

## Lifelong learning strategy for 2011-2015 for Kurzeme Planning Region (Latvia), Klaipeda and Kaunas region (Lithuania)

2012

Project No.LLII\_102 „Enhance of Lifelong Learning Cross Border Capacity” co-financed by Latvia – Lithuania cross-border cooperation programme



### Cooperation partners of the Project No. LLII 102

1. The leading partner – Kurzeme Planning Region Administration
2. Ventspils University College
3. Riga Technical University Liepaja Affiliation
4. Klaipeda University
5. Kaunas Technical University
6. Kaunas Regional Innovation Centre

2

### Aim of the Strategy

*to promote the development of life-long learning (non-formal education) in Kurzeme Planning Region, Klaipeda and Kaunas region:*

1. *through united systematic approach and*
2. *through cooperation*
3. *by taking into account the demand, offer, as well employment needs of the non-formal education*

3

### Structure of the Strategy

**Part I – characterization of the existing situation** – analyses on social and economic changes in Kurzeme Planning Region, Klaipeda and Kaunas region that influence the development of life-long learning

**Part II – vision, directions of action and activities** – vision of the development of life-long learning, directions of actions and main activities for the realization of the vision in Kurzeme Planning Region, Klaipeda and Kaunas region

**Part III – implementation and supervision of the Strategy** – scope of activities ensuring the implementation and supervision of the Strategy in Kurzeme Planning Region, Klaipeda and Kaunas region

4

### Part I – characterization of the existing situation

#### Legal basis

1. Strategy for the development of life-long learning in Kurzeme Planning Region for 2007-2010 (elaborated in 2006);
2. Life-long learning demand – offer analyses in Latvia in Kurzeme Planning region and in Lithuania in Klaipeda and Kaunas region (elaborated in 2010);
3. Life-long learning guidelines for 2007-2013;
4. Strategy of Kurzeme Planning Region for 2010-2013;
5. Law on non-formal adult education (*Neformaliojo suaugusiųjų švietimo įstatymas*, 1998, current edition 27.04.2010);
6. Education development strategy for 2002-2012 (Lithuania);
7. Lithuanian virtual university programme for 2007-2012 (*Lietuvos virtualaus universiteto 2007–2012 m. Programa*);
8. Lithuanian distance learning development strategy (*Lietuvos nuotolinio mokymosi tinklo plėtra*, 2005)
9. Strategy for ensuring life-long learning (Lithuania, 2008)
10. Other laws and regulations, development planning documents

6

5

### Social and economic development trends in Latvia and Lithuania

- Key economic indicators:
  - recovery of economy
  - sustained growth
  - growth of the employment level in both countries, demand for highly qualified specialists
- Industries with priority:
  - in Latvia – the development of producing companies and raising of export,
  - in Lithuania – creating technology parks, business incubators and other objects important for business with an aim to become Baltic and North European technology and innovation centre

7

### Social and economic development trends in Latvia and Lithuania

- Labour market – main indicators:

Indicator	Latvia	Lithuania
Number of economically active residents	1.14 Mio	1.63 Mio
Unemployment rate	18,7%	17,8%
Reasons for the decrease of the number of residents	Emigration Low birth rate	Emigration Low birth rate

8

### Social and economic development trends in Latvia and Lithuania

- Labour market – breakdown of residents in regions:

Indicator	2007			2009			2010		
	Kurzeme region	Klaipeda region	Kaunas region	Kurzeme region	Klaipeda region	Kaunas region	Kurzeme region	Klaipeda region	Kaunas region
Under giving age	15,5%	15,9%	15,8%	14,9%	15,2%	15,1%	14,7%	15,2%	15,0%
Giving age	64,2%	69,3%	68,6%	65,3%	69,7%	68,7%	65,3%	69,7%	68,6%
Above giving age	20,3%	14,8%	15,5%	19,8%	15,1%	16,2%	20,0%	15,1%	16,3%

9

### Social and economic development trends in Latvia and Lithuania

- Labour market – unemployment rate in regions:

	2005	2009	2010
Kurzeme region	6,8%	5,3%	12,9%
Klaipeda region	7,0%	14,1%	18,2%
Kaunas region	8,9%	13,1%	16,9%

10

### Social and economic development trends in Latvia and Lithuania

- Main conclusions:
  - The demand for highly qualified specialists is increasing,
  - Entrepreneurial activities are developing and improving, as well
  - The number of economically active people shall increase,
  - it is necessary to prepare the residents according to the requirements of the labor market to ensure their integration in the labor market

11

### Social and economic development trends in Latvia and Lithuania

- Resources and availability of formal and non-formal education:
  - varied resources and wide base for gaining a formal education
  - a possibility to use this base for the needs of non-formal education (already being done in several institutions of formal education)
  - the premises and material supply of formal education allows offering non-formal education in a higher quality and in a wide variety

12

## Social and economic development trends in Latvia and Lithuania

### 5. Problems and solutions:

- similar problems in the field of non-formal education
- possible solutions for such problems as:
  - financing,
  - supply in the field of non-formal education,
  - demand in the field of non-formal education,
  - legislation, laws and regulations,
  - cooperation,
  - EU projects and their sustainability.

13

## Social and economic development trends in Latvia and Lithuania

### 6. Priority target groups:

- Employees of the companies in the region /special educational programmes for the needs of a specific company/
- Unemployed / in search for employment /non-formal education as a tool for finding a new job and raising competitiveness in the labor market/
- Teaching staff /important for supplying non-formal education of good quality/
- Other important target groups in need of non-formal education /children, people without elementary education, people with low level of skills, people with special needs, people with addiction and co-addicted, as well retired or people of preretirement age/

14

## Social and economic development trends in Latvia and Lithuania

### 7. SWOT - offer of non-formal education:

Strengths	Weaknesses
Extra capacity not used in formal education Teaching premises Material and technical basis Qualified teaching staff	Low evaluation of non-formal education Financing Not available to residents living far away from the centre of regions Teaching staff for distance learning (potential not studied)
Opportunities	Threats
Cooperation with entrepreneurs E-education Business school Big number of people to be educated Cooperation projects between higher educational institutions	Solvency Decrease of number of students in field of formal education Technologies developing fast, knowledge of specialists becoming out of date rapidly Lack of work places for the graduates

15

## Part II – vision, fields of action and activities

16

## Vision

**creation of flexible, modern and qualitative non-formal education system resulting from the cooperation between supply and demand parties and so satisfying public needs for non-formal education, as well introducing formal valuation of the non-formal education and distribution of teaching materials via information technologies as freely available educational information**

17

## Fields of action

1. **To supplement laws and regulations and to evaluate knowledge and skills obtained beyond the formal education**
2. **To develop distance learning / e-learning**
3. **To create information net of the non-formal education**
4. **To increase the capacity of the teaching staff of the non-formal education**

18

## Description of activities

Direction of action 1:

Code	Activities	Action steps
1.1.	Supplementing laws and regulations connected with non-formal education	- to examine and supplement laws and regulations regulating non-formal education
1.2.	System of credit points	- to establish system of credit points by giving an opportunity to obtain credit points after a successful completion of the education
1.3.	Recognition of non-formal education obtained during lifetime	- to elaborate unified methodology for the institutions of formal education that would allow to evaluate and recognize knowledge and skills obtained outside the formal education institution

19

## Description of activities

Direction of action 2:

Code	Activities	Action steps
2.1.	Teaching methodology	- to develop teaching methodology - to test teaching methodology - to implement the developed methodology in the non-formal education
2.2.	Teaching staff of distance learning	- to teach new teaching methods to the teaching staff - to educate teaching staff in the field of information technologies
2.3.	Development of new distance learning programmes	- to develop new teaching programmes - to cooperate in improvement of teaching programmes with other institutions offering non-formal education
2.4.	Cooperation between formal and non-formal education institutions, students and employers	- to promote cooperation between institutions offering formal and non-formal education, exchange of experience

20

## Description of activities

Direction of action 3:

Code	Activities	Action steps
3.1.	Public relations	- Raising prestige of non-formal education - Educating residents on possibilities to receive non-formal education
3.2.	Information on demand of non-formal education	- Regular summarizing of the demand
3.3.	Information on supply of non-formal education	- Regular summarizing of the supply
3.4.	Coordination of movement of information	- Active involvement of adult education centers, education institutions of formal and non-formal education in ensuring the movement of information - coordination of information between the ones demanding non-formal information and the ones offering non-formal education - step-by-step transfer of lifelong learning coordination to the regional government

21

## Description of activities

Direction of action 4:

Code	Activities	Action steps
4.1.	Teaching premises	- Renovation / organization of premises - Attraction of financing for the renovation / organization of premises
4.2.	Material and technical basis	- Cooperation between the institutions offering non-formal education in the field of technical basis - Attraction of financing for purchase of new technical basis
4.3.	Teaching staff of non-formal education	- Education of teaching staff - Attraction of financing for the education of teaching staff
4.4.	Cooperation between the institutions offering formal and non-formal education	- cooperation in development of new education programmes - cooperation in the field of premises and material and technical basis

22

## Financing

- own capital of the regions
- state co-financing
- external financing sources – EU structural funds, credits, sponsor financing, including:
  - co-financing in the framework of EU structural funds for planning period 2007-2013
  - cooperation in planning next activities for the planning period 2014-2020

23

## Part III – implementation and supervision of the Strategy

24

### Implementation and supervision

1. implementation of the Strategy from 2011-2015
2. activities:
  - informing the society about the implementation process and the results,
  - ensuring regular information exchange with cooperation partners,
  - developing cooperation with information intermediaries by educating them on issues connected with life-long learning and by ensuring them with overall information,
  - analyzing the needs of the target group on a day-to-day basis and ensure them with the necessary information,
  - summarizing and popularizing the successful experience examples, etc.

25

### Next steps

1. Elaboration of a detailed project plan giving answers to such questions as:
  - What to do?
  - Who has to do?
  - How much is it going to cost?
  - Who shall finance it?
  - When shall it be done?
  - What the result is going to look like?
  - How it will influence the target groups?

26

Thank You!

27