, 2001) and Lisbon European Union Conclusions, it is pointed out that for a successful transition to a knowledge based economy and society, lifelong learning is an important precondition.

Basing on the usage of comprehensive information and communication technologies (hereinafter - ICT), it is possible to reach an important increase in the quality of education, in order to provide more easier access for every individual to the knowledge and education services, and develop all level ICT usage skills and ensure competent pedagogues for the implementation of learning.

The basic guidelines of Latvian lifelong learning are developed, basing on such strategic, political and other kinds of planning documents:

- Latvian long-term economical strategy (approved in meeting of the Cabinet of Ministers on 17 July, 2001, protocol Nr.: 34);
- National development plan for the years 2007-2013 (2006);
- National strategic document for the years 2007–2013. (Project);
- Long-term conceptual document “Latvian Growth Model: Human in the First Place”(confirmed in the meeting of Saeima on 26 October, 2006);
- “State cultural politics guidelines for the years 2006-2015. National state.” (confirmed by the Decree of RL Cabinet of Ministers No 264 of 18 April, 2006);
- Lisbon strategy, that determines the directions of the economical development of the European Union until the year 2010, as one of the main targets sets forward social cohesion – employment and social integration;
- Latvian National Lisbon Programme for the years 2005–2008, basic guideline project „Basic guidelines of educational development for the years 2007–2013” (confirmed by the Decree of RL Cabinet of Ministers No 742 of 17 September, 2006)

Lifelong learning policy is based on the idea that the individuals personal growth shall be promoted, as well as self-development in every life stage, all life spheres during the whole life, thus creating preconditions for the development of



inhabitants initiative, adaptation abilities and reaching the social integration, employment, active civil participation.

Knowledge and its usage, as well as competences necessary for the labour market and society in general change rapidly in the development process of society. For this reason a more independent and important place next to the formal education is taken by informal, everyday adult learning regardless of their age and of whether they have obtained a document certifying their obligatory education. Formal education, informal education and everyday learning are of equal importance in lifelong learning policy and complement each other by enriching the learning culture, experience and widening the educational environment in the level of individual, community and the whole of society. As the result, development of new society models is stimulated between the education, culture, economic and social needs, as well as their harmonization basing on the understanding of ongoing changes.

The education policy in Latvia is stipulated by the Education Law adopted in 1998 (come into effect in 1999). There have also been adopted the following laws: General Education Law (1999), Professional Education Law (1999) and Law On Institutions of Higher Education (1995), as well as different lawful acts. On the basis of the Education Law, there are the following education levels determined in the state: pre-school education, basic education, secondary education, higher education. These formal degrees are acquired continuously by every state inhabitant in particular age. Among the education degrees, as one of the most important basic education shall be mentioned. During the acquisition of it people learn how to learn, create their skills and make foundations for their choices of future career.

In the basic guidelines of lifelong learning, accent is put on adult education that is the weakest point of provision of education in Latvia and is not clearly reflected in the lawful acts. Basically it is informal education in the changing labour market and among the new technologies is able to ensure appropriate new knowledge, skills and competences for employers, employees and individuals.

Simultaneously work is started at the creation of united education system,, in order to promote all education stage and form connection, so that Latvia becomes a land where people have the opportunities to learn in every life period, all life spheres regardless of their previous education, age, sex, place of living, income level, experience and social status.

Pointing out the important role of culture in the development the creative potential of an individual and personal perfection throughout the whole life, the long-term policy basic guidelines "State cultural policy guidelines for the years 2006-2015. National state" award an important place for the cultural education system development in the lifelong learning prospective, by defining the strategic targets of cultural policy, as well as specific action directions.

**The long-term target of basic guidelines is to ensure education throughout the whole life according to the interests of inhabitants, as well as**

**their abilities and socially economical development needs of the particular region.**

The basic guidelines mark a transition from the existing education system to lifelong learning system in Latvia and are especially directed towards the education of inhabitants: learning and teaching, including formal, informal, everyday, after obligatory education age (beginning from the age of 15) regardless their present age and of whether a document certifying their obligatory education has been obtained.

The basic guidelines determine actions implementation of which creates preconditions for people to help themselves. The basic guidelines determine actions that in Latvia create a society that is learning and by the help of education improve democracy, welfare of society and competitiveness in the international context.

**Vision of the development of lifelong learning: desirable situation in 2013: Latvia is a land where:**

- People recognise education as the main resource of their welfare, and where they have possibilities to learn in every life situation in all spheres from childhood till old age days regardless of what previous education they have acquired, as well as of their age, place of living, experience, social status, sex;
- People possess confidence, initiative, knowledge, creative approach to things and skills, so that they can take part in economical, social and civil life;
- By educating throughout the whole life, as the result of the attitudes of people, a coordinated, favourable social environment is being created;
- Knowledge, skills and abilities of people are created and developed in order to increase work efficiency and ensure the socially economical development of state, basing on a highly qualified workforce;
- People have free access to information, consultations, education and support, so that they can take effective decisions in respect to the changes and feel safe among them;
- New learning approaches under the influence of ICT will continue be created, their frameworks fill expand, contents will become deeper, accessibility and organisation will improve.

### **3. Situation description**

#### **3.1. Availability of lifelong learning, main target groups and their needs**

Lifelong learning is based on a person's inner need or external factor raised necessity to acquire and improve one's knowledge, skills and competencies. In the new information and communication era knowledge and skills obtained in the schools and also high-schools become obsolete faster than ever. In order a human could be more adaptive to new century and social changes, not to lose one's job, IZMPamn\_111206\_muzizgl; Basic guidelines of lifelong learning policy for 2007–2013

remain socially and economically active, it is necessary to improve one's knowledge, skills and abilities constantly. Lifelong education with specially arranged both formal and informal further education system may offer the necessary education programmes and courses that would allow a person to raise one's qualification or requalificate.

Lifelong learning is a crucial factor both in decreasing differences between Latvia's regions and arranging or creating balanced and targeted cultural environment, as well as in developing the quality of life and enhancing the society integration.

At present, among different state territories social and economic differences may be observed (in 2005 the average gross salary in the basic job per month in Latvia was 246 lats, however, in regional cut quite distinguishing differences should be outlined. So in Latgale the salary was 177 lats, but in Riga region – 280 lats, whereas in the last three years the remuneration for work tended to increase. In the neighbouring territories of the state capital city and other economically developed centres the unemployment level diminishes more rapidly, the income of population increases, the business gets more active turn around, while in the rural territories of the state economic retardation grows and the social contradiction only increases. Migration is widespread, as well as the concentration of resources towards the development centres. As a result, problems of economic and social character both in these centres and remote parts of the state. Also the movement of population is detected, when choosing housing away from the cities, thus the traffic volume and intensity increases.

Nowadays there is a necessity for people to continue learning apart from the obtained education and place of residence of a person. Bigger opportunities of further education is for those capable of paying, when the majority of Latvian adults, especially outskirts of Riga, fail to have any spare fundings to invest in one's development. Away from national and regional development centres (cities of the State and regional centres) the offer for lifelong learning is comparatively limited that, in line, for regional population causes extra expenditure of resources in order to be able to participate in the training programmes, courses or seminars held in the capital city or regional centres.

In the research "Lifelong learning availability and opportunities to educate in Latvia" carried out within the framework of the national programme "Draft and implementation of the lifelong learning strategy" was established that the highest degree of interest in learning was shown in Riga (73%), Kurzeme region (48%), Latgale region (44%), Zemgale region (42%) and Vidzeme region (38%) and Pierīga region (38%).

Various target groups have different educational needs and different opportunities to obtain it. In line with the definitions applied by the Central Statistical Bureau, by taking into consideration the economic activity of people, they should be characterised as economically active ones (employed and active work searchers) or labour force and economically inactive population.

In this respect attention should be paid both to the economically active and inactive population, including people from socially rejected risk groups:

- People without the elementary education and with low level of basic skills;
- People with special needs;
- People with economically little activity who are bounded to the household;
- People who already receive pensions and pre-pension aged people.

In the last few years has increased the number of those youngsters who leave the school before obtaining the elementary education. There are several reasons for this – of economical nature – especially in the country-side, disadvantageous families, reckless parental attitude towards children education etc. However, this problem might be referred not only to young people. According to the results gained in 2000 during the Latvian population census, 7.4% adults in Latvia (distinguishing 2.9% of male, 4.5% of female) still have not acquired **the elementary education**. Perhaps, this number is even bigger, since 10% of population failed to indicate their education in the population census.

In the study year of 2004/2005, due to different reasons from professional education institutions 16% from the total number of students (accordingly 6% girls and 10% boys) were discharged.

If young adults by reaching the age of 18 have the opportunity to return to the formal education system, then for people after 18 the opportunity to acquire the elementary education is limited because in the State there are only 35 evening/extramural secondary schools. As a matter of fact, there is a lack of alternative possibilities to continue the education process. Also the employers are less interested to offer job for people with low basic knowledge. Thus, the number of people in the group of population who are subject to the social repulsion risks increases.

General education may be obtained by attending such educational institutions where accredited general education programmes are being carried out. Theoretically, this might be done both in the full time education programme and part time education programme. Many people preferably would apply for education programmes relevant to their age.

Possibilities to find a job, form successful membership in the society to a great extent depends on the level of education, acquired basic skills and competences. In 2004, proportion of job seekers among economically active population all in all for young people in the age of 15 – 19 in Latvia was 31.2% (male 25.5%, female 39.7%), for young people in the age group 20 – 24 years was 15.1% (male 13.6%, female 17.2%). Quite frequently these people have **low level of basic skills and competences**.

Data of the MES reports on 2005 evidence that women more often want to acquire the arts and art professional education programmes (73% of students), social sciences, business sciences and the law (77% of students) as well as the

health care and social welfare (93% of students) programmes. Male respondents more than female choose to study engineering, productive industry and construction (87% of students), also technologies, natural sciences and mathematics (85% of students).

Restricted opportunities to continue the further education is **for people with special needs**. In Latvia the proportion of working people with functional disorders is only about 10% from the total number. Among the unemployed registered in the State Employment Agency in 2005 there are approximately 3% people with functional disorders, where only one third within a year's time fixed up in a job, even if those who want to are more than this. Shortage of environment access – high threshold, narrow doors, stairs, lack of visual aid, as well as unsmooth walking surface is an obstacle for people with functional disorders to adapt themselves in the lifelong learning process.

Insufficient availability of education is for people in custody. At the end of 2005, in 15 places of custody there were 6965 prisoners in Latvia: of those, 2199 prisoners were in pre-trial detention, incl. 1998 adult male, 102 female and 99 juvenile prisoners; convicted – 4766, incl. 4421 adult male, 203 female and 142 juvenile prisoners. Almost one third of the convicted were at the age of 15 till 25 years, where each tenth person was a juvenile at the age of the compulsory education. Among the convicted prisoners there is significant proportion of those with low level of general education. 23% of the convicted fail to have the basic education, also many convicts fail to have the professional education.

Gypsies (Romanies) is another group subject to the social repulsion risk in Latvia, who due to several reasons have extremely low level of education. According to the statistical data by the Population Register of the Office of Citizenship and Migration Affairs, at the beginning of 2006 in Latvia live 8498 gypsies (Romanies), which is 0.3% of Latvian population. However, the gypsies' (Romanies') NGO leaders and researchers make assumptions that in Latvia their might be from 15 000 to 18 000 Gypsies (Romanies). From those Gypsies (Romanies) living in Latvia only 7.9% have the secondary education, but only 26 (0.3%) of Gypsies (Romanies) have the higher education. Moreover, out of 5985 Gypsies (Romanies), older than 15 years, one fourth (24.3%) have education not reaching the fourth grade level and 25.2% of Gypsies (Romanies) have not stated their level of education at all. According to the data by the state Employment Agency, among the registered unemployed people there were 46 illiterate persons in 2003, where 39 (85%) were exactly the Gypsies (Romanies), though it is not possible to establish exact number of illiterate Gypsies (Romanies).

Low geographical mobility of the labour force which is negatively influenced by the insufficiently developed transportation infrastructure in the economically less developed regions creates restricted availability to the lifelong learning for **rural population, especially for those bound to household and economically not involved**, since in the neighbourhood no multifunctional education centres have been built, or further education programme suitable and

relevant to the labour market and personal established. There are very few events and programmes with intention to motivate, or enhance the business activity. This target group fails to have sufficient assistance from the local government or the state. Also no governmental order has been made for preparing pedagogues in the field of professional adult education.

The education of **new mothers** after the child care vacation is not targeted well-enough that would promote their successful coming back and/or entering into the labour market.

The government pays insufficient attention to such target group as **pre-pension and pension age** people. In Latvia, a rapid ageing of the society has been observed, which is characterised by the low birth-rate and increase in the length of average lifespan, also changes in the age structure of the workforce have been detected when the participation in the labour market by people at the age of 55 till 64 years increases. Proportion of employed people against the total number of population at the age group from 55 till 59 years was 63.7% (female 57%, male 72%), from 60 till 64 years – 33.8% (female 28%, male 41%) in 2004. Competitiveness of these people in the labour market is diminished due to the disparity with the earlier obtained knowledge and skills to the labour market requirements nowadays. People of this age group prefer to use informal education opportunities. It has been observed that people of pre-pension age and older than that are eager to use informal education opportunities to obtain qualification and knowledge.

Problems concerning raise of qualification and requalification are common also for those **employed** in the small and medium-sized enterprises (SMEs) because quite frequently the employer is not interested in and financially capable to invest resources in the raise of employees' qualification. The level of employers' investment in the development of human resources incl. payment of studies or in measures enhancing professional growth is low.

### 3.2. Lifelong learning offer

In the state the general, professional and the higher education network has been arranged and it operates in a defined system. However, in the adult education there is a lack of system. The adult education exists and it develops rapidly according to the demand, even though not being a defined part of the governmental education policy and system.

Section 46 of the Education Law states that the adult education programmes shall determine the content of such programmes and the conformity thereof to with the interests of the State and of employers, as well as of individual development, and adults have the right to acquire such programmes throughout the length of their whole life regardless of previously acquired formal or informal education programme.

The Employer's Confederation of Latvia (*LDDK*) considers that quality human resources form the basis for development of Latvian national economy, and this is approved also by the EU and Latvian strategic planning documents and IZMPamn\_111206\_muzizgl; Basic guidelines of lifelong learning policy for 2007–2013

projects and events provided therein. By studying the opinions of colleagues, LDDK identifies several topical professions. One of them is connected with the industry development, namely, technical professions, for instance, engineers or chemists.

The next profession group is connected with service sector that currently experiences rapid growth, for instance, increases the demand for sales representatives. Perspective field is the international trade – offering of goods and services beyond the border of Latvia or promoting of export.

Judging by the research “Lifelong learning availability and opportunities to educate in Latvia” it might be concluded that the receivers of the State funding mostly are the unemployed and other population groups subject to the social repulsion risk, while education services are not available for those employed in whose education level raise the employer is not interested in and who cannot afford themselves to educate.

People with functional disorders have a lack of formal and informal education programme offers in the places of treatment. Also there is insufficient number of programmes correspond to the requirements of the mentioned target group and labour market.

Adult education establishments have too scarce offerings of professional continuing education programmes appropriate for the labour market and employer needs, as well as career education events fail to be provided.

The National Development Plan states that the unequal social economic development creates different opportunities for people in rural areas and cities, and those of various social groups. By expanding on the availability of lifelong learning attraction of education and cultural institutions, sports, therapeutical and social care establishment, churches, non-governmental and other organisations should take place in the offer of formal and informal education programmes, thus creating varied cooperation between the education officers and demanders.

### **3.3. Lifelong learning resources and administration**

The leading state administration institution in the field of education policy is the Ministry of Education and Science. Its duties include drafting of the education policy, organizing and coordinating the implementation of the education policy. As of 1999 in Latvia the Education Law has become effective with the purpose to ensure that every resident of Latvia has the opportunity to develop his or her mental and physical potential, in order to become an independent and a fully developed individual, a member of the democratic State and society of Latvia.

The Education Law determine the following types of education (Section 6): general education; professional education; academic education, and forms of acquisition of education (Section 8): full-time; extramural education; a sub-category of the extramural education method — distance learning; self-education; education in the family.

The Education Law states the competence of local governments in education (Section 17), where each local government has an obligation to ensure that the children residing in their administrative territory have the opportunity to acquire pre-school education and basic education at an educational institution closest to the place of residence of the child; to ensure that youths have the opportunity to acquire secondary education, as well as ensure the opportunity to realise interest related education and to support extracurricular activities, including children's camps. Competence of the local government in the adult education has been stated in Section 17, Article 3 (8). In the LR Education Law the basic target groups have not been stated by the age, therefore an addressee of Latvian education system is not a person lifelong. This simultaneously means also that the Latvian education system from the formal aspect fails to develop as a lifelong learning system.

The Education Law states the procedure of drafting and approving of adult education programmes. However, any normative document fails to provide the procedure of adult education funding.

By now in the regulatory enactments the attention has been paid to the legislation development relating to the stages of education and their types, not varied education offers, quality and availability for different social groups according to the age, sex, ethnic identity, functional disorders, place of residence, or level of income. The educational system, in general, has a lack of flexibility, by reflecting the receiver of education – a child, his/her parents, youths and adults rapidly changing needs for varied and qualitative education. The education provides scarce solutions for people daily problems or is poorly concentrated on such.

Also there is a lack of normative base that would promote development of this field. In Latvia, there is no coordination in the adult education, for which partly is responsible the Ministry of Education and Science, Ministry of Welfare, Ministry of Agriculture, Ministry of the Interior, Ministry of Culture and others. However, long-term planning and coordinated action is a precondition for targeted human resource development in the State and effective input of the financial investment.

Currently in Latvia there are no tools that ensure recognition of the acquired knowledge and skills apart from the formal education.

Moreover, there has not been established a lifelong learning administration structure in national and local level, there is poor cooperation between ministries, non-governmental organisations and social partners, as well as shortage of lifelong learning normative base and funding mechanisms.



#### 4. Formulation of problems for development of lifelong learning policy

**Certain groups of people in Latvia do not have access to the necessary for them formal and informal education in every period of life and every sphere, including the so called second chance education.** Responsibility of state is not determined about the possibilities of acquiring education in any period of life regardless of age, sex, previous education place of living, ethnical identity, level of income and functional disorders. As the result social stratification and the number of unemployed people increases, since possibilities of learning are limited for several social groups: families of low income level, people without basic skills, new mothers, young people, especially people from rural areas, people over the age of 50, people that are in imprisonment, people with not finished secondary education or elementary education, professional education and without a document certifying any educations, persons with functional disorders, people with problems of integration in the labour market, especially in rural areas.

The statistical data show that in the area of adult education women have mostly learned in study programmes offering humanitarian education, as well as social sciences, but men – study programmes involving technical engineering, technology, security services, work safety and guarding. Sexual segregation of education areas and later labour market leads to inelastic workforce. Thus, although in Latvia the number of specialists in the sciences is not sufficient, women still continue to learn and later even improve their knowledge in humanitarian sciences in which we already have overproduction, etc. Sexual segregation of the labour market as well negatively influences the single sex situation in the state, as the spheres which women choose to acquire are much lower paid.

In the Latvian education system **adults are not recognised as a wider education target group, and they do not receive adequate offers that would promote their productive long-term participation in the labour market and civil society.** As the result general, professional and further education of all degrees does not ensure the knowledge, skills, experience required at the work places and is an obstacle for the creation of a competitive knowledge economy based on high skills and of a democratic society.

**The lawful acts in Latvia do not determine the policy, administration and financing of lifelong learning,** therefore the existing resources (of state, local governments, international, probably also private) are not purposefully managed between spheres, criteria of effective usage of the particular resources are not set, and equality regarding the availability of qualitative lifelong education is not ensured for every inhabitant during the whole life regardless of their age, sex, previous education, place of living, ethnical identity or functional disorders.

#### 5. Basic principles of lifelong learning

**Shared responsibility** – responsibility for ensuring lifelong education is shared by the state, local governments, legal entities (private entrepreneurs, social organizations), inhabitants.

**Efficiency** – effective usage of resources in order to reach targets of lifelong learning policies.

**Synergy of field policies** – in the implementation of each field policy actual and prospective lifelong learning needs of inhabitants are considered in order to increase the quality of life of inhabitants.

**Availability** – responsibility of state and local governments about the possibilities of acquiring education or each inhabitant throughout the whole life regardless of age, sex, previous education, place of living, ethnical identity, social status, level of income, functional disorders.

**Society's understanding (comprehension)** – consonance of minds about lifelong learning as a value and social fortune.

**Equality** – possibilities of acquiring education throughout the whole life, that is appropriate for the particular inhabitants needs and abilities.

## 6. Targets of lifelong learning

To ensure the availability of lifelong learning for inhabitants regardless of their age, sex, previous education, place of living, level of income, ethnical identity, social status, functional disorders.

Create qualitative **education offer** for adults, that would provide for sustainable competences necessary for work, civil participation, personal growth and promote the creation of a competitive knowledge economy based on high skills and of a democratic society.

Create a harmonised system of lawful acts and efficient resource **management** (including financial resources), considering the principles of shared responsibility and field policy interaction, for the development of a united lifelong learning system.

## 7. Action directions of lifelong learning

### 7.1. To ensure **availability**:

7.1.1. in each educational establishment to create preconditions for promoting the growth of educated people; for development of initiative, independence, responsibility and readiness to learn throughout the whole life;

7.1.2. ensuring of elastic second chance education according to the needs (for a place of learning; for the implementation contact form (e-learning, evening, part time); for content; for length);

7.1.3. strengthen the formation of education support structures, involving the necessary specialists and ensuring the availability of information and consultations for all inhabitants to help them choose their education, profession and career;

7.1.4. formal and informal education offer (including the equitation of basic competences), especially for social groups with limited possibilities regarding the acquisition of education in their places of living (including rehabilitation centres (social, professional, medical), places of imprisonment), and places of work;

7.1.5. to put in order the territorial availability of lifelong learning.

7.1.6. choose activities for the evening up of the different situation of men and women, especially in such forms of lifelong learning as second chance education, adult education, distance learning., etc..

### 7.2. To promote the **offering**:

7.2.1. to form a mechanism of state influence for securing the correspondence of supply and demand for labour market and education by equalising the education offer for competitiveness, democratisation and self-realisation;

7.2.2. to efficiently coordinate the adult education (formal, informal) offer in the educational system;

7.2.3. state support for those who offer education for adults (human resources, teaching aids, programme orders) and adult formal educational establishments, informal education support institutions;

7.2.4. determine and introduce the quality assessment of adult education in accordance to the common education result assessment approach;

7.2.5. introduce the recognition system of informal education and everyday learning results.

### 7.3. To ensure **administration**:

7.3.1. determine and create lifelong learning administration structure in a national and local (regional) level, as well as institutions of adult education coordination and promotion of co-operation;

7.3.2. create a lifelong learning normative basis by improving the binding laws and lawful acts;

7.3.3. determine and create lifelong learning financing mechanisms by equalising the state, local government, private (physical, legal entities) interests and investment volumes.

## 8. Policy results and indicators

No	Policy action directions	Indicators of reaching policy results	Responsible ministry	Involved ministries
7.1.1	In each educational establishment to create preconditions for promoting the growth of educated people; for development of initiative, independence, responsibility and readiness to learn throughout the whole life.	Increase of the number and improvement of quality of the education standards orientated to the skills demanded by the knowledge society;	MES	MoI, MoC, MoW, MoH, MoA
		Development of co-operation of educational establishment employees, students, employers and local society;	MES	MoI, MoC, MoW, MoH, MoA, MoE
		New teaching practices and projects;	MES	MoW, MoE,
		Modern teaching materials;	MES	MRDLG
		Ensuring of modern materially technical base;	MES	
		Increase of basic skills and competences of children, young people and adults (skills of learning, communication in foreign languages, calculating and natural sciences, interpersonal and civil, information and communication, cultural understanding, initiative and entrepreneurship, etc.	MES	MCFA, MoE

		Usage of electronic teaching materials and acquisition of IT instruments in different courses, as well as improvement in quality in programmes.	MES	SSAMSI
7.1.2	Ensuring of elastic second chance education according to the needs (for a place of learning; for the implementation contact form (e-learning, evening, part time); for content; for length);	Increase in the number of part time education, including e-learning, in the formal and informal education sphere;	MES	MoW, MRDLG,
		Increase in the number of evening/part time secondary schools or respective programmes in day time schools according to the demand;	MES, MRDLG	MoH, MoJ, MoC
		Ensuring of second chance education in general and professional educational establishments;	MES	
		Working out of the content of study programmes of general elementary and secondary education according to the age group and life experience in second chance education;	MES	SSAMSI
		Increase in the number of elementary, general secondary education and professional education individual study programmes;	MES	
		Involvement of educational, culture, sports, medical and social care, foundations and other institutions in increasing of the number of formal and informal education programmes in places of living (including rehabilitation centres, prisons, army, etc.);	MES, MoW	

7.1.3	Strengthen the formation of education support structures, involving the necessary specialists and ensuring the availability of information and consultations for all inhabitants to help them choose their education, profession and career;	Increase in the number of education support structures, education, profession and career information and consultation centres;	MES, MoW	MRDLG, SSAMSI
		Increase in the number of services offered by education support structures, education, profession and career information and consultation centres;	MoW MRDLG	MoH
			MoW MRDLG	
7.1.4	Formal and informal education offer (including the aqiration of basic competences), especially or social groups with limited possibilities regarding the aqiration of education in their places of living	Increase in the number of programmes of basic competences in rehabilitation centres, places of imprisonment, sports, culture and medical centres;	MES, MoW, MoJ, MoC	MRDLG, SSAMSI, MoC
		Increase in the number of programmes of formal and informal education in rehabilitation centres, places of imprisonment, sports, culture and medical centres;	MoH	
		Education programmes of basic competences for adults nearer to the places of living;	MES MoT	MoW
		Increase in the number of employed people that study with the support of the employer;	MES	MoE

	(including rehabilitation centres (social, professional, medical), places of imprisonment), and places of work;	Programmes of social integration – teaching of basic skills of IT usage for everybody, especially for the elderly people, the unemployed, persons with functional disorders and other groups of inhabitants subject to other risks of social integration problems.	MES, SSAMSI	MoW
7.1.5.	to put in order the territorial availability of lifelong learning.;	More effective and balances state and local government budget for lifelong learning per an adult inhabitant in an administrative territory;	MES, MRDLG	MoW, MoC
		Increase in the education level of inhabitants in administrative territories;	IZM, MRDLG	MoW
		Ensuring of technical resources of ICT;	MES	MRDLG
		Increase in the number of multifunctional education centres;	MES MoC	
		Increase in the number of programmes of multifunctional education centres;	SSAMEGA	
		Ensuring of transport (for persons with functional disorders, children, people with low income).	MoT	
7.1.6.	Choose activities for the evening up of the different situation of men and women,	Segregation decreased in the spheres of adult education and distance learning.	MES	MoW



	especially in such forms of lifelong learning as second chance education, adult education, distance learning., etc..			
7.2.1	To form a mechanism of state influence for securing the correspondence of supply and demand for labour market and education by equalising the education offer for competitiveness, democratisation and self-realisation;	A principle of financing directed to the needs of clients has been introduced in the educational system;	MES	MoI, MoC, MoW, MoH,
		Financing of state and local government budget for the priority needs of state and inhabitants, education programmes that are directed to the promotion of democratisation of competitiveness and self-realisation;	MES	MoA, MRDLG
		Increase in the amount of compensations of individual education expenses;	MES	
		Public and private partnership has been promoted;	MES	MOE SSAMSI
7.2.2.	To efficiently coordinate the adult education (formal, informal) offer in the educational system;	Connection and succession of formal and informal different education degree programmes has been reached;	MES	MCFA
		In the framework of the educational system expansion of the recognition of education results in the framework of the educational system.	MES	
7.2.3.	State support for those who offer education for adults (human	Status, functions and financing of institutions of adult education support have been determined;	MES	MoE MRDLG

	resources, teaching aids, programme orders) and adult formal educational establishments, informal education support institutions;			
		Increase in the number of higher education and further education programmes ordered by state/number of students in these programmes, that ensures the preparation of adult education specialists (teachers, organisers, consultants, managers, teaching aid producers, etc.);	MES	MRDLG, MoI, MoC, MoW, MoH, MoA,
		Increase in the number of state orders in regard to the working out and production of adult teaching aids (e-learning, books, audio, video materials);	MES	MRDLG
		New adult education and education support institutions have been established and the existing institutions improved, co-operation between these institutions and secondary professional and higher educational establishments has been promoted.	MES	MRDLG
7.2.4.	Determine and introduce the quality assessment of adult education in accordance to the common education result assessment approach;	Criteria of adult education quality and assessment order of the criteria have been determined within the state;	MES	MoC
7.2.5.	Introduce the recognition system of	Order of recognition of informal education and assessment of skills has been determined within the state,	MES	MCFA, MoC

	informal education and everyday learning results.	that has been worked out within the framework of the national programme of the structural funds "Development of a united procedure for the improvement of quality of professional education and involvement and education of social partners".		
7.3.1	Determine and create lifelong learning administration structure in a national and local (regional) level, as well as institutions of adult education coordination and promotion of co-operation;	Establishment of state and local government institutions (lifelong learning competence centres) by separating the budgets and responsibilities in lifelong learning;	MES	MRDLG, MoC
		Ensuring of the status and financing of the Latvian Adult Education Association from the state budget for the implementation of lifelong learning.	MES	MRDLG
7.3.2.	Create a lifelong learning normative basis by improving the binding laws and lawful acts;	Lifelong education has been defined and included in the Education Law and other lawful acts;	MES	MoC
		Adult Education Law has been elaborated.	MES	
7.3.3.	Determine and create lifelong learning financing mechanisms by equalising the state, local government, private (physical, legal entities) interests and investment volumes.	Balanced investment amount provided by the State, local governments, private (physical and legal entities) in the lifelong learning;	MES, MoE, MRDLG	MoW, MoA, MCFA, MoC
		There exist intersectoral institutions for planning the adult education demand and supply and coordinating the funding, including by attracting and implementing the investment projects;	MES MoE MRDLG MoW	MoC MCFA,

	Created the financial assistance system for employer and employee organizations that ensure learning of the working people;	MES	MoE
	Drafted and implemented financial assistance system of youth informal education;	MCFA, MES	
	Drafted policy that facilitates the development of the adult education establishments and adult education support establishments;	MES	
	Introduced a funding principle for lifelong learning aimed at the client's needs.	MES	MoE, MoW

### 9. Evaluation of influences on state budget and local government budget

Direction of Activity	Indicatively required state budget funding (millions, lats)								Planned NSID* (ml.,EUR)	Responsible institutions	Involved institutions
	2007	2008	2009	2010	2011	2012	2013	Total			
To ensure <b>availability</b> of lifelong learning for people regardless of their age, sex, previous education, place of residence, level of income, ethnic identity, social status, functional disorders	0.84	0.91	0.98	1.03	1.1	1.17	1.22	7.25	48.31	MES MoW MRDLG MoT, MoC, SSAMSI	MCFA, MoI, MoE, MoC, MoW, MRDLG, MoH, MoA, MoJ, SSAMEGA
To create for adults a quality <b>education offer</b> that ensures sustainable competence for work, civil participation, and personal growth and enhances competitive economic and democratic development of Latvian knowledge society based on high skills.	0.51	0.54	0.58	0.62	0.66	0.7	0.74	4.35	29.00	MES	MoW, MoH, MoJ, SSAMSI, MCFA, MoC, MoA, MoC, MRDLG
To form coordinated system of regulatory enactments and effective resource (including financial) <b>administration</b> , by observing the principles of shared responsibility and	0.17	0.18	0.19	0.21	0.22	0.23	0.25	1.45	9.66	MES, MoW, MoE, MRDLG, MCFA	MoC

industry policy, for development of united lifelong learning system.											
<b>TOTAL:</b>	<b>1.52</b>	<b>1.3</b>	<b>1.75</b>	<b>1.86</b>	<b>1.98</b>	<b>2.1</b>	<b>2.21</b>	<b>13.05</b>	<b>86.97</b>		

\*indicative ratio according to the 1st action project programme as of 10 November 2006

Implementation of the basic guidelines is provided within the framework of existing budget.

Pursuant to the National Strategic Framework for the period of 2007 - 2013, for implementation of the lifelong learning policy 86 969 948 EUR have been planned to grant from the European Social Fund. Funding acquisition is being coordinated in the stated procedure.

In order to ensure implementation of lifelong learning policy in long-term, as of 2008 state budget is necessary to be attracted amount of which shall be based on the Action Plans for Lifelong Learning submitted by the planning regions. Proposals for state budget attraction shall be drafted within the framework of “Action Programmes for Implementation of Basic Guidelines of Lifelong Learning Policy” by cooperating with the responsible and involves institutions.

### 10. Further action plan

No	Activity	Term	Responsible institution
1.	Basic guidelines approved by the Cabinet of Ministers.	12.2006	MES
2.	Form the Supervisory Board and Secretariat of basic guideline implementation of lifelong learning policy.	01.2007	MES
3.	Develop an action programme for implementation of the basic guidelines.	05.2007	MES
4.	Develop legislation to arrange territorial availability of lifelong learning.	06.2007	MES MRDLG
5.	Submit in the Ministry of Education and Science information regarding implementation of tasks in the particular competence.	02.2008 02.2009 02.2010 02.2011 02.2012 02.2013 02.2014	MoE, SSAMSI, MoW, MRDLG, MoT, MoJ, MoH
6.	Submit in the Cabinet of Ministers annual informative report on implementation of the basic guidelines.	05.2008 05.2009 05.2010 05.2011 05.2012	MES
7.	Submit in the Cabinet of Ministers general informative report on implementation of the basic guidelines.	10.2013	MES
8.	Develop the lifelong learning policy project for 2014 – 2020 and submit for approval in the Cabinet of Ministers.	12.2013	MES

### 11. Procedure of submitting reports and evaluation

Supervision of implementation of Lifelong learning policy basic guidelines is ensured by the interministry Supervisory Board under the guidance of the minister of education and science.

Implementation of the basic guidelines are provided by the Ministry of Education and Science and establishments under its supervision, as well as other state administration institutions involved in the implementation of the lifelong learning policy. The Ministry of Education and Science coordinate cooperation

issues between state administration and local government institutions and establishments in the implementations of the basic guidelines.

Policy planning documents necessary for implementation of the basic guidelines are drafted and obligations are performed by the relevant field ministries according to the further action plan, by taking into consideration the objectives, key principles, resultative indicators and directions of activity mentioned in the basic guidelines.

Institutions responsible for obligations stipulated in the basic guidelines on annual basis by 1 March (in the period as of 2008 by 2014) submit the information on the implementation course of the basic guidelines in the Ministry of Education. Whereas, the Ministry of Education and Science on annual basis by 1 April (in the period as of 2008 by 2012) in the stated procedure prepares and submits in the Cabinet of Ministers the annual informative report on the implementation course of the basic guidelines.

At the end of 2013, a final report on the whole implementation of the basic guidelines should be submitted in the Cabinet of Ministers. In parallel circumstances basic guidelines of lifelong learning policy project for 2014 – 2020 should be drafted and submitted in the Cabinet of Ministers, by taking into account also the results and conclusions made in the final report regarding implementation course of the project of lifelong learning policy basic guidelines for 2007 - 2013.

## **12. Connection of basic guidelines with the priorities set in planning regions development programmes and strategies**

Draft of basic guidelines is being carried out by observing documents of Latvian planning region development, which are as follows:

- Riga region development programme (**2005 – 2011**);
- Development plan of Latgale (**2000 – 2010**);
- Zemgale planning region development strategy (**2003 – 2010**);
- Vidzeme planning region development programme (**2002 – 2017**);
- Kurzeme region development programme project (**2005 – 2020**).

In these documents the key region development directions and their implementation measures have been stated. In the field of education the following priorities have been outlined in particular:

- Improvement of the education system according to the labour market requirements;
- Equal opportunities for every resident to acquire quality education;
- Facilitation of implementation of lifelong learning principles and draft of modern continuing education programmes;



- Promotion of high qualified staff towards draft and implementation of knowledge and research-based innovations;
- Motivation of the society for application of ICT achievements in the daily life;
- Promotion of integration and return to the labour market of people with functional disorders and people from other groups subject to social repulsion risk;
- Provision of information on current issues in the society and training.

Minister of Education and Science

B.Rivža

Minister of Education and Science	State Secretary	Head of Legal Office	Official Responsible for Policy Planning and Coordination	Official Responsible for Control	Responsible Official
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