

# White Paper on Lifelong Learning in Latvia



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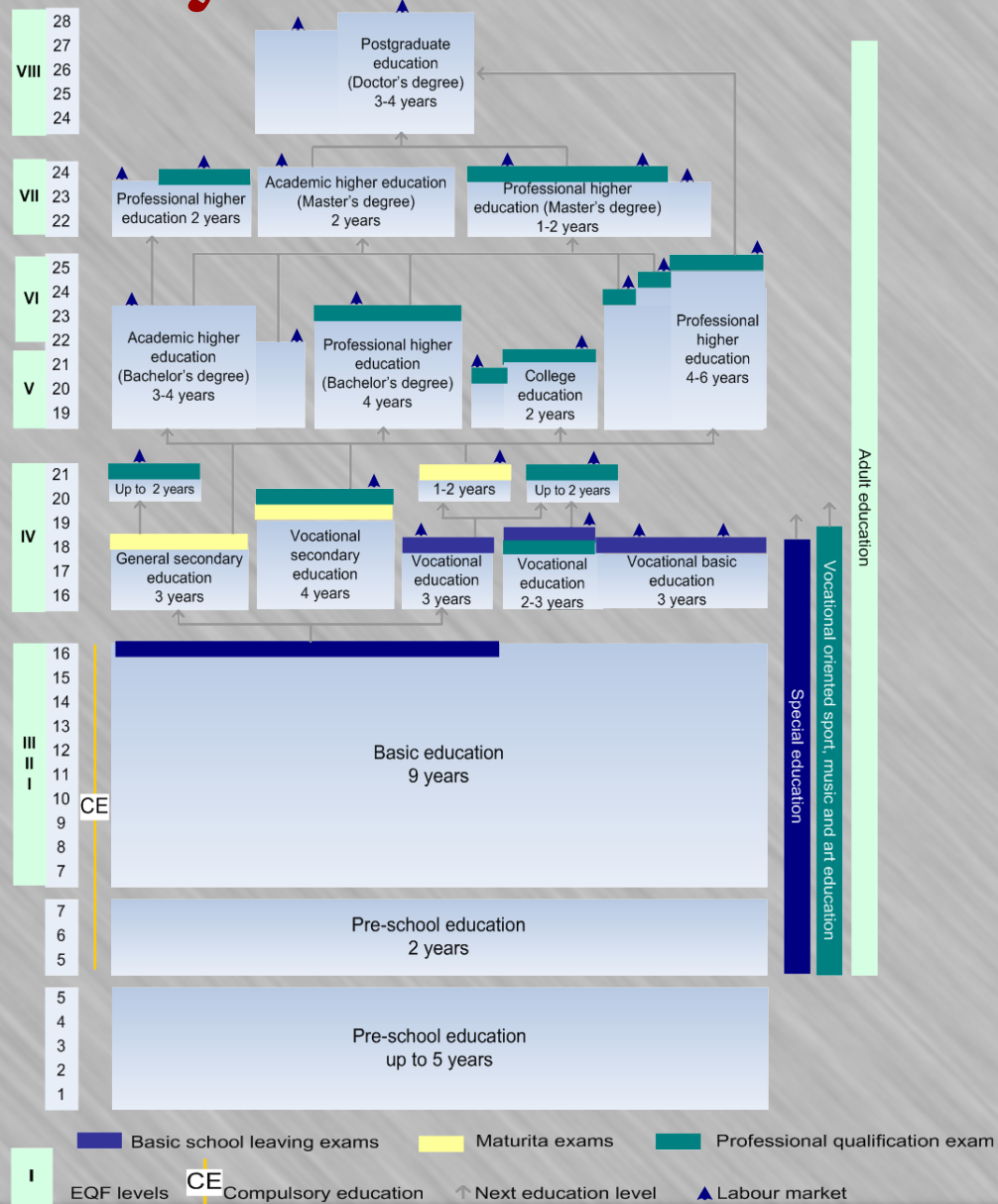
# Conceptual Evolution of LLL

- LLL from the point of view of its nature;
- LLL in an institutional dimension;
- LLL as a process;
- LLL content;
- LLL as an education system;
- LLL in the economic context;
- LLL in the social context;
- LLL in the context of the human;
- LLL from the point of view of education.

# Definiton of LLL

“LLL is 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 their own interests and needs. LLL comprises non-formal learning and formal education, develops inborn abilities together with new competences” (p.4).

# System of LLL



# Legislation on LLL (I)

- Education Law (adopted in 1998; come into effect in 1999);
- General Education Law (1999);
- Vocational Education Law (1999; latest amendments in force since 1 September 2011);
- Law on Institutions of Higher Education (1995; latest amendments in force since 1 August 2011);
- The Law on Craftsmanship (1993; latest amendments in 2008).

# Legislation on LLL (II)

- **Latvian long-term economical strategy (2001);**
- **National Development Plan for the years 2007-2013 (2006);**
- **Long-term conceptual document “Latvian Growth Model: Human in the First Place” (2006);**
- **National Culture Policy Guidelines 2006-2015. National state. Long-term policy guidelines (2006);**

# Legislation on LLL (III)

- **Lisbon Strategy** (approved by the Council of the EU on 23 and 24 March 2000);
- **National Lisbon Programme of Latvia for 2005-2008** (2005);
- **Basic guideline project “Basic guidelines of educational development for the years 2007-2013”** (2006).

# Development of LLL Strategies

- Political context;
- Content of the LLL strategies:
  - an analysis of availability of LLL and the main target groups and their needs,
  - LLL offer,
  - LLL resources and administration;
- Policy priorities.



# Priorities by 2020 (I)

- At least 95% of children between the age of four and the age for starting compulsory primary education should participate in early childhood education;
- The share of 15-year olds with insufficient abilities in reading, mathematics and science should be less than 15%;

# Priorities by 2020 (II)

- **The share of early leavers from education and training should be less than 10% in the EU (13.4% LV);**  
(data in 2011: 13.8% in LV vs. 13.5% in the EU)
- **The share of 30-34 year olds with tertiary educational attainment should be at least 40% in the EU (34.0-36.0% LV);**  
(data in 2010: 32.3% in LV vs. 33.6% in the EU)
- **An average of at least 15% of adults (age group 25-64) should participate in LLL.**  
(data in 2011: 5.0% in LV vs. 8.9% in the EU)

# Funding (I)

- Formal education – the state (MES and other ministries), local governments/municipalities;
- Non-formal education – the state, local governments/municipalities, NGOs, employers, population.
- The financing spent on the implementation of the LLL policy has increased by 41% (2010 vs. 2009).

# Funding (II)

- **Financing of the policy action directions:**
  - **ensuring flexibility of educational and training offer and compliance with labour market demand**  
(70 697 993 LVL in 2010 vs. 31 540 686 LVL in 2009);
  - **ensuring availability of education**  
(4 461 670 LVL in 2010 vs. 88 135 LVL in 2009);
  - **ensuring coordination of lifelong learning principle implementation**  
(3 500 in 2010 vs. 4 000 LVL in 2009).

# Funding (III)

- Financing mechanisms of LLL:
  - 45.8% spent by the ESF and the state budget on implementing different LLL measures by the Ministry of Welfare of Latvia;
  - 26.4% ESF financing for other projects;
  - 19.4% the state budget;
  - 3.8% financing by the EC LLP programmes;
  - Local governments/municipalities (including 1.3% on transport to school).

# Governance of LLL (administration)

- The education system of Latvia is administered at 3 levels: national, municipal and institutional.
- The Parliament (*Saeima*), the Cabinet of Ministers and the MES are the main decision-making bodies at the national level.
- The leading state administration institution in the field of education policy is the MES (drafting of the education policy, setting educational standards, organising and coordinating the implementation of the education policy).

# Governance of LLL (seven operational programmes I)

- General management of implementation of the policy of education, science, sports and state language and composed measures;
- Policy, quality and management of general education, values education and interest-related education;
- Policy, quality and management of vocational education, continuing education and life-time education;

# Governance of LLL (seven operational programmes II)

- Policy, quality and management of higher education and scientific activities;
- Sports policy and management;
- Development and coordination of united state policy in the field of youth matters;
- State language policy and administration.



# Governance of LLL (MES Advisory Boards)

- Advisory Board *ICT in general education*;
- Advisory Board in minority education;
- Advisory Board *Education for Everyone*;
- Latvian National Sport Board;
- Sport Board of Youth;
- Youth Advisory Board;
- National Tripartite Cooperation Subcouncil of Vocational Education;
- National Board of Health Promoting Schools.

# Participation in LLL (I)

## TSK11-06. EDUCATIONAL ATTAINMENT OF PERSONS AGED 15 AND OVER

	Total population	Male	Female
TOTAL	1 776 143	797 411	978 732
Doctorate	6 657	3 572	3 085
Higher education	401 323	142 874	258 449
Professional secondary or vocational secondary education	521 629	251 072	270 557
General secondary education after basic or vocational education	407 534	185 081	222 453
Basic education or professional basic education	318 925	156 500	162 425
Primary education	62 645	28 474	34 171
Without formal education or less than primary education	10 281	4 096	6 185
Highest level of education successfully completed is not indicated	47 149	25 742	21 407

Source: Central Statistical Bureau of Latvia, Population census section Unit: number; Matrix: TSK11-06a

# Participation in LLL (II)

<b>NBG38. LIFE-LONG LEARNING BY AGE GROUPS AND SEX (%)</b>						
	<b>Share of population in corresponding age group</b>					
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
MALE AND FEMALE - TOTAL						
TOTAL	6.9	7.1	6.8	5.3	5.0	5.1
25-34	11.2	12.2	11.7	10.1	9.5	9.3
35-54	6.9	6.5	5.8	4.7	4.1	4.3
55-64	2.1	2.3	2.2	1.5	1.6	2.3
Male						
TOTAL	4.1	4.6	4.3	3.6	3.4	3.8
25-34	7.1	8.5	8.4	7.7	6.7	7.8
35-54	3.9	4.2	2.9	2.6	2.5	2.8
55-64	1.5	0.8	1.4	1.0	1.1	1.4
Female						
TOTAL	9.3	9.3	9.0	6.9	6.5	6.2
25-34	15.4	16.1	15.1	12.5	12.4	10.7
35-54	9.6	8.6	8.4	6.6	5.7	5.7
55-64	2.5	3.5	2.9	1.9	2.0	2.9

Source: Central Statistical Bureau of Latvia Contact: Employment statistics section Unit: per cent; Matrix: NB0380a

# The Barriers and Challenges (I)

- 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;
- In the Latvian education system adults are not fully 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;

# The Barriers and Challenges (II)

- The lawful acts in Latvia do not determine systematically the policy, administration, regulations and financing of lifelong learning, therefore the existing resources (of state, local governments, international, probably also private) are not purposefully managed between spheres.

# The Barriers and Challenges (III)

- 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, functional disabilities.

# The Barriers and Challenges (IV)

- Bigger opportunities of further education are for those capable of paying, whereas the majority of Latvian adults, especially on the outskirts of Riga, fail to have any spare funding to invest in their development.
- Away from national and regional development centres the offer of LLL is comparatively limited which causes extra expenditure of resources for regional population in order to be able to participate in the training programmes, courses, held in the capital city or regional centres.

# The Barriers and Challenges (V)

- Low geographical mobility of the labour force caused also by the insufficiently developed transportation infrastructure in the economically less developed regions creates restricted availability to the LLL for rural population, especially for those bound to household and economically inactive, as in the neighbourhood no multifunctional education centres have been built, or further education programmes suitable and relevant to the labour market and personal fulfilment established.



# Policy Dilemmas (I)

- Political barriers – not enough coordination on the state level, not enough support;
- Informative barriers – not enough access to detailed and actual information about adult education on the level of an individual and society;
- Situational barriers – lack of sufficient support of the family and the social environment for the individual's inclusion into learning;
- Inner, personal barriers – lack of enterprise, uncertainty of population.



# Policy Dilemmas (II)

- The main barriers to education offer:
  - Uniformity in enrolment requirements and programme offer and organisation;
  - The “institution-friendly” programme/course costs;
  - Lack of differentiation for adult learning support;
  - Lack of clarity and accuracy in formulating of learning outcomes.

# Policy Dilemmas (III)

- Other problems:
  - Weak connection between formal and non-formal education;
  - Lack of providing longitudinal approach to education that would reflect the education tasks at every stage of education.

# Recommendations made in the fields of:

- Formal education;
- Adult education;
- Education for special target groups;
- Developing the Latvian language competence and enhancing society integration;
- Developing foreign language competence;
- Developing enterprise;
- To enhance the development and strengthening of the LLL system of Latvia.

**Thank you for your attention!**

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