



Follow-up of CONFINTEA VI:

**Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
and the end of the
United Nations Literacy Decade (UNLD)**

**National progress report submitted by
the Government of Latvia**

This report is submitted on behalf of the Government of Latvia in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	Latvian National Commission for UNESCO
Submission date	30.03.2012

¹ For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

² Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

³ The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input checked="" type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>
Culture, Economics, Regional development and environment	
Cross-sectoral Coordination Centre	
Civil society organisations	<input type="checkbox"/>
National non-governmental organisations	<input type="checkbox"/>
International non-governmental organisations	<input type="checkbox"/>
Educational or research institutions/Universities	<input type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
Others (please mark and specify below)	<input checked="" type="checkbox"/>
municipalities	

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

Information for the National progress report is based on quantitative and qualitative official data and information gathered from the national agencies (e.g. literacy). Preparation of the report was supported by the Ministry of Welfare, Ministry of Culture, Ministry of Economics, Ministry of Environmental Protection and Regional Development, Cross-sectoral Coordination Centre as well as National Centre for Education, State Service of Education Quality, State Education Development Agency, local municipalities that provided information for the biannual report on the implementation of the National lifelong learning and strategy that is used in this report (<http://izm.izm.gov.lv/nozares-politika/izglitiba/muzizglitiba/7251.html>) The consultation process was organized with the Consultative Council "Education for All", consisting of 34 representatives from different institutions (ministries, local governments, non-governmental organizations, private sector, employers, trade union etc. The Chair of the Consultative Council is the Minister of Education and Science of the Republic of Latvia (<http://www.likumi.lv/doc.php?id=230404>)

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of adult education?</p> <p><i>If Yes, please provide it in the space below:</i> Education Law Section 1, Paragraph 17 (Izglītības likums, 1998)</p> <p>"Adult education – a multi-dimensional educational process of persons, which, ensures the development of the individual and his or her ability to compete in the employment market, during the course of a lifetime of a person".</p> <p>http://www.likumi.lv/doc.php?id=50759</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice?</p> <p><i>If Yes, please provide them in the space below:</i> Lifelong Learning strategy (Basic Guidelines of Lifelong Learning Policy for 2007-2013 adopted in the Cabinet of Ministers in February 23, 2007. Regulation No 111)</p> <p>"Adult education – formal, non-formal education and everyday learning that ensures personal development, social integration, civil participation and competitiveness in labour market throughout the life.</p> <p>http://polsis.mk.gov.lv/view.do?id=2169</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of literacy?</p> <p><i>If Yes, please provide it in the space below:</i> At the moment literacy has been officially translated into Latvian language as 'rakstpratība' (Academy of Sciences, 2010, decision 88, protocol 3/1099). There is no literacy definition stipulated in the law.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2.1 Are other definitions used in practice?</p> <p><i>If Yes, please provide them in the space below:</i> The European Adult Learning Glossary definition of literacy is being widely used.</p> <p>"Literacy is the ability to read and write. This is the basic meaning; the definition excludes the wider uses in English which can include oracy (speaking and listening skills) and numeracy; it also excludes the modern use of 'literacy' in English to mean 'capability', as in 'financial literacy', 'emotional literacy', etc."</p> <p>http://ec.europa.eu/education/more-information/doc/2010/adultglossary2_en.pdf</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>1.3 How is literacy data obtained in your country?</p> <p><i>Please select the option(s) below</i></p> <p>National census <input checked="" type="checkbox"/></p> <p>School administrative data (years of schooling completed/primary certificate) <input checked="" type="checkbox"/></p> <p>Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) <input type="checkbox"/></p> <p>Household surveys <input type="checkbox"/></p> <p>Other methodology (<i>please describe below</i>): State examination of the Latvian language for non-native speakers <input checked="" type="checkbox"/></p>	
<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/></p> <p><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p>New conceptual definition on literacy in place (for policy) <input type="checkbox"/></p> <p>New conceptual definition on literacy in place (for data collection only) <input type="checkbox"/></p> <p>New assessment of youth and/or adults' literacy skills <input type="checkbox"/></p> <p>Increase in the periodicity without significant conceptual changes <input type="checkbox"/></p> <p>Other changes (<i>please provide details below</i>): <input type="checkbox"/></p>	
<p>1.5 Has your country faced challenges in collecting literacy data?</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p><i>If Yes, please describe them briefly in the space below:</i> 2011 National Census contains no literacy questions in its structure</p>	
<p>1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.</p>	
<p>According to the data of National Census 2000 the level of education for persons over 15 years of age were as follows: 13.9% with higher education, 20.2% with secondary vocational education, 31% with secondary general education, 5.9% with basic education (ISCED 1 and 2 level), 1.5% below basic education (less than 4 years), 0.6% has not obtained formal education, 0.25% (~5 000 persons) recorded as illiterate.</p> <p>Presuming that formal degree guarantees literacy, extrapolation to the 2010 can be done by analysing education data.</p> <p>21.7% with higher education, 31.4% with secondary vocational education, 25.6% with secondary general education, 18.4% with basic education (ISCED 1 and 2 level), 2.8% below basic education (less than 4 years),</p>	

0.1% have not obtained formal education,

Since there is no exact data on literacy after 2000, but education levels have risen, assumption can be made that already a small representation of an illiterate group has not increased significantly. It is most probable that it has been even decreased.

UNDP 2011 report indicate 99.8% literacy rate for Latvia

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Y es	N o	If Yes: name of legal/policy instrument and references (add as many lines as needed)	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Lifelong Learning strategy (Basic Guidelines of Lifelong Learning Policy for 2007-2013) http://polsis.mk.gov.lv/view.do?id=2169	2007 (renewed in 2009)
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Programme for 2007-2013 for implementation of Lifelong Learning policy 2008-2013 (updated in the end of 2009 to respond to the crisis challenges) http://polsis.mk.gov.lv/view.do?id=2663	2008 (renewed in 2009)
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Programme for 2007-2013 for implementation of Lifelong Learning policy 2008-2013 (updated in the end of 2009 to respond to the crisis challenges) http://polsis.mk.gov.lv/view.do?id=2663	2008 (renewed in 2009)

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	Specific target groups, including age range (add as many lines as needed)	Total number of individuals in the group
Adult education Adult literacy	1) Adults (25-64) 2) Early school leavers (18-24) 3) Unemployed and job seekers	1) 122,7 thousand (55% of total population in 2011) 2) 27,9 thousand (12% of the 18-24 young people in the 2011) 3) 164 thousand (10.7% of economically active group in 2011)

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Y es	N o	Specify goal	Specify timeframe
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Participation of adults (25–64) in the education and training expressed as a percentage of the total age cohort - 12,5% in 2013 and 15% in 2020; Proportion of persons (18–24) without secondary education or professional qualification who	2013

Adult literacy	<input type="checkbox"/> <input checked="" type="checkbox"/>	are not involved in education (formal or non-formal), expressed as a percentage of the total age cohort - 14% in 2013 and 13,4% in 2020	2013
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2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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If Yes, please provide a brief explanation and references in the space below including when it was put in place:

The following policy is used to regulate language use in education in general and specifically in adult education.

Policy has been stipulated by Section 9 'Language of Acquisition of Education' of the Education Law:

(1) Education shall be acquired in the official language in State and self-government education institutions.

(2) Education may be acquired in another language:

- 1) in private educational institutions;
- 2) in State and self-government educational institutions in which educational programmes for ethnic minorities are implemented. The Ministry of Education and Science shall specify in such educational programmes the subjects of study which are to be acquired in the official language; and
- 3) in educational institutions specified in other laws.

(3) In order to acquire basic or secondary education, each educatee shall learn the official language and take examinations testing his or her knowledge of the official language to the extent and in accordance with the procedures prescribed by the Cabinet.

(3') Educational programmes in institutions of higher education established by the State shall be implemented in the official language. Use of foreign languages in the implementation of educational programmes shall be possible only in the following cases:

- 1) educational programmes, which are being acquired by foreign students in Latvia, and educational programmes, which are implemented within the framework of co-operation provided for in the programmes and intergovernmental agreements of the European Union, may be implemented in the official languages of the European Union. The acquisition of the official language shall be included in the mandatory amount of study courses for foreign students, if the studies in Latvia are intended for more than six months or exceed 20 credit points;
- 2) not more than one fifth of the amount of credit points of the educational programme may be implemented in the official languages of the European Union, taking into account that final and State examinations, as well as development of qualification, bachelor's and master's thesis, are not included in this part; and
- 3) implementation of educational programmes in a foreign language is necessary for the achievement of the targets of the educational programme in compliance with the education classification of the Republic of Latvia in the following groups of educational programmes: languages and culture studies, language programmes. A licensing commission shall decide on the compliance of the educational programme with

the groups of educational programmes.

(4) Professional qualification examinations shall be taken in the official language.

(5) The work required for the acquisition of an academic (bachelor's or master's) or a scientific (doctor's) degree shall be prepared and defended in the official language, except in cases provided for in other laws.

(6) Raising of qualifications and re-qualification that is funded from the State budget or self-government budgets shall be carried out in the official language.

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>The policy for validation of knowledge and skills acquired in non-formal education and informal learning has been included as a priority in the Lifelong learning strategy.</p> <p>The recognition of knowledge, skills and competence acquired outside formal education is based on the idea that learning outcomes are valuable no matter where they have been acquired. In 2008 working group established by the Ministry of Education and Science agreed on principle scheme on validation system development that can be divided to the following levels:</p> <ol style="list-style-type: none">1) General education – person has an opportunity to obtain general (basic or secondary) education diploma by presenting relevant to the programme learning outcomes.2) Vocational education – person have an opportunity to obtain professional qualification by presenting knowledge and skills required by the education and occupation standards.3) Higher education – person can reduce duration of education by presenting documents that certify previously acquired knowledge in non-formal settings. <p>On June 10, 2010 the amendments of the Vocational Education Law have been adopted establishing the rights to receive an assessment of knowledge and skills necessary to issue a formal vocational qualification.</p> <p>On February 22, 2011 Cabinet of Ministers has adopted regulation No.146 “Procedure for the Validation of the Professional Competence Acquired outside Formal Education System” giving power to selected institutions (19 institutions by 2011) to assess professional competences obtained in non-formal or informal settings.</p> <p>Ministry of Education and Science has also developed and the Parliament (Saeima) on July 14, 2011 adopted amendments to the Higher Education Law that provide opportunity to recognize individuals' previous professional and learning experience and issue credits for the examined knowledge. The detailed process description has been defined on January 10, 2012 by the Cabinet of Ministers regulation No 36 (www.likumi.lv/doc.php?id=242653).</p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>In December, 2009 amendments to the Lifelong learning strategy has been developed and adopted by the Cabinet of Ministers. Amendments are consistent with the CONFINTEA VI objectives and reinforce adult education as a state priority, namely:</p> <ol style="list-style-type: none"> 1. implementation of validation of non-formal and informal learning; 2. increase the mobility opportunities for learners; 3. education supply better match to the labour market needs; 4. provision of opportunities for new basic skills acquisition; 5. reduction of the number of drop-outs and early school leavers; 6. enhancement of the 'second chance' education opportunities, especially for risk groups. 		
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2013	http://www.nap.lv/upload/nap/national_development_plan_2007-2013_eng.pdf
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	2013	http://izm.izm.gov.lv/normativie-akti/politikas-planosana/1016.html
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input checked="" type="checkbox"/>	2030	
			http://www.nap.lv/upload/latvija2030_en.pdf

<p><i>Other (specify in the space below)</i></p> <p>1.Conception "Improvement of Support System for Career Development"</p> <p>2.Strategic guidelines of the state language policy</p>	<input checked="" type="checkbox"/>	<p>N/A</p> <p>2014</p>	<p>1)http://www.lm.gov.lv/text/440 (see:"Karjeras attīstības atbalsta sistēmas uzlabošana")</p> <p>2)http://izm.izm.gov.lv/upload_file/Valsts_valoda/valoda_pamatnostadnes.pdf</p>
<p>Adult literacy:</p> <p>National Development Plan</p> <p>Poverty Reduction Strategy Paper</p> <p>Education strategy Skills development (including vocational education and training) strategy</p> <p>Education For All Fast Track Initiative (EFA FTI) Education Sector Plan</p> <p>Sustainable development strategy</p> <p><i>Other (specify in the space below)</i></p> <p>Strategic guidelines of the state language policy</p>	<p><i>Mark all that apply</i></p> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p><i>Timeframe</i></p> <p>2013</p> <p>2013</p> <p>2030</p> <p>2014</p>	<p><i>References</i></p> <p>http://www.nap.lv/upload/nap/national_development_plan_2007-2013_eng.pdf</p> <p>http://izm.izm.gov.lv/normativie-akti/politikas-planosana/1016.html</p> <p>http://www.nap.lv/upload/latvija2030_en.pdf</p> <p>http://izm.izm.gov.lv/upload_file/Valsts_valoda/valoda_pamatnostadnes.pdf</p>

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Y es	N o	Specify policy/plan (add as many lines as needed)	References
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Lifelong learning strategy (Basic Guidelines of Lifelong Learning Policy for 2007-2013)	ttp://polsis.mk.gov.lv/view.do?id=2169 http://polsis.mk.gov.lv/view.do?id=2663
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>	Programme for 2007-2013 for implementation of Lifelong learning policy 2008-2013 (updated in the end of 2009 to respond to the crisis)	
<p><i>If Yes, please elaborate how they have been involved.</i></p> <p>As part of mandatory discussion of any national policy, all stakeholders, including NGO's are represented,</p>				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>Apart from the national Lifelong learning strategy, adult education has been included in the following long-term policy planning documents:</p> <p>>Sustainable Development Strategy of Latvia for 2030 (adopted by the Parliament in June, 2010. One of the strategy priorities is long-term investments into a human capital aimed to preserve the base value of human capital of Latvia and to increase its productivity until it reaches the average level of the EU, developing skills that promote creativity, flexibility and participation in the labour market, education as a change of paradigm.</p> <p>>Latvian National Development Plan 2007-2013 and Latvian Strategic Development Plan 2010 – 2013 (updated to respond to crisis challenges) aimed to facilitate a balanced and sustainable development of the country as well as to ensure an increase in Latvia's competitiveness by development of life-long learning system for increasing a person's creative potential and the quality of life.</p> <p>>Latvian National Reform Programme for Implementation of EU2020 Strategy approved on April 26, 2011 by Cabinet of Ministers includes aims targeted on development of adult education with the following key directions:</p> <ul style="list-style-type: none"> – development of national qualifications framework and lining its levels to the EQF thus fostering transition to education based on learning outcomes (by 2013); – assessment of knowledge, skills and professional competence acquired outside the formal education (by 2013); – second chance education offer as compensating mechanism to reduce the number of early school leavers; – support to qualification improvement of the employed according to the employers' requirements. <p>>Strategic guidelines of the state language policy for years 2005 – 2014 aimed to ensure the sustainability, linguistic quality and competitiveness fo the Latvian language as the state language and the official language of the European Union in the market of languages of Latia and the world.</p> <p>>Conception "Improvement of Support System for Career Development" aimed to improve career</p>

development system, key directions:

- to ensure effective use of resources;
- to increase growth of national competitiveness;
- to increase level of employment.

Adult education policy as part of Lifelong learning strategy is enforced by, amongst others, the following legislation acts:

>Law on Education (1998) – regulates the whole system of education including initial and continuous education, determines the rights and duties of the state, local governments, public organizations, professional associations, individuals, educational institutions, parents and students, as well as levels and types of education and types of educational institutions. The adult education definition (Article 1, Paragraph 141) was included in the Law in 2007 and the regulation on adult education programmes (Article 46) and local government's responsibilities of adult education policy implementation at their territories (Article 17, Paragraph 22) in 2008.

>Law on Vocational Education (1999) – sets out the principles for implementing of the State vocational education policy – management and development of the vocational education system, ensuring the possibility to obtain general knowledge and skill, as well as a vocational qualification, determining the levels of vocational education, levels of vocational qualifications and education necessary for the acquisition of a relevant vocational qualification, and determining the competence of the persons involved in vocational education and the awarding of vocational qualifications.

>Law on General Education (1999) – sets out the principles for implementing of the State general education policy as well as the second chance education policy in general education.

> Law on Support for Unemployed Persons and Persons Seeking Employment (2002). The purpose of this Law is to provide support for unemployed persons, persons seeking employment and persons subject to the risk of unemployment in order to facilitate their ability to compete in the labour market. The Law also regulates the preventive supporting measures in education, training and requalification for unemployed people

>Law on Institutions of Higher Education (1996).

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
Ministry of Education and Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ministry of Welfare	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ministry of Culture	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ministry of Agriculture	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ministry of Environmental Protection and Regional Development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ministry of Health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ministry of Justice, Ministry of Economics, Ministry of Interior Cross-sectoral Coordination Centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
National Centre for Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
State Service of Education Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
State Education Development Agency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
State Employment Agency; State Language Agency; 119 Local Municipalities (subnational level)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Non-Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
National Trilateral Cooperation Council	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Latvian Adult Education Association (LAEA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adult education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

institutions				
Higher Education institutions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vocational education institutions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
General education institutions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evening (shift) schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Latvian Union of Local Government	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i>		
<p>The leading state administration and responsible institution in the field of lifelong learning and adult learning policy is the Ministry of Education and Science (www.izm.gov.lv).</p> <p>In cooperation with its agencies it also develops, administers and supervises science, sports, youth and the Latvian language policy.</p> <p>In addition to the Ministry of Education and Science in the frame of the national Lifelong learning strategy state support for adult learning is represented by sectoral ministries (Ministry of Welfare, Ministry of Culture, Ministry of Agriculture, Ministry of Health, Ministry of the Environmental Protection and Regional Development, Ministry of Justice, Ministry of Economics and Ministry of Interior).</p> <p>According to the Education Law (Article 17, Paragraph 22) 119 local governments are also responsible and play an important role in adult non-formal education provision and quality control.</p> <p>The National Lifelong learning strategy was developed in cooperation with representatives from the Adult and Vocational Education Association, Latvian Trade Union of Education and Science Workers, Latvian Employers' Confederation, Latvian Association of Municipalities, Latvian Rectors' Council, Council of Higher Education, Latvian Teachers' Council, Latvian Union of Parents "VISI", Consultative Council "Education for All" and Latvian Association of Traditional Culture. The contribution by non-governmental organisations was especially important in the coordination of the strategic guidelines for the policy of Lifelong Learning for years 2007 - 2013.</p>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i>		
Ministry of Education and Science in the framework of state language policy.		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>To facilitate cooperation between all adult education stakeholders the Consultative Council "Education for All" provides advisory support for the policy. Council has extended network of representatives of ministries, governmental agencies, municipalities, private sector, civil society and international organizations involved in adult education policy implementation.</p> <p>http://www.likumi.lv/doc.php?id=79116; http://www.likumi.lv/doc.php?id=230404</p>		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>In the framework of adult learning policy</p>		
3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>National government has ensured variety of capacity instruments for stakeholders to participate in adult education policy development, implementation and evaluation, e.g. financial instruments: EU, Swiss and Norwegian financial assistance instruments, including structural funds; reduced administrative burden: from March 2010 equal opportunities for the private education institutions were insured to implement adult non-formal education programmes without a necessity to receive a licence</p> <p>In addition flexibility of implementation of national adult learning policy at local level has been provided for local municipalities.</p>		
...adult literacy?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p>		
3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.		

Add: 3.1. There are 25 general education evening (shift) schools and 69 compulsory general education schools that have evening classes, the network of 83 vocational education institutions, 57 higher education institutions inter alia 3 foreign branch universities (including 24 colleges) available and accommodating adults' education needs. There is also a wide range of the non-formal adult education opportunities, provided by the state, local government and private education institutions – 801 continuing education and private institutions that provide adult non-formal education programmes. According to the information of the Ministry of Education and Science 1286 non-formal programmes for adults were licensed in 81 local municipalities in 2009 and 767 in 2010.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input checked="" type="checkbox"/>	<i>Budget allocation</i> <input type="checkbox"/>
--	--

4.2 Please indicate the name of the currency used for reporting:

Lats (LVL)
Exchange rate 02/02/2012 LVL/EUR 0,702804
<http://www.bank.lv/en/>

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	431 588 556	480 255 895	State budget
<i>Sub-national governments</i> ⁵	see 4.8	see 4.8	see 4.8
<i>Total</i>	431 588 556	480 255 895	State budget

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	9.94 mio	44.2 mio	<input type="checkbox"/>
<i>Sub-national governments</i> ⁵	905 784*	535 025*	<input type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>	part of national government expenditure	part of national government expenditure	<input type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input checked="" type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>

⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵ Control for the potential double-counting effect of transfers across different government levels.

<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide a brief description:</i> Education vouchers - state provides 250 LVL per person per two years within condition of 30% individual co-financing as voucher to be used for non-formal adult learning. Main directions of learning are eight basic skills, e.g. language, IT etc.		

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>4.4. Law on Local Governments Section 46 determines responsibility of local governments for independent budgeting.</p> <p>4.5. *In 2009 69% of 118 local municipalities provided information that actual expenditure on adult education was 905 784 LVL. Funds distributed within 29 069 learners. In 2010 80% of local municipalities provided information, that actual expenditure on adult education was 535 025 LVL distributed among 24 958 learners.</p>

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Individuals with low educational attainment	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Adults	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	People exposed to the risk of a disease	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Adults	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Individuals with a low educational attainment and lack of language skills	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Adults	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Adults	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Adults	<input checked="" type="checkbox"/>
<i>Other</i> <i>(please provide a brief description below:)</i> Continuous education for a different professionals	<input checked="" type="checkbox"/>	Representatives of different professions (teachers, cultural sector employees, police, medicine and health care employees ect.)	<input checked="" type="checkbox"/>

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Depending on demand*	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Other</i> <i>(please provide a brief description below:)</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>

Civil society or non-governmental organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>

<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input checked="" type="checkbox"/>	Depending on demand	<input checked="" type="checkbox"/>

5.2 Are there surveys on provision and demand?		
On adult education On adult literacy	Provision	Demand
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p><i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i></p> <p>Adult education and literacy is provided through formal and non-formal education settings. Information on formal and non-formal educational provision has been compiled in the National Database of Educational Opportunities</p> <p>http://www.niid.lv/</p>		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Latvian	<input checked="" type="checkbox"/>
Russian	<input checked="" type="checkbox"/>
Polish	<input checked="" type="checkbox"/>
Lithuanian	<input checked="" type="checkbox"/>
Estonian	<input checked="" type="checkbox"/>
other	<input checked="" type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
<p>In Latvia there are two kinds of educational programs: for schools which have education programs in the state language - Latvian - and those which have programs for education of ethnic minorities which are held in the minority language, in Latvian and both.</p> <p>Latvia finances obligatory primary and secondary education in eight national minority languages, even where only a small number of children are seeking instruction in a certain language. These minorities are Russians, Byelorussians, Poles, Ukrainians, Lithuanians, Estonians, Jews and Roma people. Education in national minority languages is a precondition for maintaining the cultural identity of national minorities in Latvia.</p>

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide a brief description and references:</i>		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?			
	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		<i>Yes</i>	<i>No</i>
<i>National level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please provide references or attach documents on local community participation:</i>			

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

5.1.& 5.3. According to the Education Law (Section 46) non-formal 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 education, this means that the offer is dependent of demand

5.8 Does the government collect information on the following items...?	Mark all that apply
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Enrolment in literacy programmes	<input type="checkbox"/>
Attendance in literacy programmes	<input type="checkbox"/>
Completion of literacy programmes	<input type="checkbox"/>

If this information is available please attach the corresponding figures and documentation, or provide the references:

The government on the regular basis collect data about different aspects on adult education. There are two survey's types: the Adult Education Survey and Labour Force Survey.

The Adult Education Survey and the annual Labour Force Survey data collection and compilation methods are different. The Labour Force Survey observes 4 000 adults aged 25-64 participation in education and training over the four weeks prior to the survey.

The Adult Education Survey observes data on adults aged 25-64 in education and training over the year and the target group is much wider. The Adult Education Survey repeats in five years. The last was conducted in 2007 and currently the Central Statistical Bureau of Latvia is preparing for the next survey.

The Adult Education Survey is more personalized and its results give information not only about adults' participation fact (as Labour Force Survey), but also shows motivation, attitudes, other factors that influence participation of adults in education as well as expenditure figures.

The Labour Force Survey

<http://data.csb.gov.lv/DATABASE/Iedzsoc/Ikgadējie%20statistikas%20dati/Nodarbinātība/Nodarbinātība.asp>

The Adult Education Survey's result (2007)

<http://data.csb.gov.lv/dialog/statfile16.asp>

5.9 Does the government measure the learning outcomes of the following programmes...?
(mark all that apply)

	Only by teachers/facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other

Adult education programmes (other than literacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If this information is available please attach the corresponding figures and documentation, or provide the references:

State measures and provides guarantee of quality of language learning outcomes in the adult formal education programmes (basic education, general and vocational secondary education programmes as well as higher education programmes) according to Section 35 of Education Law.

Education Law <http://www.likumi.lv/doc.php?id=50759>
 Basic education standard <http://www.likumi.lv/doc.php?id=150407&from=off>
 General education standard <http://www.likumi.lv/doc.php?id=181216>
 Vocational education standards <http://www.likumi.lv/doc.php?id=8533>
 Higher education standards <http://www.likumi.lv/doc.php?id=57183>

State also provides opportunity for non-native speakers to pass state examination on language proficiency. 5324 in 2009, 10645 in 2010 and 6566 people in 2011 have used this opportunity.

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	Mark all that apply	
	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>
<i>If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i>	Yes	No
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>

If measures have been undertaken please provide a brief description and references:

According to the statistical data in 2010 women participate in learning more actively than men despite the fact that state education policy ensures equal opportunity for participation in lifelong learning activities irrespectively of the participants' material and social status, race, nationality, ethnic belonging, gender, religious and political affiliation, state of health, occupation and place of residence.

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

N/A

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	1998, 2008	For formal and non-formal adult education programmes
Learning materials	<input checked="" type="checkbox"/>	1998	For formal adult education programmes
Facilitators' training	<input type="checkbox"/>		
Teaching/ learning methods	<input checked="" type="checkbox"/>	1998	For formal adult education programmes
Assessment of learning outcomes	<input checked="" type="checkbox"/>	1998	For formal adult education programmes

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	1998, 2008	For formal and non-formal adult education programmes
Learning materials	<input checked="" type="checkbox"/>	1998	For formal adult education programmes
Facilitators' training	<input type="checkbox"/>		
Teaching/ learning methods	<input checked="" type="checkbox"/>	1998	For formal adult education programmes
Assessment of learning outcomes	<input checked="" type="checkbox"/>	1998	For formal adult education programmes

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input checked="" type="checkbox"/>	
University	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Private company	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	
Adult literacy				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)		
Adult literacy		

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
Adult education	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms?
(If yes, mark all that apply)

	Monitoring	Evaluation
	Adult education Adult literacy	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<p><i>Please provide a brief description and references:</i></p> <p>Once in two years (previously in 2011) the Ministry of Education and Science prepares and publishes the Lifelong learning strategy implementation report.</p> <p>The report provides an analysis of the most significant measures performed during the preceding period, specify the resources used for that matter, assess influence in accordance with preset indicators, as well as provides information on the current issues. Report is based on data provided by the responsible institutions on adult learning policy implementation.</p> <p>http://izm.izm.gov.lv/nozares-politika/izglitiba/muzizglitiba.html</p> <p>Additionally ministry annually collects information from 119 local municipalities on adult education policy implementation at local level. Collected data is compiled in the annual report on the adult education situation at local level and also is published on the ministry's website.</p> <p>http://izm.izm.gov.lv/nozares-politika/izglitiba/muzizglitiba.html</p>		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

Lifelong learning Adult education Adult literacy	<i>Mark all that apply</i>
	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>
<i>If one or more of the boxes is marked, please provide a brief description and references:</i>	

<p>6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.</p>
<p>6.1. According to the Education Law (Section 46) all state and municipal education institutions – institutions registered in the State Education Register – have the rights to develop and implement adult non-formal education programmes. In order to reduce the administrative burden on private educational establishments and to ensure equal opportunity in the implementation of non-formal adult education, amendments were made to the Education Law in March 2010 that provided for the right of private educational institutions as well to implement non-formal adult education programmes without being required to obtain a license. Private enterprises and individuals must receive the local municipalities' licence for implementing the adult non-formal education programmes.</p> <p>6.2., 6.3. & 6.4. According to the Education Law (Section 48) there are no special requirements for adult non-formal educators. Traditionally the adult non-formal educators are specialist or professionals in their field.</p>

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input type="checkbox"/>
Adult Learners Week/Learning festivals	<input type="checkbox"/>
Creation of learners' networks and/or fora	<input checked="" type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other (please specify below)	<input checked="" type="checkbox"/>
Consultative Council "Education for All" meetings	<input type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

The global financial crisis has heightened economic polarization in Latvian society and exclusion from social services, and from civic and social participation. Latvia has had to cope with the crisis while undertaking large-scale reforms in education and social care, transforming the existing model of local governance, and facing demographic decline. The proportion of middle-aged and older people (between age of 35 and 75) is growing, while the number of young people (between 8 and 25) is diminishing year by year. The initiative "Change Opportunities for Schools" (www.parmainuskolas.lv) drew attention to the need for schools to evaluate their situation and look for new forms of activities. 53 schools together with their respective municipalities and surrounding communities engaged in transforming the institutions into multifunctional centres to serve educational and social needs of local communities and contribute to raising economic activity and civic participation. Within the larger framework initiative was executed in a holistic approach to education and development where activities are closely linked and support each other towards greater social cohesion, economic activity/employability, cultural diversity and sensitivity, environmental awareness, and wellbeing of individuals and communities. The data from initiative's evaluation ([www http://www.sfl.lv/upload_file/2011%20gads/SF_Gramata.pdf](http://www.sfl.lv/upload_file/2011%20gads/SF_Gramata.pdf)) provides evidence that the results of the initiative have been positive: they were targeted at and based on the needs of the local people, mobilized existing resources, and consolidated them into new, more efficient and sustainable synergies. The initiative was supported by the Ministry of Education and Science (MES); and interest in the results of the initiative has been shown by the Association of Local Governments, the Ministry of Welfare, the State Employment Agency. The expanding functions of schools for sustainable development of communities was the theme of the International week "Education for All" (EFA week) organized by the Latvian National Commission for UNESCO in the co-operation with the Ministry of Education and Science of Latvia with nation-wide discussion and final round table in Riga. On the basis of the results of the initiative as well as taking in the consideration the results of the EFA week discussions, the guidelines for the local government in the developing of local schools as the implementers of the lifelong learning principles and education for sustainable development were created. http://parmainuskolas.lv/wp-content/uploads/2011/11/Pasu-skola-valdiba_web.pdf The needs of the adult audience in providing the quality education responding to the labour market needs, combining formal and non-formal education etc. were also focusing in guidelines.

7.3 Please provide any additional information, explanations or comments that you consider relevant in

order to clarify any potential issues regarding the information in this section.

Having considered the Belem Framework of Action as well as the recommendations given by the Consultative Council "Education for All" Latvian National Commission for UNESCO in the co-operation with the Ministry of Education and Science is planning to organize the activities focusing on the adult learners needs in the framework of the international week "Education for All" 2012. It is planned to find out and to share the best practices of schools which are addressing learners with different ages, to speak about new challenges for teachers and curricula as well as about quality and economical aspects of providing the adult education

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and references:</i>		
... other excluded/ under-represented/underprivileged groups?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i>		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i>			

8.4 Have literacy policies changed in your country in the last five years?

	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please specify how they have changed below and provide evidence.</i>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide below a brief explanation:</i>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?