



AGENCY OF LATVIAN ACADEMY OF CULTURE

LATVIA CULTURE COLLEGE AT LATVIAN ACADEMY OF CULTURE

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Strategy 2021-2027

for professional, creative and sustainable
growth in Latvia and in the world

APPROVED

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1. We are

We, LKA Latvian Culture College (hereinafter – College), are not only an educational institution founded by the state and under the supervision of the Latvian Academy of Culture, which provides people after secondary education with the opportunity to obtain first-level professional higher education and the fourth level of professional qualification, as well as engages in science, research and artistic creativity according to the profile of the study programs and provides opportunities for obtaining further education and adult education.

We are like a world within a world, a country within a country, a small universe. We have an important place in Latvian cultural education. We are cultural events. We are knowledge and skills. We are creative and professional. We are characterized by growth, openness, friendship, perseverance, defiance. We are inspired by the world, diversity, the absence of borders. We are people. Processes. Place. We are the place where ideas are born. A place where people meet. We are people who created, are creating and will create cultural processes in Latvia and the world.

International and national educational, scientific and cultural policies have changed over the years, but within their framework, our mission and task has remained unchanged - to provide professional skills to representatives and interested parties of the cultural sector.

Analyzing the previous strategic period, as well as the entire time of the college's existence, we made sure that the basic principle of the college - constant keeping up with the times and readiness to change - is one of the cornerstones of our success. The college has always been modern in the context of its era. The year 2020 and the Covid-19 pandemic brought a sense of instability around the world. As an institution of a transparent size with a relatively small and efficient management, the college has always been able to adapt to changes, ready to actively and proactively react to crises and unforeseen situations, to make prompt decisions.

2020 was a valuable year of growth and valuable insights for us. First of all, it proved that the college is an institution that not only teaches, but also learns, because we managed to promptly and qualitatively organize a remote study process and gain experience on how to successfully integrate it into the college's activities in the future.

Secondly, the Covid-19 pandemic at the global level highlighted the interdisciplinary importance of culture in various social processes, also opening up new perspectives for the creation of research and study programs. If the economic contribution of the cultural sector to the national economy has been discussed for a long time, the crisis of 2020 clearly showed the importance of culture in the health of society in all its aspects, social cohesion and the stability of democracy. These are the directions of creativity and research in which the college will work in the next period.

In the new strategy period, the college will celebrate its 80th anniversary. During all this time, especially during the last 20 years, since the college has been implementing professional higher education, the college has played a nationally strategically important role in the preparation of professionals in the cultural and creative industries. Thanks to the fact that, in cooperation with partners, study programs are regularly revised and the specialties and specializations that are necessary for both the labor market and the country's economic growth are developed, we are able to prepare sought-after and well-regarded industry professionals. We will continue to do so.

In education policy in the world, skills, lifelong learning and digital transformation policies are

currently being prioritized in order to reduce the imbalance of skills, the digital divide. We take into account the current trends in the need for digital skills and understand that this is the key to facilitating many changes, however, we draw attention to the fact that in order to implement digital transformation in the long term, social and humanitarian skills, skills that ensure successful process management and human interaction, as they are acutely necessary for any change to be designed, implemented and sustained. Inadequate development of these skills now may lead to their inadequacy in the future. Research confirms that they cannot be trained in a short period of time, they are related to a person's personality, values, attitudes, which are formed gradually, over a long period of time.

Taking into account our long-term experience in professional education, as well as the work already started in the implementation of skills related to ZTIM (STEM) and ZTIMM (STEAM) programs, our priorities are linked to national and international priorities in education, economy and society development, taking into account the comprehensive digital and green course:

1. Digital transformation;
2. Learning lifelong skills;
3. Durability;
4. Multifunctional cultural space.

We will expand our field of activity, transforming from an educational institution into an open, inclusive multifunctional cultural space, a professional career development support center where ideas, experiences and generations meet.

2. Strategic basis

Our development strategy is based on what is determined in regulatory documents, development and policy planning documents and concluded in research. The legal foundations of the college's operation are determined by the Law on Education, the Law on Universities and the Law on Professional Education, the subordinate legal acts issued by the Cabinet of Ministers, the Ministry of Education and Science and the Ministry of Culture, as well as binding documents of the European Union in the fields of higher education and research.

The goals, priorities and directions of action for the following years are determined mainly on the basis of the following planning documents, studies and reports:

1) the national development vision and priorities specified in the following documents:

1. Digital transformation guidelines for 2021-2027,
2. Educational development guidelines for 2021-2027 "Future skills for future society",
3. Cultural policy guidelines for 2021-2027,
4. Latvian Recovery and Resilience Mechanism (2021);
5. Latvia's sustainable development strategy until 2030 (hereinafter - Latvia2030),
6. National Development Plan for 2021-2027 (hereinafter - NAP2027),
7. National industrial policy guidelines 2021-2027. for the year,
8. Smart Specialization Strategy (2020),
9. Science, technology development and innovation guidelines 2021-2027. for the year,

2) International planning documents, reports and studies:

1. Benchmarking higher education system performance: Conceptual framework Enhancing Higher Education System Performance, (OECD, 2017)
2. Culture shock: COVID-19 and the cultural and creative sectors, (OECD, 2020)
3. Digital at the core: a 2030 strategy framework for university leaders, (Iosad, A., 2020).
4. Digital Education Action Plan (2021-2027) (EU, 2020)
5. ES Padomes Ieteikums (2018. gada 22. maijs) par pamatkompetencēm mūžizglītībā
6. Mapping and analysis of studentcentred learning and teaching practices: usable knowledge to support more inclusive, high-quality higher education. Summary (Klemenčič, M., Pupinis, M., & Kirdulytė, 2019)
7. Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies (2020)
8. The Digital Competence Framework for Citizens With eight proficiency levels and examples of use (ES, 2017)
9. The future of higher education in a disruptive world (KPMG International, 2020).
10. The Role of Universities in Regional Innovation Ecosystems (Reichert, D. S., 2019)

3) an evidence-based analysis of the current situation regarding the most important issues to be solved for education in Latvia:

1. In the OECD report "Latvia's Skills Strategy. Assessment and recommendations" (2019),
2. Future goals, current directions. Latvia 2022. Latvian Competitiveness Report (2017);
3. Concept of higher education quality monitoring system (2018).

3. Our foundations. Vision, mission, values

Vision

The best place for creative and professional higher education, realization of ideas and growth.

Mission

To create a creative, modern, sustainable and inclusive environment for the development of professionals in the cultural sector and the realization of creative ideas in Latvia and the world.

Values

- ✓ Person
- ✓ Environment
- ✓ Quality
- ✓ Creativity
- ✓ Cooperation

Person. Everyone feels good in college and can fulfill their professional and personal growth goals.

Environment. The college environment is safe, inclusive, professionally equipped and sustainably minded. The processes implemented in the college and the ideas created take into account the needs and possibilities of the surrounding environment, leaving behind a maximum positive effect and a minimum ecological footprint.

Quality. Students and employees perform their duties and implement professional ideas in the highest quality and can and want to return at any time to improve themselves. The college implements nationally and internationally acclaimed artistic creativity and research projects.

Creativity. The college promotes creativity in every field of its activity – creative study process, development of creative personality and environment in which to generate creative ideas.

Cooperation. The college strengthens existing and creates new partnerships on a national and international scale, the work and study process complying with current trends, promoting knowledge transfer, interdisciplinary approach and innovations.

4. Our progress. Goals and priorities

Goals

1. To implement digital transformation by a) offering a modern, flexible and individualized educational service, b) ensuring effective process and people management, data-based management.
2. Build College governance that supports and promotes a sustainable and inclusive environment.
3. To take measures that improve the flow of society, especially digital, as well as professional skills at different levels of competences.
4. To develop the college as a multifunctional cultural space, creative and technological skills development and career support center for different generations and levels of prior knowledge.

Strategic priorities

1. Professional growth. To develop the college as a place for individualized, versatile and creative growth of students and staff in a flexible, modern study and work environment that proactively responds to the challenges and opportunities of the times. Create nationally and internationally acclaimed projects of artistic creativity and participate in research
2. Digital transformation. Improve the use of digital solutions for modern, high-quality and operational college management, studies and collaboration.
3. Lifelong learning. To improve and supplement the offer of lifelong learning studies by offering the acquisition of current skills in a modern and flexible way.
4. Sustainable and effective management. To improve environmentally friendly, ecologically and socially responsible college management, study process and environment.
5. Multifunkcionāla kultūrtelpa. Attīstīt koledžu kā multifunkcionālu kultūrtelpu, kultūrizglītības, profesionālās pilnveides un radošo aktivitāšu centru mūsdienīgam izglītības un tīklošanās procesam piemērotās telpās.

Key tasks to achieve goals and strategic priorities:

1. Continuous quality control;
2. Environmental and infrastructure improvement measures;
3. Close cooperation with industry representatives, employers, educational and research institutions in Latvia and the world;
4. Development and participation in artistic creativity, research and innovation projects.

The implementation of all goals, priorities and tasks is planned in close cooperation with LKA in order to ensure the exchange of experience and efficient, economic resource management.

5. Professional growth

In order to achieve complex results, changes must also be directed in a complex and parallel manner, creating unified and synchronous changes in the organization and the environment as a whole. The driver of change will always be a person, and he needs a favorable environment for personal and professional growth, so that these changes can be implemented and have a positive impact on the professional and social ecosystem as a whole.

As part of the strategic period, we have set a vision:

1. College as a place where a person learns;
2. College as a place where the organization learns.

Goal: to develop the college as a place for individualized, versatile and creative growth of students and staff in a flexible, modern study and work environment that proactively responds to the challenges and opportunities of the times.

5.1. College as a place where a person learns

Within this strategy, a person can be interpreted broadly, on several levels:

1. A student of the full study program;
2. Administrative staff of the college;
3. College academic staff;
4. Lifelong education student.

As mentioned in the statement of values, it is important to us that everyone feels good at college and can fulfill their professional and personal growth goals. The college is a place where students and employees implement their ideas in the highest quality and can and want to return at any time to improve themselves.

In order to ensure everyone's growth and that students, graduates and employees create a versatile and high-quality cultural offer, an individual approach is needed, which allows following everyone's performance, strengthening talents, promoting excellence, as well as early identification of problems if they arise.

5.1.1. Student growth

Based on various studies on processes in higher education and the working environment, the understanding of how higher education should be organized and what is the place and role of students in this ecosystem has changed significantly. Modern education must be individualized, with flexible study options and a high degree of student participation in shaping their study paths.

Goal: to create a system that promotes the personal and professional growth of each student during the entire study process and develops his lifelong learning skills.

Tasks:

1. Develop and implement an individual growth support and mentoring program;
2. Develop and implement an environment for an individualized, personalized study process;

3. To maintain a favorable environment for the realization of student initiatives and creative ideas.

Results of the implementation of an individualized student support/mentoring program:

1. An individual support program for students was introduced, which resulted in an understanding of everyone's needs, motivation, wishes and skills and provided support for their improvement;
2. Everyone's lifelong learning skills are developed:
 - 2.1. to take responsibility for their professional development and find ways to improve it;
 - 2.2. the ability to evaluate and analyze one's knowledge, skills and competences, and to set goals for professional and personal growth;
 - 2.3. complexly use the acquired knowledge and skills in relation to issues of personal and professional development in various situations.

Individualized student support/mentoring program implementation plan:

1. Incorporate content and methods into study programs that systematically and regularly develop the student's self-directed learning skills, character traits, values, and habits for lifelong career development;
2. Improve the infrastructure, digital solutions (e-study environment, implemented platforms) that allow you to measure progress, create an individual growth plan and follow up on its implementation;
3. To ensure continuous operation of the program and availability of career development consultations, as well as support for overcoming study obstacles.

Results of creating an individualized study environment:

1. Solutions and tools have been developed to monitor the growth and motivation of each student during the study process and support individualized growth goals, plan individual learning and self-development paths.
2. Solutions and tools have been developed in order to respond more promptly to the quality of learning the study program, student growth and satisfaction, as well as to perform the necessary actions for high-quality and flexible content learning, promoting an inclusive, empathic and results-oriented environment;
3. An environment and methodology have been created to implement an individualized and differentiated approach to teaching, actively using modern technologies to provide individualized solutions.
4. Students' participation skills and understanding of responsibility have been developed, perceiving them as equal and co-responsible partners.
5. It is possible to identify at-risk students and provide support measures to promote an equal, inclusive and productive study process.

Activities supporting these goals are planned to be implemented for the entire study program, but they can also be applied to individual study modules or course participants and their growth in them.

Implementation plan for an individualized study environment:

1. Improve the infrastructure, create user-oriented digital solutions (e-study environment, various platforms) in order to be able to adapt studies to the student's needs, abilities, skills, previous experience;
2. Ensure management and administrative staff receive regular and prompt feedback from students in order to implement objective, prompt, fact-based decision-making.

5.1.2. Staff growth

Administrative and academic staff, their professional qualifications, values, attitudes and readiness to act are one of the main criteria for successfully implementing changes in the organization, including those mentioned above in connection with the introduction and implementation of an individualized study process. Taking into account that the understanding of how the teaching and learning process should take place is currently changing globally and complexly, but the practical experience in these matters is only being formed, we have set ourselves the goal of being a creative incubator where lecturers, industry representatives understand their new in a creative and exciting way role - to be students' mentors, consultants who help develop students' unique talents and strengthen their weaknesses, while at the same time realizing their professional ideas and ambitions.

Goal: to develop the college as a place for the professional and creative growth of each employee and the implementation of ideas.

Tasks:

1. Promote employees' understanding of the paradigm shift in the learning and teaching process today;
2. Provide employee training for the acquisition of new knowledge and skills for the implementation of an individualized study process;
3. Maintain a favorable environment for employee motivation, implementation of initiatives and creative ideas.

Results:

1. Employees understand the methods of organizing the implementation of an individualized study process and apply the knowledge in practice;
2. Employees understand how to use new digital resources and tools for the implementation and support of an individualized study process, and apply knowledge in practice;
3. Employees are motivated, implement their creative initiatives and ideas in the college environment.

Implementation plan:

1. To improve the plan of employee motivation, regular professional development and support measures and systematically implement it;
2. To provide management with regular and operative feedback from employees and students in order to implement effective, operative, objective and fact-based management and decision-making.

5.2. The college as a learning organization

Research on the processes in higher education and related planning documents confirm that changes and development appropriate to the era are needed not only at the individual level, but at the level

of the entire education ecosystem, thus changes in organizations and their internal systems are needed.

The College has always been open to and responsive to the current events and ideas of the times. We will maintain this openness and willingness to change in the future. One of the main factors that will continue the growth and learning of the college as an organization is local and international cooperation and the implementation of interdisciplinary projects with private, public and non-governmental sector partners and the implementation of new collaborations.

Purpose: the college is an open organization that is always ready to keep pace with contemporary processes, learn and proactively respond to various situations using the opportunities provided by modern technology.

Tasks:

1. Continue to implement quality control;
2. Improve existing and introduce new technological solutions for management and implementation of the study process in order to ensure a creative, student-centered and sustainable environment;
3. Develop and strengthen existing cooperation with private, public and non-governmental sector partners, as well as establish new partnerships;
4. To implement nationally and internationally acclaimed artistic creativity and research projects.

Results:

1. College management complies with the principles set forth in the quality management system manual, and quality standards are regularly reviewed;
2. The college regularly evaluates the state of the physical, digital and emotional environment and takes the necessary actions for its development and improvement;
3. The college regularly attracts partners to improve and update study programs, according to current trends and demand.
4. The college participates in local and international projects and is also their initiator.
5. The artistic creation projects implemented by the college are of high quality and have been well received locally and internationally.

6. Lifelong learning

The College's primary target audience has always been full-time or part-time students for a full program and qualification. This is still and will be the main field of activity of the college, however, during this strategy period, the offer of lifelong learning will be especially developed, because in today's changing work and technological environment, continuous human growth and development are of undoubted importance.

We put the skills dimension at the center of our lifelong learning development and offer plan, as research on a global scale has confirmed various types of skill shortages and skills gaps for successful professional development and employment. The lack of digital skills at all levels is highlighted, indicating that digital skills are becoming as important as literacy and numeracy. The role of the higher education sector, including ours, is to integrate digital competence content into their programs both as basic cross-cutting skills and to develop higher-level professional-specific skills.

The development of skills in the era of technological opportunities can be seen in two aspects:

1. The requirements of the labor market are already present, but over time the development of information technology, especially automation, artificial intelligence will have an even more pronounced effect;
2. The presence of technology increases the need for so-called non-automable skills – human creative thinking and problem-solving skills;
3. The abundance of information and various ways and platforms, how it is selected and offered to a person, reinforces the need for skills to objectively select, evaluate and communicate it.

Based on the above, it is predicted that:

1. Professions that can be automated will disappear;
2. The need for skills that ensure successful process management and human interaction will increase, incl. social, emotional and intercultural competences and skills;
3. The need to develop people's cognitive and information processing skills, creative thinking, problem solving and media literacy will intensify.

Considering the profile of the college, during the planning period we have prioritized improving the offer:

1. Through competences, including digital competence as a priority;
2. Industry-specific, professional competences and skills.

Purpose: to provide the public with modern, flexible and also remote study skills of various levels and industry-specific skills, ensuring the acquisition of interdisciplinary competences and promoting opportunities for qualification improvement or retraining.

Tasks:

1. Regularly update the content of study programs according to the skills and competences that are or will be required in the labor market;
2. In accordance with the goals set in the Priority of Professional Growth, create a corresponding physical and digital study process and environment.
3. Design study and communication activities according to the interests of target groups, media, etc. habits of using informational channels, as well as the needs of using digital services and solutions;
4. Integrate digital skills into all study programs and specializations, in accordance with the age of learners, perceptual characteristics, needs and other factors.

Activity:

1. Review the content of study programs and update it with content and methods that promote the acquisition of skills of business management, librarianship and information specialists, managers of dance groups, which are necessary for work in the conditions of digital transformation;
2. The acquisition of digital competences should be built in accordance with the EU digital competence framework and learning levels, structured in the following areas:
 1. The field of information literacy and computer literacy;
 2. The field of communication and cooperation;
 3. The field of digital content creation;
 4. The field of security;
 5. Problem solving;
3. To prepare a training program for lifelong learning study format in such intermediate skills as:
 1. Critical thinking and problem solving
 2. Creative thinking and innovation
 3. Communication
 4. Digital competence in professional activities is developed in accordance with the Digital Transformation guidelines, which provide that in the field of "Service provision" it corresponds to at least level 3.

Result:

1. Increasing the offer of remote studies in professional, higher and adult education.
2. Provided the opportunity for interested parties to learn skills and competences for everyday and professional activities independently and upon individualized request;
3. A training and support system has been established to develop the skills necessary for the development and commercialization of innovative products and services;
4. The increase in the level of public competences in various cross-cutting competences has been promoted
5. Promoted understanding and developed skills on how to develop products and provide services in the era of digital transformation.

7. Inclusive growth in a sustainably oriented environment

Each higher education institution provides not only educational services and investment in research, innovation or artistic creativity, but is also co-responsible for wider challenges created by mankind in terms of environment, climate, lifestyle, migration, health, stability of democracy, etc. areas. Organizations influence these aspects both with the way of managing their institutions and with the content of studies. The college wants to engage more responsibly in processes that reduce the ecological footprint left by human activity, promote circular economy and social equality. As part of the priority, it is planned to develop the strategic position of the college in this matter, as well as to implement practical activities, guided by the principle of "reduce, sort, recycle, reuse". At the management level, we will review resource planning and consumption, reducing the amount of generated waste, using environmentally friendly products in management, as well as promoting environmentally friendly habits of employees and students and sustainable use of resources. We will address the issue of developing premises suitable for the modern study process.

7.1. Sustainability

In order to achieve the goals related to sustainability, tasks are set in the areas of a) management and environment, b) study content and process.

7.1.1. Governance and environment:

Goal: to improve environmentally friendly and sustainable development management principles. Task:

Carry out activities in the following management areas to improve performance in their indicators during the reporting period:

1. Management;
2. Communication and employee involvement;
3. Energy and water consumption;
4. Waste and its management;
5. Transports un pārvietošanās.

Results:

1. The College's performance in the areas of sustainable management is improving;
2. Guidelines for the sustainable development of the college have been developed;
3. The college has started participating in the Green Office program of the World Nature Fund (PDF) and carried out activities to receive the certificate of the Eco College (Eco School Program);
4. A favorable and modern living space has been created, which is based on sustainable thinking and the use of modern technologies.

Activity:

1. A uniform college policy for sustainable development is developed and guidelines and a

program for sustainable environmental management at the college are developed and implemented;

2. Rooms suitable for the modern study process are being developed;
3. Activities for receiving the PDF Green Office certificate are being carried out;
4. Activities are being carried out to start participating in the Eco Schools program to receive the Eco College certificate.

7.1.2. Study content and process

Purpose: to integrate the principles of sustainable environmental development into the study process and content in order to promote students' and employees' understanding of sustainable development and provide skills on how to practically implement it in professional activities.

Tasks:

1. In the content of each study program, introduce general knowledge about the principles of sustainable development in the national economy, social and environmental issues;
2. In each specialty and specialization, at least 1 KP to introduce study content on the principles of sustainable development in the professional activity of the industry;
3. Promote the development of interdisciplinary study projects related to sustainability and circular economy;
4. Promote the development and management of infrastructure that reduces the consumption of resources created in the process.

Results:

1. Guidelines for the sustainable development of the college have been developed;
2. Implemented activities in the proposed areas of environmental management, reducing energy and resource consumption, positively influencing climate change;
3. Increased awareness of the environment among employees, students and society, linking it to the organization of work, study content and processes in society, promoting the overall development of environmental awareness;
4. Students' skills are strengthened, attitudes and values are formed, as well as the desire to take action is stimulated in order to contribute to the positive influence of oneself and the industry in sustainable thinking and mitigating the impact of climate change with one's professional activity.
5. Study programs incorporate content and methods that develop character traits, values, habits and promote the sustainability of personal actions, society and the surrounding environment.

Activity:

1. Revise the content of study programs and introduce topics of general knowledge related to the principles of sustainable development in the economy, social and environmental issues into the content of General Education or Sectoral study courses;
2. Revise the study course plan of branches and Specializations and introduce study content on the principles of sustainable development in the professional activity of the branch;
3. In accordance with the developed guidelines, in the sustainable development of the college, participate in international projects on sustainability issues in education and economy, as well

as promote student participation and study work, the development of diploma theses on sustainability issues;

4. To implement initiatives and investments in the improvement of the environment and infrastructure in order to ensure a modern and high-quality educational process, giving priority attention to the digitization of the process and environment;
5. In improving the environment, be based on the principles of environmental sustainability and environmentally friendly solutions.

7.2. Inclusive education

Inclusive education is a principle enshrined in international legal norms that must be ensured at all levels, including higher education. A student without discrimination and with equal opportunities should have opportunities for lifelong education, development of personality, talents and creative spirit. In order for the college to be able to fully implement these goals set for higher education, it is necessary to invest in the improvement of the physical and digital environment, in the material and technical base, which would enable students with functional disabilities to more fully participate and get involved in the study process.

Goal: To provide a safe and inclusive physical and emotional environment.

Tasks:

1. Provide physical accessibility to the institution for people with functional disabilities;
2. Provide remote study opportunities;
3. Carry out activities to maintain a positive emotional environment.

Result:

1. Availability of college study programs for interested persons with functional disabilities is ensured;
2. The possibility of remote studies is provided, reducing the barriers caused by territorial obstacles;
3. Positive and socially inclusive emotional environment.

Activity:

1. To adapt the environment and infrastructure of the college so that it is accessible to people with functional disabilities.
2. To develop a digital study environment that would be suitable for the implementation of distance studies.

8. Digital transformation

Digital transformation can be seen as a cross-cutting strategic priority, the implementation of which is a prerequisite for achieving the goals set in other priorities.

Goal: to create a college management that purposefully uses existing and creates new digital technology opportunities, to strengthen the digital competences of employees and students, thereby improving the work and study environment and promoting the institution's competitiveness on a global scale.

Tasks:

1. Improve existing digital management processes, as well as digitally transform those processes and services that have not yet been digitally transformed;
2. Implement digital infrastructure that supports individualized studies, operative and data-based quality management and control, effective communication, coordination of e-study platforms and tools, synchronization with individual planning tools.

Results:

1. Improved employees' digital competences for the development of effective and sustainable digital solutions;
2. Facilitated acquisition and improvement of digital knowledge and skills of college employees for effective performance of their professional duties, management of the college and management of the study process;
3. An interactive, modern, individualized study process and content is implemented for learning the study content and implementing the process;
4. The development and availability of diverse digital content and learning materials, electronic support resources is promoted;
5. Students' and graduates' understanding of the benefits of digital transformation has been created and the ability to develop and develop modern and competitive products, services and solutions has been developed.

9. Multifunctional cultural space: Culture in the center

All our activities are aimed at creating a favorable environment for studies and cooperation, so that the public has access to high-quality cultural products and services. Expanding and diversifying the functions of the college implies meeting, interaction, creativity, convenient accessibility and location. It is a place where need meets opportunity. It is an open environment at any time.

Goals: to develop the college as a multifunctional center of cultural education, professional development and creative activities for all generations.

The concept of the college as a multifunctional center is based on the following principles:

3. Already during pre-school and school, schools must get an accurate idea of career options and the nature of professions;
4. During studies, one must receive high-quality professional training based on the work environment;
5. Professional development should be continued throughout life;
6. The environment should be socially and physically inclusive, as well as open to operational, efficient and creative cooperation.

The current college facilities do not meet the requirements of implementing modern, inclusive and sustainable education. It is necessary to develop an environment suitable for the functions of an educational institution and a multifunctional cultural space, in which accessibility, a positive and pleasant physical and emotional environment is ensured.

We want to implement a development model in which all these needs and target groups constantly meet, interact and create valuable ideas for personal, professional and national growth.

Tasks:

1. The study content and process planning model should be created as a proactive model, referring to the forecasted or current labor market demand;
2. Develop and implement a professional development center model in which:
 - 2.1. An environment has been created for children of early childhood, preschool, primary school age, in which, in the form of games and play, they have the opportunity to explore and understand issues related to cultural processes and develop skills related to business, the development of various cultural products and services;
 - 2.2. An environment has been created for students and applicants for a temporary opportunity to fully and practically understand the profession, "try it on" and build their own career path;
 - 2.3. During the study process, conditions similar to the working environment have been created for the students, in which they listen, select ideas/problem situations, cooperate and develop suitable solutions;
 - 2.4. Employees have the opportunity to submit their project ideas or real problem situations to find support for professional and creative solutions;
 - 2.5. Industry professionals share experience, knowledge, training and create new collaborations in the course of cooperation.

Results:

1. A developed multifunctional center for cultural education, professional development and creative activities for all generations;

2. The center's operating model has created an environment for operative, efficient and creative cooperation, within which the needs of the cultural sector are actively and proactively responded to;
3. An environment close to a real study and work situation has been created for students and future graduates, in which they can check the relevance of their career choice and develop the necessary skills;
4. Process and idea management, social skills are developed for the students, as well as the ability to work in changing, dynamic working conditions is trained, in workshops and studios, by practically evaluating and helping to implement the submitted ideas, looking for their solutions;
5. A professional environment has been created for the development of early entrepreneurship, cultural product and service development skills for children of preschool and primary school age.

The early childhood cultural education and activity center is also intended as a support center for parents with children, which is available at times when parents are studying as part of the lifelong learning process, because the lack of support in the matter of childcare is defined as one of the significant obstacles to the lifelong learning process.

Activities expected in practical implementation

Support for potential professionals and those interested in the cultural sector:

- ✓ Various career weeks are held with the opportunity to participate in lectures;
- ✓ Specialties, specialization practicums/practical classes are regularly open to a certain number of participants, they have the opportunity to follow the development of a specific idea throughout its entire stage;
- ✓ There are student-led, publicly available workshops where they teach or advise the participants.

Support for young professionals:

- ✓ A plan is published, according to which everyone has the opportunity to submit their idea, need for support (consultation) in person or remotely, and these ideas are integrated into the study process as far as possible;
- ✓ "Specialization in the spotlight" - each program/specialty/specialization has its own period (e.g. week, month) when the study process takes place more publicly than everyday, when they organize open lectures, workshops, which have the opportunity to follow up and submit ideas for consideration/development.

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