



Direct and indirect work with marginalised groups¹

Latvian Adult Education Association (LAEA) is a non-governmental organization founded in 1993 with the aims-to promote the development of the effective Adult Education (AE) system in Latvia, to participate in Lifelong Learning (LLL) policy development, to promote the development of civic, democratic and open society.

At present LAEA unites 45 member organizations. It has established the network of AE providers and other stakeholders throughout Latvia. It is the member of Europe Adult Education Association (EAEA) and ESREA. It has considerable experience of work on local, national and transnational levels. Its key activities are advocacy work, elaboration of policy papers, consultations on AE policy, LLL policy development, implementation of national and transnational projects, organization of different events (discussions, conferences, Task force, etc).

Its main activities are directed towards developing effective AE system to open up education and training to the people in urban areas and in remote rural locations.

State what DIRECT activities your organisation undertakes with each marginalised group

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Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?

LAEA participates in development of national strategies for different areas. For example, State program Roma People in Latvia 2007-2009, National Development plan 2007-2013, Basic Guidelines of Lifelong Learning Policy for 2007-2013 and etc.

LAEA every year manages or participates in more as ten international and national level projects and elaborates many methodical materials for education institutions, municipalities and tutors to help them better understand and resolve marginalised groups problems. In that projects LAEA involves its member organizations.

Last years we participated in projects:

- Network for Intercultural Learning in Europe (NILE, GRUNDTVIG,)

¹ In the 3rd ICD Conference in Stockholm invited experts from DK, EE, FI and LT were chairing workshops on "What is the 'optimal learning environment' for intercultural dialogue?" For the purpose, all experts had been asked to answer a number of questions beforehand concerning their work with marginalised target groups, which are collected in the paper on hand.

- Integration of pre-pension people in the labour market (2006-2007)
- Social integration of parents from rural areas (2006-2007)
- Come, seek, participate! (2006-2007)
- Listen, Understand, Accept! (2007-2008)
- Money&Matters (2008-2010, GRUNDTVIG)
- Creativity and Entrepreneurship for Seeds Social Inclusion (2009-2011, GRUNDTVIG).

If so, do you collect evidence of this INDIRECT work?

(If you do have evidence, please describe this briefly)

LAEA has all projects reports including lists of participants, feedbacks from participants, need analyses, methodological materials etc.

- Network for Intercultural Learning in Europe (NILE, GRUNDTVIG,). (Network, methodological Guide, CD, Good practice Examples);
- Integration of pre-pension people in the labour market (2006-2007, trained 200 people, elaborated methodological material);
- Social integration of parents from rural areas (2006-2007, trained 200 parents who alone bring up children in families or long time stay out of labour market);
- Come, seek, participate! (2006-2007, trained 200 young people who stay out of school and labour market, elaborated methodological materials for municipalities' social workers);
- Listen, Understand, Accept! (2007-2008, prepared 20 multipliers, trained 200 people who everyday work with marginalised groups (municipality staff, employees in social area, policemen and etc), elaborated program and methodological material);
- Money&Matters (2008-2010, GRUNDTVIG, questionnaire, elaborated program, trained 20 people with low basic knowledge and skills);
- Creativity and Entrepreneurship for Seeds Social Inclusion (2009-2011, GRUNDTVIG).

Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?

LAEA has many examples, methods, brochures but mainly they are in Latvian and for dissemination in Europe net those need translation.

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