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# Actual situation of Adult Education in Latvia

## Municipalities Support Adult Education



IO#1 of the project made by Latvian Adult Education Association

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## Summary

This report on adult education situation in Latvia was produced as one of the outputs of Erasmus Plus Strategic Partnership project funded by the European Union under the Erasmus + programme. The project is entitled “Municipalities Supporting Adult Education” (MSAE), and is implemented between 2020 and 2022.

Local authorities are the closest support institution for local people, working closely with local adult education providers. This determines the special role of local governments in adult education. Aim of the project is to develop and increase the role of local governments in supporting adult education, in order to promote greater participation of adults in education.

This report provides an overview of the adult education landscape in the Latvia. Similar reports are prepared by all project partners, what allows to compare the situation in Latvia with situation in Lithuania, Estonia and Italy.

This report is presented in several chapters. The first chapter characterizes structure of inhabitants, age groups, national groups and density of population, as it influences the education system, the education offer and demand.

The second chapter looks at adult education practice, various models of organizing adult education in Latvia. Chapter characterizes work of different adult education providers - Universities, VET, Private institutions, associations and foundations.

Third chapter describes adult education offer and distribution of adult education programs in Latvia.

In next chapter you can acquaint with strategic framework of adult education – strategies and normative regulations concerning adult education and see what is emphasized there.

At the end of the report you can read about support available for adult education in Latvia and SWOT analysis, identifying strengths, weaknesses, opportunities and threats to adult education.

## Structure of inhabitants

According to the data of the Central Statistical Bureau<sup>1</sup>, at the beginning of 2020, there were 1,907,675 permanent residents in Latvia, of which 46.2% were men and 53.8% women. Out of the total population, (60.9%) are working age, 23,1% above working age, 16,0 % under working age<sup>2</sup>.

Table 1. Structure of inhabitants in Latvia in 2020

Vecums (gadi) Age (years)	Iedzīvotāju skaits Population			Īpatsvars no iedzīvotāju kopskaita attiecīgajā vecuma grupā (%) Ratio to total population of corresponding age group (%)
	pavisam total	virieši males	sievietes females	
<b>PAVISAM TOTAL</b>	<b>1 907 675</b>	<b>880 956</b>	<b>1 026 719</b>	
0-14	305 188	157 283	147 905	
15-64	1 211 074	593 991	617 083	
>65	391 413	129 682	261 731	
<b>Vidējais vecums Average age</b>	<b>42.7</b>	<b>39.4</b>	<b>45.5</b>	

Age Group	Virieši / Males (%)	Sievietes / Females (%)
0-14	51.5	48.5
15-64	49.0	51.0
65+	33.1	66.9

Legend: ■ Virieši/ Males - 46.2, ■ Sievietes/ Females - 53.8

The collected data allow to characterize the impact of the most significant factors on population changes. The main factors of declining of the total population of the country are two - firstly, negative natural growth due to low birth rate and insufficient life expectancy, and secondly, negative international migration balance.

Map 1. Administrative territories and statistical regions of Latvia, 2020<sup>3</sup>.

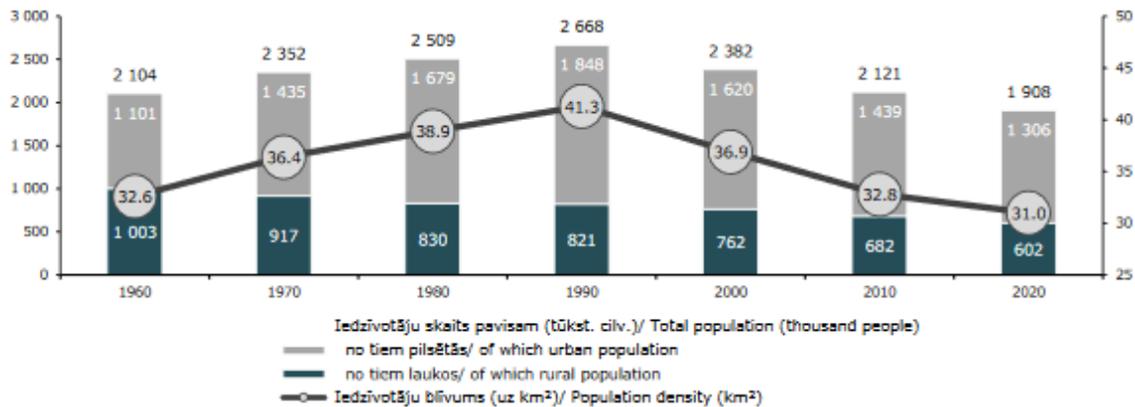


<sup>1</sup> [https://data.csb.gov.lv/pxweb/en/iedz/iedz\\_iedzakst/IRG010.px](https://data.csb.gov.lv/pxweb/en/iedz/iedz_iedzakst/IRG010.px)

<sup>2,3</sup> <https://stat.gov.lv/lv/statistikas-temas/valsts-ekonomika/ikp-gada/publikacijas-un-infografikas/1631-latvijas-statistikas-page-49:7>

At the beginning of 2020, there were 119 local governments in Latvia. Out of a total population - 1,306,000 are urban residents (68%) and 602,000 rural residents. The population of Riga (627,000) was 33% of the total population of the country<sup>4</sup>.

Table 2. Permanent residents and its density; 1960, 1970, 1980, 1990, 2000, 2010, 2020



At the beginning of 2020, 1,192,000 Latvians lived in Latvia, or less than 63% of the total population. By nationality - 86% of Latvia's population are Latvian citizens, 10% are non-citizens, and 2% are Russian citizens. 51% of all non-citizens live in Riga, and they are 16% of all residents of Riga.

The share of Latvian residents aged 25-64 involved in adult education in 2015 was 5.7%, in 2016 - 7.3%, in 2017 - 7.5%, in 2018 - 6.7%, and in 2019 - 7.4%. The target value for 2020 is 15%. The vast majority of participants in adult education in the period from 2015 to 2020 were women with higher education. The highest activity for participation in adult education activities is in the age group of 25-34 years (applies to both women and men)<sup>5</sup>.

## Adult education practice

The main piece of legislation in the field of education policy is the Education Law<sup>6</sup>. Section 7 of the Education Law stipulates that the target group for acquiring education are all residents of Latvia who want or have to have a mandatory education. One of the target groups are adults.

In Latvia, the acquisition of basic education is mandatory for all residents. Adults who have dropped out of school for some reason can receive primary or secondary education in general education institutions, which implement the corresponding educational programs in the form

<sup>4</sup> <https://stat.gov.lv/lv/statistikas-temas/valsts-ekonomika/ikp-gada/publikacijas-un-infografikas/1631-latvijas-statistikas> page 39

<sup>5</sup> [https://data.csb.gov.lv/pxweb/lv/sociala/sociala\\_izgl\\_ek\\_aktivitate\\_ikgad/NBG390.px](https://data.csb.gov.lv/pxweb/lv/sociala/sociala_izgl_ek_aktivitate_ikgad/NBG390.px)

<sup>6</sup> <https://likumi.lv/doc.php?id=50759>

of distance learning. There are two professional groups in Latvia that have regulated further education, they are - teachers and medical staff.

Article 17 of the Education Law stipulates that local governments must take responsibility for the implementation of adult education policy, but does not describe the detailed administrative and organizational procedures, nor mentions the procedures for financing adult education.

Consequently, the situation in the implementation of adult education in the counties of Latvia differs. It depends on the local governments' understanding of the importance of adult education and initiatives in its implementation.

### Various models of organizing adult education

The offer of adult education is provided by the municipalities of Latvian cities and counties by applying various organizational models:

1. the adult education function is entrusted to an educational institution established by a local government specifically for the purpose of adult education;
2. the function is assigned as an additional task to one of the existing municipal educational institutions (professional, general or higher education institution);
3. the provision of adult education is included in the functions of a structural unit (education board or education department) or specialist of the local government responsible for education;
4. by delegation to a specific association established for the relevant purpose.

The advantage of the first model is that municipal training centers have a better understanding of the needs of the population and are able to meet the educational needs of municipal employees.

As a result of the administrative-territorial reform of 2009, with the formation of local governments instead of administrative districts, the local government budget has been fragmented and adult education centers have been liquidated in several local governments.

As there is no constant other funding available from state for the implementation of adult education programs, except local government funding, the institution is interested in continuously attracting any additional financial resources to expand its offer.

The implementers of adult education in Latvia are municipal adult education centers, universities, vocational education institutions, associations and foundations, companies that organize workplace training, as well as private training companies. General education institutions implement the offer for teachers and parents. The list of educational institutions and their offer is available in the National Database of Educational Opportunities [NIID](#).

## Municipal Adult Education Centres

The operation of **municipal adult education centers** is not homogeneous, it depends on the size of the municipality, the allocated budget, the elected deputies' understanding of the importance of adult education, the availability of teaching resources, local educational traditions and in many places from the initiative of the adult education organizer.

Municipal adult education centers have their own material and technical base and their own educational programs, for the implementation of which teachers are attracted on the basis of company contracts. The budget of adult education centers is formed from several sources. These are: municipal financing, funds raised in projects and income from paid services.

It is characteristic of Latvia that municipal training centers link adult education with general education, as teachers make up a large part of municipal employees and are one of the regulated professions. Continuing education of teachers is provided through the capacity of the centers. In this way, the centers obtain information about the problems of general education and start developing the offer for parents as well. The most important municipal training center in the city of Riga is the Riga Education and Information Center, which is developed to meet the needs of Continuing education of teachers, but has also the functions of implementing and coordinating adult education. The situation was similar in Jelgava, where the Methodological Information Center and the Adult Education Center were merged.

Municipal adult education organizers consult residents on educational opportunities, organize seminars and separate courses ordered by the municipality. In many municipalities, there are no permanent premises for the purpose of the implementation of the educational offer and cooperation with lecturers is of a situational nature. Adult education organizers use state-funded education programs by applying for and organizing courses in their municipality.

## Network of higher education institutions

Latvia has a territorially expanded **network of higher education institutions**, which needs to be used more widely for the needs of adult education. The number of university branches in the cities of Latvia are increasing, which significantly promotes the availability of adult education. Certain structural units have been established in higher education institutions - continuing education departments or lifelong learning centers, which, in cooperation with all faculties, coordinate the development and implementation of programs and attraction of participants. Higher education institutions offer adults to acquire non-formal education programs, professional development programs, as well as study courses as listeners.

Higher education institutions have certain advantages in the implementation of adult education, which is characterized by high academic potential with appropriate knowledge and competence, experience in the development of e-learning, good libraries, and other resources. The offer of adult education in higher education institutions is formed in terms of their profiling specialties. In comparison, municipal adult education centers are more focused on satisfying the local educational interests of the municipal population, know their needs better, but are much less able to provide a professionally oriented educational offer.

### Vocational education institutions

The activity of **vocational education institutions** in adult education became more active in the 2014-2020 planning period. In the past, significant investments have been made in the development of the infrastructure of Vocational Education Competence Centers (VECCs), thanks to which vocational education institutions are able to respond to the needs of the labor market using modern equipment. Vocational education institutions offer adult continuing education programs that are relevant for the retraining of employees, as well as professional development programs, adult non-formal education programs and separate program modules. VECCs cooperates with industrial companies, trains companies employees and prepares new programs for companies. Vocational education competence centers have a delegated function for the recognition of knowledge and skills acquired outside formal education, which allows the development of alternative / useful pathways for workers to obtain qualifications.

### Private training centres

**Private training centers** are formed on a company basis or as independent centers. Large corporate training centers provide continuing education for the company's employees, but at the same time attract public customers to their programs. Smaller companies operating in the service sector, create an adult education offer as a complement to their core business. In such company training centers as teachers become the company's own specialists. The company's material and technical base is used for training. Private training centers, which are purposefully established as educational institutions, are interested in creating an educational offer with a wide territorial coverage, which ensures higher profits. These centers either specialize in an area of higher demand (eg business, languages) or prepare tenders in accordance with the tenders announced by the project administration.

### Associations and foundations

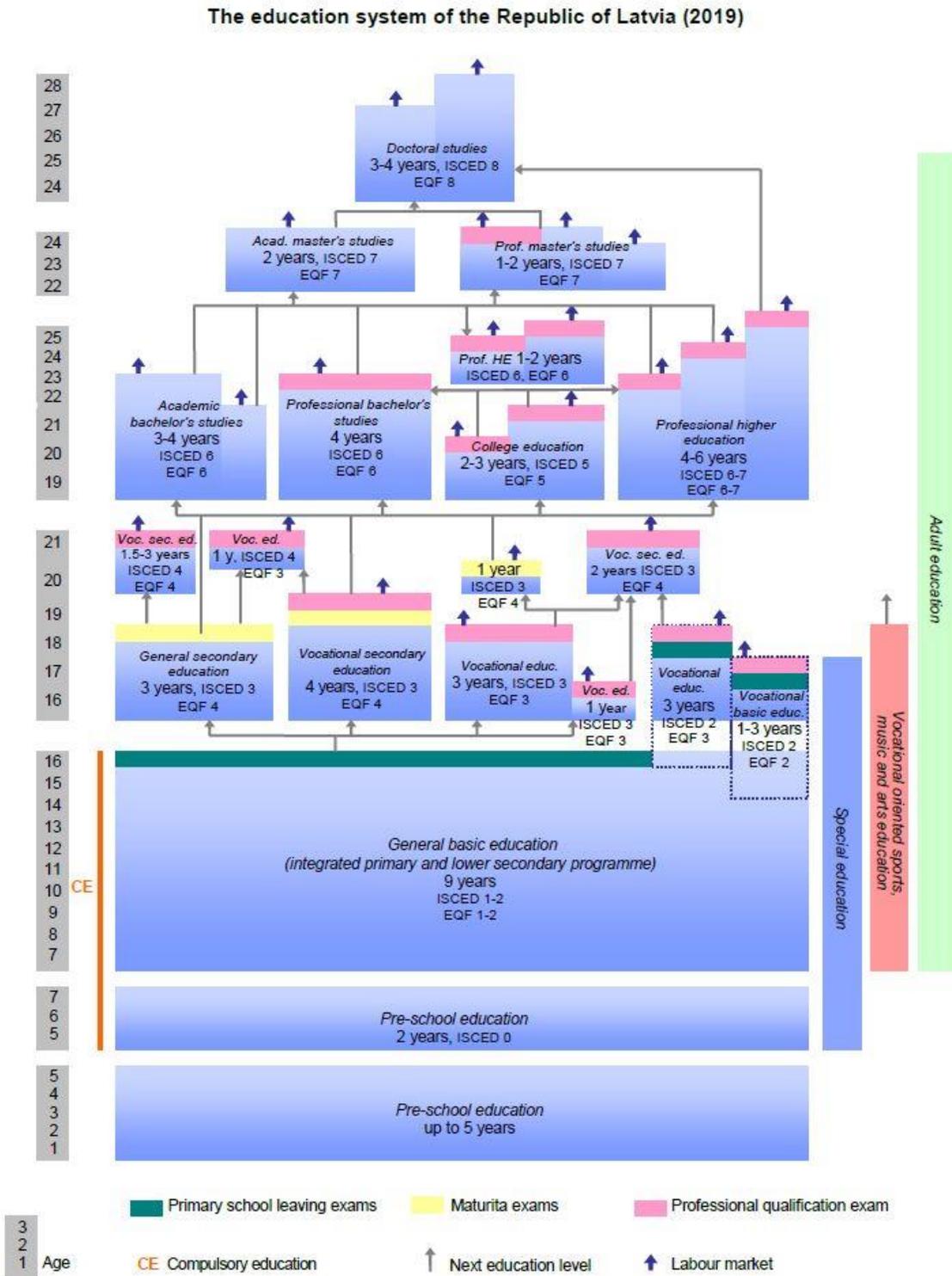
**Associations and foundations** mainly form the offer of informal education in its various forms. However, at the same time, seminars and small courses are organized in accordance with the goals of the particular association.

In order to ensure the quality of adult education, it has been determined who can be an education service provider. These are educational institutions registered by the State Education Quality Service and other organizations or companies that have licensed their programs in the municipality. Information about educational institutions is available in the register of educational institutions, where they are published after registration.

### Adult education offer

In the form of formal education, adults have the opportunity to acquire basic education, general secondary education, vocational education and higher education programs. In the form of non-formal education, a wide range of education is available, which is implemented by various educational institutions. At the same time, various informal education activities are offered.

Scheme 1. The place of adult education in the Latvian education system is shown in Figure below.<sup>7</sup>



<sup>7</sup> <http://www.aic.lv/portal/en/izglitiba-latvija>

Adults are offered:

- continuing professional education programs;
- professional development programs;
- non-formal adult education programs.

The minimum number of hours is 240 hours for continuing vocational education programs, 160 hours for professional development programs, but the number of hours is not regulated for non-formal education programs. Continuing professional education programs and professional development programs require a license issued by the State Education and Quality Service.

Cultural education programs (as the most typical - programs of song and dance groups, programs with a craft orientation) play an important role in Latvia's lifelong learning. They are implemented by cultural education institutions - art and music schools, municipal culture houses, folk arts study centers. The implementation of the programs is supervised by the Ministry of Culture.

The distribution of adult education programs in Latvia by their content areas and types are presented in Table 3.

*Table 3. Distribution of adult education programs in Latvia (according to NIID data as of 21.12.2020.)*

<b>Content area of the programs</b>	<b>Nr. of non-formal adult education programs</b>	<b>Nr. of professional development programs</b>	<b>Nr of continuing professional education programs</b>	<b>Totally</b>
Business and administration	933	159	77	1169 (25%)
Humanities subjects	569		-	569 (12%)
Incl. languages	551		-	551
Individual services	432	119	132	683 (15%)
Social welfare	126	55	15	196 (4%)
Computer sciences	261	31	13	305 (6%)
Civil and military protection	245	277	6	528 (11%)

<b>Content area of the programs</b>	<b>Nr. of non-formal adult education programs</b>	<b>Nr. of professional development programs</b>	<b>Nr of continuing professional education programs</b>	<b>Totally</b>
Engineering sciences and technologies	355	56	80	491 (10%)
Architecture and construction	102	47	18	167 (4%)
Production and processing		94	25	119 (3%)
Other				(10%)
Totally:	3509	834	370	4713
incl. are implemented in Riga	2697	519	245	3461 (73%)

In addition to the listed adult education programmes, there are 414 professional development programs for teachers.

NIID data show an imbalance in the structure of adult education programs: 74% of all programs are non-formal education programs and only 8% of programs allow to obtain a professional qualification. A quarter of all programs correspond in content to business and administration, while engineering and technology, architecture and construction, manufacturing and processing together account for 18% of all programs. According to the place of implementation, 73% of the programs are implemented in Riga and 27% in the rest of Latvia.

Publicly available data on the demand, supply, and barriers to participation in adult learning are difficult to analyze in the context of implementation of adult learning, as they are derived from different methodologies and different interpretations of adult age. There are no projects that promote a closer collaboration of science and practice.

## Strategic framework

As the first strategic planning document in Latvia, in which is stressed lifelong learning in its broadest sense should be mentioned long-term conceptual documents approved by the Saeima of the Republic of Latvia "Latvia's growth model: people in the first place" (2005)<sup>8</sup>. There we can read, that people as knowledge creators and knowledge holders are already, and even more will be, the main value of our country.

<sup>8</sup> <https://m.likumi.lv/doc.php?id=217923>

The first main planning document in Latvia, which includes a definition of lifelong learning, is the Latvian National Development Plan for 2007-2013 (2006)<sup>9</sup>, which states that the acquisition of new knowledge, trades and skills is necessary throughout life and that knowledge drives labor quality, effective use of capital and technological development.

In 2006, the Guidelines for the Development of Education for 2007-2013 (2006)<sup>10</sup> were approved, where there are described in detail the definition of lifelong learning and adult education, as well as several concepts characterizing lifelong learning, such as non-formal education, everyday learning, etc.

The Lifelong Learning Policy Guidelines<sup>11</sup>, approved in 2007, are the first development planning document in the field of adult education. For the first time in Latvia, shared responsibility for the provision of lifelong learning opportunities was established, i.e. shared responsibility between the state, local government, legal entities and residents.

Following the development of lifelong learning policy, including in the field of adult education in the EU, in the Latvian Sustainable Development Strategy "Latvia 2030"<sup>12</sup> (2009) is said - it is necessary to determine solutions of human capital development and increasing productivity and motivation of workers and employers to use human capital more efficiently. The strategy directly emphasizes the importance of the principle of lifelong learning and adult education, and points to the need to develop a culture of lifelong learning in Latvia, putting it as one of the priority directions of long-term action.

The Latvian National Reform Program for the Implementation of the EU 2020 Strategy<sup>13</sup>, which was first approved in 2011 and is renewed every year, also emphasizes the implementation of the lifelong learning principle and the need for the state to support the improvement of employees' qualifications in accordance with employers' requirements.

The Latvian National Development Plan for 2014-2020<sup>14</sup> (2012) emphasizes the need to provide opportunities to develop competencies in qualitative formal education and outside the formal education system throughout life, as well as the need to acquire and continuously develop the necessary competencies (understanding competences as a set of knowledge, skills and attitudes), such as language skills, knowledge and use of information and communication technologies, communication and cooperation skills, work skills, entrepreneurship, citizenship, creativity, critical thinking, financial planning, risk assessment and finding of solutions.

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<sup>9</sup> <https://likumi.lv/ta/id/139505-noteikumi-par-latvijas-nacionalo-attistibas-planu-2007-2013-gadam>

<sup>10</sup> <https://likumi.lv/doc.php?id=144686>

<sup>11</sup> [https://www.tip.edu.lv/media/files/Muzizglitiba\\_politikas\\_pamatnostadnes\\_2007.pdf](https://www.tip.edu.lv/media/files/Muzizglitiba_politikas_pamatnostadnes_2007.pdf)

<sup>12</sup> [https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija\\_2030\\_7.pdf](https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_7.pdf)

<sup>13</sup> [https://ec.europa.eu/info/sites/info/files/file\\_import/nrp\\_latvia\\_lv\\_0.pdf](https://ec.europa.eu/info/sites/info/files/file_import/nrp_latvia_lv_0.pdf)

<sup>14</sup> <https://likumi.lv/ta/id/253919-par-latvijas-nacionalo-attistibas-planu-2014-2020-gadam>

The Education Development Guidelines for 2014-2020<sup>15</sup> (2014) explain the concept of lifelong learning as learning throughout life, which opens opportunities for every member of society to acquire and / or improve knowledge, skills and competences in accordance with the requirements of the labor market, their interests and needs. Lifelong learning covers formal and non-formal education as well as informal (everyday) learning.

The Implementation Plan of the Adult Education Management Model for 2016-2020<sup>16</sup> (2016) evaluates in detail the previous experience in the field of adult education, as well as describes the planned measures. The plan includes definitions of various terms related to adult education, such as “adult education - a diverse educational process of persons that ensures personal development and competitiveness in the labor market throughout a person’s life”, “non-formal education - educational activity organized outside formal education; interest education - courses, including professional development without obtaining a new level of education ”and“ informal education (everyday) - an educational process in which knowledge, skills, competences, attitudes and values are acquired from everyday and work experience, which enrich and improve personality and possibly work skills, however, unlike non-formal education, informal (everyday) learning is not included in the framework of the program or course, it takes place through learning in society, including in the family, as well as at work ”. The plan focuses not only on the need for adults to receive training aimed at renewing knowledge, what they have already learned and developing new skills, but also on the factors that encourage adult participation in educational activities, such as the use of adult-friendly teaching methods.

July 2, 2020 Saeima approved National Development Plan for 2021-2027<sup>17</sup>, where one of the directions of action defined is “Qualitative, accessible and inclusive education”. In order to achieve the goals of the action line, the importance of adult education in the development of a skilled workforce is emphasized, which means continuous personal development, as well as the ability to maintain and continuously improve one's competitiveness in the labor market. Two objectives of the action line have been identified: firstly, to promote involvement of adults in lifelong learning by encouraging the contribution of employers and the motivation of employees; secondly, the implementation of adult education for the acquisition of skills necessary for the development of the national economy, incl. work-based learning.

Also in the draft Guidelines for Education and Skills Development for 2021-2027<sup>18</sup>, as one of indicators of the policy result “Qualitative and modern education” is determined that the share of those involved in adult education has increased in 2027 reaching 15% of adults (25-64 years) involved in adult education in the last year. In addition to the above, one of the directions of action is the development of adult education, which means the development of sustainable adult education systems and the provision of high-quality and accessible adult education.

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<sup>15</sup> <https://m.likumi.lv/doc.php?id=266406>

<sup>16</sup> <https://likumi.lv/ta/id/281992-par-pieauguso-izglitibas-parvaldibas-modela-ieviesanas-planu-2016-2020-gadam>

<sup>17</sup> <https://likumi.lv/ta/id/315879-par-latvijas-nacionalo-attistibas-planu-20212027-gadam-nap2027>

<sup>18</sup> [https://www.izm.gov.lv/sites/izm/files/iap2027\\_projekta\\_versija\\_apspriestana\\_160720201\\_2.pdf](https://www.izm.gov.lv/sites/izm/files/iap2027_projekta_versija_apspriestana_160720201_2.pdf)

In the next planning period, it is planned to create a socially responsible and sustainable system for financing of adult education, where the responsibility of the individual, the employer and the state is provided.

In addition, it is planned to develop public-private partnerships for the financing of adult education, e.g. development and piloting of skills funds in certain sectors (construction, transport and logistics, wood industry, ICT, chemical and allied industries, telecommunications and communications), with contributions from employers, in return for providing public support.

## Support available for adult education

The leading public administration institution in the field of education policy, and thus also in the field of adult education policy, is the Ministry of Education and Science.

In 2017, the Adult Education Management Council<sup>19</sup> was established as an interdisciplinary consultative institution. Its task is to ensure coordination and monitoring of the implementation of the Adult Education Management Model Implementation Plan 2016-2020.

The Council includes representatives with the right to vote from the following institutions: Ministry of Education and Science, Ministry of Welfare, Ministry of Economics, Ministry of Culture, State Education Quality Service, Ministry of Health, Ministry of Defense, Cross-Sectorial Coordination Center, as well as Latvian Employers' Confederation, the trade union association "Latvian Free Trade Union Confederation", the association "Latvian Chamber of Commerce and Industry", the association "Latvian Association of Local Governments", the association "Latvian Association of Large Cities", the association "Latvian Adult Education Association" and planning regions.

The Education Law stipulates that adult education can be financed from the state and local government budgets; employers' funds; the means of the learners; donations and gifts and other means. However in the implementation and financing of adult education in Latvia mainly are used EU funds. In accordance with the Guidelines for the Development of Education in 2014-2020, in the EU funds programming period from 2014-2020. EUR 73.31 million is earmarked for adult education.

In the Implementation Plan of the Adult Education Management model 2016-2020, the responsibility for the administration of Structural Funds funding for the implementation of the strategic development goals of adult education has been delegated to three ministries. The Ministry of Education and Science is responsible for young people and employed adults, the Ministry of Welfare for the unemployed and jobseekers, and the Ministry of Economics for training ordered by employers.

In June 30, 2020, 26,870 adults have participated in the European Social Fund project "Improvement of Professional Competence of Employed Persons"<sup>20</sup> and participation rate indicator of the project has reached 48%. The priority target group for this project are adults

<sup>19</sup> <https://www.izm.gov.lv/lv/pieauguso-izglitiba-parvaldibas-padome>

<sup>20</sup> [https://viaa.gov.lv/lat/pieauguso\\_izglitiba/par\\_projektu/jaunami/](https://viaa.gov.lv/lat/pieauguso_izglitiba/par_projektu/jaunami/)

with low basic skills. The actual involvement of this target group is 27% of the planned, 5309 adults are involved in the project.

Adult education in Latvia is developing unevenly: in the territorial aspect it is influenced by the presence of a regional higher education institution and / or Vocational Education Competence Centres and the interest and support of the local government; in the sectoral perspective, it is influenced by the potential and cooperation of universities, VECCs and industry associations.

The Latvian Adult Education Association<sup>21</sup> (LAEA) also takes care of support for adult education, the main activities of which are:

- to promote the development of the adult education system in Latvia,
- participate in the implementation of lifelong learning principles,
- to promote the formation of a civil, democratic and open society in Latvia.

LAEA is nongovernmental organization - an association that unites juridical persons - municipalities, adult education institutions, and non-governmental organizations, as well as individual members. LAEA is a member of the European Adult Education Association. LAEA as a non-governmental organization is not funded from the state budget, funding is obtained by participating in national and international projects of various levels.

## Available information on adult education

### 1. Latvian state portal “manaLatvija.lv”

sections "Life situations" / "Education" / "Lifelong learning and adult education"

<https://mana.latvija.lv/muzizglitiba-un-pieauguso-izglitiba/>

The website provides information on a variety of adult learning opportunities, including information on assessing life and work-related skills, information on continuing professional training, interest education, as well as information for professionals about training resources and information on support opportunities.

In addition, the website provides information about related institutions and links to the websites of these institutions.

### 2. Ministry of Education and Science

<https://www.izm.gov.lv/lv/search?q=pieaugu%C5%A1o%20izgl%C4%ABtiba>

The section “Adult education” on the website of the Ministry of Education and Science was created in November 2020.

The information on the website is divided into 4 parts: information for adults, information on adult education policy in Latvia and in EU, the Adult Education Management Council and information for adult education implementers.

A map showing the implementers of adult education in Latvia is available on the website:

<http://www.muzizglitiba.lv/#ma>

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<sup>21</sup> <http://www.laea.lv/home/laea/about-laea.aspx>

**3. State Education Development Agency** (training opportunities for employees)

[https://viaa.gov.lv/lat/pieauguso\\_izglitiba/par\\_projektu/](https://viaa.gov.lv/lat/pieauguso_izglitiba/par_projektu/)

and <https://www.macibaspieaugusajiem.lv/>

Up-to-date information on the project “Improvement of Professional Competence of Employed Persons” - implementation status, training opportunities and support within the project, including access to e-environment, as well as detailed information on possibility to assess of acquired competencies and information on adult education coordinators in municipalities, information on career counselors in the branches of the State Employment Agency.

**4. State Employment Agency** (training opportunities for the unemployed and job seekers)

<https://www.nva.gov.lv/lv/apmacibu-iespejas>

The website provides information on measures to increase competitiveness, acquisition of skills and qualifications, information on training at the employer, as well as information on support for the assessment of professional competence and information on learning opportunities in distance education platforms.

**5. State Education Quality Service**

<https://ikvd.gov.lv/arpus-formala-izglitiba/>

Detailed information about the process of assessment of professional competence acquired outside the formal education system

**6. Latvian Investment and Development Agency** (support for training of company employees)

[https://www.liaa.gov.lv/lv/atbalsta-sanemsanas-kartiba-pasakuma-atbalsts-darbinieku-apmacibam-ietvaros/apmacibu\\_projekta\\_iesniegums\\_1.doc](https://www.liaa.gov.lv/lv/atbalsta-sanemsanas-kartiba-pasakuma-atbalsts-darbinieku-apmacibam-ietvaros/apmacibu_projekta_iesniegums_1.doc)

The website provides information about the purpose of the activity of Agency, available funding, as well as information on companies that have received funding for training of the company's employees.

Information about adult education is also available in face to face in more than 80 Latvian municipalities at the adult education coordinators <http://www.muzizglitiba.lv/#map> and in the branches of the State Employment Agency.

## SWOT analysis

<b>Strengths</b>	<p>Various municipalities have their own adult education centers, some of municipalities have a specialist responsible for adult education.</p> <p>Large cities and development centers have a fairly wide range of adult education possibilities provided by technical schools, universities and private education providers.</p> <p>Investments in the modernization of the infrastructure of vocational education institutions, promoted the expansion of continuing vocational education programs, which facilitates the training of specialists necessary for the labor market.</p> <p>EU funds provide support for training for both - the employed and the unemployed.</p> <p>An interdisciplinary advisory body, the Adult Education Management Council, has been set up.</p>
<b>Weaknesses</b>	<p>Outside the development centers of national and regional significance, the supply of adult education is relatively limited.</p> <p>Weak motivation and involvement of adults with low basic skills in education.</p> <p>Municipalities do not receive funding for the implementation of adult education policy, no normative document prescribes the procedure for funding adult education.</p> <p>There is no state order for professional training of adult education teachers and specialists.</p> <p>Insufficient information in the public space about adult education opportunities.</p>
<b>Opportunities</b>	<p>The administrative-territorial reform, which is implemented in 2021, envisages the consolidation of local governments, as a result of which the population of the local government will increase and there will be more favorable conditions for the development of adult education.</p> <p>Cultural and sports centers, medical and social care institutions, non-governmental organizations using informal education methods have good potential for motivating and involving adults in education.</p> <p>The transition of vocational education institutions to the principle of modular programs will create more flexible opportunities for the acquisition of professional skills.</p>
<b>Threats</b>	<p>When engaging in adult education programs, adults do not have enough information about opportunities to get a job in the acquired specialty, which leads to irrational use of resources.</p> <p>According to the labor market forecasts of the Ministry of Economics, by 2025, 50% of Latvian employees will need retraining. The population's lack of readiness to learn and its ability to acquire complex knowledge can make it difficult to meet this challenge, can increase unemployment and weaken the economy.</p>

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