



**Documents, links, experts**  
**Year 1 - 2008**  
**L A T V I A**

**4. Publications.**

Since there are no publications on APEL in Latvian, experts are using publications of other countries.

Short ENGLISH summaries of interesting books, articles, PhDs etc. published during the current year

**LLinE.** Journal on LLL in Europe. Vol. XIII Issue 3/2008 is devoted to Validation of Competences and Prior Learning. Available in printed format and on-line [www.lline.fi](http://www.lline.fi)

**Recognising Experiential Learning. Practices in European Universities.** Tartu University press, 2007. The book falls into 3 parts. Part I puts APEL in a wider context: it gives an account of how the practices of recognizing experiential knowledge came about in countries where it is widely used, such as the USA, the UK, France and Canada. It also presents the connections between APEL and the current trends in higher education as a consequence of the Bologna process. It analyses the pedagogical aspects of recognition and tackles the central problem of diversity. Part II focuses on different uses of APEL, also pointing out a problem common to many APEL provision frameworks.

**The managers' handbook for European university lifelong learning.** EULLearn, 2006. contains a CD. The book is a practical guide on the management of LLL in European universities. The handbook is the result of collaboration between experts in 31 countries. It tackles such problems as The management of ULLL, A policy planning for LLL, Regional development and LLL, E-learning, Staff development and quality assurance.

**Connecting Research and Client.** Finnish experience of Quality enhancement in ULL. Finnish Higher Education Evaluation Council, 2007. This study is written the context of 2 global developments. First: the universities are dealing

	<p>with new audiences in the era of lifelong learning. Second: the universities are widely involved in quality initiatives and evaluation projects. The book gives one example of quality work in the field of lifelong adult education in universities. This example comes from Finland.</p> <p><b>Towards lifelong learning.</b> Policy of lifelong learning in Latvia. Riga, 2007.  <u>Summary:</u> Learning is for life, not for school. Learning for life – this is a typical idea of LLL, which includes more than the popular saying „it is never too late to learn”. The awareness of the importance of LLL in Latvia has arisen. The book comprises excerpts from various documents on LLL. It gives the 1<sup>st</sup> draft of Basic Guidelines of Lifelong Learning Policy for 2007–2013.</p> <p><b>Managing quality of adult education in Europe.</b> Leonardo da Vinci project outcomes. Riga, 2007.  <u>Summary:</u> It was a 2 year pilot project aimed at developing a European framework of quality management systems for small adult education providers. The book gives quality management systems and approaches to quality assurance in Belgium, Denmark, France, Germany, Latvia, Slovakia and Spain. It describes a possible new Quality Model for Adult Education and its implementation.</p>
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<b>5. Glossary</b>	
<p>keywords in the national language, translation, explanation</p>	<p><b>Adult education [pieaugušo izglītība]</b> – formal, non-formal and informal learning that ensures personal development, social integration, civil participation and competitiveness in labour market during the whole life.</p> <p><b>Adult education centre [pieaugušo izglītības centrs]</b> – institutions that promote adult education availability in the particular administrative territory about the programmes, provide training, consultations and information.</p> <p><b>Adult education pedagogue [pieaugušo izglītības pasniedzējs]</b> – a person that implements adult education programmes and is trained in working with adults.</p> <p><b>Basic competences [pamatkompetences]</b> – a set of knowledge, skills and attitudes that is necessary for the self-development of an individual to promote the social integration and employment.</p> <p><b>Career development support system [karjeras attīstības atbalsta sistēma]</b>– a campaign giving a possibility for interested persons in any period during the whole life to identify their interests, abilities, skills, experience in order to take conscious decisions about the choice of education/profession and organise and manage their individual life regarding learning, work and other spheres in which these abilities are acquired and/or used.</p>

	<p><b>Distance learning [tālmācība]</b>– is a specially planned, organised independent learning supported by advisers and consultants. It is a form of education in which specific learning materials and methodology are used. Every person can learn in convenient for him/her time, place and tempo. Distance learning basically is planned for adults that are motivated and able to organise themselves for active learning.</p> <p><b>E-education [e-apmācības]</b> – a specially organised study course in which the following information and communication technologies are used in a methodically grounded way – telecommunication and computer networks, multi media CD-ROM, as well as radio and TV broadcasting, audio/video records, interactive TV and other technologies.</p> <p><b>Formal education [formālā izglītība]</b> – an institutionalised, consecutive and structures education system, that includes elementary education, secondary and higher education degrees, acquiring of programmes of which are certified by a state education document of education and/or professional qualification.</p> <p><b>Informal learning [ikdienas mācīšanās]</b> – a meaningful process of experience gained in everyday life situation.</p> <p><b>Innovation [inovācijas]</b> – implementation of a new scientific, technical, cultural or other sphere idea thus creating a good or service.</p> <p><b>Interest related education [interesu izglītība]</b> – realisation of a person’s individual education needs and desires regardless of age and previously acquired education.</p> <p><b>Knowledge society [sabiedrība kas mācās]</b> – a system of social relationships of people, that ensures high innovation degree, and in which every individual is able to reach a high degree of participation, continuously learning and using, creating new knowledge for the welfare of his/her own and the society in general.</p> <p><b>Lifelong learning [mūžizglītība]</b>– an education process during the whole life of an individual, that is based on changing needs to acquire education, skills, experience in order to increase or change their qualification according to the demands of the labour market and own interests and needs. Lifelong learning comprises non-formal, informal learning and formal education, develops inborn abilities together with new competences.</p> <p><b>Non-formal education</b> – an organised educating activity that compliments formal education by ensuring the acquiring of skills and abilities and development of evaluation system, that are necessary for a socially and economically active state citizen to be able to integrate in the society and the labour market.</p> <p><b>Second chance education</b> – a repeated possibility to acquire formal education for those that due to some reasons at the appropriate age have not reached a certain education degree.</p>
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<b>6. Useful links and list of experts</b>	
Weblinks to interesting websites in the country	1. <a href="http://www.lline.fi">www.lline.fi</a> <b>LLinE (Lifelonglearning in Europe)</b> journal official website. The journal offers practitioners, researchers and

policymakers in adult education a forum for exchanging ideas and experiences.

2. <http://www.nap.lv/eng>

**National development plan** (in English). Latvian National Development Plan is a medium-term strategic planning document for 2007-2013, approved by the Cabinet of Ministers of the Republic of Latvia. It is a compass for politicians, public servants and all citizens of Latvia, determines Latvia's main development directions and shows the most important national aims on the way to the higher objective – a gradual increase in the quality of life. This objective may be attained only by a strong, unified and confident society.

NDP sets the **strategic objective**: Education and knowledge for economic growth and technological excellence.

NDP sets the **priorities**:

- Educated and creative personality [APEL is mentioned in this chapter as a goal in the future]
- Technological excellence and flexibility of industries
- Development of science and research

3. <http://www.ttc.lv/index.php?skip=60&itid=likumi&id=10&tid=50&l=EN>

**Education Law**. Last amendments in 2004. Does not even mention APEL. Reads about Recognition in Latvia of Education Certificates Issued by Foreign States, Competences of Ministries and local governments in formal education provision. Does not read about lifelong learning, only mentions adult education as such.

4. **Laws on General secondary educational and Vocational education** do not read about LLL, ApeL and adult education.

5. <http://www.ttc.lv/index.php?skip=165&itid=likumi&id=10&tid=50&l=EN>

**Law On Institutions of Higher Education**. With amendments to 02.03.2006. (3) Institutions of higher education shall promote continuing education studies and shall participate in the activities of continuing education. They shall co-operate among themselves, as well as with scientific research institutions and other educational institutions. Institutions of higher education shall co-operate with the institutions of higher education of other states, promote this co-operation, as well as promote the exchange of students and academic staff between the institutions of higher education of Latvia and foreign states.

6. [www.laea.lv/60/section.aspx/36](http://www.laea.lv/60/section.aspx/36)

**Basic Guidelines of Lifelong Learning Policy for 2007–2013**. Reads that „Lifelong learning policy is based on the idea that the individuals personal growth shall be promoted, as well as self-development in every life stage, all life spheres

	<p>during the whole life, thus creating preconditions for the development of inhabitants initiative, adaptation abilities and reaching the social integration, employment, active civil participation.” First attempt to understand what LLL is, gives terms and explanations, does not mention APEL.</p> <p>7. <a href="http://www.muzizglitibavisiem.lv/lifelonglearningforall.lv/">www.muzizglitibavisiem.lv/lifelonglearningforall.lv/</a> This is the main database of LLL in latvia, research and development projects; Only in Latvian.</p> <p>8. <a href="http://www.laea.lv/65/view.aspx">http://www.laea.lv/65/view.aspx</a>  <b>Latvian Adult Education Association homepage.</b> Also contains links to LLL in latvia, research and development projects. Latvian Adult Education Association (in Latvian – Latvijas Pieaugušo izglītības apvienība), LAEA, is a non-governmental, non-profit organisation, which unites adult education providers in Latvia – both individuals and organisations. LAEA was founded on December 14, 1993 with support from Latvia's Ministry of Education.  The aim of LAEA – to promote development of non- formal adult education systems and to participate in life-long learning policy making, thereby promoting development of a civic, democratic and open society in Latvia. Since its establishment LAEA has gained valuable experience in organising various activities on local and national levels. LAEA has created a co-operation network of adult education providers from all towns and districts of Latvia, prepared trainers, elaborated and approved training programmes, training and methodological materials. LAEA is <u>one of the leaders of the APEL</u> movement.  <a href="http://www.laea.lv/69/section.aspx/79">http://www.laea.lv/69/section.aspx/79</a> "Managing Quality of Adult Education in Europe" 2004 - 2006. LAEA EU Leonardo da Vinci project that initiated APEL movement in non-formal education. Project ID number LV/04/B/F/PP-172.003.</p>
Experts, key people	 <p>1. <b>Dr. ANDREJS RAUHVARGERS.</b> Secretary general of the Latvian Rectors Council. Responsible for the Bologna process, National Qualifications Framework, strongly supports APEL process and the role of higher education institutions in LLL</p>



2. **Prof. TATJANA KOĶE.** Minister of Education and Science. Long time member of the Latvian Adult Education Association, supports APEL development and University LLL. Responsible for all the formal documents, laws, regulations on education and LLL.



3. **Dr. DAGMĀRA BEITNERE.** Assistant Chair of the National Development plan Educated and creative personality working group. Responsible for the ULLL and supports University leading role in APEL.



4. **Dr. TATJANA VOLKOVA.** Chair of the Latvian Rectors Council, Rector of the Banking University, Chair of the National Development plan Educated and creative personality working group. Strongly supports APEL process and the role of higher education institutions in LLL.



5. **Mrs. INGRIDA MIKIŠKO.** Director of Latvian Adult Education Association. Initiated APEL process for non-formal education. Leading role in development of Basic Guidelines of Lifelong Learning Policy for 2007–2013.



6. **Mrs. BAIBA BAIKA.** Head of Vidzeme university College Lifelong Learning Association. Chair of the Board of Latvian University LLL Network. Initiated APEL process for formal education. Responsible for APEL system development and implementation withing higher education.