

CENTRE FOR
EDUCATION AND INNOVATION RESEARCH

Project E-process in E-learning

REPORT

2015



Erasmus+

Project *E-process in E-learning*

REPORT

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This work has been supported by the Erasmus+ programme within the *Key Action 2: Cooperation for innovation and the exchange of good practices* project «*E-process in E-learning*».

2015

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1. INTRODUCTION

1.1. Context of the research on e-process in e-learning

The objective of the project is – in general –

- to implement a ‘friendly approach’ to e-learning/distance learning/usage of open education resources,
- to improve the quality of it and
- to prepare trainers to conduct the training using ICT.

Combination of basic rules of adult education including elements of andragogy, action learning, active methods and distance learning plays a significant role in this ‘friendly approach’.

We observe increasing popularity, accessibility and quality of the Internet educational tools and its influence on the development of different forms of e-education. People can take part in e-learning courses, participate in blended-learning activities, use open educational resources. Education became easy to grab and easy to disseminate.

Unfortunately, this is not a whole true. There are, of course, well-prepared courses that are tailored to needs of participants and use of ICT or other ‘technology solutions’ in proper way. There are, of course, e-learning courses based on the methodology of adult learning. But such an approach is in minority... The big group of participants is motivated to studying by deadlines only (which are not prepared for blind or visually impaired people).

We recognize few problems that occur in that area:

1. Courses as learning programmes:
 - a) There is a lot of very simple e-learning courses built on PDF or PowerPoint documents only which are e-learning courses only by name and this kind of courses have big negative influence on social perception of e-learning.
 - b) Those course are not prepared to the needs of blind or visually impaired people.
 - c) Trainers (specialized in training in social skills area) underestimate the role of ICT/distance learning in their field believing that everything important has to take part ‘in the classroom’.

- d) There are trainers who are ready to use a technology but do not have enough competence to do it properly, do not know about specifics of some tools and methods.
 - e) E-learning courses are focused on transfer theoretical knowledge and avoiding usage of ‘tools that are engaging’ learners.
 - f) Open educational resources are used rarely because trainers are not familiar with them or they use materials illegally (they do not know intellectual/copyright law).
2. Courses as a process of learning:
- a) ICT/e-learning courses are not based on basic rules of adult education, andragogy, etc. – this is rather ‘information transmission’ than real ‘learning’.
 - b) E-learning programmes are often not providing any active methods – nor simple tools, which are engaging learners, neither whole e-learning system is designed in the frame of a Kolb’s learning cycle or action learning.
 - c) They are often not adjusted to the needs of blind or visually impaired people.
 - d) There is very poor blended e-learning offer which could join advantages of e-learning and stationary learning perfectly.
 - e) Participants of those courses are usually not perceived as active elements of learning process, instead they are only ‘receivers’ with no possibility to share experiences, to share or create knowledge, to solve problems.

The general idea of the project is to improve quality and effectiveness of adult learning and make it more accessible by using ICT. On the other hand – there is no ‘good education’ without taking care of needs of people – not only ‘pure educational’ understood as a lack of knowledge or competencies but educational in the meaning of sharing experiences, common working, thinking of implementation as well. So it is the second aim of the project.

Each single aim is not very innovative – there are projects concentrated on implementing of e-learning or ICT tools in learning process. And there are projects which lead to increase an effectiveness of stationary learning as well. So what is the point? The innovation of that project is to combine these two approaches:

- To use ICT and

- To engage all participants in learning process to make education more fruitful.

The product of this project and 'symbol' of it, it is a training which is effective, accessible, engaging, easy-to-use and practical for its user/participants – and not excluding the visually impaired people. And that result is impossible to reach without combining fundamental rules of adult education, supplemented by active methods, action learning, attention for group dynamics, etc. and new technology which makes education more attractive, more available, less expensive, better fitted to individual's needs.

Our partnership is involved in educational issues in different ways – there are experts in ICT and e-learning, there are experts in adult education, action learning, group and individual dynamics. The common work could result in some innovative products – quite new educational approach including both usage of ICT for better trainings and usage of active learning for better e-training. This 'mixture' is innovative in the scale of every country.

This 'mixture' is possible to gain because of partners who are experts in different field of education. Taking some inputs from every organization regarding different tools, methods, experience, attitudes and working on it together during workshops, in the way of 'social generation of knowledge' will give outputs which can change a method of education in partner organization (or even wider). That explains as well why this project could be seen as complimentary to other projects carried out – every partner do some education, none of them is expert in every field touching in that project. Organisations from Poland and Latvia could step in the area of ICT and e-learning with better background, organisations from Belgium and Germany could improve their activities in the field of action learning and general active working with adults. For all partners, it is a main field of activity, every partner has some deficits which could be delimited by that project.

The trainers using our methodology are willing to be critical about one's own thinking, identifying and challenging assumptions that underpin perceived realities. They will not be satisfied with the offered solution but will think in contrary directions and deliberately rejecting conventional, inherited methods.

1.2. The contexts of e-learning in adult non-formal education in Latvia

In the light of ageing European population and workforce, the recent economic downturns and the labour market's increased flexibility, the participation of adult in lifelong learning paths has firmly entered the political agenda of the European Union (Maniscalco, 2013).

In Latvian adult education system, the adult is defined as a person who has reached the age of 15 years, "that after a break continues general or professional education (formal, informal)" (Basic Guidelines of Lifelong Learning Policy for 2007–2013, 2007).

The Law of Education defines **adult education** (*pieaugušo izglītība*) as a multi-dimensional educational process of persons, which, ensures the development of the individual and his or her ability to compete in the employment market, during the course of a lifetime of a person (Education Law, 1998 – 2011). Adult education includes all types of formal, non-formal and informal education including further and interest education, professional upgrading and in-service training as depicted in Figure 1.

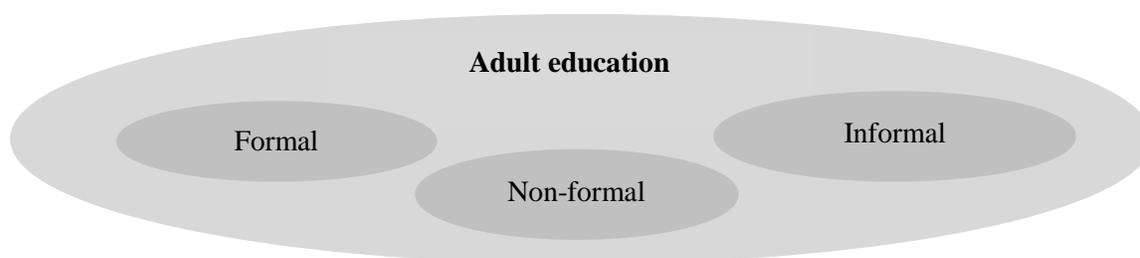


Figure 1: Types of adult education

It is provided to satisfy needs in lifelong education process to support personal development and competitiveness in the labour market regardless of person's age and previous education. It should be noted that the present research focuses on adult non-formal education. **Non-formal education** (*neformālā izglītība*) – besides formal education an organised educating activity that compliments formal education by ensuring the acquiring of the skills and abilities and development of evaluation system necessary for a socially and economically active state citizen to be able to integrate in the society and the labour market) (Lifelong Learning Policy for 2007–2013, 2009:5).

Adult learning in Latvia has long and stable traditions. However, it attained a nationwide momentum in the mid-1990s when different separate educational societies, groups and undertakings across the country were consolidated in an attempt to create a monitoring system in

the Latvian Adult Education Association – LAEA (1993 –*Latvijas Pieaugušo izglītības apvienība*) enabling to concentrate both the intellectual, human and financial resources available for adult education. Later Latvian Adult Education Association (LAEA) separated from Ministry of Education and Science and existed as non-governmental organisation with legal and physical persons. Serious obstacle for the development of Latvian adult education is the lack of the law on adult education. The Law of Education delegates the responsibility for the adult education to local authorities. The concept of Lifelong Education was formulated in 2000, giving a strong impetus to adult learning and education (ALE) however, this term has not been introduced in the Law of Education yet. The concept of adult learning and education (ALE) was included in the general concept of education, as one of the stages of a lifelong process. Thus, adult learning is part of an all-age-groups-inclusive approach that covers all the stages in human life from early childhood to late years of adulthood.

The shift in approach was fundamental and affected all the levels of educational system in Latvia adding to them a new, life-long perspective. The adult education development policy has been designed according to the education development guidelines set by the European and Latvian policy planning documents such as the Lisbon Strategy, Bologna Process, European Commission Memorandum on Lifelong Learning, UNESCO programme “Education for All”, European Commission work programme “Education and Training 2010”, European initiative “i2010 – European Information Society for Growth and Employment”, EU Basic Strategy regarding gender equality, long-term conceptual document “The Growth Model of Latvia: People First”, “Long-term Economic Development Strategy”, “Joint Economic Strategy”, Development Guidelines of Sustainable Development of Latvia”, Guidelines for Policy Planning”, Latvian National Action Plan for Employment”, “Guidelines of Sport Policy for Years 2004–2009” and “Regional Development Guidelines”.

Priority goals for adult learning and education (ALE):

- (1) availability;
- (2) quality;
- (3) cooperation and shared responsibility.

Each of these goals contributes to better access to education for all, irrespective of previous educational level, economical, geographical, social, ethnic, age, gender or other factors.

According to the established educational system in Latvia, the supervising authority for adult learning and education (ALE) is the Ministry of Education and Science (MES). The system of adult

learning and education (ALE), nonetheless extends over to other sectors, as envisaged by the Education Law (Article 17), stating that “regional local governments shall organise adult education”. In fact ALE functions at a much broader scale; it covers vocational, in-service training for the business or sector needs. Large state owned companies have Learning centres (e.g., The National Bank, Latvian Mobile Telephone, Lattelecom, the Latvian Railway, the Latvian Postal service, big market centres, etc.). The specific needs and requirements of individuals are taken care of by a network of private and non-governmental educational institutions and undertakings that are run on private funding, and some of them are profit oriented (Šiliņa, 2008).

According to the Education Law (1998), adult education may be funded from the state and local government budget, employers’ resources, students’ resources, donations and other sources. Some local governments allocate a fixed percentage from the budget to adult education. Important source of funding is EU, Swiss and Norwegian financial assistance instruments, including structural funds and the EU Lifelong Learning Programme 2007-2013, which through various projects opened more learning opportunities for adults (Latvia. VET in Europe – Country Report, 2011).

The system of the recognition of informal/non-formal learning was established in the beginning of 2011. The latest amendments (July 2010) in the Vocational Education Law (1999) included a paragraph stating that validation of professional competence acquired outside the formal education system is carried out according to relevant occupational standards; validation may be assigned to accredited education establishment or examination centre; procedure how the validation is conducted is determined by the Cabinet of Ministers. In February 2011 the CoM Regulations “Procedure how professional competence obtained outside formal education system is assessed” (*Kārtība, kādā novērtē ārpus formālās izglītības sistēmas apgūto profesionālo kompetenci*) was approved stipulating the procedure how professional competence (except regulated professions) that corresponds to the Latvian professional qualification Level 1 – 3, i.e. the EQF Level 3 – 4, obtained outside formal education is assessed (Latvia. VET in Europe – Country Report, 2011).

The concept of E-learning defines various forms of learning through ICT by different terms, such as ‘distance education’, ‘web-based learning’, ‘computer-assisted instruction’, ‘computer-mediated communication’, ‘virtual classrooms’, ‘digital collaboration’, ‘online instruction’, ‘electronic communication’, ‘computer-driven interactive communication’ etc. There are also several different definitions of e-learning. Some identify e-learning in a very narrow way as “the learning process created by interaction with digitally delivered content, services and support”, other definitions cover very wide areas of application, for example, “the process of formal and informal learning and

training activities, processes, communities and events via the use of all electronic media like Internet, intranet, extranet, CD-ROM, video tape, TV, cell phones, personal organizers et cetera” (Guide to E-learning Solutions). Some include Knowledge Management as a form of e-learning. It took a while for the right term to come about, circa 1995 it was all called ‘Internet-based Training’, then ‘Web based Training’ (to clarify that delivery could be on the Inter- or Intra-net), then ‘Online Learning’ and finally e-learning, adopting the vague use of “e-” during the dot com boom. The “e-” breakthrough enabled the industry to raise hundreds of millions from venture capitalists who would invest in any industry that started with this magic letter.

European Commission (Communication from the Commission, 2000) defines “e-learning as the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services” (European Commission 2008a:6) as well as remote exchanges and collaboration. It means that e-learning is NOT a database where the student will find all information. Learning is always a process together with other students, using printed and interactive material and with a tutor available (Lee, Birzina, Gervacio, Jones, Fadzil, Abdol Latif, Pawlowski, 2012).

The concept of e-Learning in Latvia is used as a general term referring to all forms of teaching and learning, where information and communication technology is involved (Lee, Birzina, Gervacio, Jones, Fadzil, Abdol Latif, Pawlowski, 2012). The terms: Distance education, Blended learning (combination of distance and face to face learning), Online learning, Virtual learning, Web-based learning are used in Latvia.

Distance learning or e-learning became topical in Latvia in the 90ties of the 20th century. In accordance with the Law of Education in the Republic of Latvia, distance learning is defined as type of the extramural education “*distance education – an extramural method for 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*” (Education Law, 1999 – 2011).

The document “Lifelong Learning Policy for 2007–2013” (2009:5) defines distance learning as a specially planned, organised independent learning supported by advisers and consultants. It is a form of education in which specific learning materials and methodology are used. Every person can learn at convenience for his/her time, place and tempo. Distance learning basically is planned for adults that are motivated and able to organise themselves for active learning. There is no uniform state system to monitor and coordinate e-learning in Latvia. However, the distance learning has declared itself as innovative adult education form. This is novelty for the education system in

Latvia in general and especially in adult education because it allows combining studies with work. By setting the aim to improve the competences of adults, the providers of distance learning can raise their competitiveness among the other suppliers of adult education (Kristovska, 2005). As it is specified in the Latvian National Development Plan for (NDP) 2007 – 2013, the aim of Latvia is to build a knowledge-based economy and improve the quality of life, where everyone has the ability to use information and communication technologies (ICT) and opportunities of the content to achieve this aim. Implementing an information society, it is necessary to create equal opportunities to use ICT and e-services for everyone, reduce the digital gap (the difference) and improve opportunities and quality of life for those citizens who do not use modern technologies. To introduce and develop the information society, it is necessary to achieve several objectives (Lee, Birzina, Gervacio, Jones, Fadzil, Abdol Latif, Pawlowski, 2012):

- every Latvian citizen has the opportunities and skills to use ICT and available e-services;
- citizens and business have access to rich variety of services and content that will make life easier and will allow to develop fully;
- active use of ICT for innovations in business, creating value added growth.

The main emphasis is given to the development of such skills as information literacy (*informācijpratība*) and computer literacy (*datorpratība*) in combination with (European Computer Driving Licence) ECDL. ICT has got a special role in the accessibility, processing, transmission and use of information. The skills to use modern ICT allow getting access to their resources and empower to be more efficient in one's profession. Although ICT tools get simpler and more user-friendly, considerable skills are necessary for completing even the most ordinary functions. A set of such skills is called computer literacy where the most important thing is to know how to work on the computer and use the resources of the computer and ICT tools in the professional field. At the same time computer literacy does not mean general programming skills. ECDL as the document of EU computer literacy that confirms the universal computer literacy level to perform in any profession is getting significant in the open EU labour market (IUMEPL, 2006).

In the document “Lifelong Learning Policy for 2007–2013” (2009:4) e-education is defined as a specially organised study course in which the following information and communication technologies are used in a methodically grounded way –

telecommunication and computer networks, multimedia CD-ROM, as well as radio and TV broadcasting, audio/video records, interactive TV and other technologies.

The chapter “Change of Paradigm in Education (2010)” of the document “Sustainable Development Strategy of Latvia until 2030” published by the Saeima of the Republic of Latvia mentions such terms as ‘e-schools’ and ‘e-lessons’: (163) E-lessons. In addition to the usual study process, educational institutions should create distance learning programmes, using e-technologies.

As it is stated by the Latvian National Development Plan (2006: 3), “since the renewal of its independence in 1991, Latvia has been able to capitalize on the main driving force for the growth of the country – its people, along with their knowledge, wisdom and skills, and their wish to use their intellectual assets productively”. Information Society is characterized by educated and creative people. The skills of citizens to use the new technology are essential to use opportunities offered by the information society and to promote a knowledge-based economic development. Such technological excellence requires not only a high innovative level of products, but also a high level of innovative thinking by individuals or, in other words, an innovative culture. This, in turn, imposes new and higher demands on the whole system of education, particularly with regard to life-long learning.

The strategic goal and priorities of the National Development Plan as shown in Figure 2 are education and knowledge for the growth of the national economy and technological excellence.

It can be achieved by developing:

- An educated and creative individual.
- Technological excellence and flexibility of companies.
- Development of science and research (NDP, 2006:13).



Figure 2: The strategic goal and priorities of the National Development Plan

To coordinate all the issues regarding the development of the information society an Information Society National Council exists (it was actually created in 2000), chaired by the Prime Minister. The current distribution of its responsibilities is as follows:

- Ministry of Economy – responsible for innovation and e-commerce.
- Ministry of Education and Science – responsible for e-learning, education and R&D in the ICT sector.
- Ministry for Electronic Government Affairs – responsible for e-governance, e-documents, e-inclusion and coordination of public services. Since 2009 the Secretariat as a separate institution was eliminated, exposing it to minister of the Regional Development and Local Government – responsible for spreading information society-related issues in regions. At the moment, this institution belongs to the Ministry of Environmental Protection and Regional Development.

The development of information society in Latvia is determined by the following policy planning documents (Lee, Birzina, Gervacio, Jones, Fadzil, Abdol Latif, Pawlowski, 2012):

- **Latvia's E-Government Concept** approved by the Cabinet of Ministers on May 7, 2002, in which development strategy of e-government, as well as initial action plan and necessary means for its implementation were defined;

- **Information Society Development Guidelines for 2006-2013** approved by the Cabinet of Ministers on July 19, 2006, in which short-term and longterm policy goals, as well as future direction and necessary financing were defined;
- **Concept of a Principle of a Single Contact Point in Accordance with the Provisions of the Services Directive (2006/123/EC)** approved by the Cabinet of Ministers on May 28, 2009, in which aims, tasks, and development directions for the introduction of a principle of single contact point in the management of administrative institutions are defined;
- **The Concept on Electronic Identification Cards** approved by the Cabinet of Ministers on January 12, 2010 that foresees to introduce the electronic identification card;
- **Electronic Government Development Plan for 2010-2013** (reviewed on April 29, 2010 in the meeting of the State Secretaries) is a short-term development planning document for the next three years drawn for the implementation of the Information Society Development Guidelines for 2006-2013 in order to continue the action plan in the area of e-government development and to provide succession of Electronic Government Development Programme for 2005-2009 (Report on Latvian Economic Development, 2010).

In the implementation of lifelong learning for the Information Society it is important to note **the Informatics programme**.

In order to improve the possibilities to acquire and apply the information in Latvian society, the Cabinet of Ministers of the Republic of Latvia approved and invested in the State Unified Library Information System project in 2001. The main goal of the State Unified Library Information System project was to establish a coherent national and public library information system to ensure the possibility for libraries not only to collect, preserve, systematize national cultural and scientific values and provide the access to them, but also use modern information technologies for universal information services – information search, delivery of the required books, publications, reference materials and documents from Latvian and international information sources. Due to the gradually implemented project, the libraries in Latvia have become reliable e-Learning for Lifelong Learning in Latvia universal information service locations. Libraries are equipped with

computers, Internet connection and appropriate library information system, thus allowing to reorganize library work and provide not only traditional services, but also IT application: electronic catalogue, delivery of multimedia resources, search for information in Latvian and international sources of information, transnational co-operation in creating data bases and integration of interdisciplinary data. Significant attention in the implementation of the project was paid to the development of library-based training and personnel training to work in the new system. It was one of the most important prerequisites for success in ensuring the training of information users. There have been established regional training centres to carry out life-long learning programs for the needs of regional population.

Other examples of Latvian information society projects:

- Integrated Information System of the State Significance (Mega system) and participation in the Baltic Government Data Communication Network;
- Common System of Electronic Documentation in the Public Administration;
- Integrated Information System in the Transport Sector (EDITRANS);
- Informatisation of the State Social Security System;
- Public Internet Access Points (PIAP), supported by the Soros Foundation;
- European Computer Driving License (ECDL);
- Regional initiatives, like those in the Vidzeme region, Saldus, Ventspils and Riga.

There are also several laws and government provisions:

- Law on Electronic Documents and Digital Signatures;
- Law on State Information System;
- Law on Copyrights (including a provision on the legal protection of data bases);
- Law on Telecommunications;
- Concept on Electronic Commerce;
- Concept on ID Cards;
- Concept on Electronic Purchase of State and Local Governments (Nissinen, 2002).

1.2. Purpose of the research

The main goal of the research is diagnosis of needs and barriers in

- providing the e-learning that engages the participants,
- ensuring trainers with proper tools and competences
 - to have the influence on process of education,
 - to motivate students, and
 - to give them the opportunities for reflection.

2. RESEARCH METHODOLOGY AND TOOLS

The present part of the contribution demonstrates the design of the empirical study, survey results and findings of the empirical study.

The design of the present empirical research comprises the purpose and question, sample and methodology of the present empirical study.

The research question is as follows: what are needs and barriers in

- providing the e-learning that engages the participants,
- ensuring trainers with proper tools and competences?

The aim of the empirical study is to identify needs and barriers in

- providing the e-learning that engages the participants,
- ensuring trainers with proper tools and competences.

The interpretive paradigm was used in the empirical study. The interpretive paradigm aims to understand other cultures, from the inside through the use of ethnographic methods such as informal interviewing and participant observation, etc (Taylor & Medina, 2013). Interpretative research paradigm corresponds to the nature of humanistic pedagogy (Luka, 2008). The interpretative paradigm allows creating an environment for the development of any individual and helps them to develop their potential (Luka, 2008). The core of this paradigm is human experience, people's mutual everyday interaction that tends to understand the subjectivity of human experience (Luka, 2008). The paradigm is aimed at understanding people's activity, how a certain activity is exposed in a certain environment, time, conditions, i.e., how it is exposed in a certain socio-cultural context (Luka, 2008). Thus, the interpretative paradigm is oriented towards one's conscious activity, and it is future-oriented (Luka, 2008). Interpretative paradigm is characterized by the researchers' practical interest in the research question (Cohen, Manion, & Morrision, 2003).

The exploratory type of the comparative study (Phillips, 2006) was applied within the present empirical study. The exploratory type of the comparative study aims to generate new hypotheses and questions (Phillips, 2006). The exploratory methodology proceeds (Phillips, 2006) as shown in Figure 3:

- 'conceptualisation' in Phase 1,

- detailed description of educational phenomena in the countries to be investigated, with full attention paid to the local context in terms of its historical, geographical, cultural, political, religious, and linguistic (etc.) features in Phase 2,
- the data collection in Phase 3,
- explanation through the development of hypotheses in Phase 4,
- re-consideration of the initial questions and application of the findings to other situations in Phase 5.

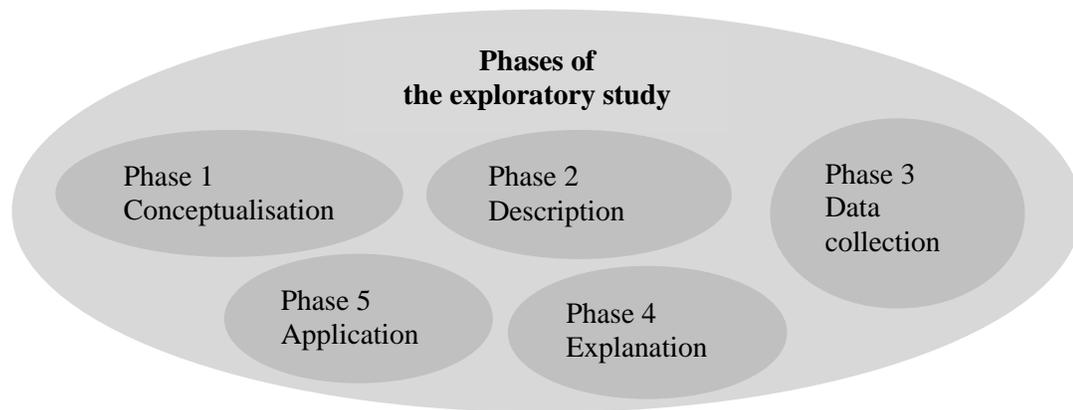


Figure 3: Phases of the exploratory study

The qualitatively oriented empirical study allows the construction of only few cases (Mayring, 2004). Moreover, the cases themselves are not of interest, only the conclusions and transfers we can draw from these respondents (Mayring, 2007). Selecting the cases for the case study comprises use of information-oriented sampling, as opposed to random sampling (Mayring, 2007). This is because an average case is often not the richest in information. In addition, it is often more important to clarify the deeper causes behind a given problem and its consequences than to describe the symptoms of the problem and how frequently they occur (Flyvbjerg, 2006). Random samples emphasizing representativeness will seldom be able to produce this kind of insight; it is more appropriate to select some few cases chosen for their validity.

The research targeted three groups of e-learning participants in the project's partner countries:

- E-learners or users,
- E-learning providers or teachers, and
- E-learning trainers or coaches.

The respondents were identified utilizing a three-dimensional respondent selection matrix developed to ensure proper balance according to the project's partner country, organization and educational group (e-learner, teacher or coach).

First, **desk research** was implemented in February 2015. Desk research is a type of market research that involves collecting and examining information that already exists and is easy to get, such as company records, published government reports, and information in newspapers, magazines, and on the internet (Cambridge Dictionaries Online). The desk research focused on

- analyzing of the contents of e-learning access in each partner countries, the way of implementation of that e-learning, what tools is used, what is the role of the trainers, how much the students are involved, what are their tasks to do,
- analyzing the forums, chats etc of the e-learning implement by different institution,
- analyzing the materials on the website (blogs, discussions, opinions joint with the point,
- analyzing the accessible materials for trainers about e-learning.

Next, **focus group interviews (called Focus Group Interview - FGI)** were carried out. It covered moderated group discussion around the topic of the research and the role of trainer in e-learning process. The key persons (profile will be determined in the next step) were invited to take part in focus from different society joint with adult non-formal education. The focus group interviews were conducted by the researches in each partner's countries, supported by administrative staff. It was done in accordance with the scenario prepared by the Leading Partner. The focus interview was based on the following questions:

- Whether and how are e-learning forms based on the methodology of teaching adult learners (for example Malcolm Knowles theory or Kolb's experiential learning style theory)?
- How are the trainers prepared?
- How is the quality provided
- Whether do the e-learning forms propose the group work for the learners?
- What part of e-learning affects the participants' involvement?
- When are the blended learning form used, what results it gives?
- How are the needs of learners examined before the teaching?

- Whether and how are the needs of disability people taken after consideration?

Focus groups interviews examine how knowledge, and more importantly, ideas, develop and operate within a given cultural context as well as explore exactly how the opinions are constructed (Kitzinger, 1995). Circle seating is usually used for a focus group interview (Krueger, 2002). A focus group usually includes from five to 10 participants (Krueger, 2002). The choice of participants for a focus group interview was based on three criteria as depicted in Figure 4:

- participant's knowledge on a given topic,
- participant's cultural difference and education's diversity (occupation, training, etc) and
- participant's hierarchy in the group.

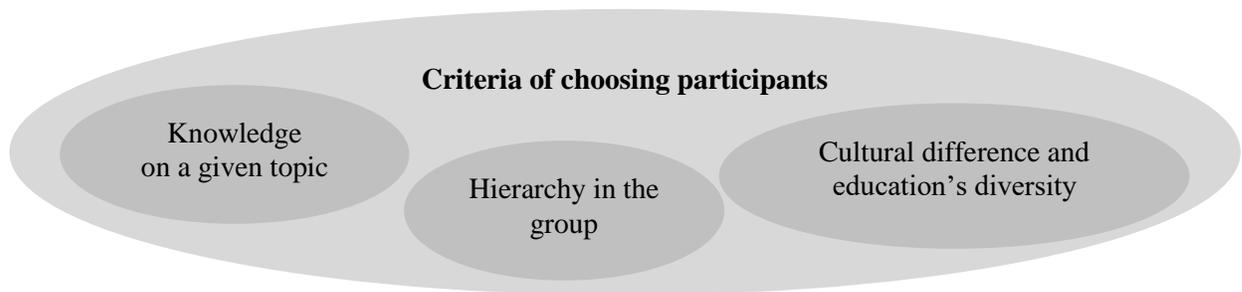


Figure 4: Criteria of choosing participants for a focus group interview

The number of participants depends on the heterogeneity of the focus group: the greater the heterogeneity of the group, the fewer the number of participants (Okoli & Pawlovski, 2004). Further on, smaller groups show greater potential (Krueger & Casey, 2000). Thus, three is a good number of participants for the study (Lopez & Salmeron, 2011).

Later, **individual in-depth interviews (called In-Depth Interview - IDI)** were used. The profile of key respondents will be described (but among them providers of e-learning, trainers/coaches using e-learning/b-learning, users of e-learning/b-learning, each partner has to find the representative respondents on his own and researchers will interview them. The researches had a specific scenario provided by the Leading Partner (adopted from GHK Consulting, 2014, p. 6-7):

- Each partner contacted the respondents in their country. Contact was initially made through an e-mail briefly describing the background for and content of the

- interview and containing an accreditation letter from the project. The respondent was free to pick a suitable date and time for the interview. In case of no response, two rounds of follow-up e-mails were sent, and in some high-priority cases, a phone-call was also placed to ensure that the person had received the request for an interview.
- On the one hand, individual in-depth interview's guide ensured that the same themes and questions were covered in all interviews, while, on the other hand, leaving room for an exploratory investigation of topics arising during the interview. The interviews were scheduled to last around 20 minutes, but a majority of them ended up lasting 30-35 minutes. During each interview, notes were taken by the interviewer and entered directly into a template in a database system shared across the consortium. This allowed for standardisation of the interviewing procedure and on-going knowledge sharing among the three consortium-partners involved in this project.
 - Following the completion of the interviews, database queries were used to generate survey response reports on the following topics:
 - Whether and how are e-learning forms based on the methodology of teaching adult learners (for example, Malcolm Knowles theory or Kolb's experiential learning style theory)?
 - How are the trainers prepared?
 - How is the quality provided?
 - Do e-learning forms include group work for the learners?
 - What part of e-learning affects participants' involvement?
 - When are blended learning forms used, what results does it give?
 - How are the needs of learners examined before teaching?
 - Whether and how are the needs of disabled people taken into consideration?

Each meeting and interview were documented (notes or recordings) and archived. The reports were then used by the research team to conduct in-depth cross-cutting analyses, the findings of which are presented in this report. The interviews were carried out in February 2015.

Finally, participate-observation was ensured in each country. The researchers observed minimum one stationary educational event, part of b-learning course. Observation was done according to scenario prepared.

3. RESEARCH RESULTS

3.1. Desk research

The desk research is aimed at analyzing

- the contents of e-learning access in Latvia,
- the way of implementation of that e-learning,
- what tools is used,
- what is the role of the trainers,
- how much the students are involved, what are their tasks to do,
- the forums, chats etc of the e-learning implementation by different institutions
- the materials on the website (blogs, discussions, opinions joint with the point),
- the accessible materials for trainers about e-learning.

The **new target** of the European Union adult education policy has shifted from citizens to workers and the competence development model, borrowed from the corporate sector has been established as the reference for the new policy road maps (Maniscalco, 2013).

E-learning in Non-formal and Informal Education: According to the data of State Employment Agency (Nodarbinātības valsts aģentūra – NVA) as demonstrated in Figure 5 average unemployment rate is 11.5% in November 2011.

The registered unemployment rate in Latvia in November 2011 - 11,5%

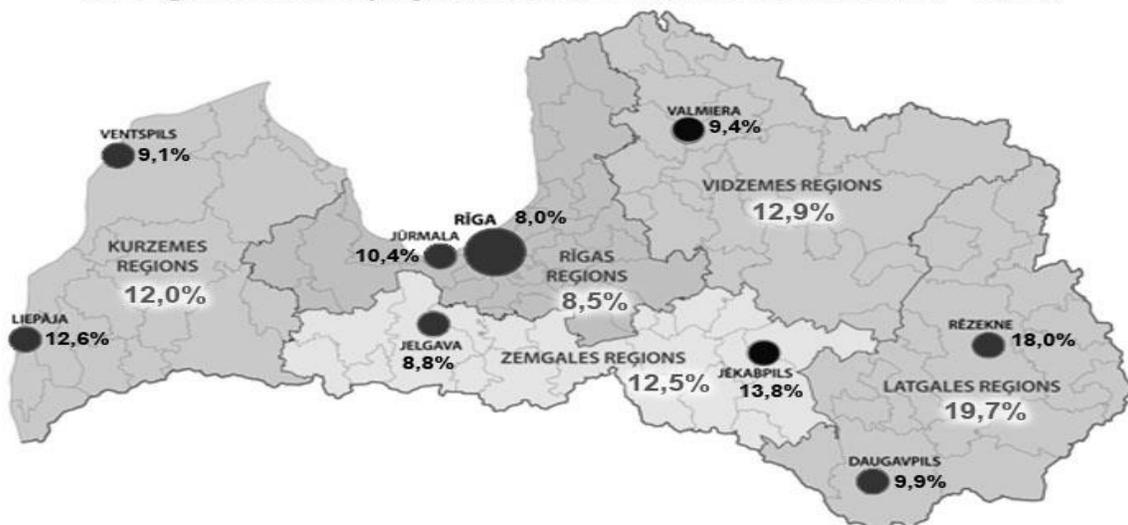


Figure 5: The registered unemployment rate

Comparatively the lowest level of the unemployment is in Riga region (8.5%), while the highest in Latgale region (19.7%). According to the CSB data (November, 2011), there are most people involved in LLL (in non-formal education) in the Riga region (34.6%), but least – in Zemgale region (9.6%) as illustrated in Table 1.

Table 1: Participation in Adult Education by Regions (per cent). Source: CSB

Regions	Non-formal education
Riga region	34.6
Pieriga region	19.9
Vidzeme region	10.0
Kurzeme region	15.2
Zemgale region	9.6
Latgale region	10.7
LATVIA	100.0

Of the offered courses, the course *Computer use* as a form of informal education is chosen by 8.6% and a job-related education activity – 7%. There has been organized training of unemployed “Training of Unemployed People and Job Seekers” of European Social Fund Operational Programme “Human Resources and Employment”. In 2009 in terms of non-formal education programs, 3669 unemployed people have completed computer science (without previous knowledge) course and 1370 – computer science (with previous knowledge, a specific program of training) course; in the first half of 2011, respectively – 2242 and 842 unemployed people (IZ_ISAP, 2011).

Common Access to Electronic Content and Services: there were created 446 Public Internet Access Points in the Latvia. In 2007 – 2013, it was planned to promote access to internet for all, promote access to public services and information for promoting life quality for all. Till year 2011, a state agency Cultural Information Systems (v/a “*Kultūras informācijas sistēmas*”) has improved the technical infrastructure including free wireless (Wi-Fi) internet access of Latvian local municipality libraries. More than 870 Latvian public libraries and their external service points have been included in an integrated data network that provides access to library users not only to protected online content, but also access to various government data bases and the copyright materials, that are free of charge to library users. Millions of pages of books and periodicals will be digitized, as well as technical infrastructure of digital library and sets of information systems have

been developed. In cooperation with the U.S. Library of Congress and UNESCO World Digital Library project, Latvian memory institutions of the UNESCO Memory of the World Programme of international and national registry objects will be digitized and made public (IZ_ISAP, 2011).

e-Accessibility for People with Disabilities: It is difficult to get information on assistive technology products and possible technological solutions for people with disabilities. Because of the lack of information and high cost of the products, one segment of the disabled population cannot fully benefit from the use of computer or is excluded from the Information Society. Due to architectural barriers (stairs, no ramps or/and lifts) Internet access points in libraries and PIAPs in general are inaccessible for wheelchair users. To facilitate access to information for social risk groups, the websites of the Ministry of Welfare and its subordinated institutions are tailored to people with disabilities (the possibility to change the text size to a larger, more compact option to view web content (the description of easier to read topics for people with special needs)) (IZ_ISAP, 2011).

Free Sites for Specific Target Groups: Designers themselves engage in passing their own experience to others – they develop materials and place them on the website. These materials can be used by registered users.

Portal “Skolotājs” (Teachers’ virtual society) is delivered in Figure 6. The portal was established on October 4, 2004 by Digital centre of Ventspils& Microsoft Latvia. The aim of the site skolotajs.lv is to promote the cooperation and interaction of the education staff – teachers, school directors, heads of educational authorities, as well as to raise the awareness about information and communication technologies to improve and develop the learning process. Skolotajs.lv helps teachers to acquire and use ICT skills, thereby raising their level of qualification, promoting experience exchanges and active implementation of the acquired information. Portal users are mainly teachers, but school administrators and other education professionals do it as well. The portal has given teachers the opportunity to

- (a) enter and download educational materials they have produced;
- (b) publish suggested guidelines for simplifying the study process and organization of work outside the classroom;
- (c) participate in the portal’s on line bulletin board, respond to questionnaires;

- (d) learn about innovations in educational and extracurricular opportunities;
- (e) evaluate and improve their computer skills (Trapeniece et al, 2005).

The screenshot shows the homepage of the portal 'skolotajs.lv'. At the top right, there are links for 'Pierakstīties' (Log in) and 'Reģistrēšanās' (Registration). The main navigation bar includes 'ESI SVEICINĀTS PORTĀLĀ SKOLOTĀJS.LV!', 'JAUNUMI IZGLĪTĪBĀ', and 'SEKOJIET MUMS TWITTER'. The 'ESI SVEICINĀTS PORTĀLĀ SKOLOTĀJS.LV!' section contains a welcome message and a link to 'Iesīt vairāk...'. The 'JAUNUMI IZGLĪTĪBĀ' section features a video player showing a man speaking, with the caption 'Roberts Kīļa Izglītības un zinātnes ministra Roberta Kīļa videoblogs par aizvadītās nedēļas aktualitātēm izglītībā' and a date '14.12.2011'. Below the video are three text-based news items, each with a 'Iesīt vairāk...' link. The 'SEKOJIET MUMS TWITTER' section displays a list of tweets from the account 'SKOLOTAJS_LV' with their respective content and engagement metrics.

Figure 6: The Homepage of portal “Teacher” (www.skolotajs.lv)

The Thinking Approach (TA) as demonstrated in Figure 7 to language teaching aims at an integrated development of both language and thinking skills of learners. The TA project is concerned with the development of educational technologies necessary for this kind of teaching and mechanisms of implementing these technologies with various groups of learners.



Figure 7: The Homepage of Thinking Approach (www.thinking-approach.org)

TETRIS as shown in Figure 8 is available in English, Italian, German, Latvian, France. This is the portal of an international project Teaching TRIZ at Schools (and Industries) supported by the European Commission in the framework of the Lifelong Learning Programme. The site includes various materials for reading on TRIZ, as well as animated presentations of the key ideas. TETRIS is a new way of teaching TRIZ.

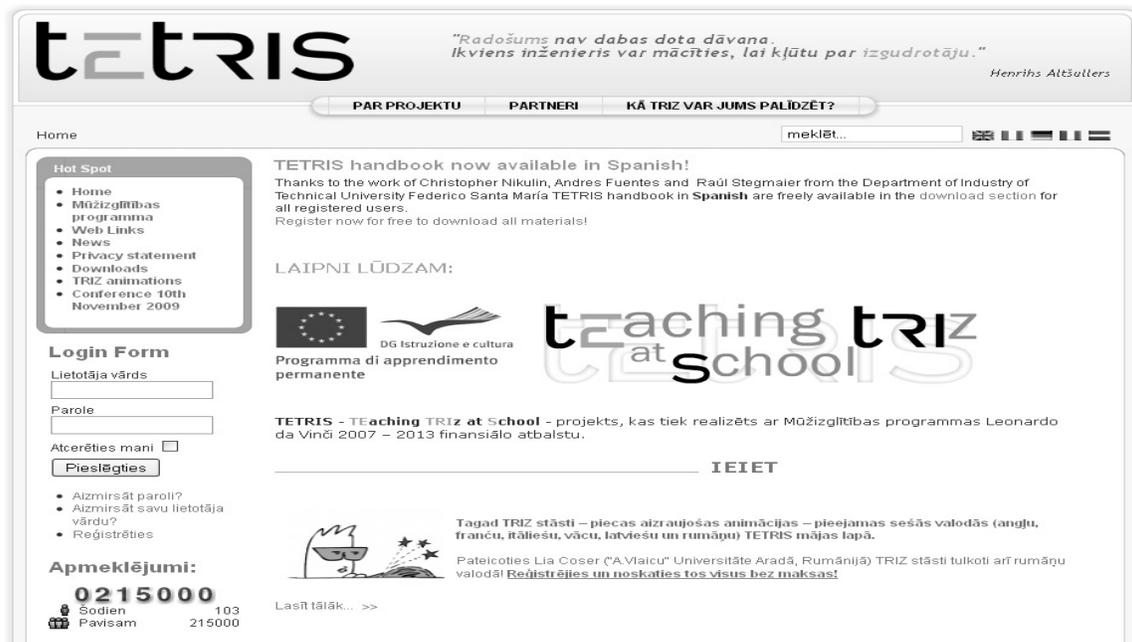


Figure 8: The Homepage of TETRIS (www.tetris-project.org/)

The Time of ICT published by Jelgava Regional Adult Education Center is demonstrated in Figure 9. The site is aimed to help teachers to find the information, e-resources and teaching materials of teachers, which they can use for improving the quality of teaching and learning process.

IKT_Laiks

Lietotājs :
Parole :

Priekšmets :
Valoda :
Klašu grupa :
Sakārtot pēc :

- CD katalogs
- Mācību materiāli
- Interneta resursi
- Skolotāju izstrādnes
- Diskusijas

Ir laiks. Šis ir laiks, kad paveras jaunas iespējas, jauni izaicinājumi, kad Latvijā veidojas zināšanu sabiedrība. Labāk īstenot šī laika priekšrocības palīdz IKT – informācijas un komunikācijas tehnoloģijas.

Jelgavā IKT laiks ienāk ar vairākiem projektiem. Šī mājas lapa ir izveidota projekta „Informācijas un komunikācijas tehnoloģijas mācību procesā” ietvaros. To īsteno Jelgavas reģionālais Pieaugušo izglītības centrs un finansiāli atbalsta ESF (līgums Nr. 2006/0123/VPD1/ESF/PIAA/05 /APK/3.2.5.2./0168/0207). Ar šo projektu iesākas jauns laikapoms Jelgavas skolās – kad IKT tiek izmantotas ne vien informātikas stundās, bet kļūst par neatņemamu sastāvdaļu visā mācību procesā.

Skolotāj, šis ir Tavs IKT laiks! Un šī ir Tava virtuālā mācību klase - radošā darbnīca, kurā apgūt un izmēģināt prasmes IKT pielietošanā. Ienāc un sameklē elektronisko resursu krātuvē to, kas tieši Tev būs visnoderīgākais un vilnās izmēģināt jaunas pieejas. Lai veicas!

CD katalogs

☆☆☆☆ **Māja un interjers 1. daļa** komentāri (1)
 Mājturība
 4-6,
 7-9 Vairāk >>

☆☆☆☆ **Māja un interjers 3. daļa** komentāri (1)
 Mājturība
 4-6,
 7-9 Vairāk >>

Figure 9: The homepage of the Time of IKT (ikt.jrpic.lv)

Internet Library Atlants.lv published by SIA “CDI” is disclosed in Figure 10. Data base of reports. Some you can get free, but almost all are for some price. There is the respect of copyright works.

Atlants.lv interneta bibliotēka +1 32 Latviski По-русски English

E-pasts + parole

Paraugs: [Biznesa plāns](#) Detalizētā meklēšana

Eksaktās un dabaszinātnes (31802)
 Statistika (1310)
 Fizika (3607)
 Anatomija, veselība, medicīna, higiēna (8902)
 Īstnija (4298)
 Matemātika (2008)
[Pārējas kategorijas...](#)

Uzņēmējdarbība un tiesības (60940)
 CV (520)
 Apdrošināšana (533)
 Mārketingis, reklāma (6607)
 Tūrisms, viesmitība (4137)
 Ekonomika (17474)
[Pārējas kategorijas...](#)

Humanitārās zinātnes (42106)
 Politika (8648)
 Psiholoģija (11966)
 Tulkošana, valodniecība (2366)
 Latviešu valoda (2032)
 Sabiedriskās attiecības (2246)
[Pārējas kategorijas...](#)

Māksla, kultūra un vēsture (78926)
 Arhitektūra, dizains (1596)
 Mūzika (2785)
 Literatūra (30241)
 Filozofija (6093)
 Ētika (2059)
[Pārējas kategorijas...](#)

Tehnoloģijas (24832)
 Auto, moto u.c. tehnika (1057)
 Datori, elektronika, programmēšana (7078)
 Transports, sakari (1707)
 Celtniecība (1674)
 Lauksaimniecība, mežsaimniecība (1387)
[Pārējas kategorijas...](#)

Darbu veidi (208433)
 Referāts (58809)
 Konspekts (41305)
 Diplomdarbs (2787)
 Paraugs (4521)
 Biznesa plāns (1787)
[Pārējie darbu veidi...](#)

Figure 10: The homepage of Internet Library (www.atlants.lv)

Virtual Learning:

Museums such as the Natural History Museum of Latvia offer materials and virtual tours of varied exhibitions as depicted in Figure 11. Virtual learning can also be associated with participation in learning. The representatives of different age and interests may engage in natural research.



Figure 11: The Homepage of the Natural History Museum (virtual tour)

www.dabasmuzejs.gov.lv/

Dabas dati (**Data of nature**) published by Latvian Fund for Nature, Latvian Ornithological Society in the homepage “*Dabasdati.lv*” as pointed in Figure 12 volunteers can freely share their observations on nature, insert photos taken by them in nature, consult, comment and get information about the species they are interested in. All the information is connected with the coordinate system in the map of Latvia. This can be used in scientific researches, as by adding the description of phenomenon observed, all the precise data are manifested. This home page is supported by Latvia, Iceland, Liechtenstein and Norway.



Figure 12: The homepage of portal Data of Nature (www.dabasdati.lv)

Informal Learning Resources: World Wide Web provides informal learning in all its diversity. The socialization direction of informal learning is provided by social networks (e.g. Accountants Club – with professional orientation; Cālis.lv – with household orientation, etc.).

Cālis.lv is indicated in Figure 13 – the first Latvian Family Portal. Informal learning about family issues. Interest groups, forums on various topics, games.



Figure 13: The Homepage of Calis.lv (www.calis.lv)

Grāmatvežu klubs (Accountants' Club) as shown in Figure 14 offers databases, Club Life, Address Book, links directory. There is an opportunity to hear the opinion of specialist, as well as access and download forms, and get support information on how to operate (Handbook).

Svētdiena, 18. decembris

30 readers BY FEEDBURNER +1 0

Galvenā

- Datu bāzes
- Kluba dzīve
- Adrešu grāmata
- Saišu katalogs
- Speciālista viedoklis
- Atlaides
- Grāmatveidības programmas
- Veidlapas
- Veidlapas +
- Uzziņas
- Normatīvie akti
- Vaiŀtu kursi
- Mājaslapu reitings
- Forums
- Elektroniskais veikals
- Studinjumu dēlis
- Lietotāja rokasgrāmata
- Lietotāju faili
- «VGK plus» abonements
- Meklēšana
- Lapas karte
- Riki

Virtuālais Grāmatvežu Klubs

35 106 reģistrēti lietotāji

Galvenā

Speciālistu atbildes / 25.09.2011 14:51:22
 Šajā «Speciālista viedoklis» tika izvietotas speciālistu atbildes iepakojuma jautājumos saistībā ar dabas resursu nodokli (jautājumi 152.-161.).

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Figure 14: The Homepage of Virtual Page *Grāmatvežu klubs* (www.vgk.lv/lv)

Social Networks: There are widely available social networks in Latvia. Latvian-made portal draugiem.lv. is widely used by society, as well as networks Twitter, Facebook, YouTube, LinkedIn, etc.

3.2 Focus group interview

The present focus group was composed of eight adult education's stakeholders in February 2015. All the respondents have been awarded a higher education degree in different sciences. Four respondents were bestowed doctoral degrees in pedagogy. Their doctoral studies were focused on adult pedagogy. As the respondents with different cultural backgrounds and diverse educational approaches were chosen, the sample was multicultural. Thus, the group (age, field of study and work, mother tongue, etc.) is heterogeneous. The sample of eight respondents involved

- a manager within the project *European Programme Implementation in the Area of Adult Education*,
- three independent experts,
- a leading researcher of Baltic Studies Centre,
- a representative of Employers' Confederation of Latvia (LDDK),
- a representative of Education Department in the field of teacher and adult education of Latvia's Education and Science Ministry
- a consultant of Association of Mechanical Engineering and Metalworking Industries of Latvia.

In order to save the information of the present research confidential, the respondents' names and surnames were coded as follows:

- a manager was given the code FG R1 (Focus Group Respondent 1),
- three independent experts were pointed as FG R2 (Focus Group Respondent 2), FG R3 (Focus Group Respondent 3) and FG R4 (Focus Group Respondent 4),
- a leading researcher – FG R5 (Focus Group Respondent 5),
- a representative of Employers' Confederation of Latvia (LDDK) – FG R6 (Focus Group Respondent 6),
- a representative of Latvia's Education and Science Ministry – FG R7 (Focus Group Respondent 7),
- a consultant – FG R8 (Focus Group Respondent 8).

FG Respondent 1 pointed that lifelong learning and adult education should be separated in Latvia as adult education is an element of lifelong learning. Adult education differs with adult learners age, teaching methods, target groups, high level of flexibility in order to satisfy changing requirements of labour market as well as changing needs of individuals. This means to adjust activities between formal, non-formal and informal education. As adult education is result-oriented, a lot of efforts would be devoted to educational contents in order to ensure the transition to education supply based on learning results. There is also a need for shaping the policy in adult education of Latvia instead of coordination of activities of individual contributors to adult education.

Respondent 1 emphasized that a data base about education service in adult education is a primary task in forming the system of adult education in Latvia.

FG Respondent 2 analysed problems in adult education. The problem of adult learners accessibility is one of the problems. Another problem is that information in existing databases is too complicated. It should be grouped as for professional and everyday use. There is a need in a database about people who participated in adult education courses, etc. One of the practical problems is introduction of modular system into adult education. Another problem is education quality. Due to the decrease of people who are able to work, adult education should be delivered to such groups as disabled people, prisoners, emigrants, seniors, etc. as potential working force. Respondent 2 points that aims of lifelong learning do not include modern technologies and support networks. In adult education an attention to science should be paid as well.

FG Respondent 3 highlighted the purpose of adult education in Latvia to involve 15% of the population into adult education. Respondent 3 emphasized that a big challenge in adult education in future years would be strengthening then capacity of adult education in professional education by working out new education and profession standards as well as determining basic requirements of professional qualification. Respondent 3 considers that monitoring of quality of adult education should be unified. The respondent stressed the importance in emergence of Adult Education Law. Respondent 3 also pointed that both the priority of economics and individual's needs should be considered in adult education.

FG Respondent 4 outlined the principles and mechanisms of financing of adult education. The respondent underlined that private finance in adult education in Latvia is very low. Two different kinds of programmes such as professional and intellectual capacity improvement are financed. Respondent 4 suggested self-regulating system of financing in 2014-2020: local government summarizes the data and evaluates the market needs before submitting to the national authority. The respondent expressed such the principle of the adult education database as given money bring new data. The statistical problem is that the statistics is oriented to qualitative indicators which are not always precise. The respondent pointed that cooperation between local authorities should be increased.

FG Respondent 5 focused on cooperation between science and society as well as business. Respondent 5 considers that cooperation is a touch of sensitive balance between science offer and society demand.

FG Respondent 6 put the focus on the education quality as the effectiveness of use of adult education finance.

FG Respondent 7 revealed that the priority in 2014-2020 would be put on employed adults between 25 and 54. This would be need to re-shape the whole system of adult education in Latvia that demand joint understanding between the stakeholders.

FG Respondent 8 noted that accreditation and certification of adult education should be arranged.

3.3. Individual in-depth interviews (called In-Depth Interview - IDI)

The present individual in-depth interviews were carried out in February 2015. The interviews were based on the following topics:

- Whether and how are e-learning forms based on the methodology of teaching adult learners (for example, Malcolm Knowles theory or Kolb's experiential learning style theory)?
- How are the trainers prepared?
- How is the quality provided?
- Do e-learning forms include group work for the learners?
- What part of e-learning affects participants' involvement?
- When are blended learning forms used, what results does it give?
- How are the needs of learners examined before teaching?
- Whether and how are the needs of disabled people taken into consideration?

All the respondents have been awarded a higher education degree in different sciences. Four respondents were bestowed doctoral degrees in pedagogy. Their doctoral studies were focused on adult pedagogy. As the respondents with different cultural backgrounds and diverse educational approaches were chosen, the sample was multicultural. Thus, the

group (age, field of study and work, mother tongue, etc.) is heterogeneous. The sample of seven respondents involved

- a learner from Calis.lv
- a teacher of Calis.lv,
- a trainer of Saliedet.lv,
- an independent expert.

In order to save the information of the present research confidential, the respondents' names and surnames were coded as follows:

- a learner from Calis.lv received the code of IDI R1 (In-depth Interview Respondent 1),
- a teacher of Calis.lv was given the code of IDI R2 (In-depth Interview Respondent 2),
- a trainer of Saliedet.lv was pointed as IDI R3 (In-depth Interview Respondent 3),
- an independent expert was identified as IDI R4 (In-depth Interview Respondent 4).

IDI Respondent 1 started his own business some years ago. In comparison to an employed one, a business owner should implement a wide range of activities such as personnel manager, marketing specialist, interpreter and selling manager, etc. Obtaining education demanded on self-discipline as well as precise time organization. During seminars Respondent 1 shared his/her practical experience from a variety of business situations.

IDI Respondent 2 underlined that adults are much more conscientious learners due to different reasons. Mostly adult learners focus on the increase of professional competitiveness. On the one hand, adult learners cope with objective circumstances such as work and family balance, time and financial balance, etc. On the other hand, adult learners try to fight with worries about studies, studies' difficulties, teacher and other learners' attitude, etc. Adult learners are more successful in comparison to the school graduates as

- adult learners choose a programme to study of their own interest,
- adult learners are oriented to an excellent result via working hard,

- adult learners have life experience that helps them to understand the inter-connections between theory and practice,
- adult learners pay for their studies on their own that is a stimulating factor to concentrate on studies.

Modern digital world offers also opportunities to study from home. Adult education can be obtained via e-learning that includes a number of video lectures.

Adult learners should follow some recommendations such as

- successful time planning,
- strict discipline,
- be active,
- set realistic purposes,
- consider a subject as a whole,
- help others and get assisted,
- award yourself for achievements.

IDI Respondent 3 discussed that the foremost of Knowles' discoveries was that *andragogy* (adult learning) is different from *pedagogy* (children's learning) (Pfeiffer, & Ballew, 1988). In particular, adults are aware of their abilities and their experiences and they *require* more involvement in the learning process. Other characteristics of andragogy include the following (Goad, 1982; Hanson, 1981):

1. Learning is a process—as opposed to a series of finite, unrelated steps — that lasts throughout the entire life span of most people.
2. For optimum transfer of learning, the learner must be actively involved in the learning experience, not a passive recipient of information.
3. Each learner must be responsible for his or her own learning.
4. The learning process has an affective (emotional) as well as an intellectual component.
5. Adults learn by doing; they want to be *involved*. Regardless of the benefits of coaching, one should never merely demonstrate how to do something if an adult learner actually can perform the task, even if it takes longer that way.
6. Problems and examples must be realistic and *relevant to the learners*.

7. Adults relate their learning to what they already know. It is wise to learn something about the backgrounds of the learners and to provide examples that they can understand in their own frames of reference.
8. An informal environment works best. Trying to intimidate adults causes resentment and tension, and these inhibit learning.
9. Variety stimulates. It is a good idea to try to appeal to all five of the learners' senses, particularly to those aspects identified by neurolinguistic programming: the visual, the kinesthetic, and the auditory. A change of pace and a variety of learning techniques help to mitigate boredom and fatigue.
10. Learning flourishes in a win-win, nonjudgmental environment. The norms of the training setting are violated by tests and grading procedures. Checking learning objectives is far more effective.
11. The training facilitator is a change agent. The trainer's role is to present information or skills or to create an environment in which exploration can take place. The participants' role is to take what is offered and apply it in a way that is relevant and best for them. The trainer's responsibility is to facilitate. The participants' responsibility is to learn.

IDI Respondent 3 emphasized that at the beginning e-learning had had an individual nature that was against of human nature as humans are social beings. Later it was improved with the emergence of social media, forums, etc. IDI Respondent 3 considered that teachers in adult education using e e-learning tools

- make the process more interesting,
- promote autonomous learning,
- ensure the quality of contents,
- support contacts with and between learners,
- integrate new scientific discoveries into adult education, etc.

IDI Respondent 3 revealed four scenarios which complement traditional educational process such as

- one direction communication that includes three phases:
 - Phase 1: materials introduction into e-environment,
 - Phase 2: adult learner investigates the materials,

- Phase 3: adult learner complete tasks.

Advantages of this approach are as follows:

- all the materials are located in one e-environment,
- learner can study the materials any time suitable for a particular learner,
- teachers can easily administrate every learners' contribution.

-engagement that consists of two stages such as

- teacher introduces an activity,
- learner have enough time to think over the task and express their opinion.

Advantages of this approach are as follows:

- enough time is given to students to formulate and reveal their attitude to a task,
- shy learners participate in discussions, experience sharing and idea generation.

-project that is organized in the following phases:

Phase 1: learners work on the task together and individually,

Phase 2: learners organize their working, teacher is a consultant.

Advantages of this approach are as follows:

- tools available in the e-environment help to organize work,
- teacher can follow every learners' as well as the whole group's contribution,
- e-environmet can be used for the result presentation.

-reflection consists oft he following phases:

Phase 1: learners receive a task that demands on their reflection,

Phase 2: learners share their experience in the e-environment,

Phase 3: learners communicate with each other discussing their thoughts.

Advantages of this approach are as follows:

- an opportunity to communicate with each other and share experience,
- reflection promotion and its use.

Use of e-learning implies

- accessibility:
 - o use of common paltforms such as *iOS* and *Android*,
 - o dominance of international languages in e-environment decreases a number of available tools.

- programme sustainability as in some years some applications get older or completely disappear.

IDI Respondent 3 expressed the opinion that teachers have to learn in order to use a tool qualitatively. The main barrier in use of technologies is brought by teachers as they do not wish to change teaching style or do not know how to use a new technology. Educational institutions should support their teachers with training how to integrate new technologies into e-process. Information and tools in e-environment constantly change and transform that makes teachers' use of new technologies more complicated. Choosing a tool for e-learning teachers should pay more attention to the contents than to the form.

IDI Respondent 3 outlined communication tools in adult education such as

- *Skype* and *Google Hangouts* that ensure voice, text and video interaction, desktop showing to the conversation partner, file exchange, conference calls,
- Screen sharing such as *Teamviewer*,
- Chatting such as *Facebook* or *Google Hangouts*,
- Non-synchronous forums such as *Google Groups*,
- Sms such as *WhatsApp* un *Twitter*,
- Social media such as *Facebook* , *Pinterest* or *Springpad*,
- *Open Education Resources* (OER) where OER Commons are a starting point,
- *Creative Commons* that show how to use materials in compliance with copyright law,
- *Podcasts* that are audio records that can be downloaded into a computer or mobile telephone,
- *Youtube* that offers video instruction to many question.

IDI Respondent 3 suggested looking for the contents of adult education using

- Thought map application such as *Freemind* and *Simplemind*,
- *Prezi* as an alternative to PowerPoint Presentation,
- *Websites* such as *Wikipedia*, etc.,
- E-books,
- Project paltforms such as *Ning* (fee), *Clinked* (fee) un *OpenAtrium* (open access).

IDI Respondent 3 suggested emphasized activities to be used in adult education such as

- - games such as Bunchball and Serious Game Network as well as tests such as Hot Potatoes,
- Simulations such as
- Simulations such as OpenSimulator and Second Life,
- E-learning platforms such as Moodle.

IDI Respondent 4 carried out a research on main forms of adult education. The research included 76 institutions, 179 adult education participants as well as 383 young people. The investigation revealed that traditional form of learning prevails as demonstrated in Table 2.

Table 2: Forms of learning in adult education

Form	Organisation feedback	Participant feedback
Remoted learning, materials are sent by post	14%	7%
E-learning in the e-environment	19%	15%
Traditional learning	46%	60%

IDI Respondent 4 provided the list of the most popular courses in adult education in Latvia:

- Foreign languages (38%),
- Sport activities (35%),
- Psychology (32%),
- Culture (28%), and
- Computer (27%).

IDI Respondent 4 identified that E-learning barriers are related to students' well-being in a new learning situation which is influenced by following factors:

- motivation as an individual's receptiveness to particular concepts as well as the desire to foster deeper network connections;
- emotions as the influencing factors that enact other nodes and apply weighting scales to the network elements. Emotions and person's feelings play an important role in how the person values nodes and permits the presence of contradictory perspective;

- experience as a catalyst for both acquiring new nodes and forming connections between existing nodes. Experience is also a significant aspect of network creation. A great deal of people's learning comes through experience by informal means - workplace, participation in the projects, communication in forums, skype, chats etc.

According to IDI Respondent 4, in e-learning the main focus is paid to help the students participating in the course to understand and assimilate content of the course modules, to orient them to complete assignments suggested during the course, to clarify doubts or misunderstandings, to help them in any academic problem and to motivate them to successfully finish the course. Therefore, the consultations are not organized as lectures, but as inter-communicative activities in which students can have direct or online contact with teachers and receive concrete answers to the raised questions. During the inter-communicative activities, discussions on issues concerning the content of the specific modules are organized with the participation of Latvian teachers, teachers from other educational institutions, and foreign visiting teachers. In some cases, the acquisition process of the module's topical issues is offered in mini-lectures with online translation delivered both by Latvian teachers and foreign visiting teachers.

IDI Respondent 4 was interested in the development of the strategy of adult education. The respondent pointed the importance of

- balance between course demand and supply,
- cooperation with employers,
- bridge programmes which allow learners not to study similar subjects to previously learnt.

IDI Respondent 4 recommended

- to create a unified database of adult education (projects, course description, demand and supply, etc),
- to develop non-formal education supply to satisfy different target groups' needs by applying modular principle to learner-centred learning,
- to use a variety of methods in adult education,
- to provide teachers in adult education with both teaching and enterprise experience,
- to enhance *Open Education Resources* and *Massive Open Online Courses*,

- to adapt individual needs in learning (when, where, how, etc),
- to engage both groups of learners, namely employed and unemployed,
- to attract the age group of learners who are between 50 and 74.

3.4. Observation

The present part is aimed at the description of English studies for academic purposes with use of e-learning implemented to develop the learners' communicative competence. The study shows a potential model for development indicating how the steps of the process are related following a logical chain: *the preparatory phase of implementation of English studies for academic purposes* → *Phase 1 of implementation of English studies for academic purposes* → *Phase 2 of implementation of English studies for academic purposes* → *Phase 3 of implementation of English studies for academic purposes*.

Each phase of English studies for academic purposes is to be described.

First, the preparatory phase of English studies for academic purposes comprised designing the *English for Academic Purposes* course worked out by Surikova (Surikova, 2007a, p. 118) to implement English studies for academic purposes aimed at the development of the learners' communicative competence. The *English for Academic Purposes* course is viewed as a dynamic relationship among educators, students, knowledge and contexts (Portelli, Vilbert, 2002, p. 36). The *English for Academic Purposes* course centres on the possibilities for the co-construction and co-production of knowledge, rather than on knowledge as simply educator transmitted or simply student created (Portelli, Vilbert, 2002, p. 39).

The aim of the *English for Academic Purposes* course is considered within the goal of studies to prepare the learners for use of English for Academic Purposes in real-life situations. Moreover, a graduate has the opportunity to continue his/her academic development in the study of the chosen field or other related fields in formal adult education. The *English for Academic Purposes* course

- facilitates learners' research success,
- supports preparation for international programmes in the European Union,

- promotes further specialization in the chosen field and learning in a simulated environment.

Hence, the aim of the *English for Academic Purposes* course is to improve learners' communicative competence in English for the active participation in international research activities. The objective of the *English for Academic Purposes* course is to widen learners' social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue, namely, experience in social interaction in General English, Academic Native Language, English for Academic Purposes and Mother Tongue and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue. Table 3 demonstrates the concept of the *Experience of Social Interaction and Cognitive Activity* curriculum worked out by Surikova (S. Surikova, 2007a, p. 118) and complemented with understanding of development of the system of external and internal perspectives, quasi-concept and General English, Academic Native Language, English for Academic Purposes and Mother Tongue in order to design the *English for Academic Purposes* course.

Table 3: Concept of the *Experience of Social Interaction and Cognitive Activity* curriculum adapted from Surikova (S. Surikova, 2007a, p. 118)

Teaching phase		Peer-learning phase	Learning phase
Basic conditions	Efficient academic environment, system and systematic peer interaction, development of the system of internal and external perspectives, opportunities for improvement of each student's social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue	Peer interaction, academic development, diverse open academic problem situations, each student's social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue, opportunities to construct, to evaluate and to self-evaluate	
	Scientific and academic concept	Quasi-concept	Spontaneous concept
	Frontal activity	Peers' activity	Individual action
	Interpersonal dialogue	Study cultural dialogue	Individual internal dialogue
	Formulating a hypothesis	Examining the hypothesis	Assessing the results
	General English and Academic Native Language	English for Academic Purposes	Mother tongue

Reflexive functions	Establishing social purposes, social interaction planning and organizing	Establishing joint purposes, collaboration planning and organizing	Establishing personal purposes, individual planning and organizing
	Social decision making	Joint decision making	Individual decision making
	External evaluation	Mutual evaluation and self-evaluation	self-evaluation

Moreover, the *English for Academic Purposes* course as part of the *Experience of Social Interaction and Cognitive Activity* curriculum is implemented in three phases based on the unity of conditions as demonstrated in Table 3. The certain sequence of teacher's and peers' activity and each learner's action to be implemented in each phase of the *English for Academic Purposes* course as part of the *Experience of Social Interaction and Cognitive Activity* curriculum is determined in Table 3.

Phase 1 of implementation of English studies for academic purposes was aimed at safe environment for all the learners. In order to provide safe environment, the essence of constructive social interaction and its organizational regulations were considered by both the teacher and the learners. Moreover, the teacher learned the students' names (McCarthy, 2004, p. 38). The present phase of English studies for academic purposes was organized in a frontal way involving the learners to participate in English studies for academic purposes. The frontal method comprised the introduction of e-platform in the NiceNet environment (www.nicenet.org) to support the learners to become familiar with the e-platform with the teacher's assistance in the first phase of English studies for academic purposes. Further on, the learners used their knowledge and skills in working with the e-platform in the NiceNet environment (www.nicenet.org) for dealing with the course materials. Furthermore, use of methods such as communication games and information-gap activities emphasized the rational of the learner's previous experience and provided the learners with opportunities to search for a variety of information source and to obtain techniques of information compiling. In order to provide safe environment for each learner in Phase 1 of implementation of English studies for academic purposes, the teacher took into consideration her well-being (Holmes, 2005), appearance and body language (Kincāns, 2002).

The *Preparing a Good Introduction to a Presentation* information-gap activity by Buckmaster (R. A. Buckmaster, 2004, p. 1) was analyzed in details. The learners' ability to make presentations for academic purposes in English is one of the expected results.

The *Preparing a Good Introduction to a Presentation* information-gap activity is aimed at specialized training in fluent and accurate starting the learners' presentations for academic purposes in English with the focus on reading, writing, listening and speaking, asking and answering questions, searching for the information with use of Web 3.0 if necessary. The preparatory phase of English studies for academic purposes includes e-mailing the learners the task. The *Preparing a Good Introduction to a Presentation* information-gap activity comprised the following procedure:

Stage 1 was aimed at asking the learners to read out the task and at discussing the task in the whole group. There were no difficulties to understand the task because the learners did similar exercises while being pupils at secondary school.

Stage 2 assumed the learners to implement the task individually and/or in peers. If necessary, they searched for the translation of unknown words with use of Web 3.0 in order to complete the given sentences: the English for Academic Purposes classes were held in a computer classroom with the Internet connection available. The learners shared the resources available on Web 3.0 with pleasure.

Stage 3 dealt with sharing the learners' experience in reordering and completing the sentences with the group's participants. The learners managed to complete the sentences without any difficulty. However, the sentence order was given by the learners in a variety of combinations.

Stage 4 was designed to compare the learner discoveries with the findings of other learners. All the learners were helpful and friendly during the present stage of the studies: if there was a difficulty to find an idea on reordering the sentences, expression or word, the learners could get the necessary assistance from the groupmates and the teacher. The observation revealed that word order, auxiliary verbs contained some difficulties for the particular learners. The teacher used the following ways of correcting errors and mistakes:

- hinting,
- reformulating and
- repeating.

Stage 5 was devoted to re-completing the task by each learner in the classroom. It was carried out by the learners with an interest: the learners re-asked some questions. For

example, they were interested in whether the sentence *On behalf of the Senate of the University of Tartu may I welcome you to the General Annual Meeting* is really the second among the six sentences or the sentence *This morning I would like to outline our strategy for getting more partners in the European Union* is definitely the fifth one.

Phase 2 of implementation of English studies for academic purposes was designed for the learners' analysis of an open academic problem situation and their search for a solution. The present phase of English studies for academic purposes was oriented to the learners' acts in peers. The methods, namely, role plays, simulations, dialogues, prepared talks and discussions, provided the exchange of forms and methods of the learners' activity (Laiveniece, 2000, p. 121). The same materials were prepared for all of the group learners but the materials were different whereas learning styles and opportunities were different (Maslo, 2006d, p. 30).

While the learners' preparing role plays, simulations and dialogues, the teacher left the classroom for a few minutes in order to allow the learners to start the task independently. The prepared talk on the topic of the learners' interests was analyzed in details because the learners' ability to make presentations for academic purposes in English was one of the expected results. The prepared talk on the topic of the learners' interests is aimed at specialized training in fluent and accurate learner making presentations for academic purposes in English with the focus on reading, writing, listening and speaking, asking and answering questions, searching for information with use of Web 3.0 if necessary. The preparatory stage included

- e-mailing the learners the task to prepare a presentation in English on the topic of the learners' interests at the beginning of the *English for Academic Purposes* course,
- clarifying whether the learners are able to work with the PowerPoint programme while the placement test takes place at the beginning of the *English for Academic Purposes* course,
- an English for Academic Purposes class with the emphasis on making a successful presentation for academic purposes in English that involves discussion on the presentation aims, its structure, materials, its procedure, use of the PowerPoint programme,

- making the learners' presentations on *Successful School Manager* with use of Web 3.0 and the PowerPoint programme.

The prepared talk on the topic of the learners' interests comprised the following procedure:

Stage 1 was aimed at a learner's presentation to his/her groupmates about his/her interest with use of Web 3.0 and the PowerPoint programme. The learners assisted each other in the technical area of presenting with use of the PowerPoint programme if there were some problems with the technical equipment, namely,

- new version of the PowerPoint programme of the learner's presentation was not suitable to the PowerPoint programme available in the computer classroom,
- transferring the presentation from the learners' flash to the desktop of the computer, etc,
- opening the presentation files saved in the programmes different from the programmes available in the classroom, and
- re-connecting the projector from the classroom computer to the private computer, etc.

Stage 2 assumed the learners to switch the roles of speakers and listeners and to repeat the activity.

Stage 3 was devoted to the discussion on the learners' presentations. The discussion revealed that the learners while further practising a presentation would take into consideration

- pronunciation of academic terminology: the learners know how to spell the term, however, they do not pay a lot of attention to its pronunciation,
- time limit for academic presentation, namely, 10 minutes in the *English for Academic Purposes* course, whereas the learners' presentations took 15-20 minutes,
- slide limit for academic presentation: there were 10 slides set as a requirement in the *English for Academic Purposes* course whereas the learners prepared 12-25 slides to emphasize the significance of the content of their contributions,
- to put only key words or phrases on a slide, not the whole sentence or text,
- non-verbal aspects of communication:

- the learners' location and distance within the public zone while making a presentation whereas some of the presenting learners were standing at a classroom's wall,
- to vary the pace and pitch of his/her voice,
- irritating nervous habits such as running his/her fingers through his/her hair or clicking the fingers or a pen, etc,
- not to turn his/her back on the audience in order to read the text of the presentation from the screen on the wall,
- not to cross his/her arms and
- to look into each other's eyes,
- to bring an answer to a question subsequently if there is no possibility to reply immediately: for example, the presentation took a longer time than it was suggested.

Phase 3 of implementation of English studies for academic purposes emphasized the learners' self-regulation with use of assessment of the process and self-evaluation of the results. Nevertheless, the lecture did not coincide with English studies for academic purposes, the learners presented their self-evaluation by the end of each class. Self-evaluation comprised three questions as following:

1. What is your attitude to English studies for academic purposes today?
2. What have you learned in English studies for academic purposes?
3. How can you apply this knowledge in your academic field?

The present phase of English studies for academic purposes was organized in an individual way.

However, the learners revealed their willingness to share their experience obtained in the classroom by the end of each lecture. Moreover, the students emphasized the importance of the possibility (Ilyinska, 2004, p. 92-93, 95)

- to see things from different perspectives,
- to produce a new organisation of familiar components and
- to consider new ideas by making connections among the olds.

Phase 3 of implementation of English studies for academic purposes identified the most successful teaching and learning methods as demonstrated Table 4 in order to improve the students' communicative competence.

Table 4: Phases of English studies for academic purposes and their most successful teaching and learning methods

Phase	Activity's zone	The most successful teaching and learning methods
Phase 1 Teaching Phase	Scientific and academic concept and Frontal activity	communication games, information-gap activities
Phase 2 Peer-learning Phase	Quasi-concept and Peers' activity	Dialogue, role play, discussion, simulation: conference and video-conference, debate, seminar and project; prepared talk
Phase 3 Learning Phase	Spontaneous concept and Individual action	self-evaluation

The present part has described the teacher's contribution to the development of the learners' communicative competence in implementation of English studies for academic purposes with use of e-learning.

4. RESEARCH FINDINGS

Summarizing content analysis (Mayring, 2004) of the data allows concluding on

- outcomes of the research, and
- description of good practices (courses that engaged participants, tools for trainers that prepare them to use distance learning and open source

Summarizing content analysis (Mayring, 2004) of the data demonstrates fragmentarism in non-formal adult education in general and in e-learning in non-formal adult education in Latvia in particular.

First, the new target of the European Union adult education policy has shifted from citizens to workers and the competence development model, borrowed from the corporate sector has been established as the reference for the new policy road maps (Maniscalco, 2013).

Thus, e-learning in non-formal adult education included such topics as e-CV, online search for a job, business correspondence via e-tools, etc.

Second, there is a problem with teaching materials in the national language in non-formal adult education in Latvia. The newest teaching materials are available in foreign international languages to be used in non-formal adult education. Teaching materials in the national language have to be updated after some time as these teaching materials get old-fashioned and, therefore, nor usable in non-formal adult education including e-learning. But due to a number of problems such as timing, financial, etc teaching materials in the national language are not enriched.

Third, there is no information as well as research on teacher training for teachers who are involved in non-formal adult education in Latvia in general and in e-learning in non-formal adult education in Latvia in particular. It means that teachers enhance their teaching qualification acting in compliance with their own responsibility against their participation in non-formal adult education in Latvia. Assumingly, teacher

- obtain their knowledge and qualification in formal higher education in Latvia, and
- participate in local and international training courses, seminars, etc supported by local or international authorities.

- a. Description of good practices (courses that engaged participants, tools for trainers that prepare them to use distance learning and open source

5. CONCLUSIONS AND RECOMMENDATIONS

This White Paper on e-Learning for Lifelong Learning in Latvia is one among a number of white papers dealing with e-Learning and lifelong learning in the e-ASEM network – the research network on the Development of ICT skills, e-Learning and the culture of e-Learning in Lifelong Learning – under the ASEM Education and Research Hub for Lifelong Learning.

The concept of Latvian LLL combines the humanistic and economic approach in the perception of the life-long learning – the development of the personality in connection with raising qualification and requalification combining it with formal, non-formal and informal learning in the integrated perspective of innovations and entrepreneurship.

E-learning is a tool to create an effective learning community. E-learning is most widely used in higher education. In the description of two typical e-study examples of best practice, different approach is observed. The first example offered by RTU demonstrates blended e-learning, mainly content- and context-focused. Second – also typical blended e-learning example in a way not typical among other e-study courses offered by UL focuses on the development of learning to learn competence. According to the opinion of Latvian higher education students:

- a) e-learning is a perspective, but it is not the only form of learning, and it would be best to combine e-learning as distance learning form with face-to-face learning, it means, the priority is given to blended learning;
- b) e-learning has a great potential to offer different kinds of study materials.

According to the data of research, there are mainly lecture materials (text format, images and other static information), sometimes videos, demos, and interactive learning materials, including automated training, tests, questionnaires, exercises and tasks, but practically no lecture videos and live lectures online, which would be very useful in learning and revising;

- c) e-learning is an opportunity for the students from the aspect of the personal

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time management and flexibility to combine work with studies;

- d) e-learning is a challenge and a capability for the growth and development of the student as an individual and social identity; for the development of competence of self-learning and self-organisation;

- e) e-learning is a possibility to provide multiple forms of communication between

the lecturer and student, student and student; it is the most uncertain and sensitive issue. It means that socialisation in e-learning environment is one of the main factors which influences the effectiveness of the students' e-learning and will require a deeper and more fundamental investigation (Birzina, 2011).

That means that e-study has got a significant role in higher education institutions and it should be developed, improved and their application forms and types varied as e-learning is a means to promote the changes in academic studies providing an opportunity to integrate non-formal and informal learning elements into formal education. Exactly the individualization, equity in time and e-environment can facilitate the development of students' competence.

To introduce and to develop the information society, it is necessary to achieve several objectives:

- every Latvian citizen has the opportunities (infrastructure) and skills to use ICT and available e-services;
- citizens and business have access to rich variety of services and content that will make life easier and will allow to raise the life quality;
- active use of ICT for new knowledge creating, innovations in business, creating value added growth.

In the context of information society development, the situation of Latvia is very similar to the situation in many European countries that have got quite well-developed infrastructure, broadband internet access and the readiness of the society to use information technologies widely. According to the statistics, Latvia is the country of average development. The further steps in the development of information society would be:

The development of infrastructure. Thanks to the modernized public libraries with

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computers and broadband Internet connection during the previous 5 years in Latvia, every Latvian resident can actually use information technologies in his/her business and education, including e-learning and lifelong learning opportunities. The topical issue for the following years would be the modernization of the infrastructure of schools, universities and science.

Access to information. By the rapid growth of information processing opportunities and willingness of society to use it, the topical issue is to provide the balance between the information available in quantity, quality and diversity and society's expectations. In this area, Latvia has started the retrospective digitization of libraries, museums, cultural heritage and other stocks. In contrast to the global information providers (Google, Amazon, etc.), Latvia has to ensure content accumulation in the Latvian language for the needs of the majority of its population. Further progress in the digitization process is a priority for years ahead.

An educated user. According to the statistics, a large part of Latvian society is the users of Internet and information technologies. IT skills are acquired already at school where students are offered compulsory computer course to acquire ECDL corresponding knowledge. It is sufficient to use the acquired information technology skills to learn the content of other subjects. Students are willing to acquire IT knowledge and are open to innovations in education. However, a wide spread of IT in society has also caused rather complex problems – the computer game addiction, software piracy, privacy violations. “Young audience use the latest media technology in a rather limited extent choosing only a few most popular. Their choice is determined by entertainment, socialization and identity-building functions” (Rožukalne, 2011).

Availability of learning content. 10 years ago in terms of LEIS project, secondary school teaching and learning materials, about 20% of all subjects' content were developed electronically within the state budget. The materials were published in Latvian on the Internet and were available to all free of charge. The published materials unlike the commercial offers received wide application. Unfortunately, the limited budget available in following years did not allow proceeding with this work and it would be necessary to return to this as soon as possible. Nowadays many projects in Latvia are focused on e-resources supply, but it would be important to diversify e-Learning for Lifelong Learning in Latvia 129

the kinds of e-resources as well to educate users in their use, taking principle into account e-resources, and "equipment bundled with functional applications for the educated user".

Regulatory environment of building Information Society. Already in 1998 a strategic document – National program "Informatics" for the period 1998 – 2005 was developed and approved by the Latvian government. Unfortunately instead of one common strategy, at this moment in Latvia there are a number of long-term or short-term sectoral development strategies and plans that are mutually insufficiently coordinated and often contradictory. The move to concrete action according to a specific operational program and plan is a topicality for building information society in the next few years. There should be noted a lack of unified management and an overlap of public administrative functions.

Since 2005 a new position in the government has been introduced – the Minister of Special Assignments for Electronic Management Affairs and the subordinated Secretariat. Their main function was to develop and implement national policy of electronic management, information society and information technologies, as well as to facilitate the development and implementation of electronic services for state and local municipalities. Since 2009 the Secretariat as a separate institution was eliminated, exposing it to minister of the Regional Development and Local Government. At the moment, this institution is under the the Ministry of Environmental Protection and Regional Development.

Thus, the new target of the European Union adult education policy has shifted from citizens to workers and the competence development model, borrowed from the corporate sector has been established as the reference for the new policy road maps (Maniscalco, 2013). However, setting this new target does not take into consideration European Union documents on Education and training for entrepreneurship. European Union implies that entrepreneurship facilitates the prosperity of the modern society in general and the sustainability of contemporary economics in particular as entrepreneurship has been adopting a two-fold role (Ahrens, Zaščerinska, 2014) such as

- from the social perspective, entrepreneurship promotes the innovative and competitive development of society, and

- from the individual perspective, entrepreneurship contributes to the individual's employability and career option.

For e-learning in non-formal adult education, it means to focus e-learning on e-Business applications.

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7. Glossary (in the alphabetical order)

Adult is defined as a person who has reached the age of 15 years, “that after a break continues general or professional education (formal, informal)” (Basic Guidelines of Lifelong Learning Policy for 2007–2013, 2007).

Blended learning is the combination of learning and e-Learning (Zaščerinska & Ahrens, 2013, p. 293).

Blended educational process includes blended teaching, blended peer-learning and blended learning (Zaščerinska & Ahrens, 2013, p. 294).

Desk research is a type of market research that involves collecting and examining information that already exists and is easy to get, such as company records, published government reports, and information in newspapers, magazines, and on the internet (Cambridge Dictionaries Online).

Distance education is an extramural method for 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 (Education Law, 1999 – 2011).

Distance learning is a specially planned, organised independent learning supported by advisers and consultants (Lifelong Learning Policy for 2007–2013, 2009:5).

Coach

e-Education is defined as a specially organised study course in which the following information and communication technologies are used in a methodically grounded way – telecommunication and computer networks, multimedia CD-ROM, as well as radio and TV broadcasting, audio/video records, interactive TV and other technologies (Lifelong Learning Policy for 2007–2013, 2009:4).

e- Learning (short for electronic learning) is an umbrella term that refers to all types of training, education and instruction that occurs on a digital medium, like a computer or mobile phone.

e-Learning is NOT a database where the student will find all information. Learning is always a process together with other students, using printed and interactive material and with a tutor available (Lee, Birzina, Gervacio, Jones, Fadzil, Abdol Latif, Pawlowski, 2012).

e-Learner is

Learning is defined as a purposefully organized or spontaneous individual process of students' improvement of his/her individual experience (knowledge, skills and attitudes) based on cognition (Ahrens, Zašcerinska & Andreeva, 2013, p. 35).

Teacher

Teaching is defined as a purposefully organized joint process of educator's sharing experience (knowledge, skills and attitudes) with students (Ahrens, Zašcerinska & Andreeva, 2013, p. 35).

Trainer

Formal education: the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training (Coombs, Prosser, Ahmed, 1973).

Informal education: the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment - from family and neighbours, from work and play, from the market place, the library and the mass media (Coombs, Prosser, Ahmed, 1973).

Non-formal education: any organised educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clientele and learning objectives (Coombs, Prosser, Ahmed, 1973).

Non-formal education (*neformālā izglītība*) – besides formal education an organised educating activity that compliments formal education by ensuring the acquiring of the skills and abilities and development of evaluation system necessary for a socially and economically active state citizen to be able to integrate in the society and the labour market) (Lifelong Learning Policy for 2007–2013, 2009:5);