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Country Report - Latvia

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Context

The level of participation in adult learning in Latvia remains relatively low. Only 6.6% of adults reported participating in education and training over a four-week period in 2020, compared to the EU average of 9.2%.

OECD ECD Skills Strategy Latvia (2019) emphasizes need to foster a lifelong learning culture by: Raising awareness about adult learning, Reducing barriers to adult learning, Expanding the provision of adult learning which can't be done without active and inclusive work at local level. Designing tailored learning offers, and developing effective outreach, guidance and motivation strategies at local learning environments will promote social inclusion and support to attract and offer everyone in the community lifelong and life wide learning opportunities. Local governments and adult learning coordinating staff can play crucial role in promotion of adult learning, especially tackling those people with fewer opportunities, including people living in rural and remote areas, people facing socio-economic difficulties. In Latvia in rural areas participation in adult learning is lower than in cities. In both countries in local governments with adult education works a wide range of specialists. In Last years in Latvia within support of European Social fund, adult learning

coordinators are employed with aim to support those adults in rural areas as well with fewer opportunities.

The importance of investing in skills development is growing for Latvia. Globalization and the digital and green transitions are transforming jobs, how societies function and how people interact. The pandemic has accelerated the digital transition, showing the urgent need for resilient labour markets based on an increased adaptability of individuals to gain new skills. At the same time, skills imbalances hold back the capacity of Latvian companies to innovate, adopt advanced technologies and promote productivity.

Adult learning will be a way to ensure that individuals form and maintain the required broad set of skills to adapt in a changing working environment and succeed in a dynamic society.

In the **national report** contain these themes:

1. adult learning coordination mechanisms at local level;
2. adult learning governance models at local level;
3. legislation;
4. good experiences at local level;
5. in adult learning coordination involved staff and their duties - job description of adult learning coordinator and results of survey of career guidance specialists, adult learning coordinators and other specialists who work with adults

Legislation

In Latvia, the competence of local governments in the field of adult education is defined in several legal enactments.

In the Section 112 of the Satversme of the Republic of Latvia stipulates that “everyone has the right to education.”

The Law on Education defines that “adult education is a diverse process of education of persons, which ensures the development of a person's life and competitiveness in the labour market”. In the Section 17, Paragraph three, Clause 22 of the Education Law stipulates that “local government implements a policy in adult education”.

Section 15 (4) of the Law “On Local Governments” determines the autonomous function of local governments - to provide education for the population.

Section 8 of the State Administration Structure Law stipulates that "a local government, performing public administration functions transferred to its autonomous competence in accordance with the law, shall be under the supervision of the Cabinet of Ministers in accordance with the procedure and to the extent specified in the Law on Local Governments".

Therefore **planning, organizing adult policy and ensure governance of adult learning is one of the functions of local governments in Latvia**, which they perform in compliance with the requirements of legal enactments and as well national and local planning documents.

According to national definition in Education Law, **adult education** is a multifaceted process ensuring the development of personality and fostering ability to compete in the labour market.

Adults can learn through formal adult education, non-formal adult education and informal adult learning opportunities. Formal adult education occurs in a structured environment and leads to a nationally recognized formal qualification. Non-formal adult education also occurs in a structured environment, but may only lead to a diploma or certificate that is recognized by a sector or professional or private body. Informal adult learning is unstructured and does not lead to any qualification. When referring to formal and non-formal education, the term “adult education” will be used.

When referring to formal, non-formal education and informal learning, the more encompassing term “**adult learning**” will be used. In this report most focus will be given to adult learning, focusing on formal and non-formal education learning.

Adult learning coordination and governance mechanisms at local level

In Latvia, adult learning programs are offered by the public and private sector.

From the public side there are a number of different ministries engaged in adult learning who are responsible for different policies.

The Ministry of Education and Science drafts policy planning documents and legislative acts regulating adult learning, supervises the implementation of policies, coordinates adult education policy implementation, and sets the finance allocation principles based on data and research findings. The Ministry of Education and Science also establishes finance mechanisms, identifies resources (national, European Structural Fund, employers, private), identifies target groups and specifies the various responsibilities of the other relevant ministries.

The Ministry of Welfare implements active labour market policies, which include the provision of training for those who are unemployed, persons exposed to the risk of social exclusion and refugees, among others, and monitors whether those unemployed are finding employment.

The Ministry of Economics carries out labour market analysis and prepares medium-term and long-term labour market forecasts. Each of these ministries, in addition to others, also operate specific adult learning programs.

Municipalities also have responsibility for adult education, since they implement adult education policies at the local level and issue licenses (permission) for implementation of non-formal education programs. Some municipalities also provide adult education through public adult education institutions, which can be adult education centres, cultural clubs, associations, or others.

However, the functioning and capacity of local adult education centres depend on the resources of the municipalities. Municipalities with more resources can provide better services than municipalities with fewer resources, which highlight the need for strong governance structures to ensure equity in adult learning across Latvia.

Some local governments had established a their own adult education institutions to provide education service for adults more close to their living place as well to support companies with trainings made according their needs. However during the recent economic downturn and due to very limited resources available local governments may stop further developments of, or even have to close, local government adult education institutions.

Within the Latvian framework of the formal educational system, adult education extends over general education (basic and secondary), vocational education, post-secondary education (further vocational training) and higher education.

There is a wide range of non-formal adult education opportunities, provided by the state, local government and private education institutions. Informal learning acquired through working and personal life has been given higher value through the ability to validate it as a form of educational level (starting 2011). Education is available in a number of forms, including full-time, part-time, distance learning, remote learning, self-directed education and other forms.

According to the Education Law, municipalities are responsible for adult non-formal education provision (Section 17, Paragraph 22). Some has established adult education institutions to build adult learning policy and provide education services for adults. However, the functioning and capacity of local adult education centres depend on the resources of the municipality which is also linked with size of municipality.

Latvia is a highly decentralized country. There are 36 local governments and 10 large “state cities” with their own council and administration (after territorial reform on 2021). Each of these municipalities has significant responsibility and autonomy for public service delivery. They vary considerably in size, ranging from Riga, with 614 618 residents, to the municipality of Varkļāni with 3 915 residents. The current administrative structure is the result of a territorial reform in 2021 whereby the number of municipalities was reduced from 110 to 36 local governments and 7 state cities which is not included in the local governments.

Local governments have autonomous tasks, delegated tasks and legally mandated tasks for education and employment policy.

Table 1. Municipalities’ tasks related to education and employment

Type of task	Description of tasks
Autonomous	According to the Law on Local Governments, section 15: To provide for the education of residents (ensuring the specified rights of residents to acquire primary and general secondary education; ensuring children of pre-school and school age with places in training and educational institutions; organizational and financial assistance to extracurricular training and educational institutions and education support institutions, and others). To organize continuing education for teaching staff and pedagogical methodology work. To facilitate economic activity within the relevant administrative territory, care for reducing unemployment
Delegated	Central government functions, delegated to local governments, always to be

	supported by financing: Pedagogue salaries in schools. Salaries for artistic collective leaders. Special education institutions (pre-schools, schools, development rehabilitation centres). Provision of careers education for children and youth. Adult education policy implementation, financial support by central government postponed until 2023.
Legally mandated	Irregular, special tasks, as determined by special legal acts.

Source: Education Law, Law about local governments

Local municipalities in Latvia could play a more active role at national level by predicting skills needs of local companies thus supporting national policy. Municipalities are permanently represented in four skills oversight bodies. However, municipal representatives do not appear to be highly active in these or other bodies. Direct coordination between municipalities and the Ministry of Education and Science takes place through the education boards of municipalities, which allocate state budget funds for the salaries of pedagogical staff, provide materials for teaching and opportunities to improve teacher qualifications, and organize education for adults.

Setting appropriate national standards for education and employment policy has proven a challenge for Latvia. **In local municipality cases, such as non-formal adult education and training programs and their licensing, there are no national standards which would set common quality standards for all stakeholders.** Proposals for amendments of Education Law is Saeima at this moment which would set quality criteria for non-formal adult education programs at national level thus supporting work of local municipalities in adult learning.

According OECD, effective governance arrangements are the foundation of Latvia's performance in developing and using people's skills. **The success of skills policies depends on the actions of a wide range of actors and sectors at national and local levels.**

Latvia's Education Development Guidelines 2021-2027 will provide an opportunity to mobilize these actors and co-ordinate their efforts. Co-operation with and between municipalities on skills policy is not systematic, and could be strengthened in the context of Latvia's administrative territorial reforms. Latvia has opportunities to strengthen the governance of the skills system by:

- 1) Strengthening strategies and oversight for skills and adult learning policy;
- 2) **Improving co-operation at different levels of government and with stakeholders;**
- 3) Building an integrated monitoring and information system on skills;
- 4) Raising, targeting and sharing investments in lifelong learning.

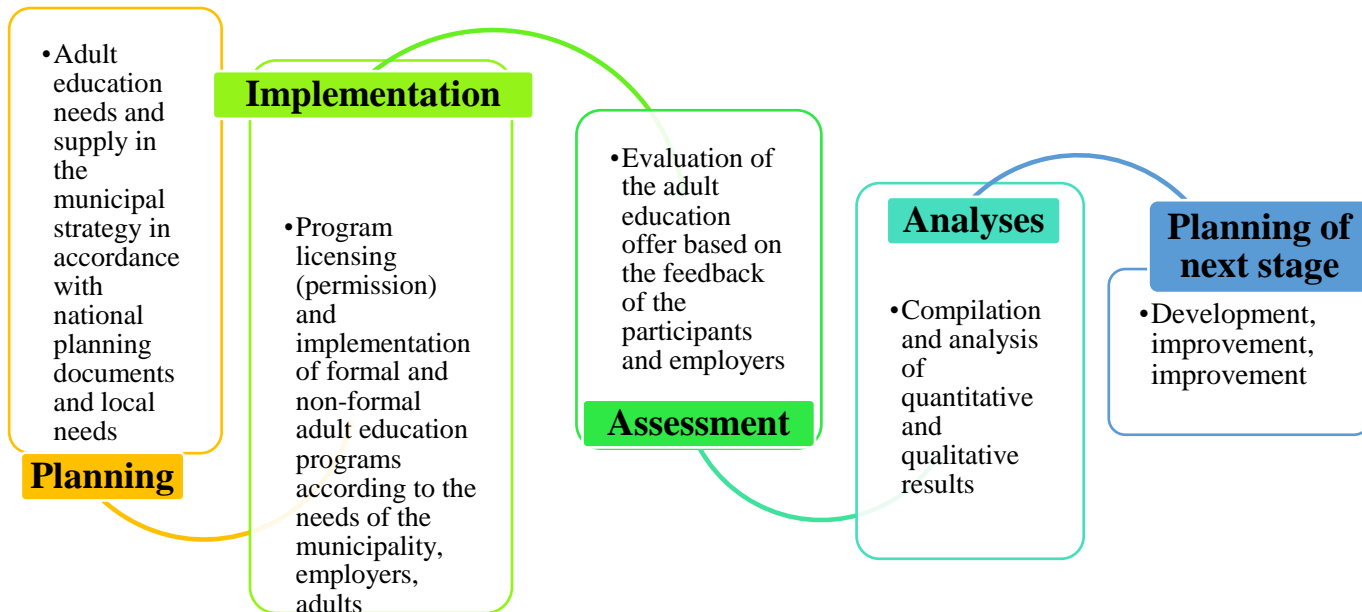


Figure 1. The ideal scheme of organizing of adult learning in the local governments.

Good experiences at local level

In Latvia, at national level there have been a number of awareness raising initiatives, including online platforms, such as www.niid.lv, www.muzizglitiba.lv, www.macibaspieaugusajiem.lv, www.profesijupasaule.lv, www.latvijaskvalifikacijas.lv/, www.nva.gov.lv and www.talakizglitiba.lv. These provide individuals with information about different adult learning opportunities. Some of these are tailored to specific target groups, such as www.macibaspieaugusajiem.lv which is aimed at those employed and www.nva.gov.lv which is aimed at those unemployed. There are also websites that target adult education providers, such as the Electronic Platform for Adult Learning in Europe

(EPALE). This platform aims to build a strong adult education sector by connecting adult education providers as well is great source of inspiration, experiences and knowledge of adult learning coordinators at local level.

Good experience at national level

European Social fund project “**Improvement of Professional Competence of Employees**” (more - www.macibaspieaugusajiem.lv) is aimed at those who are employed and at least 25 years-old, as well as self-employed, career advisors, and adult learning professionals, among others.

The aim of the project is to improve the professional competence of employed persons in order to timely eliminate the mismatch of the qualification of the labour force with the demand of the labour market, to promote the competitiveness of employees and increase of labour productivity.

Project implementation time: January 1, 2017 - December 31, 2023

Budget: 46 845 105.00 EUR inter alia, European Social Fund 39 818 339.00 EUR and state budget co-financing 7 026 766.00 EUR

Cooperation partners:

- 1) Municipalities – to provide an adult education coordinator who main tasks are:
 - a) to compile of training supply and training needs;
 - b) to inform the target group about the services of a career counsellor;
 - c) to inform and to involve the target group in the project.

34 municipalities have adult education coordinators who can be contacted and is available for supporting activities at local level – municipality level.

- 2) Educational institutions: implementation of education programs and assessment of skills;
- 3) National Employment Agency:
 - a) to support career counselling services;
 - b) to inform and to attract the target group to participate in the project.

Target groups:

- a) Employed and self-employed residents
- b) aged 25 to an unlimited age - also working pensioners

- c) with incomplete or completed education, including primary, general secondary, vocational or higher education
- d) young parents on parental leave and in an employment relationship
- e) employees of social risk groups: at the age of 45 with a low or insufficient level of education for the labour market and refugees and persons with alternative status.

Support for the target group:

- a) Tuition fees in the amount of 90% (95% for the acquisition of continuing vocational education programs) are covered by the ESF fund and the state, respectively only 5 - 10% is the co-payment of the employee;
- b) Training is free for persons with the status of low-income or needy person.
- c) Consultations (if necessary): consultation of the adult education coordinator in the project cooperation municipalities and/or career counsellor's consultation (during working hours by prior appointment) at the nearest branch of the State Employment Agency (SEA).
- d) Other support: compensation for the costs of an assistant or sign language interpreter for disabled workers; support for regional mobility for workers who have been granted low-income or deprived status; support to cover travel expenses to and from the place of qualification internship for the acquisition of a professional further education program during the implementation of the qualification internship (not exceeding 30 EUR per month).

Good experience at local level

Zemgale Region Competence Development Center (ZRKAC) (more - www.zrkac.lv) is a municipal adult education institution built with aim to offer and to provide lifelong education for each inhabitant of Jelgava city and Zemgale region.

Based on the country, regional and municipality development strategies, the center offers formal and non-formal learning services for human resources development of competences in various fields: language learning, use of ICT, development of business competences both entrepreneurs and company employees, training of specialists in the fields of engineering and

metalworking, training of unemployed, education of families, education of seniors, as well as personal development of each individual.

The number of people who participated in formal and non-formal education activities in year 2020 was more than 14 000.

The centre is one of the biggest and most modern adult education centres in Baltics with a diverse target audiences and broad network of cooperation partners nationally and in Europe. The centre is a national representative in European science teachers association “Science on Stage-Europe” and an accredited Pearson (Great Britain) language testing centre. The centre carries out: Educational work (courses of further education, seminars, conferences, events to exchange experience); Methodological work (development of new educational programs, developing teaching aids, evaluation of quality of studies); Research work (to clarify the most demanded educational programs, to find out jobseekers’ concepts and intentions, researching of students’ achievements); Informative work (informative events, presentations, exhibition of literature, reviews of internet resources). The staff of the centre is 30 education area specialists. Trainers for the implementation of the programs are attracted on contract bases.

Work of the centre is sustained by 5 departments: 1) Department of further education of adults; 2) Comprehensive and vocational education support department 3) Department of supporting entrepreneurship. 4) IT department 5) Metal working training centre.

Centre’s offer of educational programs is aimed at the improvement of professional competences and development of personality; however, it is also for anybody who would simply like to broaden his/her outlook:

- Jobseekers
- Employees of different institutions ,companies and organizations
- Entrepreneurs and aspiring entrepreneurs
- School teachers
- Youth
- Parents
- Seniors
- Information society

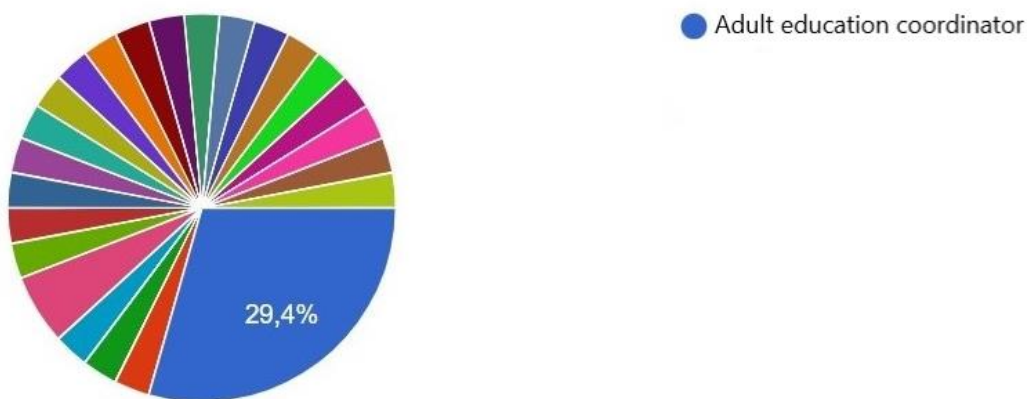
Units and information in homepage are prepared according target group’s needs.

In adult learning coordination involved staff and their duties

In December 2021, the foundation Smart minds conducted a survey on the job responsibilities, job responsibilities and required skills of the adult education coordinators in municipalities. In the surveys were involved 34 people who work as an adult education coordinator in local municipalities on a daily basis.

29.4% of the respondents have the job position - adult education coordinator, however, more than 70% of the respondents have a different job title, because the coordination of adult education is defined as an additional job and takes place in the order of combining positions. Coordination of adult education in municipalities is performed by employees who have the following job titles: education specialist, specialist in the field of professional orientation and adult education, project manager, project coordinator, education methodologist in adult education, head of department, education specialist, deputy head of the department of culture, sports and lifelong learning, head of the business support department, coordinator of interest education, organizer of the education process, specialist of the department of education and youth, deputy head of the department of education and others (Figure 1).

Figure 2: Job position.

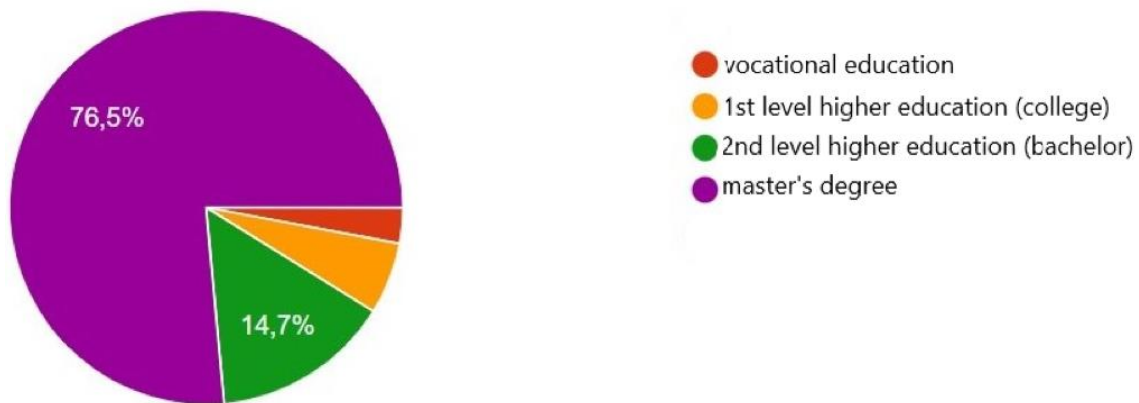


Source: Survey made by Foundation Smart minds, 2021.

Those involved in the coordination of adult education have a high level of education - 76.5% of those responsible for adult education had a master's degree, 14.7% had a 2nd level higher

education (bachelor), 5.9% had a 1st level higher education (college), 2.9% - vocational education (Figure 2).

Figure 3: Education level of adult education coordinators.

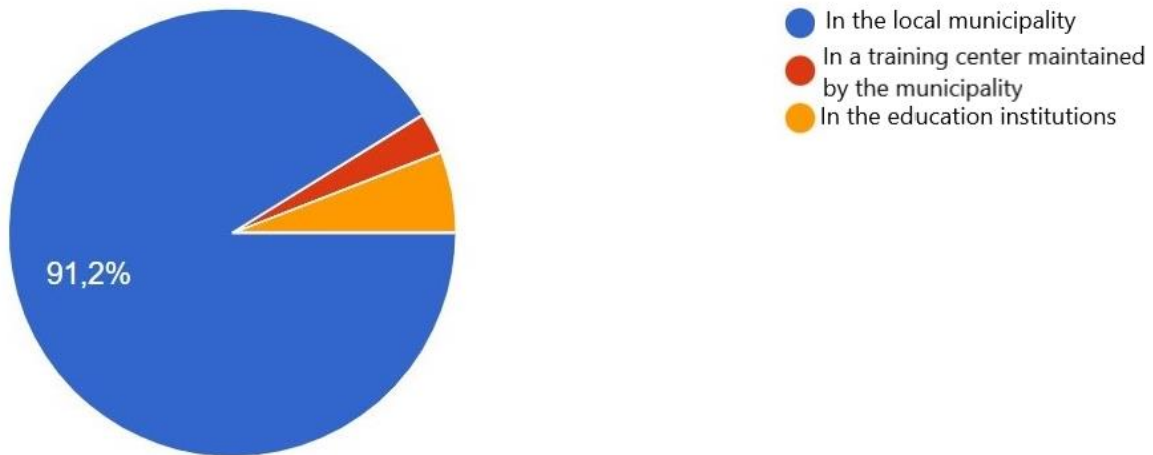


Source: Survey made by Foundation Smart minds, 2021.

The majority or 52.9% of those involved in the coordination of adult education were in education field, 29% in the social sciences, business or law, 19.4% in the humanities and the arts and other fields.

91.2% of the respondents work in the local municipalities, 5.9% - in educational institutions and 2.9% in a training centre maintained by the municipality (Figure 3).

Figure 4: Workplace of adult learning coordinators.



Source: Survey made by Foundation Smart minds, 2021.

Most common job tasks are:

1. To provide informative support about education opportunities in the local municipality and beyond (64.7%).
2. To promote a culture of lifelong learning in the local municipality by informing the society about adult education (52.9%);
3. Regularly improve knowledge about adult education and employment issues and related legal acts (52.9%).
4. To cooperate with local government institutions or structural units, employers, as well as with state institutions that administer and offer adult education activities (50%);
5. To plan and implement measures (training programs) for the development of adult education in the municipality (41.2%) ;
6. To activate and motivate the involvement of adults in adult learning, if necessary, by providing individualized support for starting learning or career counselling (32.4%);
7. To identify the target groups of adult education in the municipality, their needs and obstacles to the participation in adult learning and to participate in the reduction of barriers by developing individualized educational offers (29.4%);

8. Regularly identify and summarize the educational needs of the local inhabitants of municipality, the demand of employers, the supply of educational institutions in the field of adult education (26.5%);

Most important* job tasks are:

1. To provide informative support about education opportunities in the local municipality and beyond (82.3%);
2. To promote a culture of lifelong learning in the local municipality by informing the society about adult education (79.5%);
3. To plan and implement measures (training programs) for the development of adult education in the municipality (70.6%);
4. To cooperate with local government institutions or structural units, employers, as well as with state institutions that administer and offer adult education activities (67.7%);
5. Regularly improve knowledge about adult education and employment issues and related legal acts (67.6%);
6. To identify the target groups of adult education in the municipality, their needs and obstacles to the participation in adult learning and to participate in the reduction of barriers by developing individualized educational offers (61.8%);
7. Regularly identify and summarize the educational needs of the local inhabitants of municipality, the demand of employers, the supply of educational institutions in the field of adult education (55.8%);
8. To activate and motivate the involvement of adults in adult learning, if necessary, by providing individualized support for starting learning or career counselling (41.1%).

* rating 5 and 4, where 5 is the most significant.

Looking to the future for 5-10 years, those involved in coordinating adult education consider that the most important job tasks will be:

1. To provide informative support about education opportunities in the local municipality and beyond (88.2%);

2. To cooperate with local government institutions or structural units, employers, as well as with state institutions that administer and offer adult education activities (64.7%);
3. To plan and implement measures (training programs) for the development of adult education in the municipality (58.8%);
4. To promote a culture of lifelong learning in the local municipality by informing the society about adult education (58.8%);
5. To identify the target groups of adult education in the municipality, their needs and obstacles to the participation in adult learning and to participate in the reduction of barriers by developing individualized educational offers (50%);
6. To activate and motivate the involvement of adults in adult learning, if necessary, by providing individualized support for starting learning or career counselling (50%).
7. Regularly improve knowledge about adult education and employment issues and related legal acts (50%);
8. Regularly identify and summarize the educational needs of the local inhabitants of municipality, the demand of employers, the supply of educational institutions in the field of adult education (47.1%).

The most important responsibilities in adult education coordinator work are to apply requirements of legal acts in everyday work (73.5%), regular knowledge and professional skills improvement by participating in work related courses, seminars and self-education (67.6%), ensuring security of personal data and for the non-disclosure of restricted information to third parties (47.1%)

The most important skills and competences in adult education coordinator work are:

1. Communication and collaboration capabilities (97.1%)
2. Planning and organizational skills (91.2%)
3. Digital skills (91.2%)
4. Ethical understanding and tolerance (70.6%)
5. Communication and argumentation skills (70.6%)
6. Ability to take initiative and make decisions (67.6%)

7. Advanced user of Excel, Word, Internet (55.9%)
8. Self-directed learning ability (55.9%)

Job description of adult learning coordinator

As mentioned above, 29.4% of the respondents have the job position - adult education coordinator, however, more than 70% of the respondents have a different job title, because the coordination of adult education is defined as an additional job and takes place in the order of combining positions. Despite opinion within municipalities differ about need of adult learning coordinator, 70,6% of respondents agreed that in Latvia is needed new profession code for adult learning coordinators.

Profession code would support need for adult learning coordinator at local municipality level. Therefore this is one of discussion points at Latvia in the nearest future. Information about job description of adult learning coordinator could serve as basis for separating this profession from another – existing ones as 70% of respondents have different job title despite they are doing duties of adult learning coordinators in the order of combining positions. Specific profession code must be determined when an employee assigns duties and responsibilities, if there is a long - term need for such a position.

Aim of the position of adult learning coordinator: to support, to promote and to implement adult education policy in the local municipality.

Duties:

1. Regularly identify and summarize the educational needs of the local inhabitants of municipality, the demand of employers, the supply of educational institutions in the field of adult education;
2. To identify the target groups of adult education in the municipality, their needs and obstacles to the participation in adult learning and to participate in the reduction of barriers by developing individualized educational offers;
3. To promote a culture of lifelong learning in the local municipality by informing the society about adult education and increasing their and employers awareness about the importance of regular skills development;

4. To provide informative support and consult the adults about education opportunities in the local municipality and beyond.
5. To activate and motivate the involvement of adults in adult learning, if necessary, by providing individualized support for starting learning or career counseling;
6. To cooperate with local government institutions or structural units, employers, as well as with state institutions that administer and offer adult education activities;
7. To plan and implement measures for the development of adult education in the municipality;
8. Regularly improve knowledge about adult education and employment issues and related legal acts.

Education/ professional knowledge:

1. higher education
2. knowledge of legal acts regulating education and ability to apply them in practical work

Competences/ Skills: digital skills

1. Communication and argumentation skills
2. High sense of responsibility
3. Ability to take initiative and make decisions
4. Communication and collaboration capabilities
5. Planning and organizational skills
6. Ethical understanding and tolerance
7. Self-directed learning ability

Responsibility:

1. Responsible for the fulfilling the duties and their quality.
2. Responsible for applying requirements of legal acts in everyday work.
3. Responsible for the security of personal data and for the non-disclosure of restricted information to third parties that has become known in connection with the performance of work duties.
4. Responsible for regular knowledge and professional skills improvement by participating in work related courses, seminars and self-education.

5. Responsible for cooperation with educators (including adult educators), educational institutions and their staff and with local inhabitants, employers, municipal and state institutions, and non-governmental organizations.

Rights:

1. To receive information and materials that are necessary for the timely and high-quality performance of duties, including the acquisition of information, according legal acts.
2. To represent the institution and express an opinion on issues within the competence of the job position.
3. To be involved in the process of evaluating decisions related to adult education and making the final decision in the institution.
4. Participate and represent the institution in working groups and other state and municipal institutions related adult education.

Challenges and recommendations for improving cooperation at different levels of government and with stakeholders

Challenges	Recommendations
<p>The governance structure for overseeing adult education policies is fragmented.</p> <p>There are at least three governance bodies that oversee adult education policies. These include the Adult learning governing Board from the Ministry of Education and Science, the Training Committee from the Ministry of Welfare, and a board that oversees adult education activities funded by European Social Funds.</p>	<p>Introduce a consolidated approach to oversee adult education policies. Adult education policies could be overseen by a single board. This would make it possible to identify ways to make various adult education programs complementary and to design adult education programs that could reach a larger target group. For example, adult education programs designed for unemployed adults could also be relevant for employed adults.</p>

<p>Coordination between the state institutions and municipalities, common quality standards on adult education policies remains challenging for Latvia.</p> <p>Local municipalities vary significantly in size, socio-economic composition and capacity. Setting common quality standards for non-formal adult education at local municipality remains a challenge. State has to provide more support to have common quality standards in non-formal adult learning. Cooperation with different state institutions should be strengthened.</p>	<p>Strengthening knowledge of local municipalities in adult learning by providing methodologic support from Ministry of Education and Science.</p>
<p>Local adult learning coordinators sometimes lack the skills and support is required for effectively coordinating and fulfilling their responsibilities for building and implementing adult education policy which is made in accordance EU policy and national policy.</p>	<p>Strengthening of skills of adult learning coordinators by more active involvement in shaping adult learning policy, involvement in policy discussions, building training programs, common standards for them</p>
<p>There are very few networks between local municipalities and adult learning coordinators</p>	<p>Initiative led by Ministry of Education and Science about building adult learning coordinator network has to be strengthened and unite platform for adult learning coordinators supported.</p>

Annex

1. **Questionnaire for adult education coordinators and specialists, acting as adult education coordinators**
2. **Please select your current occupation's title?**

- Adult education coordinator
- Educational methodologist
- Education expert
- Project coordinator
- Learning process organizer
- Career counsellor
- Other (please specify): _____

3. What is your education level?

- Secondary education
- Vocational education
- Bachelor degree
- Master degree
- PhD

4. Please select the field (major) of your formal education:

- Social science
- Economics
- Engineering
- Arts
- Other (please specify): _____

5. In what type of institution do you work?

- Local municipality
- Training center under local municipality
- Education institution
- NGO involved in education
- Library
- Other (please, specify): _____

6. Please, mark (choose) the tasks which you do in your work:

1. Regularly identify and summarize the educational needs of the local inhabitants of municipality, the demand of employers, the supply of educational institutions in the field of adult education;
2. To identify the target groups of adult education in the municipality, their needs and obstacles to the participation in adult learning and to participate in the reduction of barriers by developing individualized educational offers;
3. To promote a culture of lifelong learning in the local municipality by informing the society about adult education;
4. To provide informative support about education opportunities in the local municipality and beyond.
5. To activate and motivate the involvement of adults in adult learning, if necessary, by providing individualized support for starting learning or career counselling;
6. To cooperate with local government institutions or structural units, employers, as well as with state institutions that administer and offer adult education activities;
7. To plan and implement measures (training programs) for the development of adult education in the municipality;
8. Regularly improve knowledge about adult education and employment issues and related legal acts.
9. Other (please, specify): _____

7. Please, assess the importance of the tasks listed below for your work (5 – the most important, 1 – the least important)

1. Identifying educational needs;
2. To identify the target groups, their needs and obstacles and developing individualized educational offers;
3. To promote a culture of lifelong learning;
4. To provide informative support about education opportunities.
5. To activate adults, if necessary, by providing individualized support;
6. To cooperate with local government and state institutions;
7. To implement measures (training programs) for the development of adult education;

8. Regularly improve knowledge about adult education issues and related legal acts.
9. Other (please, specify): _____

8. Looking in the near future (5-10 years), which of the following tasks, in your opinion, will become more important for your work (please, choose 5 of them):

1. Identifying educational needs;
2. To identify the target groups, their needs and obstacles and developing individualized educational offers;
3. To promote a culture of lifelong learning;
4. To provide informative support about education opportunities.
5. To activate adults, if necessary, by providing individualized support;
6. To cooperate with local government and state institutions;
7. To implement measures for the development of adult education;
8. Regularly improve knowledge about adult education issues and related legal acts.
9. Other (please, specify): _____

9. Please, assess the importance of the responsibility listed below for your work (5 – the most important, 1 – the least important)

- Applying requirements of legal acts in everyday work.
- Ensuring security of personal data and for the non-disclosure of restricted information to third parties.
- Regular knowledge and professional skills improvement by participating in work related courses, seminars and self-education.
- Cooperation with educators, educational institutions and their staff and with local inhabitants, employers, municipal and state institutions, and non-governmental organizations.
- Other (please, specify): _____

10. Please, assess the importance of the skills listed below for your work (5 – the most important, 1 – the least important):

- Communication and argumentation skills

- Ability to take initiative and make decisions
- Communication and collaboration capabilities
- Analytical and matchmaking skills
- Advanced user of Excel, Word, Internet
- Planning and organizational skills
- Ethical understanding and tolerance
- Self-directed learning ability
- Other (please, specify): _____

11. Is professional code for adult learning coordinators needed?

Sources

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