

**CONFINTEA MID- TERM REVIEW 2003
SIX Years After CONFINTEA V:**

**Status and Future
Prospects of Adult Learning**

Latvia

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Chapter 1: Building up Structures and Institutional Frameworks: Policies, Legal provisions, Delivery System and Innovations

The start of education reform was assured by the adoption of the Education Law on June 19, 1991. The term adult education was not used in this law. This law spoke on improvement of vocational qualification and retraining – the terms and understandings which came from the Soviet education system.

Firstly the term ‘adult education’ was used in the amendments of the Education Law in August 17, 1995. There it was stated that responsibility of district municipality is to organize adult education, but there was no definition of the term.

Since then adult education is the responsibility of district municipality. Almost every district municipality has its Adult Education Centre.

Adults as education target group were firstly mentioned in the new Education law adopted on October 29, 1998.

The definition of adult education is:

Adult education – a multi – dimensional educational process of persons, which, ensures the development of individual and his or her ability to compete in the labour market during the course of a lifetime of a person.

As in the previous law the responsibility of district municipalities is to organize adult education.

Adult education programmes are classified as specific types of educational programmes.

Before the amendments of May, 2000, it was said in the Education law (adopted by the Saeima on October 29, 1998) that *the content of adult education programmes, the procedure of their elaboration and implementation, the standards of adult education, financing and other items are regulated by Adult education law.*

So, for some time there was an idea of by-law on Adult education. Later on it was decided that taking in mind an idea of life-long learning it is not useful to adopt special law on Adult education. More general items of adult education should be implemented in law on Education, but more specific items in the Professional Education Law, General Education Law and Law on Institutions of Higher Education. At the moment 46 section of Law on Education¹ what regulates adult education programmes states:

(1) *Formal and informal educational programmes may be offered for each type of adult education`1*

(2) *The procedure for implementation of adult education programmes is determined by this Law, the Law on Vocational Education, the Law on Institutions of Higher Education and other regulatory acts;*

¹ Education Law – adopted by the Saeima on October 29, 1998 with amending laws of August 5, 1999; November 11, 1999; May 11, 2000; May 10, 2001; July 5, 2001; September 20, 2001.

- (3) *Non-formal adult education programmes shall determine the contents of this education and its conformity with the interests of state and employers and personality development; adults have the right to enrol in these programmes throughout their life regardless of their previous education;*
- (4) *Non-formal adult education programmes and course programmes shall be design and implemented by educational institutions, as well as other legal entities of natural persons independently or in co-operation with customers;*
- (5) *Educational institutions established by the state and municipalities have the right to implement non-formal adult education programmes without a licence, other legal entities and natural persons – after obtaining a licence from the respective municipality;*
- (6) *Adult education may be financed from:*
 - 1) *state and municipal budget;*
 - 2) *employer's resources;*
 - 3) *learners' resources;*
 - 4) *donations and gifts;*
 - 5) *other resources.*

General secondary education is regulated by General Education Law². There are no special general secondary education programmes for adults but it is possible to acquire general secondary education in evening or shift schools where the educational process is organized in a way giving possibility for adults to learn. The graduates of evening or shift schools pass the same exams and receive the same document as graduates of full time general secondary schools.

Vocational education and training is regulated by Professional Education Law³. The amendments to the Law of 5 July 2001 determine 2 new types of vocational programmes:

Further vocational education programmes and continuing vocational education programmes.

Further vocational education is a specific type of vocational education which allows adults with a certain educational background and professional experience to acquire a certain level of vocational qualification. Graduates of these programmes receives a certificate of vocational qualification where the qualification and it's level (2, 3 or 4). Qualification of the fifth qualification level cannot be acquired through further vocational education programmes. It can be acquired through higher education what is regulated by Law on Higher Education Establishments.

Amendments in the Law on Vocational Education provide that a programme of further vocational education contains not less than 30% of the compulsory professional subject matter contained in the national education standard for vocational education or secondary vocational education programmes, or not less than 30% of the compulsory content of the national standard for first level higher vocational education programmes. In this way the relationship between the content of initial vocational education programmes and of further vocational education programmes is defined.

² General Education Law – adopted on June 10, 1999, amended on August 5 and September 23, 1999; June 20, 2000; September 14, 2000; October 31, 2002.

³ Professional Education Law – adopted on June 10, 1999, amended on July 5, 2001.

On 1 September 2001, Regulation No. 383 (2000) of the Cabinet of Ministers “On vocational qualifications which are acquired by passing centralised qualifying examinations” came into force. This regulation confirms the list of second and third level qualifications which are conferred after the passing of centralised qualifying examinations. Centralised examinations must also be taken by persons who complete further vocational education programmes.

Continuing vocational education is a specific type of vocational education which allows persons, regardless of their age, prior education or vocational qualification to acquire systematised vocational knowledge and skills. The graduates of those programmes receive certificate of completion of continuing vocational education programme, but it does not give a certain qualification. The length and content of continuing vocational training is determined by the training programmes.

Further vocational education programmes are formal education programmes, but continuing vocational education programmes are non-formal education programmes.

Higher education is regulated by the Law on Higher Education Institutions⁴. By its nature higher education is a formal education for adults. All higher education programmes give a certain number of credit points after completion of each course so it makes more easy to stop studies and continue them afterwards or to go to other institution in Latvia or abroad. Latvian credit points are comparable to ECTS. To ensure the process of lifelong learning higher education institutions are providing also distance education and continuing education courses. Some Latvian higher education institutions offer to study in their academic or professional programmes via internet. The discussions about the quality of such education is going on raising the question should such programmes be accredited specially as distance education programmes or not. The Education Law defines distance education (an extramural (part time) method of acquiring education, which is characterised by specially structured educational materials, individual speed of learning, specially organised evaluation of educational achievement, as well as utilisation of various technical and electronic means of communication) is a subcategory of part – time education.

The responsible ministry for development of adult education is Ministry of Education and Science.

Cabinet of Ministers regulations No557 (2002) The Statutes of Ministry of Education and Science determines that one of the ministry’s tasks is to promote the development of non-formal adult education.

At the moment there is no division responsible for the development of adult education in the ministry.

In October 2002 the Saeima accepted The Concept of Education Development 2002 – 2005. The Concept of Education Development sets up the goals of the development of the education system for 2002 – 2005 and the directions of action to achieve them.

The Concept of Education Development was produced in pursuance of the objectives and directions of action set out in the Latvian Long-term Economic Strategy, the National Development Plan, the National Employment Plan, the Memorandum on

⁴ Law on Higher Education Institutions – adopted on November 2, 1995, amended on December 27, 1996; December 28, 1999; November 23, 2000.

Lifelong Learning of the European Commission and the guidelines of social and educational development under the UNESCO Education for All programme, and the education policy planning documents developed before 2002.

The common goal of the Concept of Education Development is:

Ensure changes in the education system to promote the formation of a democratic and socially integrated society based on knowledge and the raising of competitiveness of Latvian population and national economy, and simultaneously to preserve and develop cultural values typical of Latvia.

The goals of the Concept of Education Development are:

Improvement of education quality of every stage and type of education to meet the needs of social and economic development

Granting of access to education for the Latvian population in the context of lifelong education

Increase of cost-effectiveness of each stage and type of education

The implementation of these ideas will be successful if only practical projects are following. Very important idea what is under discussion now is the possible evaluation of non-formal and informal education. And making it possible to get formal qualification after such education.

Ministry of Education and Science has tried to implement the idea of lifelong learning for upgrading qualification of vocational education teacher. The Vocational Education Teacher Certification Committee instated by the Minister for Education and Science evaluates and takes decisions concerning the compliance of knowledge and skills acquired by teachers through professional development courses or through self-learning to the Model Basic Vocational Education Teacher Training Programme (authorised by Ministry of Education and Science Decree No. 346 of 3 June 2002 “Concerning the Model Basic Vocational Teacher Training Programme”).

Conferral of the above-mentioned certificate is regulated by Decrees of the Minister for Education and Science No. 420 “Concerning the Model Certificate” and No. 419 “Concerning the regulation for certification of vocational education teachers” of 26 July 2002.

The main providers of adult education are local government training centres, institutions subjected to ministries or collaborating with them, professional associations, higher education establishments, regional training centres of enterprises, other public and private educational establishments.

There are 171 adult education institutions registered in the Register of Education Institutions,⁵ 6 of them are state owned, 13 - local government, 150 - private and 2 - private with state investment.

⁵ <http://www.liis.lv>

123 or 91% are registered in Riga.

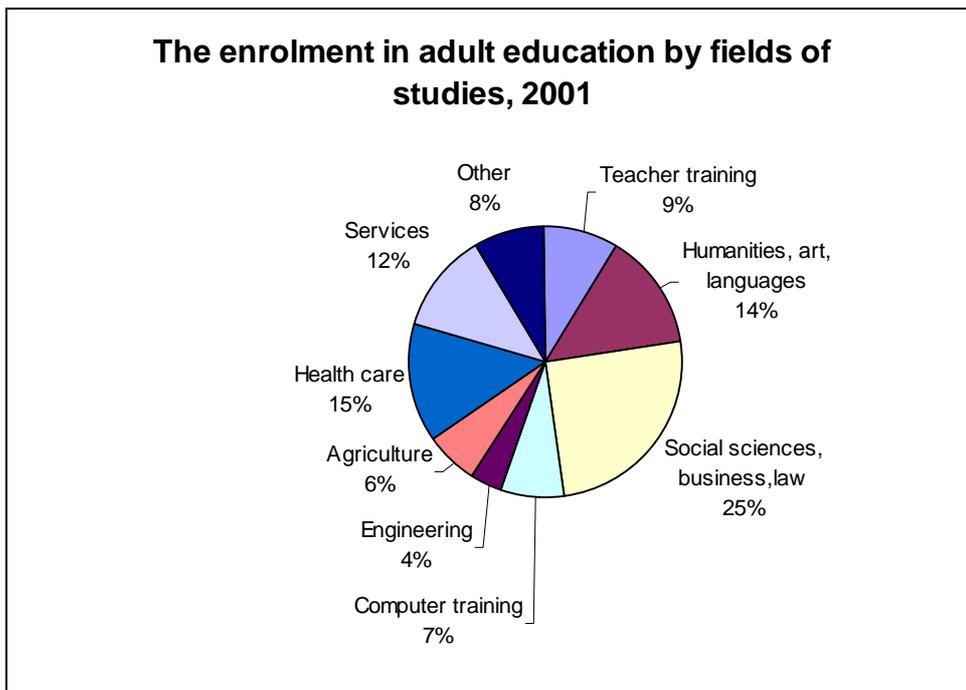
As it is allowed for other education institutions to provide adult education programmes as well, the number of institutions providing adult education is larger.

Year	Institutions providing adult education	Programmes, number	Enrolees, number
1999	390	6044	210777
2000	367	4456	196160
2001	367	5101	204856

Source: Education Institutions in Latvia at the beginning of the school year 2001/2002 – Riga: CSB, 2002.

According to the Central Statistical Bureau (CSB) data in 2001 the most popular adult programmes were

- Economic education programmes (34438 trainees)
- Health care and social work (29357 trainees)
- Drivers courses (20712 trainees)
- Teacher training (18205 trainees).



Source: Education Institutions in Latvia at the beginning of the school year 2001/2002 – Riga: CSB, 2002

According to the Continuing Vocational Training Survey carried out by CSB in 1999 only 53% of the Latvian enterprises provided in-service continuing vocational training. Only 12.4% of the total number of employees attended continuing vocational training courses in 1999.

Approximately the same situation is seen from the Labour force survey of 2002.

The participation of population aged 15 – 74 in continuing (additional) education, 2nd quarter 2002

By motive to perfect one's knowledge	Employed 100%	Jobseekers 100%	Economically inactive 100%
Participated in courses, seminars or training	6.8	6.9	1.9
To get skills for a job	17.9	28.3	7.7
To perfect professional knowledge	75.5	61.2	74.3
General interest	6.6	10.5	18.1
Did not participate in training	93.2	93.1	98.1

Source: Labour Force Surveys: Main indicators (in the 1st half of 2002) – Riga, CSB, 2002.

In the year 2001, 94 education establishments (both public and private) participated in the tender procedure (organized by State Employment Service) for state funding for unemployed training and retraining courses, with a total offer of 1362 training programmes.

In 2001, 10 269 persons participated in the training programmes for unemployed.

According to the data available in CSB annual spending of the state budget devoted to adult education institutions (including the training and retraining of unemployed and training of civil servants) has decreased. The training of unemployed, civil servants and teachers are the main areas financed from state budget. There are different sources of funding of adult education: payment made by participants, employer's contribution, contribution made by non-governmental organizations, payments made by local governments and the government contribution.

Funding of adult education institutions (including the training and retraining of unemployed and training of civil servants (thousands LVL)

	1999/2000	2000/2001
Total annual funding	11568.9	10629.4
Of which:		
From the state budget	5545.2	4763.7
From the local governments budget	393.5	415.9
Participants payment	2633.3	2659.4
Payment made by enterprises and organizations for training of employees	2836.9	2581.8
Other sources	160.0	208.6

Source: Central Statistical Bureau data

Employers supported continuous vocational training is available mainly in large-scale economically stable enterprises. These enterprises usually have enough funds, staff development strategy, training centres as well as the strong motivation to develop long-term business.

It is difficult for small and medium size enterprises to allocate funds for staff development programmes because of financial difficulties.

National taxation system does not stimulate employers to invest in the education of employees. It is necessary to increase the contribution of employers in human resources by the means of taxation system.

Chapter 2: Increasing Investments in Adult Learning

Socio-economic background

Economic activity in Latvia has been increasing since the mid 1990's, and this trend is continuing. An integral part of economic development in Latvia is a knowledge-based state and society, which is one of the prerequisites for the promotion of a stable increase of prosperity and improvement of the standard of living

Economic development

The hitherto consequent reforms have solidified the foundation of a market economy, created a stable macroeconomic environment and garnered the trust of investors. This is reflected by the dynamics and structural changes of the gross domestic product (GDP) In 1997 the per capita GDP was 1326 LVL (adjusted for inflation), or 2283 USD, but in 1998 and 1999 the growth rate was not very high – 3.9% and 1.1%, respectively. However, in 2000, the GDP increased by 6.6% (compared to the previous year) and in the first quarter of 2001 it continued to increase, which indicates that Latvia has overcome the influence of the Russian economic crisis.

Global economic conditions have influenced the rate of economic development in Latvia. Due to external factors, development in Latvia in 1998 and 1999 did not meet its potential, while in 2000 and 2001 growth has been the most rapid among the Baltic countries. It is significant that at this time increase can be observed in almost all economic sectors. In three sectors alone – commerce, processing industry and transportation and communications – increased output produced almost 2/3 of the increase in GDP. The government has targeted an annual 5-7% increase in GDP for the next few years, which follows from the Declaration of the Cabinet of Ministers and is based on the forecasts on economic development in Latvia by the Ministry of Economics.

According to EUROSTAT data, in the year 2000 per capita GDP in Latvia was only 29% of the average EU indicator. It must be noted that there are broad socio-economic gaps among the various regions in Latvia. So, for example, in Latgale and in Vidzeme the GDP was respectively 16% and 19% of the EU average, while in the region of Riga it was 37%. This trend has continued also in the year 2000, as the per capita GDP in Latgale is the lowest – twice as low as for the region of Riga.

The privatisation programme, passed by the Cabinet of Ministers (CM) on 21 February 1995, is drawing to a close. Large-scale privatisation in Latvia (1994-2000) has ensured an unceasing increase of the private sector. The proportion of the private sector in the total added value (see fig. 1) in 2000 reached 68% (65% in 1998) and it employs 71% (68% in 1998) of the economically active population in Latvia.

One of the most important areas of state support is the promotion of small and medium enterprise (SME) development. In the year 2000 in Latvia there were approximately 39,000 SME; the distribution according to size of the enterprise is similar as in the EU – 78% microenterprises, 18% small enterprises and around 4% medium enterprises, but there is a great difference in the following indicator of

economic activity: number of enterprises per 1000 inhabitants – in Latvia it is 16-17, however in the EU it is 40-60. The contribution of SME to the GDP has increased from 57% in 1996 to 65% in 2000.

The Ministry of Economics is responsible for the implementation of the National Programme for the Development of Small and Medium Enterprises (1997-2000), which was passed by the Cabinet of Ministers in 1997. The co-ordinators of the programme consider the most significant achievement to be the government's approval of the Action Plan for Providing Credit to Small and Medium Enterprises, the implementation of which was granted 3.2 million LVL worth of state guarantees (a loan of 7.1 million EUR). This has made it possible to create 453 new jobs. The drafting of the next national programme (for 2002-2006) has begun; the main types of activities planned are: improving knowledge of entrepreneurs, developing a quality labour force, ensuring access to appropriate information, access to financial resources. Real support to SME is also provided through the PHARE programme's grant of 2.4 million euros.

Government and foreign investments are very important to the economy. Foreign direct investments in 1997 made up 9.3% of the GDP (6% in 1999, 5.7% in 2000). There are significant disparities in the dispersion of foreign investment, as 65% of the total investments in Latvia are concentrated in Riga and the surrounding region. In the course of time, changes have taken place in the structure of investment. If in the beginning of the 90's it was channelled mostly to agriculture, food production and construction, then in the mid-90's it was put into ports, telecommunications, as well as manufacturing, but in the year 2000 foreign capital investment went into transport and communications, financial services and manufacturing. More than 50% of direct foreign investment in Latvia comes from countries of the European Union.

Government investment is mainly utilised for the financing of infrastructure. In 1997 the financial resources allocated to the national investment programme made up 2.7% of GDP (3.5% in 1999; 4.4% in 2000).

In March 2000 the Cabinet of Ministers approved the green paper "On support for investment projects of significance for the national economy", which provides for the promotion of significant investment projects including measures for training and upgrading skills. The national investment programme for 2001 provides for an increase in budgeted investment of 30% as compared to the year 2000.

In the year 2000, two main projects for attracting funds to the education sector were implemented. These were the establishment of the Latvian Education Information System (2 MLVL) and the Education Development Project, where funds were allocated both to renovation of school buildings and to the improvement of the content of education (3.2 MLVL).

Lasting growth is forecasted also for the coming years, because the level of investment is high and it is possible to receive support from the EU Pre-structural funds which serves to improve the business environment.

Preparation for access to European Structural Funds

Preparations for work with the European Structural Funds are taking place within the framework of the EU Phare programme's "Special preparatory programme for implementation of the European Structural Funds". By mid 2001, 277 employees of national and local government and social partner organisations had attended courses and seminars in the framework of this programme's projects. The national centre for

staff training for work with the EU Structural Funds is the School of Public Administration.

In the year 2000, the second phase of the Leonardo da Vinci programme was opened. Latvia is a fully participating member in this programme. In the year 2000, within the framework of the Leonardo da Vinci programme 54 mobility projects with a total of 289 beneficiaries were selected (total funding – 446,194 EUR), in 2001, 56 projects with 302 beneficiaries were selected (total funding – 458,780 EUR). In the year 2000, 22 vocational education establishments and 2 higher education establishments participated in the Leonardo da Vinci programme. The State Employment Service also actively participates in this programme.

In the year 2000, 2 pilotprojects were selected (390,000 EUR), in 2001 – 3 pilotprojects (620,000). Eighteen Latvian institutions participated as partners in projects promoted by other Latvian and foreign organisations in the year 2000 – 27 in 2001.

Projects of the Leonardo da Vinci programme are important for the development of vocational education, because they make it possible to acquire experience and to compare the situation in Latvia and other countries.

In the Year 2000, in co-operation among partners from Latvia and the EU, the EU-funded TEMPUS project “Development of Further Education in Latvia” was implemented. Within the project five further education modules were elaborated. They are aimed at persons working in the public administration whose duties are related to European integration issues. Within this TEMPUS project the Further Education and European Integration Resource Centre was established and equipped with the purpose of meeting the needs of public administrators and other target audiences.

Within the ETF project “Reshaping the focus and structure in VET teacher and trainer training” the following activities have taken place:

- the conference “Development of vocational education in connection with labour market requirements”;
- 5 seminars and 4 workshops (in co-operation with Finnish partners);
- development of guidelines on improving teaching and learning methods;
- development of guidelines for trainers of vocational teachers;
- the Teacher Training Network project (in co-operation with CEDEFOP);
- participation in the Latgale regional education exhibition (presentation of 2 information materials and the seminar “Current events in further education of vocational teachers”).

For the preparation of pre-accession activities in agriculture and rural development, in 2001 the Danish-Latvian project “Support for the implementation of the SAPARD programme” was implemented. Within the rural development plan of SAPARD the accompanying measure No. 1, “Training”, has been elaborated. The justification of the project states: “Vocational training in rural areas will be targeted toward the retraining of labour resources leaving agriculture, farmers and young people with training in agriculture, thus creating opportunities for access to alternative employment in other sectors. The other training emphasis will be on acquiring knowledge in meeting agricultural production quality, environmental protection and

animal welfare standards at farmsteads, thus creating preconditions for the manufacture of competitive, environmentally safe and healthy produce.

Law on Education states five sources for the financing of adult education:

1. The budget of the state or municipalities,
2. Resources of employers,
3. Resources of participants,
4. Donations and grants,
5. Other resources.

According to the data provided by the Latvian Adult Education Association, the adult education is being financed by:

- Payments made by training participants – persons who are aware that additional knowledge will help them to maintain their employment or favor their career;
- Employers' contributions – investments in education are made by those enterprises who consider training as a tool for improving competitiveness, predominantly, these are enterprises who employ over 50 persons, as well as those that have been founded through foreign investment;
- Non-government organizations – these are organizations that are interested in education of their members or of society as a whole;
- Local governments – support training that meets local needs; there are local governments which earmark a certain percentage of income for adult training;
- The government – funds adult training in two ways – through the State Employment Service training for the unemployed, and through the State Civic servants school and other institutions under the authority of various ministries that hold responsibility for the further education of persons employed in certain sectors.

There is no tax relief for those employers who invest in the further education and training of their employees.

Chapter 3: Increasing Participation

Economic activity of the population

The number of economically active inhabitants (age 15 and older) has been decreasing since 1996, and in November 2000, it was 1.1319 million, or 50.400 less than in 1996. In cities economic activity (58.5%) is only slightly higher than in rural areas (52.9%), moreover it is generally lower for women than for men. An important regularity is that along with the increase in level of education, the level of economic activity increases. Men and women with a university diploma are almost twice as economically active as men with a basic education (79.2% and 76.6% respectively, versus 46.4%), and there is an even greater difference as compared with women having completed basic education (25.6% economic activity).

Employment

The total number of employed persons in the country has been decreasing since 1997 and in November of 2000, it was 966,800 persons, which is 48,100 fewer than in 1997 and 22,700 fewer than in November of 1999. Thus the proportion of employed persons within the total population has also decreased in 2000 as compared to 1999 (48.5% and 49.8%, respectively).

Slightly more than half of the total number of employed persons (54.6%) is 25-44 years of age. Within the last year the proportion of employed has dropped most sharply among the 15-24 and 65+ age groups. The low level of employment among young people is to some extent related to the sharp increase in the number of students attending schools.

During the last four years, since labour force surveys are conducted according to the methodology of the International Labour Organisation, the employment level of the population has in essence remained the same, and in May 2000 it was 48.6% which compared to economically developed countries is rather low.

Source: Statistical Yearbook of Latvia 2001 – Riga, CSB, 2001.

Two thirds of the employed have completed either general or vocational secondary education (62%), but one fifth (21.8%) have completed higher education. Only 16.2% of the employed have completed basic education, or less. Even though the total number of employed is decreasing, in 2000 as compared to 1999 there is a slight increase in the number of employed women with a higher education.

In the structure of the employed population the number of employers has increased by 16.5%, but the number of employees and self-employed persons, as well as unpaid family members or relatives has decreased.

Structural changes in employment

In Latvia structural changes in the economy are ongoing, which is demonstrated by the shifts in employment among various economic sectors.

In November 2000, as compared to November 1999, there has been a marked decrease in the number of those employed in agriculture, as well as in the processing industry, in public administration and defence and in the social welfare system. At the same time there has been an increase in other public services, social and individual services, commerce and household appliance repair, financial intermediary services. Thus the trend of increasing employment in the service sector established in the past few years is continuing.

Employment in the private sector

As was previously mentioned, the private sector is continuing to grow, and in the year 2000 it employed 71% of the total number of employed.

In the May 2000 Declaration of the Cabinet of Ministers one of the most important objectives was seen to be the creation of conditions for rapid economic development in Latvia, which are characterised among other things by increased investment, which in turn is made possible by the creation of a favourable environment for business. One of the preconditions is to create a training and up-grading system for executives and managers, possibly in co-operation with the network of Business Development Centres.

The private sector is also experiencing an increased demand for employees with a high level of education and good practical skills. The number of job vacancies in the private sector has a tendency to increase.

Employment opportunities for graduates

As previously mentioned, the level of employment for young people ages 15 to 24 is low (28%) and it has a tendency to decrease even further (November 1999 to November 2000 by 3.3 percentage points). This is partially related to the increased enrolment at higher education establishments and vocational secondary schools, whereby fewer young people enter the labour market. Since young people graduating from secondary school have neither professional skills, nor work experience their chances for competing successfully on the labour market are slim. A great deal of young people is oriented toward acquiring a higher education. There are still no national data available concerning the employment of graduates (the CBS Labour Force Survey does not include these positions) and therefore it is difficult to evaluate the situation in employment of graduates.

Unemployment

Under the influence of the Russian economic crisis the highest **level of registered unemployment** was in April of 1999 (10.2%); as of May it began to decrease and at the end of 2000 registered unemployment reached a level of 7.8% of the economically active population. However, the real level of unemployment is higher. According to calculations done by the CBS (according to methodology developed by the International Labour Organisation) within the labour force survey of May 2000 it was 13.1%. According to expert opinion real unemployment has remained at this rate (13-14%) for several years now. The regularity also remains that unemployment is higher among representatives of simple professions (every fourth person), but much lower among representatives of more highly qualified professions. There still remains a marked regional discrepancy, for example in Latgale the unemployment level is the highest – over 20%.

At the end of the year 2000 the number of **long-term unemployed** slightly decreased, however the proportion of long-term unemployed among the total number of unemployed registered by the State Employment Service (SES) is great – 28.7%. If at the end of 2000 there were 11% long term unemployed among the total number of unemployed in the region of Riga, then in the region of Latgale there were 44%.

The Labour Force Survey of the Central Bureau for Statistics (CBS) makes it possible to ascertain the number of persons who are without employment and who are seeking work with the assistance of the SES or through other channels. The number of job-

seekers rapidly decreased in the period November 1996 to November 1997 (by 45,500), but the decrease is still continuing in November 2000 (2,200 fewer than in November 1999).

As shown by the labour force survey conducted by the CBS in November 2000 the highest proportion of **job-seekers** among the economically active population was ages 15-24.

Labour market policy

In order to implement the green paper passed by the Cabinet of Ministers in 1999, an annual employment plan is drafted within the context of EU requirements. If in the year 2000 it included 36 employment promotion activities, then in 2001 it included 43 activities with a total budget of 16 MLVL. The main activities include improving employability, promoting entrepreneurship, promoting the adaptability of enterprises and their employees as well as ensuring equal opportunities policies.

The priority areas for employment policy in Latvia in 2001 are:

- improving the quality of the labour force;
- promoting youth employment
- decreasing the period of unemployment;
- labour market insertion of pre-retirement age jobless;
- improving services to job seekers and the unemployed.

The National Employment Plan (NEP) also provides for the development of the initial and continuing vocational education system according to national economic development and labour market demand. Activities are planned to concentrate the funds of the National Investment Programme into the development of multi-profile education establishments which should be able to ensure the provision of continuing training for profiles in demand on the labour market.

Future skill needs of the economy

No set of forecasting methods has been developed yet on the national level and it is difficult to make future projections on what kinds of professions and how many employees will be needed. Employers surveys are organised (by the State Employment Service) on the regional or sectoral level, according to which it is possible to judge what kind of profile will be in demand in the near future (in 1 year or slightly longer). The surveys indicate that:

- there is little demand on the labour market for workers with a low qualification and there is no demand for workers without professional training;
- there is increasing demand for qualified workers and craftsmen, equipment and machine operators;
- employers require workers with the capacity to work with modern equipment and new technologies, good national language skills and knowledge of several foreign languages, as well as employees who have training in various professions (profiles).

In July 2001 the Cabinet of Ministers passed the Long-term Economic Strategy of Latvia, prepared by the Ministry of Economics.

The Ministry of Economics forecasts good development opportunities for the following traditional economic branches:

- Branches which are related to utilisation of forests, labour intensive wood processing (lumber, furniture, paper, cellulose, printing, wood chemistry);

- Textile manufacturing, apparatus and equipment supply, ship building and repair;
- Biodynamic and non-traditional agriculture (including non-food production);
- Services;
- Cargo transit;
- Tourism;
- High technology branches (information and communications technologies, pharmacology, chemicals and their applications).

The survey conducted by the SES in 2000 also shows that employers project an increase in the number of employed in processing industries, financial intermediary services, commerce and service sector enterprises. However, all of these sectors require qualified workers, not just cheap labour. The greatest demand registered by the SES was for qualified workers and craftsmen, but the greatest supply is of representatives of simple professions.

This again demonstrates that in the future there will be a need for workers who are able to work with new technologies and are capable of quickly learning new technologies. Therefore it is important for vocational education establishments to provide basic professional skills and the capacity to learn, the awareness that school learning is only the foundation for further individual development and that it will certainly not be sufficient for the extent of one's career.

In February of 2001 the government passed the strategic memorandum on the National Development Plan. It mentions that the priority objectives for the improvement of the quality of labour to meet labour market demands are:

- development of systems for vocational training, higher education, continuing education, re-training and general education based on labour market demand;
- provision of continuing training opportunities for the employed;
- provision of continuing education and re-training opportunities for the unemployed;
- provision of an effective basic education and initial vocational education system for young people;
- promotion and development of social dialog on a regional level and bilateral dialog between employers and unions within enterprises;
- provision of equal opportunities on the labour market regardless of gender.

Discussions of the "Life-long Learning Memorandum" elicited the following list of most important basic skills in Latvia:

- knowledge of foreign languages, including Russian;
- ability to work with information and communications technologies;
- social skills – capacity for social and political participation, for taking risks, entrepreneurial spirit, communications skills, capacity for dealing with problems and conflicts, tolerance;
- ability to learn;
- capacity for acquiring, analysing and sharing information;
- functional literacy and numeracy;
- business skills, including an understanding of the economic, social and legal business environment;
- ability to drive a car.

One of the main ways to improve the skill level of the general population, and especially that of young people, is to provide initial and in-service training for education workers, so that they can acquire an excellent level of basic skills and serve as a personal example to children, young people and adults.

Civic participation

Civic education activities in Latvia are promoted by the Latvian Adult Education Association, its primary goal is to facilitate the development of the adult education system in Latvia and to participate in continuing education policy making, thus encouraging open and democratic civic development according to contemporary demands. The LAEA consider civic education as an important tool in order to promote civic participation.

This work was started in 1994 and 1995, when the LAEA implemented project "Contribution of non-governmental educational organizations for strengthening community structures in Estonia and Latvia.", supported by the PHARE programme. During this project, the creation and development of 26 regional Adult Education centers in Latvian districts and towns was supported, and administrators and teachers were training and prepared for fulfilling their basic duties.

From 1997-1999 within PHARE project "Civic Education As Means Towards Democratic society" civic education programmes for inhabitants were prepared and published, trainers and multipliers prepared. Handbooks, videos and other training and methodological materials were successfully prepared, later widely used for civic education activities. Next important step in this development was project "Civic Education for Integration of Local Community", specifically oriented towards senior inhabitants from different ethnical minorities.

Responsible bodies

The Ministry of Education and Science is responsible for the formal adult education that includes – general, vocational, and higher education. The Ministry of Welfare is responsible for the vocational training and re-qualification of the unemployed and job seekers.

The Law on Education determines that it is the competence of regional governments to organise adult education. 27 Adult Education Centers were opened following the Recommendation of the Cabinet of Ministers "Model regulations on adult education centers" in 1995. Centers are institutions founded and run by local governments, which oversee and coordinate adult education in each respective town or region. The main purpose of the centers is to coordinate adult education in the region, compile information about adult educational opportunities and assure the availability and dissemination of this information.

Professional societies, associations and chambers are responsible for the professional growth of their members, since in many cases they confer the right to practice in a certain profession (provide certification).

The Latvian Adult Education Association (LAEA) was established in 1993; the organization unites legal entities and individuals actively involved in the field of adult education. The aim of the LAEA is to promote development of non- formal adult education systems and to participate in the creation of a life-long learning policy, thereby promoting development of civic, democratic and open society in Latvia. The

LAEA has created a co-operative network of adult education providers from all towns and districts of Latvia, prepared trainers, elaborated and approved training programmes, training and methodological materials.

Chapter 4: Research Studies in the field of Adult Learning

In the year 2000, The Ministry of Education and Science (MES) Department of Vocational Training and Continuing Education commissioned the following research:

- a continuation of the “Feasibility study on the implementation of vocational training using Latvian as the teaching language in classes where the native language is Russian”;
- “Study on the career paths of leavers of secondary education establishments”;
- “Economic analysis of resources needed for the implementation of vocational training programmes and calculation of normative coefficients”;
- “The role and niche of holders of fourth level vocational qualifications in the labour market in various economic profiles”.

The Latvian National Observatory has prepared the following studies in 2001:

“The modernisation of vocational training in Latvia – report on 2000”;
“Vocational training and the labour market”.

The MES Vocational Training Centre organises a biannual exhibition of methodological materials for vocational training called “Experience”.

Research on vocational education also takes place at higher education establishments in Latvia (including at the level of bachelor’s and master’s theses).

In 1999-2001 the Latvian Adult Education Association together with the Nordic Folk Academy (Sweden) and German Adult Education Institute (DIE) implemented a project within the framework of the Socrates programme called “Development of transferable adult education modules and creation of a regional strategic adult education programme”. As a result of this project an anthology called “Education for the Future of the Individual – Volume 1 – the situation in adult further education in the district of Madona; Volume 2 – the adult education strategy of the district of Madona”. This study made it possible to discover the actual circumstances in adult further education in rural Latvia. Since the situation analysis in the district of Madona attracted great public interest, the project was continued in 11 more districts (Ogre, Cesis, Talsi, Saldus, Limbazi, Jekabpils, Aizkraukle, Jelgava, Ludza, Aluksne, Daugavpils). The materials of the project have been compiled in the publication “Education for everyone – planning adult education and human resource development in 11 districts of Latvia”.

Main projects of LAEA during the last years

- 1999 - 2001. **“Development of Transferable Adult Education Modules and Creation of a Regional Strategic Adult Education Programme”** (EU Socrates Programme). In 11 districts of Latvia regional strategies for human resources and adult education development were prepared.
- 1999 - 2000. **“Basic Skills Education in Latvia”** (Soros Foundation Latvia and British Council). The need for basic skills education in Latvia was investigated and British experience in basic skills education was adapted.
- 2001 - 2002. **“Building Learning and Social Integration Pathways for Excluded Youth and Young Adults”** (EU Phare Access Programme). The target group of the

project was unemployed young adults with a low education level in Madona district. The project helped them to integrate into society and the labour market.

- 2000 - 2002. **“Learning 4 Sharing”** (Nordic Council of Ministers). A 160-hour education for adult education practitioners (KomPas) was developed. Also, a Nordic Baltic network of adult educators was established.
- 2002 - 2003. **“Initiatives for local development”** (Society Integration Foundation).
- 2002 - 2003. **“Civic Education for Integration of the Local Community”** (Society Integration Foundation).
- Since 1994. **Projects with the Nordic Folk Academy** in the areas of adult education, NGO development and cooperation with municipalities and social partners.

Chapter 5: Adult Educators/Facilitators' Status and Training

Training for teachers of professional subjects

Five Latvian higher education establishments – Riga Technical University, Liepaja Teacher Training College, Latvian University of Agriculture, Rezekne School of Higher Education and the Riga School of Teacher Training and School Administration – offer a specialised training programme of vocational pedagogy for vocational training instructors with a secondary vocational education background. These are programmes in which students learn pedagogy and psychology to earn the qualification of vocational school teacher.

Teachers of professional subjects who have completed higher education in a certain profile can acquire professional teacher training within one year at the University of Latvia Teacher Training Centre for Mature Students, or complete the standardised part of the bachelor's degree programme in pedagogy within two years at the Daugavpils Teacher Training University or the Rezekne School of Higher Education. Both of these options are intended for persons who are already employed in the vocational education system and who wish to improve their vocational qualifications. In Latvia there is only one training programme which partially prepares teachers specifically for work in vocational schools, that is the Rezekne School of Higher Education programme of professional studies in teaching of household and introductory economics with one additional major in work at vocational education establishments.

In-service training for teachers of general and professional subjects

In-service training for teachers is offered by the Teacher Training Support Centre (TTSC). In 2001, 81 in-service training programmes were funded from the national budget. Participants do not have to pay for participation in these courses. In order to determine which programmes receive national funding, the TTSC organises a tendering procedure. Courses specifically aimed at vocational school teachers are organised by the Professional Education Centre.

Teachers who attend programmes for a fee may receive a reimbursement of their training expenses from the In-service Teacher Training Support Fund. In the year 2000, 2,513 pedagogical staff has received reimbursements, which total 266,100 LVL. Reimbursement for training fees can also be received by students of the vocational pedagogy programmes at 5 higher education establishments in Latvia.

There is still considerable difficulty in continuing training for vocational education teachers in their subject area, because they not always have access to new technologies and working methods. This area is still wide open for co-operation between schools and employers.

Project for adult trainers

In 2000 – 2002 the Latvian Adult Education Association, together with the Nordic Folk Academy (Sweden), the Lithuanian Association of Education for Adults, and the Estonian Association of Non-formal Education for Adults are implementing the project for adult trainers. Within the framework of co-operation among Nordic and Baltic associations of education for adults the goals of the project were:

- to develop criteria for the competence of trainers of adults and for their assessment,
- to promote the training of adult trainers and multipliers in the participating countries, by developing and implementing a new training programme.

The results of the project in Latvia are:

- a new training programme for training of adult education practitioners of 160 hours duration,
- a “Handbook for Adult Education Practitioners”,
- well-trained trainers/multipliers for training of adults.

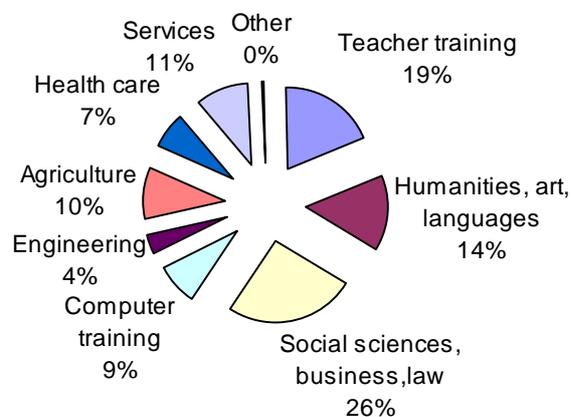
Chapter 6: Empowering Adult Learners

On 1 September 2001 the revisions to the Law on Vocational Education of 5 July 2001 came into force, which determine that further vocational education is a specific type of vocational education which allows adults with a certain educational background and professional experience to acquire a certain level of vocational qualification, while continuing vocational education is a specific type of vocational education which allows persons, regardless of their age, prior education or vocational qualification to acquire systematised vocational knowledge and skills.

However, these programmes have not yet been included in the Classification of Education of the Republic of Latvia and the CBS compiles education on all programmes of education for adults. Therefore, the term continuing education refers both to formal and to non-formal adult training programmes.

In 2000, according to data of the CBS, 196,160 persons (210,777 in 1999) participated in continuing education programmes. A total of 4,456 (6,044 in 1999) training programmes were offered. The information compiled by the CBS contains both formal and non-formal education programmes. The data of the CBS indicate trends.

The share of offered adult education programmes by sphere, 2000



Source: Education Institutions in Latvia at the beginning of the school year 2000/2001 – Riga, CSB, 2001

As can be seen, the most programmes are offered in social sciences – these are programmes having to do with entrepreneurship, for example, bookkeeping and taxes, real-estate brokerage, changes in legislation.

Continuing vocational education programmes are offered by state and local government as well as private providers and non-government organisations. According to data of the CBS, in the year 2000, 367 (390 in 1999) institutions were involved in adult training. Of these, 115 provided economic and legal training programmes, 105 – language courses, 92 – driving courses.

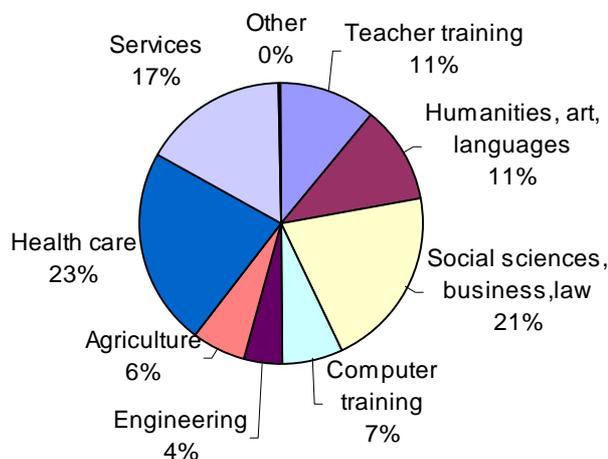
The main providers of continuing education are:

- private education establishments;
- professional associations, for example, the Latvian Chamber of Crafts, the Latvian Union of Medical Doctors, etc.;
- ministries and organisations under their authority, such as the Teacher Training Centre of the Ministry of Education and Science, the Latvian Agricultural Extension Centre, the Medical Professional Education Centre of the Ministry of Welfare, et al.;
- further education centres at higher education establishments;
- Adult Training Centres established by local governments at district level.

A part of providers of non-formal adult education have united in the Latvian Adult Education Association, a non-governmental national umbrella organisation, and member of the European adult Education Association, EAEA.

As indicated by data of the CBS, in the year 2000 the most popular programmes were health and social care (44,473 participants), economic education (24,342) and in-service teacher training (21,988) programmes. This could indicate that the professions of doctor, economist and teacher are those for which new knowledge is most important in order not to lose one's professional qualification. These programmes were the most popular last year as well.

The enrolment in continuing education by fields of study, 2000



Source: Education Institutions in Latvia at the beginning of the school year 2000/2001 – Riga, CSB, 2001.

It is interesting that according to the results of the November 1999 Central Statistics Bureau Labour Force Survey, 47% of all job seekers had an incomplete basic, a basic or a general secondary education, that is, they had no professional background, however, this group represents only 28% of the total number of persons who are involved in continuing education programmes. While at the same time, 9.7% of job seekers had completed higher education, and among those who attended continuing

education programmes 35% were holders of higher education diplomas. This indicates that more must be done in order to raise the general level of education of the population, because people with no particular professional background have difficulty becoming involved in continuing education, as they have no skills to up-grade and the learning process itself causes them difficulty.

Employer-sponsored staff training

The CBS, in co-operation with the Leonardo da Vinci programme, conducted a survey on the contribution of employers to the continuing vocational training of their employees. During the debates on the Life-long Learning Memorandum, it was concluded that enterprises who are aware of the continuously changing nature of the business environment willingly participate in the funding of staff training. The stimulus is the potential increase in profit which comes from the development and sales of more competitive services and products. Generally these are large-scale economically stable enterprises which have in place staff development plans, training centres, etc.

Small and medium enterprises which have comparatively lower profits find it much more difficult to invest in staff training, because ensuring survival is foremost.

In order to increase the contribution of employers to the training of workers, it is necessary to apply tax breaks to investment not only in technologies, but also in human resources, because technologies and equipment can't produce goods without the participation of human resources.

Retraining and upgrading training for the unemployed

Training and retraining for the unemployed are the most essential active employment initiatives for the improvement of employability and quicker reinsertion into the labour market. In Latvia these activities are organised by the State Employment Service (SES).

As of July 2001 the SES has begun the implementation on a pilot basis of two new active employment initiatives: practical training placements at enterprises for young people and subsidised employment for the disabled unemployed.

Within the framework of these pilot projects modularised training programmes for the unemployed have also been developed. More and more training for the unemployed takes place outside of Riga (the capital).

In the year 2000, 10,267 unemployed persons were sent for training and retraining. Eleven percent of the unemployed registered at the end of 2000 were sent for training, thus 36.6% (33% in 1999) of the unemployed who expressed a wish to undergo training upon receiving official unemployed status in the year 2000 were involved in training funded by the state. In 2000, 66.3% (50.6%) of those who completed training courses found employment. Of the unemployed persons sent for training and retraining in the year 2000, 44.7% did not have prior vocational education.

In the year 2000, 75 education establishments (both public and private) participated in the tender procedure for state funding for unemployed training and retraining courses, with a total offer of 935 training programmes.

In 2000 the majority of the unemployed were trained in the following programmes:

- training programmes in the service sector (sales, catering, hotel service) – 2,811 persons;
- training in the use of various types of computer programmes – 999 persons;
- a new qualification in engineering sciences and technologies was acquired by 844 persons;

- accounting programmes – 760 persons;
- various qualifications related to clothing manufacture – 693 persons;
- various types of business training programmes – 443 persons.

In 2000, using the testing-interview method, staff of the SES and training institutions determined the most suitable candidates for acquiring training, and this has produced results, as in the year 2000 the number of unemployed persons dismissed from training programmes has decreased by 324.

In 2000 the national budget funding available for training and retraining of the unemployed was 3,988,571 LVL, and this is 16.7% less than in the previous year.

Participation in individually motivated continuing education

There are no statistical data on the number of persons who have participated in individually motivated vocational training. The results of the interviews conducted in connection with the debate on the Life-long Learning Memorandum show that a graduated income, career opportunities, a secure future, as well as employer support stimulate the individual to contribute financially to his or her education.

While deterrents are: the lack of career prospects (nothing changes regardless of the employee's quality of work and level of knowledge), lack of time and money, laziness, lack of self-confidence.

Higher and vocational education establishments continuously develop new further vocational training programmes for the acquisition of vocational qualifications. These programmes apply modularization, distance learning, as well as traditional teaching methods.

There is much more difficulty as concerns the assessment of skills acquired through non-formal learning, as in the evaluation of the quality of such education. With Europe on the way to a learning society, this issue is becoming more and more pressing, since the changing needs of the labour market require that the individual is capable of quickly acquiring new skills and abilities, but the path of formal education will certainly be time-consuming and less up-to-date, since a certain amount of time must pass for the development, implementation and accreditation of new training programmes. Non-formal education can react to changes much more quickly.

The discussion on the assessment of skills and knowledge acquired through non-formal education has begun within the framework of the debate on the Life-long Learning Memorandum.

Chapter 7: Examples of Best Practice and Innovations

In 1999-2001 the Latvian Adult Education Association together with the Nordic Folk Academy (Sweden) and German Adult Education Institute (DIE) implemented a project within the framework of the Socrates programme called **“Development of transferable adult education modules and creation of a regional strategic adult education programme”**. As a result of this project an anthology called “Education for the Future of the Individual – Volume 1 – the situation in adult further education in the district of Madona; Volume 2 – the adult education strategy of the district of Madona”. This study made it possible to discover the actual circumstances in adult further education in rural Latvia. Since the situation analysis in the district of Madona attracted great public interest, the project was continued 11 more districts (Ogre, Cesis, Talsi, Saldus, Limbazi, Jekabpils, Aizkraukle, Jelgava, Ludza, Aluksne, Daugavpils). The materials of the project have been compiled in the publication “Education for everyone – planning adult education and human resource development in 11 districts of Latvia”.

Information on this and other projects implemented by the Latvian Adult Education Association can be found in the following homepage: <http://laea.from.lv>

Latvia participates also in Socrates Grundtvig2 projects. During 2001/2002 Latvia participated in 5 partnership projects, but in 2002/03 in 10.

Grundtvig2 partnership projects where one of the partners or coordinators is Latvian institution.

- A European basic model for validation of foreign professional competence;
- DELOA – basis for designing a social economic intervention project of rural population;
- European Summer Academy – sustainable development and implementation of concepts of intercultural learning;
- Sustainable development and modern information technologies;
- Best practice to develop learning cultures for lifelong learning;
- Theology – factory net;
- Adapted adult education in prison and how to follow up after release;
- CIAO! Communication via IT for adults on-line project;
- Education and training in ecotourism;
- Active citizenship in Europe.

The Latvian institutions involved in these projects are municipal adult education centres or institutions of higher education. It shows that municipalities are interested in development of adult education more than private institutions, which more are interested in getting profit from education.

Learning 4 Sharing / KomPas

Summary

Learning 4 Sharing was funded by the Nordic Council of Ministers and implemented by the Nordic Folk Academy, the Estonian Non-formal Adult Education Association, the Latvian Adult Education Association, and the Lithuanian Association for Adult Education from 2000 to 2002. One of the main goals of the project was to provide a possibility for Baltic adult educators to create training modules for adult education practitioners.

Aspects of Implementation

- In each Baltic country and in the Nordic Countries a core-group of 8 adult educators was established, which continued working on national and international levels. In the third year of the project they formed international teams and these teams prepared and conducted a seminars abroad.
- A criteria group consisting of adult education experts defined criteria for good adult educators and prepared assessment tools.
- Mainly on a national level Estonia, Latvia and Lithuania developed curricula for educations for adult education practitioners.

Significance

The project delivered three main benefits.

1. The international work and the networking between adult educators from around the Baltic Sea have provided new partnerships between different organisations and expertise on a wide range of topics: theory of adult education, adult education management, civic education, distance learning, and others.
2. The criteria defined by the criteria group provide the possibility of a new approach for the further training of adult educators: to focus on what are the characteristics of a good adult educator, and not exclusively to look on what knowledge and skills he / she needs.
3. New educations for adult educators. In Latvia a new training course has been developed, which is aimed towards different practitioners, dealing with the learning of adults, such as, educators, social workers, in-service consultants, trainers, etc.

The new education, called KomPas (**Kompetences pasniedzējiem**: competences for educators) has just been introduced, but already its significance and possibilities to foster adult education can be seen:

- The concept of lifelong learning and adult education is not widely understood in Latvia. The new product focuses on a concrete aspect - how to foster learning processes and how to ensure the effectiveness of these processes. This is an important aspect for most decision makers in the public, non-governmental, and private sphere, dealing with education. Through this angle it is possible to raise awareness on the importance of lifelong learning in general.
- As in most countries, there is a gap between private companies, state and municipal institutions, and non-governmental organisations. This is usually also reflected in the different choice of further education programmes from the

respective sides. KomPas offers a great opportunity to bring the different sides closer together. For the first course representatives from banks, big companies, the State Army, adult education centres, and NGOs have already enrolled. This diversity will enrich the course and result in new partnerships.

- KomPas is a first step towards a new quality system in adult education in Latvia. Most organisations dealing in adult education in Latvia are small (1 to 6 persons), therefore it is difficult to adapt quality systems from abroad, which are in most cases created for larger organisations and focus mainly on how to develop more transparent and effective procedures. In our situation it is important to develop a system, which on the one hand proves the quality of provided adult education offers, but on the other hand does not result in an unreasonable increase of bureaucratic procedures. KomPas can be seen as a first module in a quality system to be created in the future.

The course and outcomes of “Learning 4 Sharing” can be found on the project’s homepage: www.learning4sharing.nu

Latvian National Resource Centre for Vocational Guidance

In the year 2000, the Agency for Vocational Education Development Programmes (an enterprise established by the Ministry of Education and Science) Opened the Latvian National Resource Centre for Vocational Guidance (NRCVG). The NRCVG co-operates with similar organisations in Europe, together forming the Euroguidance Network.

The objectives of the NRCVG include:

- creation of information materials (publications, data bases, web pages) for use by vocational guidance practitioners and end-beneficiaries.
- participation in the international project ESTIA in the framework of the Leonardo da Vinci programme. ESTIA is a uniform data base on the internet that includes information on the education system, training providers, labour market, and professions of each participating country that contains links to relevant sites on each theme. The Latvian NRCVG is responsible for the development and up-dating of information on Latvia within the ESTIA project, as well as for the dissemination of information about the web site in Latvia.
- organisation, participation and dissemination of information at national and European education fairs, information events, seminars and conferences, in order to promote the development of the European dimension in education and training.
- support for the upgrading of training for vocational guidance practitioners, and the promotion of contacts among guidance practitioners in Europe.

In June of 2001 the NRCVG released a CD-ROM publication titled “Meet the World of Training and Employment”. It includes information on the Latvian education system and 12 economic sectors.

The public non-profit organisation “Career Counselling Centre” has been in operation for 13 years now. It is an organisation under the supervision of the Ministry of Welfare that provides psychological help in the choice of education and career. The

Centre is located in Riga and it has branches in Daugavpils, Liepaja, Livani, Rezekne, Valmiera and Gulbene.

In the year 2000, 17,284 people have received consultations, among them 11,294 pupils of senior forms, 3,513 unemployed persons (46% by request of the SES), 389 students of vocational schools and 389 students of higher education establishments, 631 unemployed job-seekers who were not registered with the SES, 983 employed persons and 155 parents of school children. As compared with the previous year, the number of persons consulted has increased by 7%.

Clients of the Centre can receive the following services:

- individual and group consultations on issues of career and training decisions and professional aptitude;
- individual consultations on job search issues;
- training seminars for young people and adults on career development and job search issues;
- informative consultations on training opportunities in Latvia and abroad.

The demand for the centre's services far outreaches the centre's capacity. In order to expand the centre's activities within the territory of Latvia and to ensure equal access to the entire population, branch offices must be opened in more regions.