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# LIFELONG LEARNING POLICY

2007–2013

RIGA

MINISTRY OF EDUCATION AND SCIENCE  
OF THE REPUBLIC OF LATVIA



## Table of Contents

Abbreviations used in the document .....	3
1. Explanations of terms .....	4
2. Introduction.....	6
3. Situation description .....	8
3.1. Availability of lifelong learning, main target groups and their needs .....	8
3.2. Lifelong learning offer .....	12
3.3. Lifelong learning resources and administration .....	13
4. Formulation of problems for development of lifelong learning policy .....	14
5. Basic principles of lifelong learning .....	15
6. Targets of lifelong learning .....	16
7. Policy results, proportions and planned activities.....	16

### **Abbreviations used in the document**

EU	European Union
MoE	Ministry of Economics
MoES	Ministry of Education and Science
MoC	Ministry of Culture
MoW	Ministry of Welfare
MRDLG	Ministry of Regional Development and Local Government
MoT	Ministry of Transport
NTCC	National Trilateral Cooperation Council
TCSVEE	Trilateral Cooperation Sub-council of Vocational Education and Employment

## 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 structured 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 non-formal 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.

**Non-formal 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, non-formal, informal).

**Adult education** – formal, non-formal 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.

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\*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 27 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 non-formal, everyday adult learning regardless of their age and of whether they have obtained a document certifying their obligatory education. Formal education, non-formal education and everyday learning are of equal importance in lifelong learning policy and compliment 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 non-formal 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, non-formal, 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 will 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,



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 non-formal further education system may offer the necessary education programmes and courses that would allow a person to raise one's qualification or requalification.

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 funding 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 MoES 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 date 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 non-formal 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 non-formal 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 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 non-formal 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 non-formal 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 non-formal 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 of 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, and 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. Policy results, proportions and planned activities

### Policy result

A flexible educational and training offer and accessibility compliant with the labour market demand secured. Improved decision making coordination also ensured.

Policy result	Indicators				
	2009	2010	2011	2012	2013
Participation per annum of adults (25–64) in the education and training, expressed as a percentage of the respective population age group	7.5 %	9.0 %	10.0 %	11.0 %	12.5 %
Proportion of persons (18–24) without secondary education or professional qualification who are not continuing studies, expressed as a percentage of the respective population age group	17.5 %	17.5 %	17.0 %	16 %	14 %
Increase in the proportion of persons acquiring jobs after unemployment training	+10 %	+10 %	+5 %	+5 %	+5 %



**Planned activities**

No	Policy action directions*	Planned activities	Responsible institutions	Involved authorities
7.1.	To ensure the flexibility of educational and training offers and their compliance with labour market demand	Ensured transfer of the educational offer to study result-based framework	MoES	Higher education institutions, NTCC (TCSVEE)
		Established an efficiently functioning, labour market demand-based vocational (initial and continuing) education system	MoES, MoE, MoW	MoC, NTCC (TCSVEE)
		Ensured the offer and the quality of adult education	MES, MoW, MoE	MoC, local government, higher education institutions, planning regions
		Ensured career guidance (career education for students and career consulting for the unemployed, job seekers and employees) and career support measures	MES, MoW	MoC
7.2.	To ensure availability of education	Ensured territorial accessibility of comprehensive and vocational educational institutions for pupils	MoT, MRDLG	Local government, MoES
7.3.	To ensure coordination of lifelong learning principle implementation	Ensured all level coordination of education at the ministry and social partner level	MoES, MoW, MoE	MoC, NTCC (TCSVEE)

\* Results of activities and indicators per each policy action direction have been included in Section 3 "Planned Programme Policy and Activity Results and Indicators thereof" of the Programme for implementation of Basic Guidelines of Lifelong Learning Policy for 2007–2013 in 2008–2010.