



LATVIJAS
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White Paper on Lifelong Learning (Latvia)

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LATVIA



- located on the East coast of the Baltic sea;
- the central country of the Baltic States;
- the official language is Latvian;
- Riga is the capital of Latvia;
- Latvia's population in July, 2011 was 2,229,641 people;
- the territory of Latvia covers 64,589 km²;
- the official name of Latvia is the Republic of Latvia;
- the Republic of Latvia was founded on 18 November, 1918.

LATVIA

Capital: Riga, founded in 1201

International memberships: EU and NATO since 2004

Other major cities: Daugavpils, Liepāja, Jelgava, Jūrmala, Ventspils

Languages: Latvian (official), Russian, English and German -widely spoken



Latvia - the central country of the Baltic States,
North-Eastern Europe, on the east coast of the Baltic Sea.

Ethnic composition:

59.03% Latvian

28.29% Russian

3.74% Byelorussian

2.53% Ukrainian

2.4% Polish

1.36% Lithuanian

0.45% Jewish

0.01% Livs

2.19% other



Conceptual Evolution of LLL (I)

- A wish to learn and improve one's knowledge and competences is part of Latvian traditions. Popular Latvian proverb 'Live and learn' means: the longer we live, the more we learn, the more experienced we become.
- In Europe the term *lifelong learning* became one of the key success milestones already in 2000 by giving it momentum and overarching status.
- In Latvia the term *lifelong learning* is comparatively new. It became well known by adopting National Strategy for Lifelong Learning (2007).

Conceptual Evolution of LLL (II)

- Lifelong learning is a learning process that takes place life long and is based on the people's changing needs to acquire knowledge, skills, experience in order to promote or change their qualification according to the requirements of the labour market and one's own interests and needs and it develops one's natural abilities alongside with the promotion of new competences.

Conceptual Evolution of LLL (III)

- National Strategy for Lifelong Learning defines lifelong learning as “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 non-formal learning and formal education, develops inborn abilities together with new competences” (Lifelong Learning Policy 2007-2013, 2007:4).

Connotation and Range of LLL (I)

- “LL 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” (2007:7).
- Formal and non-formal education and informal learning “compliment each other by enriching the learning culture, experience and widening the educational environment in the level of individual, community and the whole society” (ibid).

Connotation and Range of LLL (II)

- Formal education is “an institutionalised, consecutive and structure 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” (LL Policy, 2007:4).

Connotation and Range of LLL (III)

- Non-formal education is “an 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” (LL Policy, 2007:4-5).
- The term *informal learning* is not used in the Strategy at all. Instead of informal learning the collocation *everyday learning* is used.

Connotation and Range of LLL (IV)

- Basic principles of lifelong learning are:
 - shared responsibility,
 - efficiency,
 - synergy of field policies,
 - availability,
 - society's understanding (comprehension),
 - equality.
- Interpretation of their meanings coincides with the EU interpretations.

Connotation and Range of LLL (V)

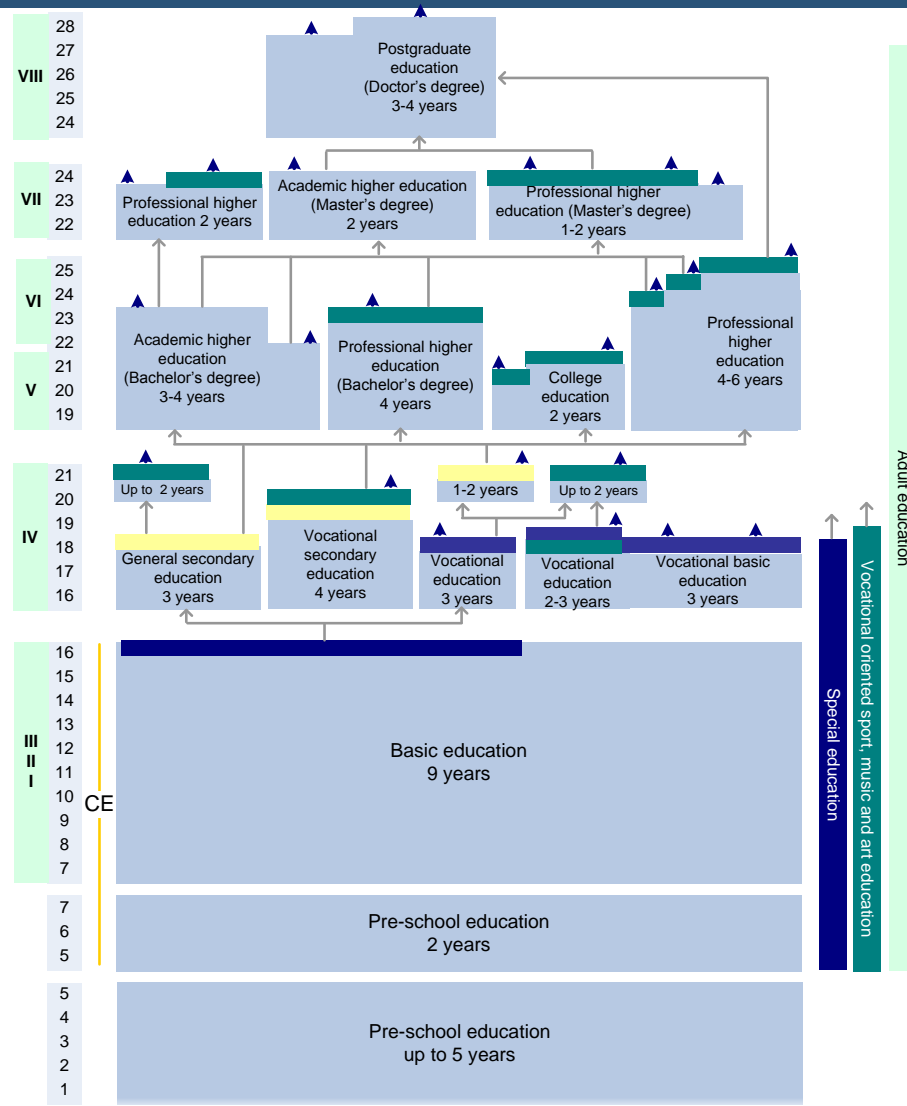
- Commission Staff Working Paper “A Memorandum on Lifelong Learning” (October 2000);
- Communication from the Commission Making a European Area of Lifelong Learning a Reality. Brussels, 21.11.2001.,678 final;
- Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning;
- Council Resolution of 27 June 2002 on Lifelong Learning (2002/C pp.163/01-163/3);
- Lisbon Strategy (approved by the Council of the European Union on 23 and 24 March 2000).

Education System (I)

- The education system of Latvia consists of pre-school education, basic education, secondary education and higher education (formal education).
- General education lasts for 12 years, usually from the age of 7 till 19. It consists of 9 years of basic compulsory education and 3 years of secondary education.
- There is compulsory pre-school education at the age of 5-6 in Latvia.
- Basic education comprises general basic education (grades 1-9) and vocational basic education (grades 7-9).

- Secondary education stage comprises general secondary education, vocational secondary education and vocational education.
- Higher education comprises academic study programmes (bachelor's and master's programmes) and professional study programmes (professional bachelor's and professional master's programmes), college education, higher professional education programmes.
- Education system also includes doctoral studies, as well as special needs education and adult education.

Education System (III)



7 | Basic school leaving exams | Maturita exams | Professional qualification exam
 6 |
 5 | Age | EQF levels | CE | Compulsory education | Next education level | Labour market

Education System (IV)

- The education system is arranged in the scheme in accordance with the age of learners, qualification levels (from Level I to Level V), and ISCED levels (from 0 to 6).
- Section 5 of Vocational Education Law (1999) determines five qualification levels that are specified in the education system of Latvia.
- Since Latvia uses ISCED system, the education system of Latvia can be understood and measured internationally. However, at present the Education System of Latvia does not include the revised 8 ISCED levels.

- At present Latvia is on the second phase of referencing its education system to the European Qualification Framework in which education is classified into 8 education levels.
- The Cabinet of Ministers made amendments to the Cabinet of Ministers Regulations of 2 December 2008 No.990 “Regulations on the classification of Latvian Education”. The adopted Cabinet of Ministers Regulations No.931 “Regulations on the Classification of Latvian Education” on 5 October 2010 deals with the comparison of the system of education of Latvia with ISCED and EQF levels.

Education System (Pre-school Education)

- All children aged five and six have the possibility to acquire free the mandatory pre-school education, to prepare for the acquisition of basic education programme.
- The basic aim of pre-school education is to promote the general development of a child and their readiness to start the primary school stage in basic education.
- Pre-school education programmes are implemented mainly in pre-school educational establishments (kindergartens).
- Education Law (1999) stipulates the role of self-governments in providing pre-school education.

Education System (General Basic Education)

- Basic mandatory education lasts for 9 years (from 7 to 16).
- The main aims of basic education programmes are set by Cabinet of Ministers Regulation No.1027 of 2006:
 - to ensure to the pupil the basic knowledge and skills necessary in public and personal life;
 - to create the foundation for the pupil's further education;
 - to promote harmonious formation and development of the pupil;
 - to facilitate the pupil's responsible attitude towards self, family, society, environment and the state.
- State financed education in Latvia is provided in 8 national minority languages.

Education System (General Secondary Education)

- General secondary education programmes are implemented in secondary schools, gymnasiums, evening (shift) schools and extramural secondary schools.
- The study year consists of 35 weeks.
- There are 4 profiles of the general secondary education programmes: General education, Mathematics and natural sciences, the Humanities and Vocationally-oriented profile.
- The mandatory content of general secondary education programmes is specified by the State general secondary education standard (2008).

Education System (Vocational Education)

- Section 4 of Chapter I of Vocational Education Law (1999) points out 3 levels of vocational education system of Latvia:
 - vocational initial education (vocational basic education);
 - vocational secondary education;
 - higher vocational education.
- Cabinet of Ministers Regulations (27.06.2000) No.211 “Regulations on the state vocational secondary education standard and the state vocational education standard” define the strategic aims and main objectives of vocational secondary and vocational education programmes.

Education System (Higher Education - I)

- Section 1, Chapter 1 of the “Law on Institutions of Higher Education” (1995) defines higher education as “a degree of education in which personality development based on science or art, or science and art, in the selected academic or professional, or academic and professional, field of study, as well as the preparation for scientific or professional activity, which takes place after the completion of a secondary education”.
- In accordance to the Bologna Process the system of higher education in Latvia comprises three cycles of higher education programmes: Bachelor, Master and Doctor.

Education System (Higher Education - II)

- The higher education comprises academic higher education and professional higher education – both academic and professional Bachelor's and Master's degrees are awarded.
- In 2011 there are 55 higher education institutions in Latvia: 6 universities, 13 state institutions of higher education, 17 state colleges, 12 juridical persons established institutions of higher education, 7 juridical persons established institutions of higher education.

Adult Learning (I)

- In the rapidly changing world the competences required are changing inevitably and fast.
- Formal, non-formal and informal learning are crucial in the lifelong learning context and complement each other by promoting the learning culture, widening experience, increasing the learning environment at the micro, macro and mezzo level.
- The revised version of the Strategy (2009) emphasizes adult learning as one of the least advanced education sectors in Latvia.

Adult Learning(II)

- Adult learning - multidimensional learning process, which, ensures the development of the individual and his or her ability to compete in the employment market, learning for work and personal fulfilment, other than initial training; no strict age limitations rule applies; can be formal, non-formal or informal.

- Formal adult learning - adult education that includes acquisition of the programme that leads to a recognised by the state education or professional qualification document;
- Non-formal adult learning - adult learning that does not lead to a formal qualification;
- Informal learning - any learning process without a defined programme.

Policy Documents and Regulatory Framework (I)

- The education policy in Latvia is stipulated by the following laws and regulations:
 - The **Education Law** (1998, come into effect in 1999);
 - **General Education Law** (1999);
 - **Vocational Education Law** (1999, the latest amendments 1 September 2011).
 - **Law on Institutions of Higher Education** (1995, latest amendments 1 August 2011).
 - The **Law on Craftsmanship** (1993, latest amendments in 2008).

Policy Documents and Regulatory Framework (II)

- The Lifelong Learning Strategy of Latvia has been developed, basing on such strategic, political and other kinds of planning documents:
 - **Latvian long-term economic strategy** (approved in the meeting of the Cabinet of Ministers on 17 July, 2001, protocol No.34);
 - **National Development Plan for the years 2007-2013** (2006);

Policy Documents and Regulatory Framework (III)

- Long-term conceptual document “**Latvian Growth Model: Human in the First Place**” (confirmed in the meeting of Saeima on 26 October, 2006);
- **National Culture Policy Guidelines 2006-2015** (confirmed by the Decree of RL Cabinet of Ministers No.264 of 18 April 2006);
- **National Lisbon Programme of Latvia for 2005-2008** (2005);

Policy Documents and Regulatory Framework (IV)

- 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 27 September 2006).
- Other policy documents:
 - Latvian Sustainable Development Strategy **Latvia 2030** (adopted in 2010);
 - The **Law on Local Governments** (adopted in 1994);

Policy Documents and Regulatory Framework (V)

- Cabinet of Ministers Regulation No.166 **"Regulation on active employment measures and preventive measures to reduce unemployment"** (adopted in 2008);
- **Business Competitiveness and Innovation Promotion Programme 2007-2013** (adopted in 2007);
- The Programme for Structural funds **Human Resources and Employment** (adopted in 2008).

- Education system of Latvia is administered at three levels - national, municipal and institutional.
- The Parliament (*Saeima*), the Cabinet of Ministers and the Ministry of Education and Science are the main decision-making bodies at a national level.
- 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, setting educational standards, organizing and coordinating the implementation of the education policy.

National Strategies and Policies of LLL (I)

- The **National Strategy of Lifelong Learning** of Latvia was adopted in 2007 and consequently the **Programme for 2008-2013 for Implementation of Lifelong Learning Policy** was adopted.
- The National Strategy of Lifelong Learning determines the long-term target for LLL: “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” (2007:8).

National Strategies and Policies of LLL (II)

- The vision of the development of LLL points to the 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;

National Strategies and Policies of LLL (III)

- 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;

National Strategies and Policies of LLL (IV)

- 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 will expand, contents will become deeper, accessibility and organisation will improve” (2007:8).

Expenditure of the Country on Education

IZG33. EXPENDITURE ON EDUCATION (mln lats)

	2007	2008
Expenditure on education, total	919.9	1,105.8
..state expenditure on education	739.3	925.1
..private expenditure on education	146.2	147.2
..foreign financial sources	34.3	33.5
State expenditure on education as % of gross domestic product	5.00	5.70

Source: Central Statistical Bureau of Latvia. Unit: mln lats; % Matrix: IZ0330a

Financing of LLL (II)

Enrolment of Students in Higher Education Institutions: Funding the Studies

IZG24. HIGHER EDUCATION INSTITUTIONS AND COLLEGES (beginning of the school year)

**IZG26. HIGHER EDUCATION INSTITUTIONS: STUDIES FUNDED BY STATE BUDGET/
FOR A FEE**

Year	Enrolment (at the beginning of the school year)			Number at the beginning of the school year (in brackets Percent)		
	Enrolment - total	..enrolment: full-time studies	..enrolment: part-time studies	Number of higher education institutions	Tuition fee subsidized by state or local government budget	Tuition fee as private contribution
2008/09	125,360	72,660	52,700	60	33,395 (26.6%)	91,965 (73.4%)
2009/10	112,567	71,234	41,333	61	34,208 (30.4%)	78,359 (69.6%)
2010/11	103,856	71,444	32,412	58	35,410 (34.1%)	68,446 (65.9%)

Source: Central Statistical Bureau of Latvia. Matrix: IZ026a, Matrix: 9-23a.

State Public Funding for Adult Learning

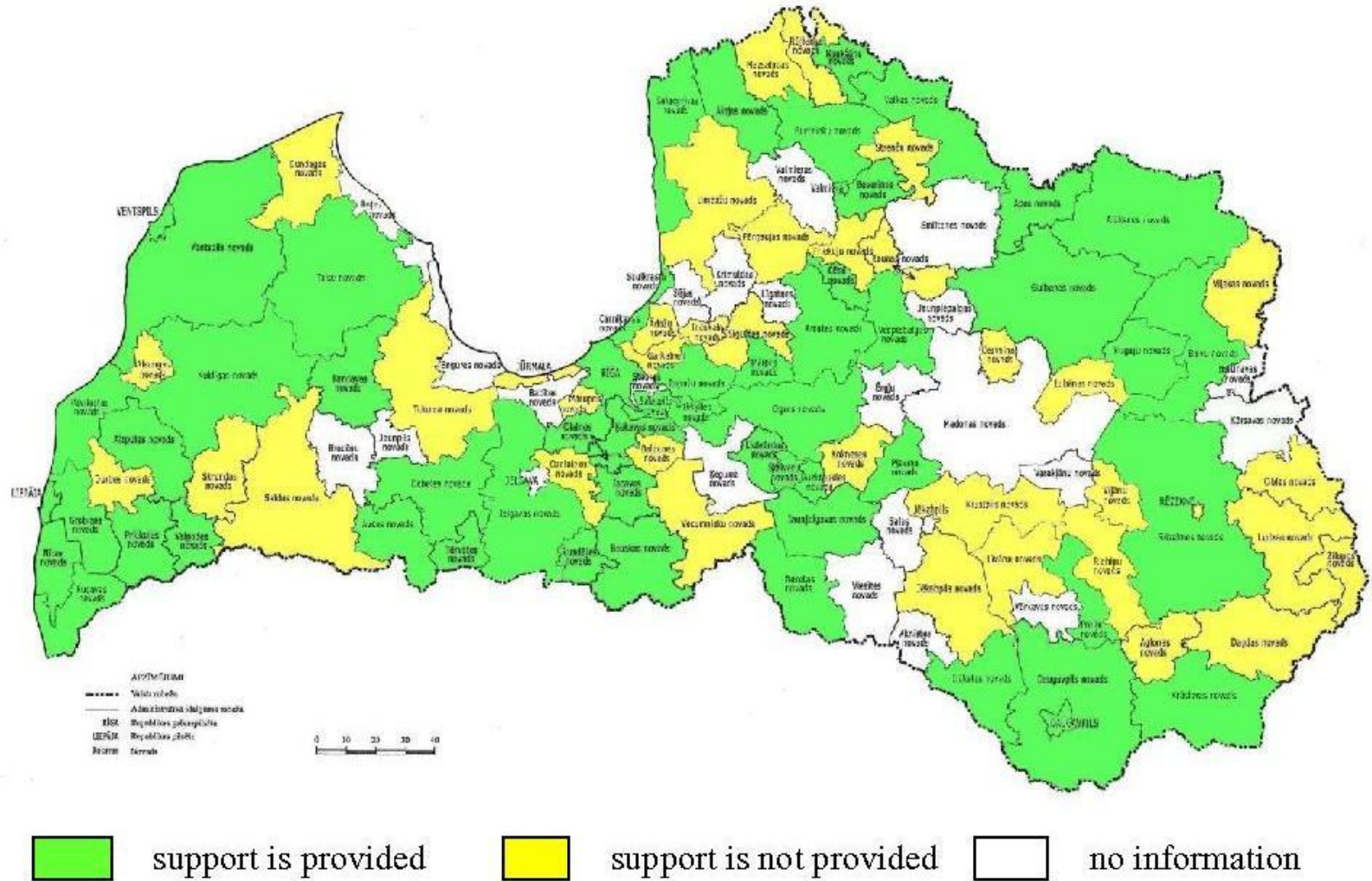
State public financing for adult learning in 2007-2009 and 2010-2013 in Latvia

Period	2007-2009				2010-2013			
	million EUR	%	persons	%	million EUR	%	persons	%
Ministry of Economics	2.86	6.74	2427	1.41	44.41	25.12	27173	5.70
Ministry of Education and Science	3.88	9.15	10400	6.06	39.14	20.74	37000	7.77
Ministry of Agriculture	1.18	2.78	28676	16.71	1.27	0.67	47524	9.97
Ministry of Culture	2.06	4.86	8946	5.21	2.95	1.56	8024	1.68
Ministry of Welfare	32.44	76.47	121162	70.61	97.98	51.91	356753	74.88
Total:	42.42		171611		185.75		476474	
Total per year:	14.14		57204		46.43		119118	



Funding for Adult Learning by Local Governments (I)

Support for Adult Learning provided by Local Municipalities in 2010



Funding for Adult Learning by Local Governments (II)

Support provided for non-formal adult education by local governments

	Year	Information provided (%)	Financing of adult education from the budget of local governments (LVL)	The number of inhabitants supported	Support per person (in LVL)
Kurzeme region	2007.*	39	238 475	4 820	49.48
	2009.	79	63 064	2 900	21.75
	2010.	89	89 348	3 423	26.10
Latgale region	2007.*	67	479 362	6 794	70.56
	2009.	71	74 079	2 700	27.44
	2010.	86	137 549	3 333	41.27
Riga region	2007.*	31	413 746	7 683	53.85
	2009.	70	114 153	5 215	21.89
	2010.	73	84 430	9 092	9.29
Vidzeme region	2007.*	11	70 754	3 668	19.29
	2009.	54	148 615	11 991	12.39
	2010.	73	174 948	7 191	24.33
Zemgale region	2007.*	27	1 193 959	7 162	166.71
	2009.	77	505 873	6 263	80.77
	2010.	77	48 750	1 919	25.40
Total:	2007.*	36	2 396 296	30 127	79.54
Total:	2009.	69	905 784	29 069	31.16
Total:	2010.	80	535 025	24 958	21.44

* 2007 is before the new administrative territorial reform

Average Costs Spent by Participants

Average Costs Spent by Participant on Participation on Adult Learning

PIA64. AVERAGE COSTS SPENT BY PARTICIPANT ON ADULT EDUCATION BY AGE, LEVEL OF EDUCATION AND LABOUR STATUS (in lats) 2007

	Formal and/ or non-formal education	Formal education	Non-formal education
Total	247	279	38
25-34 years	364	325	46
35-54 years	207	252	33
55-64 years	137	110	39
with higher education	302	287	46
with secondary education	198	270	33
below secondary or no formal education	93	15	20
employed	256	273	37
unemployed	178	0	59
inactive	198	353	39

Source: Central Statistical Bureau of Latvia. Unit: Lats; Matrix: 9-64a.

The Participation Rate in LLL (I)

Education Institutions of Latvia and Enrolment of Learners

IZG01. EDUCATION INSTITUTIONS AND ENROLMENT (at the beginning of the school year)			
	2008/09	2009/10	2010/11
Pre-school establishments (September 1)	570	586	591
Enrolment in pre-school establishments	82,169	83,237	88,226
Number of general schools	982	877	858
Enrolment at general schools	249,446	239,845	229,039
Number of pupils per 10 000 residents	1,103	1,067	1,027
Number of vocational schools	92	85	83
Enrolment at vocational schools	38,819	36,660	35,767
Enrolment per 10 000 residents	172	163	160
Enrolled new learners in vocational schools	13,883	11,367	11,914
Number of higher education institutions and colleges	60	61	58
Enrolment at higher education institutions and colleges	125,360	112,567	103,856
Students per 10 000 residents	554	501	466
Enrolled new students in higher education institutions and colleges	41,577	31,529	31,012

Source: Central Statistical bureau of Latvia, Matrix: IZ0010a



The Participation Rate in LLL (II)

Enrolment of residents in education institutions

IZG02. ENROLMENT OF EDUCATION INSTITUTIONS BY LEVEL OF EDUCATION									
	2008/09			2009/10			2010/11		
	Total	Man	Woman	Total	Man	Woman	Total	Man	Woman
ENROLMENT, TOTAL	484,637	229,636	255,001	460,129	221,212	238,917	440,622	213,350	227,272
Pre-primary education (children ages 3-6)	71,012	36,853	34,159	71,057	36,961	34,096	71,960	35,990	35,970
Primary education or first stage of basic education (grades 1-6)	114,312	59,363	54,949	113,753	58,629	55,124	113,729	58,510	55,219
Lower secondary or second stage of basic education	73,698	38,530	35,168	66,247	34,968	31,279	61,475	32,606	28,869
general education (grades 7-9)	72,969	37,996	34,973	65,617	34,498	31,119	60,988	32,245	28,743
basic vocational education	729	534	195	630	470	160	487	361	126
(Upper) Secondary education	97,808	48,399	49,409	94,941	48,106	46,835	87,745	45,093	42,652
general education (grades 10-12 and enrolment after vocational education)	62,508	27,546	34,962	60,735	27,433	33,302	54,596	24,796	29,800
vocational education	35,300	20,853	14,447	34,206	20,673	13,533	33,149	20,297	12,852
Post-secondary vocational (non-tertiary education)	2,447	936	1,511	1,564	612	952	1,857	723	1,134
First stage of tertiary education	123,335	44,746	78,589	110,415	41,064	69,351	101,438	39,420	62,018
higher (university education)	102,211	37,085	65,126	91,770	34,187	57,583	84,235	32,527	51,708
higher (non-university education)	21,124	7,661	13,463	18,645	6,877	11,768	17,203	6,893	10,310
Second stage of tertiary education	2,025	809	1,216	2,152	872	1,280	2,418	1,008	1,410

Source: Central Statistical Bureau of Latvia. Matrix: IZ0020a

The Participation Rate in LLĻ (III)

Basic and Secondary School Graduates

IZG18. BASIC AND SECONDARY SCHOOL GRADUATES: CONTINUING OR DISCONTINUING STUDIES (%)			
	2008	2009	2010
Basic schools graduates, total	100	100	100
..continue studies in secondary schools	62.7	68.4	60.9
..continue studies in vocational schools	32.7	28.1	33.8
..discontinue studying	4.6	3.5	5.3
Secondary schools graduates, total	100	100	100
..continue studies in higher education institutions and colleges	75.0	66.4	58.9
..continue studies in vocational schools	2.8	2.3	4.2
..discontinue studying	22.2	31.3	36.9

Source: Central Statistical Bureau of Latvia. Matrix: IZ0180a.

Participation in Adult Learning

Participation in Adult Learning in Latvia and the European Union (average) in 2002-2010

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011*	2012*	2013*	2020*
EU	7.2%	8.5%	9.3%	9.8%	9.7%	9.5%	9.5%	9.3%	9.1%	-	-	-	15%
LV	7.3%	7.8%	8.4%	7.9%	6.9%	7.1%	6.8%	5.3%	5.0%	10.0%	11.0%	12.5%	15%

Source: Eurostat data

* planned

- The offer of lifelong learning largely depends on demand.
- The report on implementation of adult non-formal learning conducted in local authorities in summer 2011 shows that non-formal education offer in local authorities differs.
- The most popular branches are:
 - 1) IT, 2) languages (foreign languages and official (Latvian) language), and 3) project management;
 - Psychology, singing, creative arts are still popular.

Socially Rejected Risk Groups

- The National Strategy of Lifelong Learning of Latvia mention the following socially rejected risk groups:
 - People with 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.

Barriers to LLL (I)

- LLL Strategies mention the following barriers to LLL:
 - Lack of accessibility to the environment for the people with functional disabilities;
 - Not enough opportunities for people having imprisonment to continue/complete/improve their education;
 - The low education level of the ethnic group of Roma;
 - Underdeveloped infrastructure in the countryside, which diminishes the rural inhabitants' possibilities to lifelong learning;

Barriers to LLL (II)

- Not enough attention is paid to the people who are to retire soon or are retired now;
- Not enough attention is paid to requalification of young mothers after their maternity leave and their inclusion into the labour market.

Barriers to LLL (by T.Kože, 2008)

- Political: the state policy is not coordinated enough, there is weak coordination among ministries, not complete legislation in lifelong learning, not enough support;
- Informative: there is not enough access to detailed and actual information about adult education on the level of an individual and society;
- Situational: lack of support of the family and the social environment for the individual's inclusion into learning;
- Inner, personal: lack of enterprise and uncertainty, which have developed based on people's previous learning experience.

Best Practice of Latvia: Framework

- “New Solutions for Promoting Ex-offenders’ Employment” as part of the European study in order to create the European Inventory of Good Practices;
- Educational innovation: the integration of the teaching-learning process, support and guidance counselling, individualisation and flexibility, participation and self-evaluation, extending the competences of the teachers, holistic design of learning programmes including the integration of various content areas as well as the learners’ environments.

Best Practice of Latvia: Initiative

- The target group – one of the disadvantaged groups: people in custody (aged 25-64);
- A national initiative for people in imprisonment with no qualification and limited employment opportunities after serving the sentence within the 2006-2010 national programme “Creation, Testing and Realisation of the Pedagogic Improvement Programme for Imprisoned People”, building on a previous EQUAL project.

Best Practice of Latvia: the Stages

- Project preparation and application;
- Motivating engagement in learning;
- Course delivery;
- Qualification exam and evaluation of the initiative.

Best Practice of Latvia: Benefits (I)

- The target group was a disadvantaged group (people in custody) with no professional qualification or occupation (low-skilled audience);
- The initiative contributed to the accessibility of vocational education (learning in closed type of establishments);
- The costs were reduced by using the European structural funds;
- The qualification of the target group was improved (successful graduates were awarded ISCED 2 qualification);

Best Practice of Latvia: Benefits (II)

- The programme promoted inmates' motivation for lifelong learning (an opportunity to change the activity and environment, an opportunity to gain professional qualification, a possibility to get released before the term, employment possibilities after release);
- Improved social obligations (the course participants were given an opportunity to earn some money which they could transfer to their families);

Best Practice of Latvia: Benefits (III)

- Combination of traditional learning and workplace learning (16% of the target group participated for one year and 32% for another year which was possible because of designing of specialised teaching-learning aids and because of the introduced self-learning phase);
- Fulfilling personal expectations of the learners (two thirds of the participants found the training interesting).

Pattern for Eliminating Barriers for LLL

- The best practice of formal adult education shows innovative ways of organizing adult learning for disadvantaged groups (people in custody);
- The created support system gave a positive result;
- The programme promoted inmates' motivation for lifelong learning and fulfilled learners' personal expectations;
- The learners raised their professional skills and successful graduates of the programme were awarded professional qualification, which promoted their competitiveness.



Thank you for your attention!

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