### EduEval Project

**Latvian National Research Report**

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*Evaluation for the Professional Development of Adult Education Staff*  
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This document reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Summary
Latvian National Research Report

Document History

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EDUEVAL - LATVIAN RESEARCH REPORT

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REFERENCES
INTRODUCTION
Defining adult education is a useless endeavour, since it encompasses a wide range of educational purposes. The boundaries of adult education are really extensive and difficult to delimit. To start with, the very notion of adult is a sociocultural construction, like the notion of senior, and depends on a particular society in a particular time (Merriam & Brockett, 2011).

In the EU context, an adult is pragmatically defined as “any person aged 16 years or older who has left the initial education and training system”, since 16 is the legal age of majority in some EU countries. Accordingly, adult education would cover the age-range 16 to 60, 64, or 65.

In the final report of the Study on European Terminology in Adult Learning for a common language and common understanding and monitoring of the sector (July, 2010, p. 6) adult learning is defined as “the entire range of formal, non-formal, and informal learning activities which are undertaken by adults after a break since leaving initial education and training, and which results in the acquisition of new knowledge and skills”. This is a pragmatic definition, which includes university-level or higher education undertaken after a break.

Formal, non-formal, and informal learning activities can be summarised as follows:

- **Formal learning.** Learning that occurs within an organised and structured environment (e.g. in an education or training institution or on the job), and is explicitly designated as learning (in terms of objectives, time, or resources). Formal learning is intentional from the learner’s point of view. It typically leads to validation and certification.

- **Non-formal learning.** Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time, or learning support). Non-formal learning is intentional from the learner’s point of view.

- **Informal learning.** Learning that results from everyday activities related to work, family, or leisure. It is not organised or structured in terms of objectives, time, or learning support. Informal learning is, in most cases, unintentional from the learner’s perspective.

In adult education, there are two principal types of educators (often addressed as teacher educators):

- **Teacher.** This is a person who is acknowledged as having the status of a teacher of adult learners according to the legislation and/or practice of a given country;

- **Trainer.** This is a person who works with adult learners to impart practical knowledge or skills, and whose expertise has been acquired through experience and not necessarily through formal qualifications.

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However, those who study the theory and practice of education (educationist) and administrators of education are also considered as educators.

Moreover, there is a specific figure of educator, the social educator (or social pedagogue), who is very different to a teacher educator. A social educator is a reflective, professional practitioner who acts in the field of social education.

Social education can be defined as:

“The theory about how psychological, social and material conditions and various value orientations encourage or prevent the general development and growth, life quality and welfare of the individual or the group. A fundamental element in social educational work is to facilitate integration and prevent marginalization and social exclusion. This is done in a process of social interaction in order to support and help exposed individuals and groups at risk so that they can develop their own resources in a changing society”. (AIEJI: The professional competencies of social educators, 2006)

Evaluation is a complex process that applies to a variety of contexts. It can be used to support decision-making, and at the same time it can be used to test the effectiveness of national and international programs in different fields, education included (Mertens, 2014).

If we define adult education as any activity that is concerned with the learning of adults, then the evaluation of adult education appears in all its intrinsic complexity.

Adult education has a place everywhere: in the workplace, in the community, on the Internet, in hospitals, cultural centres, centres for migrants, churches, prisons, libraries, and universities. The activities related to adult education include (Nuissl, 2009):

- Teaching;
- Management;
- Counseling and guidance;
- Media;
- Program planning;
- Support.

Counselling and guidance are activities that are especially concerned with supporting learners in their search for appropriate educational offers, analysing individual learning needs, overcoming learning problems, and evaluating learning achievements. Media is related to the necessity of interacting with multimedia materials, making searches on the Internet, and the use of new communication technologies.

As a result, the evaluation of adult educators implies the study not only of the models of evaluation, but, above all, the contextualisation of the process as well, since the field of application covers a

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4 Recently a new figure of educator emerged: the lean educator, a person who trains on seeing and managing “the way work is done in a manner that allows you to identify and eliminate waste” (Ziskovsky & Ziskovsky, 2007).

very differentiated spectrum of teaching/learning activities and related competencies, depending on the purpose, situation, content, modality, type of learner, and so on.

The following Table 1 shows the participation in formal and/or non-formal education by country in EU (2011).

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<tr>
<th>Country</th>
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Table 1. Source Eurostat

Adult education in Latvia has long and stable traditions. It is primarily aimed at providing evening courses for working adults who have not completed primary or secondary education.

In Latvia, as in most Eastern Europe countries, adult education is very closely connected to societal aspects and to the business sector.

In 2007, the position of adult education was depicted as follows:

“Different types of further education and training are offered to persons after graduating from general upper secondary or 2-3 year vocational education and training programs. These programs are focused on mastering professional skills and knowledge in line with the requirements of the respective qualification level. The training process and assessment of achievements are organised in a similar manner as in vocational secondary education and training programs.”

The economic crisis, however, has led to a reduction in the level of state funding for the adult education sector. Since 2007, the implementation of the Lifelong Learning Strategy enforced by the national legislation has principally been sustained by the European Social Fund and, in part, by private investment.

However, the research into adult education does not only focus on the labour market and the need for new skills. The theoretical work into adult education has been large-scale and intensive. Great attention has been directed on the identification of different target groups, their educational needs, and the barriers existing to both formal and non-formal education. Four principal target groups have been identified:

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• Individuals with low educational attainment (in 2008, 22.8 percent of all jobseekers had only achieved the basic level of education).
• Adults re-entering general education.
• Pre-pension and pension-aged people.
• People with functional disorders.

In the 1990s, after gaining independence from the Soviet regime, access to Anglo-American and European educational theories became immediately available, rapidly countering the strong influence of the Soviet approach in the pedagogical field.

Nowadays, the development policy for Latvian adult education has been designed according to the guidelines set by the basic European policy planning documents, such as the Lisbon Strategy, the Bologna Process and the European Commission Memorandum on Lifelong Learning.

In recent years, research on the quality of adult education as a part of the education system has been undertaken, focusing both on the criteria for quality measurement and the quality evaluation process.

The analysis of current Latvian literature shows that there are two different perspectives on adult education, depending on the persons involved in the educational process: educators are more interested in evaluation and emotional issues, as well as on methodology (e.g. participatory interactions or holistic approaches), whilst workers are almost entirely concerned with the certification of acquired skills.

In the last few years, Latvian researchers have actively participated in three European projects concerning the evaluation of adult education: Agade, Vinepack, and Capival. These projects analysed both the personal and the professional dimensions of educators, providing the base for the new Latvian approach to adult education. This new approach recognises the topicality of the evaluation process, and combines the need for a quality-based educational development with the need to offer adult learners with competences, skills, and certifications that are relevant to their work activity. The quality process foresees three phases: self-evaluation, peer evaluation, and joint evaluation. Self-evaluation consists of a reflective analysis of competence; external evaluation is the monitoring and evaluation of competence according to objective checklists and tests; and consolidation refers to the portfolio of consolidated outcomes.
1. ADULT EDUCATION

1.1 Adult education: investigation of the field and state of the art in the Latvia.
According to the Education Law (1998; last amended in January 2007), the National Education Standards provide the strategic goals and main tasks of compulsory curricula, syllabus, basic principles and procedure for the assessment of education acquired by a pupil. The long-range conceptual framework document approved by the Parliament in 2005: „The Latvian Growth Model: People Take First Place” proscribes a person-centred model for growth in Latvia. An educated and knowledge-based society becomes the key to internal and external national security. Thus the main goals of the Latvian education and training system are to support the building of a knowledge-based, democratic and socially integrated society, in order to increase competitiveness of the Latvian population and economy, and simultaneously preserve and develop cultural values typical for Latvia.

Emphasis is placed on modernising equipment and facilities for acquiring practical skills needed in the labour market. Effective measures for ensuring support to children with special needs and those facing social risk include capacity-building for education managers and teachers, as well as increasing cooperation between schools, parents and society at large.

The structure and operation of the education system is showed in the Figure
Figure 1. The education system in Latvia

In Latvia, adult education is officially defined as the “multi-dimensional educational process of persons (in age group 25-64) which ensures the development of the individual and his or her competitiveness in the labour market”. In line with the lifelong learning conception, adult education had incorporated three main concepts:

- **Formal education** – a system which includes levels of basic education, secondary education and higher education, and which assures professional qualification certificates, issued by the government.

- **Non-formal education** - any organized educational activities outside formal education system, such as courses, conferences, lectures, seminars or workshops. The goal of non-formal education is to acquire new skills or improve knowledge and competences related to work, social and personal aims.

- **Informal learning** - is intentional, but less organized and also less structured, i.e., self-taught with the aim of improving the one own skills, consequently acquiring new knowledge.

In 2011, Central Statistical Bureau of Latvia (CSB) conducted the second “Adult Education Survey” with the aim to obtain information on the progress of the lifelong learning strategy.

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7 [http://planipolis.iiep.unesco.org/upload/Latvia/Latvia_Education_Law.pdf](http://planipolis.iiep.unesco.org/upload/Latvia/Latvia_Education_Law.pdf)
implementation. The same survey was carried out in all EU Member States. Survey’s data shows that almost one third of adults (32.4%) aged 25 – 64 were participating in formal and/or non-formal education. Females participated more actively (37.4%), as compared to males (26.9%). Persons aged 25 – 34 were learning the most actively (38.0%). Persons having higher education and employed persons participated in education more frequently, 54.3% and 40.3%, respectively, demonstrating how important it is, especially for working people, the acquisition of new skills in a rapidly changing society. This was confirmed by the characteristic of adult learners: 4.3% of the population aged 25 – 64 participated in formal education activities, but employed persons (83.5%) participated in learning activities more frequently, followed by individuals aged 25 – 34 (55.4%) and persons with higher education (56.6%).

Survey also reveals that non-formal education plays a significant role in the life-long learning conception (30% of the population aged 25 – 64 participated in non-formal education activities). Respondents answered to the question “What were the main reasons you participated in education activity?” in this way: 95.3%, to acquire knowledge useful in everyday life, 86.1%, to rise possibilities for further career, and 68.0%, to obtain a certificate/diploma. It is important to note that adult participation in non-formal education activities was mainly work-related, and this was the key reason for 77.3% of respondents.

However, from this survey, some issues related to the current economic situation in Latvia, emerge: persons would like to participate in education activities, but cannot do it due principally to the cost. 53.3% of respondents complained that couldn’t afford training cost. Other barriers are relate to work schedule (35.0%), and to the lack of time deriving from family responsibilities (30.8%).

Practices on adult education in Latvia are inspired by the example and the suggestions of the European Association for the Education of Adults (EAEA) which promotes adult learning and access to and participation in non-formal adult education for everybody, particularly for groups currently under-represented. But, from another hand, there are many other different types of adult education or continuing education:

- Earning a GED (General Educational Development), the equivalent of a high school diploma
- Post-secondary degrees such as a bachelor or graduate degrees such as a master or doctorate
- Professional certification
- On-the-job training
- English as a second language

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8 Survey was conducted in all EU Member States in compliance with the methodology developed by the Statistical Office of the European Union (Eurostat). Within the framework of the survey, population aged 25 – 64 was surveyed within the whole territory of Latvia - totally 5048 persons (<http://www.csb.gov.lv/en/statistikas-temas/metodologija/adult-education-37243.html>;<http://www.csb.gov.lv/sites/default/files/nr_23_apsekojuma_pieauguso_izglitiba_rezultati_13_00_lv_en_0.pdf>; retrieved 16.03.2014).

9 EAEA is a European NGO with over 120 member organizations in more than 40 countries and represents more than 60 million learners Europe-wide.

10 GED tests are a group of five subject tests which, when passed, certify that the test taker as American or Canadian high school-level academic skills.
Personal development.

Adult education also includes workplace education and the University of Latvia (Scientific Institute of Pedagogy of Faculty of Education, Psychology and Art) realized, in 2010, a national survey report on this issue. This report constitutes the National Report of Latvia of the Joint Study “Workplace Learning in Europe and Asia” of the ASEM-LLL Research Network 2, coordinated by ASEM–LLL Research Network 2 coordinator (prof. Lynne Chisholm, the University of Insbruck). This survey shows that legislation in Latvia does not have a clear definition of workplace learning. However, it is commonly understood as traineeship as part of formal vocational education programme as described in the Vocational Education Law. Vocational Education Law also stipulates employers responsibility to take part in work, ensuring the necessary work conditions for students at the traineeship placement for students to have possibility to practise in actual work conditions.

In recent years, in Latvia, the validation of non-formal education assumed a crucial topicality, since it appears decisive that not only non-formal education programs, but also educators involved in them, should respect a given level of quality.

At the moment, in Latvia non-formal education is accredited in a non-systematic way. All Latvian adult education centers provide participation certificates which can be validated, if the adult education center is an accredited one by the State Service of Education Quality.11 But sharing with education providers the optimal accreditation criteria presents many difficulties. However, in the last years, thanks to the Quality Evaluation Department, some important progresses have been made to improve validation of non-formal education.

1.1.2 Adult education in Latvia: laws and regulations

Taking into account the state of art of life-long learning in Europe, Latvia has implemented many activities to promote the development of adult education. The economic crisis has demonstrated the importance of an effective adult education strategy. (see the Council Resolution on a renewed European agenda for adult learning, 2011). The support of the direct impact in the multifunctional participation of adults in lifelong learning is also the achievement indicator of the employment target because it limits the risk of structural unemployment. The Guidelines for the Development of Education 2014 - 2020 construct the strategic framework for the implementation and the development of adult education in Latvia (http://www.izglitiba.daugavpils.lv/Media/Default/Dokumenti/Izglitibasattistibaspamatnostadnes.pdf).

Implementing the action direction "Professionally-oriented adult and non-formal education" it is planned

- to develop strategies for lifelong learning and to ensure its launch at the regional level,
- the offer of second chance education for youth and adults and for adult education programs,
- to develop a methodology of evaluation and recognition for the informally acquired skills,

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11 The State Service of Education Quality (founded in 2009) is an institution under the supervision of the Ministry of Education and Science which offers help for educational and scientific establishments, pedagogues, students and their parents.
planned activities for public awareness expansion to promote general understanding of value, skills and abilities of non-formal education, which it develops,

- to expand the offers of the universities in continuing education (in terms of regional development trends) and to develop a program to prepare teachers of adult education, to develop distance learning materials (university programs designed modules, which it can be mastered separately from the whole program),
- to expand the number of Internet access points, to establish a credit accumulation system.

Life-long learning becomes important for ensuring of every individual's personal growth, career development, competitiveness in the labor market and the quality of life, the issues of adult education features have become topical (Mārtinsone, 2012).

Life-long education is based on the internal need or necessity of the aroused external factors to acquire improvement of their knowledge and skills all the time. Formal education, the knowledge and skills grow obsolete faster than ever in nowadays rapid science and technology achievements in high-tech era. Lifelong learning with specially organized of both formal and informal training system contributes to the full personal development and allow people to adapt better to the new age and social changes and constantly improve their skills or even keep retraining to remain employed (Jansone, Fernāte & Švinks, 2004).

Lifelong learning is education of all your life long, which opens opportunities for everyone in society to improve their skills or acquire other qualifications according to the labor market demands, their interests and needs. The Implementation of the lifelong learning principle contributes to the full value personal development and allow people to adapt better to the changes of a new era. Supporting the development of the lifelong learning principle, an outcome learning approach is emphasized which evaluates the acquired knowledge, skills and competence, rather than the way they have been obtained – in a formal, informal or non-formal learning way. False beliefs still prevail in a society about the nature of the lifelong learning principle, such as lifelong learning is considered as a separate system component of education or a stage (adult education), or type (non-formal education) and so on, instead of all types and levels of inter-related and comprehensive principles (Jansone, Fernāte & Švinks, 2004).

The term "adult education" is used to refer to both the process and the structures and institutions that are designed to promote adult education. According to the article 46 of the Law on Education adult education can be implemented in formal and informal education programs. The implementation of the formal adult education programs are determined by of the Education Law (http://likumi.lv/doc.php?id=50759), Vocational Training Act (http://likumi.lv/doc.php?id=20244) and the Higher Education Law (http://likumi.lv/doc.php?id=37967) standards.

Functions of adult education:

- Reimbursing (supplement missing or incomplete prior learning);
- Adapting (made up individual’s harmonious relationships with the environment);
- Reproductive (reproduction of existing socio-cultural experiences);
- Re-socialization (renewal of individual's ability to fulfill a social role which was not possible under some conditions);
- Recreational (meaningful use of leisure time) (Lieģeniece, 2002).
Adult education in the Education Law is defined as a person’s multiform educational process that provides a life-long development of the personality and provides a competitiveness on the labor market, but the laws and regulations of the Republic Latvia don’t explain the term “the quality of adult education.” The article 17 of Education Law, provides the principles of organization of adult education: Local Government competence in education (3) of the Republic of city government and the municipality: 22) implements the policy in adult education and provides dividing of the funding allocation and supervision of financial resources.

Two new challenges are introduced in Article 59 of the Education Law: (6) State and local governments financially support it in their own procedures and under their definite criterions are able to support financially adult education, funding non-formal adult education programs, as well as supporting employers for additional education (paragraph 6 of Article in regard to the national financial support for adult education will come into force on 01.01.2015).

The decision of the Terminology Commission of Latvian Academy of Sciences No. 88 About the terms of "European Adult Education glossary is topical in the context of the adult education (Adopted 24.08.2010., Prot. Nr.3/1099. The basis of the decision: VVL 22.p., MK 28.11.2000 regulations Nr.405 2, 3.2., and paragraph 11 (http://likumi.lv/doc.php?id=222079)) for the use of the terms:

- **Formal learning - formālā izglītība,**
- **Non-formal learning - neformālā izglītība,**
- **Informal learning - ikdienējā mācīšanās, informālā mācīšanās,**
- **Work-based learning - darbā īstenota mācīšanās,**
- **Lifelong learning – mūžizglītība,**
- **Lifewide learning - plaštvēruma izglītība.**

The European Commission’s definition of adult education characterizes adult learning as "formal and non-formal education and informal learning activities, which adult is engaged into education after the initial break and ending with new knowledge and skills" (European Commission, 2010, 7). It includes:

- formal education - a system that includes primary, secondary and tertiary levels of education, which program you are mastered is certified by a state recognized document of educational or professional qualification (Education Law);
- non-formal education - non-formal education is organized according to interests or demand on an appropriate educational activity (Education Law);
- informal education / learning - the term is not defined in the national laws and regulations, but it includes educational process in which knowledge, skills, competencies, attitudes and values are acquired daily and work experience that enrich and improve the personality and, probably, work skills, but unlike the non-formal education, informal learning is not included in the program or course frames, it takes place learning in the community, including family and work.

The study "Adult education and its quality assurance" concludes:

- Graphic design programs are used more by adult educators living in the big cities.
- Adult educators with pedagogical higher education often do not know how to use practically computer programs and graphic design programs.
If the respondents are able to use the Internet, then more often they will be able to use computer programs and graphic design programs, computerized databases.
If the adult educator elderly, the more likely he or she has a degree, but more often in practice he or she is not able to use the Internet, computer programs and graphic design programs.
An educator can fully manage and is able to make effective use of computerized data base, then he is dissatisfied with the quality of adult education services (Fernāte, 2014).

1.1.3 Non-teaching support staff
In Latvia, there are many different job titles for non-teaching support staff.

In adult education, the borders between different jobs are not very strictly defined, in many cases and in many organisations there are people performing many functions. Especially if we are talking about a small adult education organisation with only 2 – 3 employees, they all have many functions – they can be adult educators + adult education organisers + secretaries, etc. all in one.

The most common terms used in Latvia are:

- Bookkeeper
- Chief Bookkeeper
- Office manager
- Secretary
- Project / etc. Coordinator
- ICT specialist
- Adult education coordinator
- Clerk Specialists
- Senior specialist
- Head / Assistant Head of Training Center
- Head / employee of Adult education centre
- Desk officer / assistant

In most cases there is a formal job description for every person working in an organisation. Depending on the level of detail necessary for the purposes of the respective organisation the job descriptions may contain the following information:

- name of the position
- profession code
- name of the department in the organisation
- subordination
- direct supervisor
- communication relationships: aim, with whom, frequency,
- description of the job responsibilities
- qualifications, etc.
2. THE EVALUATION OF ADULT EDUCATION STAFF

2.1 Evaluation of Adult Education Staff: State of the art in Latvia.
In Latvia the current basic approach in adult education theory and practice includes:

- Action Learning, opportunities for mentoring and befriending are gradually offered in Latvia, learning through activities;
- Experiential Learning, emphasizing the action, event, events analysis and reflection, interpretation and generation of new knowledge;
- Project-based learning is based on different sources of information extraction which analyse and generate new knowledge;
- Self-directed Learning, which is characterized by the increased ability to monitor targets and identify personally meaningful evaluation criteria, regardless of the teacher, guidance, educational institutions, the stages or way of life;
- Intergenerational Learning;
- Interdisciplinarity, which includes access to education in different age groups, improvement of basic abilities and skills, to keep as long as possible person’s a competitiveness on the labor market with the appropriate professional competence, risk groups, social inclusion, quality of lifelong education, including effectiveness, extension of providing lifelong learning programs (Koķe, 2012);
- A problem-based approach in adult education (Upeniece, Mārtinsone, Arnis, Ruff, 2012);
- Critical thinking (Rubene, 2012).

Latvian adult education evaluation is founded on some basic principles derived by the education humanistic paradigm (Rogers 1969; Beļickis, 1995; Salīte, 2009), which highlights two different approaches: general or normative which aim is to provide knowledge, develop skills and abilities, as well as to provide adaptation to the society needs in general, and human or personality-oriented, aimed at teacher's aid in personal growth, self-forming and self-defence mechanisms needed for personal development.

Adults educators in Latvia are principally involved in training and retraining activities of people who need new or additional knowledge for continuing to work. There are offered education programs at various levels: distance learning, vocational training, further education, in general, finalized to new basic skills (Yakovlev, 2013). In the majority of cases, the groups of students are not homogeneous (different age, different backgrounds, and experience). The study involved adults into the process can be divided into three groups: adults who in learning are oriented to targets, for activity and learning. The goal-oriented adult participation in education is determined by each individual's specific needs. Activity-oriented adults are interested in building relationships with team members, teachers and their ability, talent development and implementation in activities. Learning oriented adults the process of learning perceive as a way of life, they experience the joy of learning. Mastered content, the importance of it are valuable for these adults (Liepa, 2010).

The study "Adult education and the quality of its provision" shows that for many adult learners, the quality of adult education are more result-oriented than process-oriented (Fernāte, 2014).

The man consistently strives for fulfilment of his objectives, by the realization of specific life plan, moreover, human activity at all times is maintained from the inside. The internal source of
activities is necessary. The necessity is an experience in the need for something, persistent aspiration of the human desire to create his active life necessity (Ābelītis, available at http://www.perfectsales.lv/klientu-vajadzibu-psihologija). Realizing adult education, it is necessary to take into account that it is not oriented at an academic degree, but getting new skills and the acquisition or development of skills and competencies. Thus, the need for education is no longer confined to Maslow’s needs pyramid (Maslow, 1943) at the highest levels. The lower levels of the pyramid can determine the educational necessity for example, health, the necessity for communication, etc. The necessity also depends on each individual social status, resources, previous education and life-style, individual personality traits. Satisfaction of necessity is a cyclic process (see Figure 1).

Figure 2. Psychological process of a need satisfaction (by Ābelītis)

The necessity is an essential tool for success, it is based on motivation (Deci & Ryan, 2008; Popescu-Mitroi, Dragomir, Dejica, 2012; Herbold, 2011; Negovan, Bogdan, 2013). Motivation is a complex mental process that evolves in time. A. Leontiev (Леонтьев, 1978) studied various aspects of motivation. In terms of adult learning his conclusions are important about the issue that the objective or subjective and their meanings existence of human consciousness does not necessarily contribute to learning. It depends on the subjective importance. The certain activities become personally important to the individual, promotes the sustainable development of interests and so the external goals become personal internal needs.

2.2 The Latvian practices related to the Evaluation of Adult Education Staff
The evaluation of adult education staff respects the national educational context and the adult learners preferences.

Adults prefer self-directed learning, which makes it possible to update the same dominant abilities and like to work with others throughout the learning process (Koče, 1999: 46). Self-determination theory (Brockett & Hiemstra, 1991) is mainly focused on the evaluation of the needs, providing with learning resources, the involvement into learning activities, learning assessment and such criteria are emphasized as a conception of yourself, the role of experience, learning styles, etc., including both internal and external factors. If an individual's personality characteristics and the teaching-learning process are considered as the starting points for the understanding of self-directed
learning so the social context provides an environment in which the learning activities and the achieved results are implemented.

Adults are able to take responsibility for their own learning process and are able to push themselves in the learning process. M. Nouls (Knowles, 1975, 1980, 1984, 1989, 2005) the adult's readiness to learn is associated with: understanding of what they need to know; orientation in the problems over to the subjects; internal motivation.

Self-directed learning is characterized by the ability to set goals for yourself and meaningful evaluation criteria, regardless of the teacher's education level and type (http://www.edusenior.eu/data/outcomes/wp5/EduSenior-guide-LV.pdf). Self-directed learning encourages and supports personal and social self-management competencies. It strengthens self-confidence and encourages a personality to active and confident functioning in social and work environments. Based on the self-didactic methodological aspects (Epping, Reutter, 2001; Klein, 2005), the authors of the project "LoveLanguage" (www.love-language.org) have developed the principles of self-directed learning (see Table 2).

<table>
<thead>
<tr>
<th>No</th>
<th>Principle</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Orientation on the participants</td>
<td>Separation of real teaching and learning responsibility, division of duties and self - responsibility promotion. In order to promote self-organization and development of self-directed learning, it is essential that learners by themselves assume ownership and responsibility for their own learning. On the one hand, students should recognize and try different learning areas where it is possible to develop cooperation. On the other hand, training providers should take into account that the students are the adult learners, mature and responsible adults and should give the responsibility of training on the learners themselves, what in turn means that learners are perceived as equal partners. It should be searched in the training process how to re-offer both expert knowledge and advice and reflections on autonomous knowledge, managing for each individual.</td>
</tr>
<tr>
<td>2.</td>
<td>Orientation on the succession as a prerequisite for self-organization of the learning process, while the intensity of setting specificity to each situation</td>
<td>One of the ways how to make perceiving the existing competence and skills is to organize reflection in relation to the learning history. It allows learners to analyze both their positive and negative experiences of learning and their selected roles and samples. The teacher looks at the learners, going out from their achievements in the past and the present in order to be able to detect their potential and to elucidate the researing or blocking behavior.</td>
</tr>
<tr>
<td>3.</td>
<td>To</td>
<td>On the one hand, learning process should reflect past</td>
</tr>
<tr>
<td>Ensure continuity in the learning process and in real life, enabling learners to progress more difficult, but interrelated courses</td>
<td>experience of mode of life and labor relations, as new knowledge is built on the base of previous knowledge. Necessary components are a historical reflection. On the other hand, the learning process should be encouraged to re-enrollment and transfer to the future - new knowledge increase their professional competence and new opportunities. Teaching and learning aspects in goal are setting as a basis for teaching personification and meaningful development. Awareness of the ensuring of succession is a fundamental precondition that allows you to successfully overcome stressful growing conditions, difficulties of material adaptation, the rapid aging of professional knowledge and the need to improve it constantly, to be involved active into the labor market.</td>
<td></td>
</tr>
</tbody>
</table>

| 4. Orientation on the competence | To engage the learners responsibly for the further learning process, it is important to notify their skills and competences. Self-directed learning emphasizes at the previously acquired skills and abilities, rather than focusing on the shortcomings or difficulties. Difficulties and disadvantages should be analyzed, but they are not necessary for initial training start. It becomes all the more important that training providers contemplate to learners of competencies, and it means that important in getting a positive mental attitude. |

| 5. Orientation on reflection as an opportunity to look to the past and the future by looking at learning as development of technical, social and personal learning skill | Individual learning experience and a source of research, a constructive reflection on the learning situation and moving to the goal based on individual and collective progress. A strong link between self-reflection and collective reflection group makes learning as a dynamic and interactive process. Reflection serves as a bridge between the past, present and future, break to orient themselves accurately in the current situation. Learning / teaching process of reflection means to link the learning situation to further educational goals and the individual's personal vision of life. Future performance can be modeled on the Reflecting on past learning. Reflection phase promotes the integration of the technical, methodological and social learning process. |

| 6. Orientation on participation, through transparency and interaction | Participation refers to the co-determination and co-decision by the group, which takes place within the framework of the learning process and serves as one of the self-managed learning quality criteria. If the learners are aware of all conditions influencing factors, opportunities and constraints in the learning process, the motivation to participate is higher. Willingness to participate in activities closely related to the transparency of the activities and interactions. The meaning of transparency in the learning / training process in connection with the organization, content, methods and procedures, used tools is an important |
condition for active participation. The students will be happy to take responsibility for personal and collective achievements of the learning process because they have a clear idea of the procedure. Interaction refers to communication processes through which the teaching / learning process is organized. The main objective is to integrate and provide maximum of all the potential and development of competencies of all involved parties. Opening up opportunities for interactive participation, there is a challenge for training providers, such as a cooperation between learners and their teachers requiring openness and institutional level.

7. Orientation to a process which are formulated new learning support and counseling principles

In addition to the prudent action to comply with the requirements of the individual and collective learning process, is necessary to provide opening a learning process. It should be possible to modify the learning progress and decisions, if necessary. Thus, the learning process does not become arbitrarily influenced the results, but the results appear in a different way than, for example, compared with the program's learning that has already been firmly established goal. A professional view on the whole process can provide the opportunities to stimulate learning, which may become sight outside the predefined options. Such changes in the learning process often become necessary because learners who are learning to develop a variety of social situations react on it and thus to define new requirements and concerns, which need to react on immediately.

8. Orientation on the learner's interests

Learners with their own interests and discussion is an essential condition for the formulation of personal goals, it often associated with the emergence of motivation and persistence. Various personal interest in transparency is a precondition for the balance of interest group only possible to create learning conditions and agree to be reasonable interests in joint training activities. Balancing of interests includes the identification and evaluation of their role in the emphasis placed on approaches on self-determination development.

Table 2. Self-directed learning principles

Applying of these principles are variable with respect to the specific aspects of the content, using a wide range of methodological tools:

- Tools and biographies of activities, development of reflections and goals of tasks - learning diary, portfolio, biographies learning methods, etc.
- Instruments and procedures for collective reflection of the planning of individual and collective learning process - training conference, planning conference, practical exercises, etc.
The approach of self-directed learning is relevant in the context of the evaluation of adult education.

The question of the development of the evaluative activities both students and teachers is current in the pedagogy nowadays, as it is a personality focused activity, in which as a result of it the personal, intellectual and social development reveals (Ксендзова, 2001).

In the context of Latvian adult education issue of educational services of the quality evaluation is topical increasingly. While within the framework of various projects (VAL-NET 2013) searching for the best solution for the evaluation of adult education, the tools for evaluating competence (CAPIVAL) of adult learners have been developed, there are no still united evaluation systems.

The evaluation of democratic learning process of learning outcomes consists of:

- self-evaluation,
- mutual evaluation,
- teacher's evaluation (Krastiņa, Pipere, 2004).

The most important tasks of further education in nowadays human capital management of companies and organizations are competence, measurement, evaluation and improvement. In the context of the education of the 21st century competences are defined as self-organized and managed mental and physical performances, and the proven ability to use knowledge, skills and personal, social and / or methodological abilities, in work or study situations and in the professional and personal development; they are connected with responsibility and autonomy (Butterfly, 2001). The great importance in the humanities and social sciences is observations which are carried out with the aim of understanding and measuring of an individual’s competence. Competency observations are related to human subjects as a spiritual activity, experience, and language-related reflection analysis, which includes the identification, explanation, interpretation and hermeneutics (Erpenbeck, 2003; Erpenbeck, Heyse, 2007; North Reinhardt, 2005).

Learning reflection is self-evaluation (Linke, 2000; Roth, 2001; Lubkina, Usca, Kaupuzs, 2013), and it has an important role in the assessment of competence. Self-assessment is the most important aspect of personality that directly affects human behavior, formed by the active participation of a personality by himself, and reflects the quality of internal collaboration. Self-assessment is I-concept that characterizes a person's satisfaction with their abilities, characteristics and results of different activities and yourself as a whole and formed, learning about others and themselves (Čehlova, 2002). Self-determination and self-confidence based on self-assessment. The main essence of self-evaluation is to explore their own learning and to make qualitative changes;
moving from the objectives and tasks to the learning outcomes and progress, thereby assessing the quality of learning, a student improve learning outcomes (Hahele, 2006).

2.2.1 Main issues according to responsible

In Latvia there not exists the figure of an evaluator of adult education staff.

At the moment, efforts in adult educator evaluation focus on the process of evaluation.

However, the problem of adult education evaluation and validation is considered very important both educators level and the governmental authorities.

This is well showed by the interviews.

Following the indication of the WP1 lead partners, 16 interviews have been performed.

The respondents have been selected for their specific role and representative ness in the context of adult education. The interviewees sample was formed by

- 1 PhD
- 13 master’s degree
- 2 bachelors

Their basic education was: Social Work – 2; Pedagogy – 12; educational leadership - 2

Here following the interviews analysis.

Part 1. About adult education

Respondents showed two different interpretations of the adult education notion:

1. Generic. Adult education is considered as a process of personal growth, aimed at developing self-awareness and personal knowledge (9 respondents).

2. Utilitarian.

   a. Adult education aims at increasing professional competences, and consequently individual competitiveness (5 respondents, “it helps to staying fit”, “it provides new and innovative knowledge”, “it is necessary in a competitive labor market”).

   b. Opportunity to acquire new knowledge and skills for reintegrating into the labor market (2 respondents, “it is useful for reintegration into the labor market”).

   c. Self-directed learning (1 respondent, “it allows the achievement of skills following personal interests”).

   d. Improving the quality of life (1 respondent, “it allows to improve the quality of life”).

Part 2. About the objective of adult education

Respondents identified three overlapping objectives:

1. To give people the opportunity of learning (5 respondents).
2. To satisfy individual education needs (10 respondents).
3. To improve own personal knowledge (12 respondents).

One interviewee defined the purpose of both adult education and education public policies as important "to promote the development of lifelong learning, to improve citizens' participation in decision-making processes, and to encourage civil and democratic engagement"

Part 3. About adult learners

All respondents indicated that adult learners represent a wide range of people in age, ability and ambition; adult learners are defined as learners over the age of 25 years, and are often referred to as nontraditional students. ("people interested in learning something new", "every adult, regardless of his/her previous education", "... unlimited for both sex and age").

The majority of respondents underlined the importance of the context in which educational activities occur ("each context has its own distinctive features and requires specific professional skills and human attitudes").

The environmental aspects involved in adult education assessment can be divided into 3 groups:

1) The personality of educators;
2) The professionalism of educators, which also includes the ability to organize educational programs, financial control and presentation of projects.
3) The context in which training takes place.

About evaluation

Many respondents expressed the opinion that evaluation should be carried out through "accredited institutions" which "should assess the level of knowledge and expertise / capacity of educators in the long term."

Respondents recognize the importance of frequent evaluations both internal and external. They believe that "an internal quality assurance is important to monitor the activities, whereas an external assessment (national and international) should be used to verify if the internal quality is compliant with the national and international standards". External evaluation should be performed by a special committee, formed by public and private professionals, as well international experts. About evaluation, respondents indicated two principal educational needs:

- Professional skill improvement;
- Personal knowledge improvement.

Respondents recognized that "there are cases in which competence is not enough" and that "training is important to improve own personal knowledge and own quality of life".

Difficulties

Respondents indicated that one of the main problems is the lack of a unified model of evaluation, based on criteria defined at national and European level and underlined that this produces subjective
evaluations. The ideal solution "would be the definition of a holistic approach, while a common model based on shared criteria could reduce subjectivity".

Respondents are convinced that "much of the adult education market and the educators mobility depend on a common European evaluation system", and that " if there isn't a common objective evaluation system, assessment will hardly produce practical benefits".

Respondents point out that often to avoid subjective evaluations, assessment is based on the formal compliance with the established procedures for education programs, "but despite compliance with procedure, methods and skills might not be appropriate to achieve the training objectives ". In addition, it would be very important that "educators learn how to perform their own evaluations".

*About educators specialization*

Respondents recognize that adult education has changed about students composition and teachers professionalization. There is more attention for students needs and more specialization is required from teachers. The interviews show a certain correlation between:

- professional skills and educational objectives (15 respondents indicate that educators should be "persons with specific qualifications and experience" and that a "specialist or academic level" might be necessary, depending on the objectives to be achieved ")
- results obtained and personal characteristics of educators, such as communication skills, enthusiasm, tact, tolerance, etc. (5 interviews).

The majority of respondents admit that, in general, the evaluation of adult education staff is a practice “that improves the quality of learning” and that "should measure the knowledge and skills acquired by learners". Assessment is also considered as a mean for guiding the training activities. However, 3 respondents admitted that the meaning of the evaluator of adult education staff is not clear at all.

*Methods*

From interviews, it appears that the evaluation methods used are:

- observation (10);
- tests (7);
- discussion (10);
- relationships (2).

Other methods have been suggested (11), such as learners self-esteem, peer review, analysis of the training program documentation, revisions, etc..

Respondents indicated 20 different evaluation criteria, which can be divided into 4 groups:

1) Quality Content (4);
2) Expertise educator, both professional and personal (24);
3) Satisfaction of students (5);
4) Effectiveness (1).
Conclusions
The interview analysis showed that it is not clear for Latvian respondents the meaning of many questions indicated by the EduEval project coordinator. However, all respondents share the opinion that adult education is more and more important and it is necessary the assessment/validation of adult education programs and the assessment of educators. They hope that a common objective evaluation system will be defined at national level. This is in line with EU recommendations about Latvian educational system concerning the establishment of an independent accreditation agency and a financing model that rewards quality.  

Respondents underlined that, in Latvia, it lacks a unified system of evaluation for adult education. Nevertheless, they are confident in the efforts made by the Ministry of Education for validation of adult education programs and suggested:

- motivating educators on evaluation programs;
- creating a working group for designing, with the help of experts, a self-evaluation system.

Some respondents (3) believe that evaluation trainings should be organized by the Ministry of education using common evaluation criteria.

From interviews we obtained the following evidences about criteria, indicators and methods used or which respondents would be used in adult education evaluation (Table 3):

<table>
<thead>
<tr>
<th>criteria</th>
<th>indicators</th>
<th>methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>contents quality</td>
<td>• educational programs analysis</td>
<td>• program’s content analysis</td>
</tr>
<tr>
<td></td>
<td>• theory-practice ratio</td>
<td>• observation</td>
</tr>
<tr>
<td></td>
<td>• relevance of material</td>
<td>• student achievement discussion</td>
</tr>
<tr>
<td>educator’s competencies</td>
<td>• personal characteristics (communication, empathy, tolerance, etc.)</td>
<td>• self-assessment</td>
</tr>
<tr>
<td></td>
<td>• professional characteristics (competence, experience, skill)</td>
<td>• mutual assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• student opinion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• discussion</td>
</tr>
<tr>
<td>students’ satisfaction</td>
<td>• conformity with needs</td>
<td>• questionnaires</td>
</tr>
<tr>
<td>effectiveness</td>
<td>• knowledge</td>
<td>• knowledge assessment</td>
</tr>
<tr>
<td></td>
<td>• skills</td>
<td>• skills assessment</td>
</tr>
</tbody>
</table>

| competences |

Table 3.
3 DATA ABOUT ADULT EDUCATION IN LATVIA

In last years, adult education in Latvia adopted the EU recommendations in this scope and was supported by the principle of lifelong education.

The Education Law (1998) specifically concerns the development of adult formal and non-formal education programmes and many efforts had made to modernize the national education system.

Arrangements for the provision of adult formal education are set by the Education Law, Vocational Education Law, Higher Education institutions Law and other statutes and regulations.

Different types of further education and training are offered to persons after graduating from general upper secondary or 2-3 year vocational education and training programmes. These programmes are focused on mastering professional skills and knowledge in line with the requirements of the respective qualification level. The training process and assessment of achievements are organised in a similar manner as in vocational secondary education and training programmes.

Results of the Adult education survey carried out in 2007 by the central Statistical Bureau of Latvia were used to develop the new adult education policies.

There are two professional groups in Latvia whose further education is prescribed by law: teachers and medical professionals.

Table 4 shows the situation in Latvia about continuing and discontinuing studies.

<table>
<thead>
<tr>
<th>IZG18. BASIC AND SECONDARY SCHOOL GRADUATES: CONTINUING OR DISCONTINUING STUDIES (%) by indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic schools graduates, total</td>
</tr>
<tr>
<td>2007  2008  2009  2010  2011  2012  2013</td>
</tr>
<tr>
<td>100   100   100   100   100   100   100</td>
</tr>
<tr>
<td>.continue studies in secondary schools</td>
</tr>
<tr>
<td>62.1  62.7  68.4  60.9  60.7  60.8  61.3</td>
</tr>
<tr>
<td>.continue studies in vocational schools</td>
</tr>
<tr>
<td>30.4  32.7  28.1  33.8  33.9  33.8  33.4</td>
</tr>
<tr>
<td>.discontinue studying</td>
</tr>
<tr>
<td>7.5   4.6   3.5   5.3   5.4   5.4   5.1</td>
</tr>
<tr>
<td>Secondary schools graduates, total</td>
</tr>
<tr>
<td>100   100   100   100   100   100   100</td>
</tr>
<tr>
<td>.continue studies in higher education institutions</td>
</tr>
<tr>
<td>74.4  75    66.4  58.3  58.3  62.8  59.6</td>
</tr>
<tr>
<td>.continue studies in vocational schools</td>
</tr>
<tr>
<td>2.8   2.8   2.3   4.2   5.3   6.4   7.6</td>
</tr>
<tr>
<td>.discontinue studying</td>
</tr>
<tr>
<td>22.8  22.2  31.3  38.9  36.4  30.8  32.8</td>
</tr>
</tbody>
</table>

Source: Central Statistical Bureau of Latvia

Table 4. Source: Central Statistical Bureau of Latvia

3.1 The survey of 2011

With an aim to obtain information on the progress of the lifelong learning strategy implementation, in 2011 Central Statistical Bureau of Latvia (henceforth CSB) conducted second “Adult Education Survey” that is carried out in all EU Member States. Implementation of the Adult Education Survey in statistical system of the EU countries is stipulated by the Commission Regulation No 823/2010 concerning the production and development of statistics on education and lifelong learning. The
Survey was based on the methodology and survey questionnaire developed by the Statistical Office of the European Union (Eurostat).

In line with the lifelong learning conception, the survey incorporated three main concepts:

Formal education - a system which includes basic education, secondary education and higher education levels the acquisition of the programme of which is certified by an education or professional qualification document recognised by the State, as well as an education and Professional qualification document.

Non-formal education – any organised educational activities outside formal education system, organised as courses, conferences, lectures, seminars or workshops. The aim of the non-formal education is to acquire or improve skills, knowledge and competences related to work, public and personal aims.

Informal learning - is intentional, but it less organised and less structured, i.e., non-taught learning with an aim to improve own skills, acquire new knowledge. Informal learning may take place as follows: 1) self-learning using pre-printed materials (books, magazines, specific literature); 2) interactive learning using computer, Internet; 3) learning acquiring information from radio or television broadcasts, audio-video tapes; 4) attendance of libraries, training centres; 5) learning from family members, colleagues.

Within the framework of the survey, people were asked if during the last 12 months they have participated in formal education and/or non-formal education activities (courses, workshops, lectures, conferences etc.). Positive answer was given by 32.4% of the surveyed persons (in 2007 – 32.7%). Education activities mainly were job-related (86.1%), to do job better and/or improve carrier prospects.

The information on adult participation or not participation in education activities during the year was compiled also in breakdown by person’s age, gender, level of education and labour status. Data were compiled also on factors influencing their motivation to participate or not participate in education activities as well as on difficulties related to the participation in adult education. In line with the survey data 67.4% of respondents during the year did not participate in education activities. The main difficulty faced was cost: training was too expensive, could not afford – it was mentioned by 53.3% of the respondents. The information obtained within the survey indicates that residents did not have equal access to education, as it was largely influenced by income, educational attainment, place of residence etc. factors.

The lifelong learning strategy emphasizes the lifelong learning activities of elderly population (aged 55-64) and residents having attained lower level of education.

Only 19.9% and 10.6% of corresponding respondents have taken part in education activities. With the European Commission financial support the Ministry of Education and Science in 2012 has launched project “Implementation of European Programme in the Field of Adult Education”. The target population of the project covers Latvia residents aged 25-64 having low basic skills.

Additionally to the education subjects the survey included also module on language skills. Out of
the foreign languages, Russian was the most popular (56.6%), followed by English (48.9%).

Within the framework of the Adult Education Survey, population aged 25-64 were surveyed within the whole territory of Latvia. The sample size comprised 9000 people; and 56.1% of all persons included in the sample answered the survey questions. Females accounted for the largest part of the surveyed respondents – 52.8%, while males comprised 47.2%.

In 2011, the education expenditure in Latvia was the 5% of gross domestic product (Central Statistical Bureau of Latvia).

The following Tables (5-8) show the data currently available about adult education in Latvia.

Data clearly indicates that adult education is perceived as a mean for responding to the challenging changes in work market: However, the cost is the principle obstacle to participate to further education programmes.

Data also indicates that there isn’t any digital divide in Latvia; connection to the Internet is not a problem (72% of Latvian people use Internet).

<table>
<thead>
<tr>
<th>2011</th>
<th>Education activities</th>
<th>Non-formal education</th>
<th>Formal education</th>
<th>job related education activities</th>
<th>Non-formal education</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>General programmes</td>
<td>3.9</td>
<td>4.7</td>
<td>1.7</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>Teacher training and education science</td>
<td>8.0</td>
<td>10.8</td>
<td>9.3</td>
<td>11.8</td>
<td></td>
</tr>
<tr>
<td>Humanities and arts</td>
<td>6.9</td>
<td>10.0</td>
<td>6.6</td>
<td>6.2</td>
<td></td>
</tr>
<tr>
<td>Foreign languages</td>
<td>0.3</td>
<td>5.3</td>
<td>0.3</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Social sciences, business and law</td>
<td>32.9</td>
<td>25.7</td>
<td>33.3</td>
<td>27.4</td>
<td></td>
</tr>
<tr>
<td>Science, mathematics and computing</td>
<td>7.6</td>
<td>8.7</td>
<td>8.9</td>
<td>6.5</td>
<td></td>
</tr>
<tr>
<td>Life science</td>
<td>1.1</td>
<td>0.3</td>
<td>1.3</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>Physical science</td>
<td>1.0</td>
<td>0.2</td>
<td>1.2</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>Mathematics and statistics</td>
<td>-</td>
<td>0.4</td>
<td>-</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Computer science</td>
<td>5.5</td>
<td>3.6</td>
<td>6.4</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>Computer use</td>
<td>-</td>
<td>2.2</td>
<td>-</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>Engineering, manufacturing and construction</td>
<td>7.1</td>
<td>8.2</td>
<td>7.7</td>
<td>9.4</td>
<td></td>
</tr>
<tr>
<td>Agriculture and veterinary</td>
<td>1.6</td>
<td>2.7</td>
<td>1.8</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Health and welfare</td>
<td>12.0</td>
<td>15.0</td>
<td>12.2</td>
<td>15.8</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td>7.3</td>
<td>13.0</td>
<td>7.1</td>
<td>13.1</td>
<td></td>
</tr>
<tr>
<td>Fields unknown or unspecified</td>
<td>12.7</td>
<td>3.2</td>
<td>11.4</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Table 5. Education activities by field of education (Source: Central Statistical Bureau of Latvia)
### Table 6. Participation in adult education by sex, age, level of education and labour status (Source: Central Statistical Bureau of Latvia)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>Participation in formal and/or non-formal education</th>
<th>Participation in formal education</th>
<th>Participation in non-formal education</th>
<th>Net participating in education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number, thsd</td>
<td>As percent of total population in the corresponding group</td>
<td>Number, thsd</td>
<td>As percent of total population in the corresponding group</td>
<td>Number, thsd</td>
</tr>
<tr>
<td>Total</td>
<td>396.1</td>
<td>32.4</td>
<td>52.6</td>
<td>4.3</td>
<td>367.5</td>
</tr>
<tr>
<td>Males</td>
<td>158.2</td>
<td>20.9</td>
<td>23.3</td>
<td>4.0</td>
<td>142.4</td>
</tr>
<tr>
<td>Females</td>
<td>237.9</td>
<td>27.4</td>
<td>29.1</td>
<td>4.6</td>
<td>225.1</td>
</tr>
<tr>
<td>25-34 years</td>
<td>126.1</td>
<td>30.0</td>
<td>39.7</td>
<td>8.9</td>
<td>109.4</td>
</tr>
<tr>
<td>35-54 years</td>
<td>218.0</td>
<td>34.6</td>
<td>21.3</td>
<td>3.4</td>
<td>207.7</td>
</tr>
<tr>
<td>55-64 years</td>
<td>52.0</td>
<td>19.9</td>
<td>1.6</td>
<td>1.6</td>
<td>50.4</td>
</tr>
<tr>
<td>Higher education</td>
<td>210.4</td>
<td>54.3</td>
<td>29.6</td>
<td>7.7</td>
<td>196.5</td>
</tr>
<tr>
<td>Secondary education</td>
<td>160.8</td>
<td>24.7</td>
<td>20.0</td>
<td>2.0</td>
<td>152.8</td>
</tr>
<tr>
<td>Below secondary or no formal education</td>
<td>15.9</td>
<td>10.6</td>
<td>2.8</td>
<td>1.0</td>
<td>18.4</td>
</tr>
<tr>
<td>Employed</td>
<td>338.2</td>
<td>40.3</td>
<td>44.0</td>
<td>5.2</td>
<td>314.5</td>
</tr>
<tr>
<td>Unemployed</td>
<td>35.5</td>
<td>19.8</td>
<td>3.3</td>
<td>...</td>
<td>24.2</td>
</tr>
</tbody>
</table>

### Table 7. Obstacles to participate in adult education reported as the most important (Source: Central Statistical Bureau of Latvia)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>As percent of participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number, thsd</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>263.9</td>
<td>77.3</td>
</tr>
<tr>
<td>Males</td>
<td>115.5</td>
<td>81.1</td>
</tr>
<tr>
<td>Females</td>
<td>168.4</td>
<td>74.8</td>
</tr>
<tr>
<td>25-34 years</td>
<td>79.3</td>
<td>73.3</td>
</tr>
<tr>
<td>35-54 years</td>
<td>164.4</td>
<td>70.8</td>
</tr>
<tr>
<td>55-64 years</td>
<td>40.2</td>
<td>79.4</td>
</tr>
<tr>
<td>Higher education</td>
<td>163.4</td>
<td>83.2</td>
</tr>
<tr>
<td>Secondary education</td>
<td>112.2</td>
<td>71.5</td>
</tr>
<tr>
<td>Below secondary or no formal education</td>
<td>8.3</td>
<td>58.4</td>
</tr>
<tr>
<td>Employed</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Unemployed</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Inactive</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>
Labour market training for the unemployed accounts for the largest number of participants in the adult education sector. Employment authorities provide a wide range of labour market training mainly targeted at unemployed adults. The courses are free of charge to persons who qualify for official unemployment status.

Table 9 shows the amount paid by participants for adult education.
human resources. There are different institutions on national and local levels involved in organisation and provision of adult education. The tuition fees for continuing or in-service education and training are established by training providers and covered by individuals or employers. Further training or retraining of persons who are legally classified as unemployed is financed from the state budget.

Adults can also follow a complete programme of basic education or upper secondary education at so-called evening schools (Table 10).

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990/91</td>
<td>44</td>
</tr>
<tr>
<td>1991/92</td>
<td>43</td>
</tr>
<tr>
<td>1992/93</td>
<td>41</td>
</tr>
<tr>
<td>1993/94</td>
<td>38</td>
</tr>
<tr>
<td>1994/95</td>
<td>38</td>
</tr>
<tr>
<td>1995/96</td>
<td>38</td>
</tr>
<tr>
<td>1996/97</td>
<td>38</td>
</tr>
<tr>
<td>1997/98</td>
<td>36</td>
</tr>
<tr>
<td>1998/99</td>
<td>37</td>
</tr>
<tr>
<td>1999/2000</td>
<td>38</td>
</tr>
<tr>
<td>01/01/2000</td>
<td>37</td>
</tr>
<tr>
<td>01/02/2001</td>
<td>37</td>
</tr>
<tr>
<td>01/03/2002</td>
<td>35</td>
</tr>
<tr>
<td>01/04/2003</td>
<td>35</td>
</tr>
<tr>
<td>01/05/2004</td>
<td>33</td>
</tr>
<tr>
<td>01/06/2005</td>
<td>34</td>
</tr>
<tr>
<td>01/07/2006</td>
<td>34</td>
</tr>
<tr>
<td>01/08/2007</td>
<td>34</td>
</tr>
<tr>
<td>01/09/2008</td>
<td>34</td>
</tr>
<tr>
<td>01/10/2009</td>
<td>31</td>
</tr>
<tr>
<td>01/11/2010</td>
<td>28</td>
</tr>
<tr>
<td>01/12/2011</td>
<td>25</td>
</tr>
<tr>
<td>2012/13</td>
<td>25</td>
</tr>
<tr>
<td>2013/14</td>
<td>25</td>
</tr>
</tbody>
</table>

Table 10. Source: Central Statistical Bureau of Latvia

Table 11 shows the job related participation in non-formal education by sex, age, level of education and labour status.
Table 11. Source: Central Statistical Bureau of Latvia

Table 12 shows non-formal education participants.

### Table 12. Non-formal education participants by number of education activities they participated by sex (Source: Central Statistical Bureau of Latvia)

<table>
<thead>
<tr>
<th>2011</th>
<th>Number, thsd</th>
<th>As per cent of participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>283.0</td>
<td>77.3</td>
</tr>
<tr>
<td>Males</td>
<td>115.5</td>
<td>81.1</td>
</tr>
<tr>
<td>Females</td>
<td>168.4</td>
<td>74.8</td>
</tr>
<tr>
<td>25-34 years</td>
<td>79.2</td>
<td>73.3</td>
</tr>
<tr>
<td>35-54 years</td>
<td>164.4</td>
<td>78.8</td>
</tr>
<tr>
<td>55-64 years</td>
<td>40.2</td>
<td>79.4</td>
</tr>
<tr>
<td>Higher education</td>
<td>163.4</td>
<td>83.2</td>
</tr>
<tr>
<td>Secondary education</td>
<td>112.2</td>
<td>71.5</td>
</tr>
<tr>
<td>Below secondary or no formal education</td>
<td>8.3</td>
<td>58.4</td>
</tr>
<tr>
<td>Employed</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Unemployed</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Inactive</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2011</th>
<th>Number, thsd</th>
<th>Per cent</th>
<th>Males</th>
<th>Number, thsd</th>
<th>Per cent</th>
<th>Females</th>
<th>Number, thsd</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>367.5</td>
<td>100.0</td>
<td>142.4</td>
<td>100.0</td>
<td>225.1</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondents who reported participation in 1 activity</td>
<td>212.0</td>
<td>57.7</td>
<td>90.7</td>
<td>63.7</td>
<td>121.3</td>
<td>53.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondents who reported participation in 2 activities</td>
<td>66.6</td>
<td>18.0</td>
<td>26.3</td>
<td>18.5</td>
<td>40.3</td>
<td>14.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondents who reported participation in 3 activities</td>
<td>37.3</td>
<td>10.2</td>
<td>2.0</td>
<td>6.5</td>
<td>28.3</td>
<td>12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondents who reported participation in 4 or more activities</td>
<td>48.6</td>
<td>13.2</td>
<td>16.1</td>
<td>11.3</td>
<td>32.5</td>
<td>14.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LATVIAN ADULT EDUCATION ASSOCIATION (LAEA)

In 1993, the Latvian Adult Education Association (LAEA), a non-governmental, non-profit organization (Figure 4), was established with support from Latvia's MES and the Institute for International Cooperation of the German Adult Education Association.

The aim of LAEA is to promote the development of the non-formal adult education system and to participate in LLL policy making, thereby promoting the development of a civic, democratic, and open society in Latvia. LAEA brings together many legal entities – local governments, trade unions, private organisations, and NGOs. The list of members also comprises folk high schools, municipal adult education centres, private companies, universities, in-service training centres of enterprises, and other institutions and organisations involved in non-formal adult education, as well as individual.

Adult education centres are established and managed by local governments, whose function, according to the law, is ensuring adult learning. The work of these centres is not the same in all places. It depends on the size of a municipality (the number of inhabitants), the allocated finances, local deputies’ understanding of adult education, local traditions, and the initiative of the adult learning organiser. The largest adult education centres work as independent educational institutions implementing non-formal education programmes, and they have their own resources. In smaller municipalities, only one employee – the adult learning organiser, who is also a specialist in managing an education institution or an experienced education administrator – is responsible for adult learning. The organiser provides consultancy to people on education possibilities in the region and organises seminars and courses based on the demand of the local municipality. The budget of municipality learning centres is made up of local government/municipality funds, various project funds, and individual fees.

Unluckily, during the recent economic downturn and due to very limited resources, local governments stopped further developments of government adult education institutions, or even shut down some of these institutions.
5 EDUCATIONAL FINANCE IN LATVIA

Public primary and secondary general education in Latvia is free of charge and is financed from the municipal budget. At primary and secondary schools, the state pays teachers’ wages, while the local authority finances the maintenance of the school building and grounds and covers other expenses connected with teaching.

Vocational schools in Latvia usually belong to the state or the local authority, which accordingly finances both teaching and maintenance of the school. Government spending on vocational education.

Private educational establishments at primary-secondary level may set their own tuition fees.

Accredited private lower and upper secondary schools receive a subsidy from the national government budget to cover teachers’ salaries and related social security taxes in order to fund the provision of accredited lower and upper secondary education programmes.

Accredited private vocational education schools receive a national government subsidy based on a training agreement between a government ministry and the training institution for the training of a determined number of persons in a specific vocational area.

The Latvian state finances all the higher education institutions belonging to the state.

Structural funds aid for 2007-2013

- 25000 students will be awarded scholarships in basic vocational education programmes
- 5000 trade school teachers will undergo vocational development training in their sectors and the IT sector
- A sector qualifications system is being developed. 80 standard occupations, 20 primary trade school programs and 35 vocational programs will be developed and reformed
- 53 trade schools will be renovated, and 20 will be adapted for students with disabilities
- Classrooms at 8 prisons will be upgraded.

In 2012 a substantial reform of vocational education was performed, focusing the EU structural funds on sustainable projects: EU structural funds projects are continuing in 15 vocational education institutions within stage one of the activity project application selection round for a total amount of 22 million lats.

Funding in an amount of 91 million lats was directed and focused at the second project selection round. These funds were used to fully complete a modern infrastructure, and training facilities will be provided at 11 vocational schools.

Funds totalling 113 million lats have been directed at the improvement and modernisation of infrastructure of vocational education institutions.

Based on the reform and concentration of the funding, Latvia will receive fully modernised and equipped, modern vocational education centres in all regions of Latvia.
PERFORMANCE MONITORING AND EVALUATION

The Laws on Education, General Education, Vocational Education and Higher Education establish the monitoring and assessment of each respective sub-sector of the education system by relevant national and local government authorities. Every education institution, regardless whether it is founded by national or local government or private concerns, must be registered with the National Registrar of Education. In order to begin providing education services, a license must be obtained. The right to deliver nationally recognized diplomas and certificates is only conferred on education institutions accredited by the respective national institutions (the State Agency for Quality Assessment in General Education, the Vocational Education Administration and the Higher Education Quality Evaluation Centre).

Statistics collected by the Ministry of Education and Science allow a comparison with European countries. The assessment indicators developed by European Centre for the Development of Vocational Training are applied in evaluating vocational education in Latvia. Preparation of annual statistical reports and policy planning documents on higher education is based on internationally comparable indicators.

In last years, Latvia made some important progresses in the validation of non-formal and informal learning:

- Compatibility has been achieved between the European Qualification Framework and the national qualification framework (NQF): Cabinet of Ministers Decree of October 2010; The qualification requirements are defined in terms of learning outcomes (competences);
- Amendments to the Law on Vocational Education (June 2010) proposed Article 6 providing that professional qualifications can be awarded to persons who have acquired their skills outside formal education system;
- Following this amendment, Cabinet Regulations “On Recognition/Assessment of Professional Competences Acquired Outside Formal Education System” have been adopted in February 2011.

In Latvia, the system of the validation of non-formal and informal learning was established in the beginning of 2011. Amendments in the Vocational Education Law include 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 (Cedefop ReferNet Latvia, 2011:57; Rusakova, Rauhvargers, 2010:1). In February 2011 the Regulations of the Cabinet of Ministers “Procedure for the Evaluation of the Professional Competence Acquired Outside Formal Education System” (Cabinet of Ministers, 2011) were 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.

The institutions assessing professional competence may be accredited education establishments or examination centres, which have been assigned by the State Education Quality Service. The procedure on validating professional competence obtained outside formal education includes the following steps: individual’s application for assessment of their professional competence; professional qualification exam; awarding document certifying a professional qualification.
The validation process of knowledge and skills acquired outside formal education is for a fee; thus, a person can take a conscious decision to participate with the aim to receive a Professional qualification document. By July 2011, the State Education Quality Service had delegated 8 vocational education establishments (according the data fron 7.10.2013 400 agreements with 40 institutions) in total for 107 qualifications to perform the assessment of Professional competence acquired outside formal education (Cedefop ReferNet Latvia, 2011:58).

According to the Law on Institutions of Higher Education, Article 592, Part 5 (1995, amendments in force since August 1, 2011) an institution of higher education or college shall evaluate the study results achieved in previous education or professional experience of a person and if they comply with the requirements of the relevant study programme, recognise them, as well as grant the relevant credit points. Study results achieved in professional experience may be recognised in vocational or academic study programmes, moreover, only 30 per cent of credit points from a vocational or academic study programme may be granted, recognising the study results achieved in professional experience. On January 10, 2012 the Cabinet of Ministers approved ‘Regulations of recognizing the learning outcomes acquired in the previous education and professional experience’ (in force since January 13) that were issued in accordance with the Law on Higher Education Institutions, Article 592, Part 5. These Regulations determine the procedures for the assessment and recognition of learning outcomes (for higher education level) obtained during the previous education or professional experience, as well as criteria for recognition (Cabinet of Ministers, 2012).
EVALUATION OF THE STUDY PROGRAMME “SOCIAL TEACHER” AT REZKENE UNIVERSITY OF APPLIED SCIENCES

Rezekne University of Applied Sciences developed the higher professional education programme Social Teacher is to train highly qualified social teachers for Latgale region who would work with children, youth and their families at educational and upbringing institutions, helping them to become full – bodied and sound people, ready for further, additional and life – long education.

The evaluation of the Social teacher programme is an example of the application of evaluation principles.

To realise the objective, the tasks are determined for the study programme:

- to encourage students to acquire academic education in pedagogy and psychology;
- to create conditions for students personality, their world outlook development, offering a wide range of comprehensive courses;
- to perfect students’ research work skills and abilities, to help students to develop the skills of pedagogical problems’ scientific research, to analyse and assess the pedagogical process, to encourage students for research – analytical activity in the sphere of social – pedagogical processes.
- to provide knowledge on the objectives, tasks, functions, work methods of social teacher’s activities.
- to develop skills for the fulfilling of the social teacher’s functions.

The result of the studies– higher pedagogical education with 5th level professional qualification – social teacher during 8 semesters (full - time studies) and 9 semesters (part - time studies) that provide rights to continue Master’s studies. Differences in the length of studies between part-time and full-time studies are determined by the Statute about part-time studies at Rezekne Higher Education Institution (adopted on June 25, 2001).

Study results at RHEI are assessed according to 2 ratios:

1) qualitative assessment – mark (10 – point scale), test;
2) quantitative assessment – credit points (CP) according to the courses amount and importance based on the decree of MES in compliance with normative documents.

The results of the exams, study papers, partly also the results of the practical experience and tests are assessed by a mark.

Testing is both oral and written. Theoretical issues as well as situational analyses, interpretation and solving are included in the testing content.

The quantitative assessment in credit points is done every term to assess the adequacy of the work done by students to the study plan – the value of one credit is 40 classes that are divided into contact class hours and independent work hours.
In the academic year 2001/2002 there was conveyed a survey of the 1st and the 2nd course students regarding the study process at RHEI. The results of the survey showed that a majority of respondents (70-80% of students) assess their knowledge in study courses as good and excellent (see fig.1). 66-76% of respondents think that academics assess their knowledge objectively (see fig.2).

Figure 1. Self-assessment of students’ knowledge
1—excellent
2—good
3—average
4—poor

Figure 2. The objectivity of students’ knowledge assessment (according to students’ opinion)
1—very high
2—high
3—adequate
4—low
5—very low
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