

**Irina Maslo and Manuel J. Fernández González**

**SUPPORTING THE ENGAGEMENT AND  
REINTEGRATION OF 18-24 YEAR OLD EARLY  
SCHOOL-LEAVERS IN LIFELONG LEARNING:  
EVIDENCES FOR TARGETED COMPENSATORY  
AND PREVENTIVE STRATEGY IN EDUCATION**

**Riga  
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The study on “Early School Leaving”, which is a sub-activity of the research activities 2011-2015 in Latvia, was led by the State Education Development Agency of the Ministry of Education and Science of the Republic of Latvia and the University of Latvia as collaboration partner.

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**Authors:**

**Dr.habil. Irina Maslo, project leading researcher**

[irina.maslo@lu.lv](mailto:irina.maslo@lu.lv)

**Dr. Manuel J. Fernández González, contracted project researcher**

[manuel.fernandezs@lu.lv](mailto:manuel.fernandezs@lu.lv)

**Contributors:**

**Dr. Svetlana Surikova, leading researcher**

**Dr. Tamara Pigozne, researcher**

The evidence-based conclusions and recommendations were elaborated in collaboration with the experts of the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub):

**Professor Dr. Zenaida Q. Reyes, Normal University, Philippines**

**Professor Dr. Vaiva Zuzeviciute, Mykolas Romeris University, Lithuania**

**Professor Dr. P. Adinarayana Reddy, Sri Venkateswara University, India**

**Dr. D. Uma Devi, Sri Padmavati Women’s University, India**

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## PREFACE

The educational practice worldwide does not adequately promote early school-leavers' learning. Despite the fact that the education system of Latvia offers evening (shift) schools as an European good practice tool for the engagement of such people in the learning process, in Latvia in the third quarter of 2010 out of the total number of 245.6 thousand inhabitants aged 18-24, 72.9 thousand did not have secondary education but 30.7 thousand were not engaged in any kind of learning. This fact is the key problem that the Ministry of Education and Science of Latvia wishes to solve. Due to the worldwide radical reduction of the number of young people who leave school early, this issue is significant also in ASEM (Asia-Europe Meeting) countries and around the world in general.

In Latvia, "the main challenge in the present day situation of adult education is how to increase the participation rate in adult learning" (EAEA, 2011, p. 5). Therefore, the "enhancement of the second chance education opportunities" (ibid.) is recognised as a priority in Latvian adult education policy. Considering the fact that the generation of adults (aged 18-24) will constitute the main source of labour in 2020 and the fact that knowledge society demands highly qualified labour for new kind of jobs (European Commission, November 2010):

**Early school-leavers need to get not only second chance education opportunities, but also new adult learning opportunities that address their specific needs and help them to re-gain confidence in learning.**

Strategies to prevent early school leaving (ESL), or to compensate ESL by supporting young people to re-enter mainstream education, have to address both education and social policy. They should be 'evidence-based' and transferable to local, regional and national contexts. Therefore, in 2010, the Ministry of Education and Science of the Republic of Latvia (MoES) initiated the study on identification of "Good practices" regarding the facilitation of adult (18-24) participation in second chance education at evening (shift) schools. In **2011-2014**, the collaborative three-cycle study "Identification and analysis of new challenges and solutions that have influence on engagement and reintegration of early school-leavers (18-24 years) in lifelong learning" funded by ESF project "Support to educational research" (sub-activity 1.2.2.3.2.), project No 2011/0011/1DP/1.2.2.3.2/11/IPIA/VIAA/001 was started. It was led by the University of Latvia, supervised by the State Education Development Agency of the Republic of Latvia, voluntarily supported by ASEM countries, and aimed at elaborating the evidence-based recommendations for the MoES policy in 2015-2020 to be transferable to local, regional and national conditions.

The *aim* of the study was to find evidences for the new policy development period (2014-2017) on how to increase the ratio of inhabitants (aged 18-24) with basic and secondary education and who are ready to learn (EU 2020: ESL <10%), and identify measures which should be taken in order to attract early school-leavers (18-24) to formal basic and secondary education.

According to the final report of the Thematic Working group on Early School Leaving, "comprehensive strategies to reduce ESL must address the entire education spectrum and include prevention, intervention and compensation measures" (European Commission, November 2013, p.18). Therefore, this study follows the definition of prevention, intervention and compensation proposed in the EU Council Recommendation on policies to reduce ESL (European Commission, June 28th, 2011) and the key messages and policy support for reducing early school leaving. Strategies to prevent dropping out, or to compensate ESL by supporting young people to re-enter mainstream education, have to address both education and social policy. They should be 'evidence-based' and transferable to local, regional and national contexts. Therefore, in Latvia it was necessary to find out the evidences that led to reaching the following objectives: 1) to identify the main reasons to leave the school early and to reduce early school leaving, unfolding the prevention measures; 2) to identify what changes have to be introduced in order to engage early school-leavers

in learning more effectively, by using the existing evening (shift) school infrastructure, analysing obstacles (i.e. challenges), and good practice of elimination of obstacles (i.e. opportunities) in engaging and re-integrating the early school-leavers (aged 18-24) with incomplete basic education, analysing of Latvian evening (shift) school practices as compensatory measure of second chance education in local and regional development contexts.

According to these objectives, this report presents evidences, explored by mixed-method analysis of early school-leavers' and evening schools teachers' 'voices', through a field study on second chance education, conducted in close collaboration with evening schools, local and regional environment, and national authority bodies in a comparative Asian and European Life-Long Learning (ASEM LLL) perspective.

As a result of the preliminary in-depth study of literature, research questions were formulated for the collaborative study in three cycles (see Table 1). **The early school-leavers' and evening (shift) school teachers' "voices" are mentioned across the whole study.**

Table 1: Research questions

| Research questions   | Research cycles   | Horizontal research questions |
|--|---|-------------------------------|
| What are the new challenges for the second chance education which are to be transformed in the new opportunities for facilitation of early school-leavers' participation in upgrading their education? | First cycle (web-survey in compensatory and preventive perspective)   | x                             |
| What are the key elements in cultures of support that successfully re-engage young people in education?  | First cycle (cluster analysis) to select patterns of good practice in compensatory and preventive perspective | x                             |
| What practices support young people to move from enabling courses to higher level courses?   | Second cycle (exploring the good practice in compensatory and preventive perspective)                         | x                             |
| What are the particular aspects of the programs that facilitate and help young people to return to and remain in education?  | Third cycle (institutional, local and regional context analysis in compensatory and preventive perspective)   | x                             |
| What do young people say about their motivation for learning and learning experiences?   | Early school-leavers' voice   | x                             |
| What do their teachers say about their motivation for learning and learning experiences?   | Evening (shift) school teachers' voice  | x                             |

The following evidences are presented in the Report of the Study:

- Evidences on reasons to leave schooling early for creating an (evidence- and international good practice-based) universal, selective and indicated (Downes, 2014b) system of **preventive measures** to solve the problem of early school leaving, and subsequently, for **unfolding the prevention measures that seek to avoid the initial conditions of processes leading to ESL, as well as monitoring measures that address emerging difficulties at an early stage and seek to prevent them from leading to ESL (Chapter 2-3).**
- Evidences on challenges and opportunities of engagement of early school-leavers in successful learning in formal second chance education ("Good practices" of Latvian evening (shift) schools), and subsequently, unfolding the **compensation measures** that offer opportunities for education and training for early school-leavers without the basic and general education (**Chapter 4**).

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## **Contributors**

Dr. *Svetlana Surikova*, Scientific Institute of Pedagogy of the Faculty of Education, Psychology and Art, University of Latvia

Dr. *Tamara Pigozne*, Scientific Institute of Pedagogy of the Faculty of Education, Psychology and Art, University of Latvia

The ASEM LLL comparative perspective and evidence-based conclusions and recommendations were elaborated under the leadership of ASEM LLL Hub Research Network 4 with the international experts of Asia and Europe:

**Professor Dr. Zenaida Q. Reyes**, Normal University, Philippines,

**Professor Dr. Vaiva Zuzeviciute**, Mykolas Romeris University, Lithuania,

**Professor Dr. P. Adinarayana Reddy**, Sri Venkateswara University, India,

**Dr. D. Uma Devi**, Sri Padmavati Women's University, India.

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**EXECUTIVE SUMMARY  
OF THE MAIN FINDINGS**

### *Limits in identification of ESL*

#### European context

Only three countries are piloting or have Early Warning Systems (EWS) for identifying students at risk of ESL. These EWS were created as 'separate entities' based on other management and monitoring systems linked to the education system (Austria, Croatia and the UK-England):

- 1) In England, work in this field is focused on local pilot schools, sharing of good practices and equipping schools with a greater responsibility to monitor the progression of their pupils, while in Austria, a national system was piloted in two regions during the school year 2013/2014. The programme provided guidance and counselling for students who were under-performing and/or were unsure about their educational pathway—and therefore were identified as being at risk of dropping out of education early. Teachers were requested to identify these students by using a questionnaire and some schools used online tools for the identification of such individuals (Jugendcoaching, 2013). In England, in 2012 / 2013, 44 out of 152 local authorities in England were involved in developing 'Risk of NEET indicators' (RoNIs), which are indicators and tools designed to assist secondary schools to identify students at risk of becoming NEET once they leave compulsory education.
- 2) In Croatia, the EWS practice is linked to the schools' responsibility to monitor the number of classes missed by students. If the number increases, it is the responsibility of the school to make sure that pedagogues, management and other experts will become involved together with parents. The ministry of education has also started a project called 'e-register book' which aims to improve the communication between the school and parents. It ensures that parents have a constant access to school data about their children. This is also linked to teacher training to help teachers to identify at risk students.
- 3) Austria, Bulgaria, Croatia, Estonia, Ireland, Latvia, Lithuania, Slovenia and Sweden are some of the countries where the EWSs and related activities are driven by national policies, practices or programmes. It is however worthy noting that even if the early warning systems and related activities in these countries may be led by national policies or legislation, they may have developed from local or regional pilot activities and / or may involve a significant variation in the way in which they are implemented at local level. Indeed, in most cases, the responsibility for implementation is devolved on schools (e.g. Sweden) or municipalities / local authorities (e.g. Latvia, Lithuania).
- 4) In Latvia, for example, the national policy sets a broad framework, while the local / school specific systems are then designed to be more relevant to the local situation. This means that each school is able to determine the acceptable number of missed classes and consequent interventions. This typically leads to (considerable) differences between municipalities and

schools, depending on their budget and willingness (related to the motivation and whether the issue is seen as a priority topic or not) to take the issue forward.

- 5) Distress signals that young people show range greatly from one young person to another. “Signals” are not all easy to identify and to interpret. For example, students whose marks are falling or who are failing in certain subjects may struggle with academic skills or motivation; it may also be a sign of a student falling in with the ‘wrong crowd’ or of problems in the family or lack of support at home, etc. Students exhibiting poor behaviour may be confronted with personal, social or emotional challenges that require attention, but there may well be a wide array of other issues that affect their behaviour at school. For example, typically, poor behaviour will, in the first instance, lead into communication between the school and the parents before further action is taken. However, it is more common that poor marks in some specific subjects (e.g. Croatia) or national tests are used as warning signals (e.g. Latvia). Marks / grades in mother tongue and mathematics tend to be particularly closely monitored. Repetition of an academic year is also typically seen as something enforced by the school or the education system, rather than as a signal of ESL risk for the student as such (European Commission/EACEA/Eurydice/Cedefop/Eurostat, 2014b, p.8.). Several new target and contextual sub-indicators of ESL are used in EU since 2014 (see Table 5, p. 63).
- 6) Other methods employed to identify youth at risk are:
  - Collaboration between schools and social services /youth workers (Austria, Hungary, Sweden, Belgium).
  - Student registration systems (e.g. Belgium, Estonia, Lithuania and Slovakia).
  - Use of research data / indicators to predict which / whether students are likely to drop out (only England).
- 7) Risk of NEET indicators in England’s indicators provide a tool for the local authorities and schools to identify students in years 9, 10 or 11, who are at greatest risk of disengagement, and to target resources and support on these young people timely. Local areas are able to design their own RoNI (Risk of NEET indicators’) based on their own local data to ensure that they are as specific as possible to the risk factors that are prevalent in that area. However, they may also wish to save time by drawing on good practice from other areas. Local areas have reported that risk factors do vary significantly across local areas, reinforcing the importance of a local approach. At the moment 44 out of the 152 local authorities in England are involved in the development of such tools and indicators. They tend to use data on the young people who have disengaged from post-16 education or training as an input and then look to apply these characteristics to students in years 9, 10 and 11 (the final three years of compulsory schooling) in order to predict which young people are most at risk of later disengagement. Some local areas have expanded this approach further, planning to test the effectiveness of the RoNIs in primary schools to allow support to be targeted at an even earlier age and/or applying the principle to post-16 training provider to try to predict which young people are at risk of dropping out. As an example, Medway have developed a specific ‘data mining’ approach which helps to collect information from text included by advisers in young people’s records. This has helped to identify issues that might otherwise have gone unnoticed (e.g. recording homelessness issues as ‘sofa surfing’ in the free text), making the process of linking characteristics more thorough. The indicators are seen as an extra tool to provide formal support for young people, but it is recognised that teachers and wider support staff, such as Education Welfare Officers, continue to play the most important role by discussing and sharing information on pupils with schools and authorities to identify those who need extra help (European Commission/EACEA/Eurydice/Cedefop/Eurostat, 2014a, p. 10).

- 8) Identification of risk factors and students who display signs that they may be at risk of dropping out is not enough to tackle the problem of early school leaving. To achieve a significant reduction in ESL rates, students identified by monitoring different distress signals need to be provided with timely support so that their underlying problems can be addressed. In this study, additional information on the main methods used to support such individuals is provided. Informing and involving parents (E-kool), multi-disciplinary support teams and individual action plans, fines/sanctions/prosecution are used as methods in some countries (European Commission/EACEA/Eurydice/Cedefop/Eurostat, 2014a, p. 11).
- 9) Early leaving from education and training (ELET) is a serious issue in many EU countries and has attracted the attention of many researchers, policy-makers and educators. Although the situation varies across countries and the underlying reasons for students leaving early are highly individual, the process leading up to it includes a number of common elements: learning difficulties, socio-economic problems, or a lack of motivation, guidance or support (European Commission/EACEA/Eurostat/Cedefop, 2014a).
- 10) Across the majority of European countries, analyses of early leaving (European Commission/EACEA/Eurostat/Cedefop, 2014a) are based on the data aggregated at the top/national level, and in only around half of them based on the data aggregated at local and school level, making it difficult to obtain a holistic picture of the specific situation in local communities and schools. Moreover, the majority of countries carry out data analysis only once a year, which may not be enough to monitor the current situation and/or the impact of on-going measures.
- 11) Finally, although many countries produce statistical data on early leavers, relatively few of them gather qualitative information that can help understanding the reasons why students leave education and training early and what they do afterwards. France, Malta and the United Kingdom (Scotland) are amongst those few countries that routinely conduct surveys of students after they have left education and training prematurely. However, hearing the views of the students affected, or those of the other stakeholders involved, may provide an important source of information for on-going measures or for future policy debate related to early school leaving (European Commission/EACEA/Eurostat/Cedefop, 2014b, p. 10).

On average, six out of ten children in the EU-28 Member States whose parents have a low level of education are at risk of poverty and social exclusion leading to the risk of educational disadvantage. The largest proportion of children under the age of 18 who are risk of poverty and social exclusion, and whose parents' level of education is low, live in central and east European countries (except for Estonia, Latvia, Poland and Slovenia). All these countries display percentage exceeding 75%. This does not mean that children in these circumstances will necessarily leave education and training prematurely, however, their socio-economic and family situation may well be a risk factor. Countries such as the Netherlands, Portugal, Finland and Iceland have rates below 50 % (European Commission/EACEA/Eurydice/Cedefop/Eurostat, 2014a, p.103).

## Latvian context

At the initial stage of the research of the Latvian national context, contradictions were found between the data available at the Ministry of Education and Science and the real situation at evening (shift) schools. Furthermore, the lack of data necessary for investigating ESL was identified as a challenge. These contradictions and problems defined the limits of the project. The following deficiencies in the availability of information were found at the national level:

- Discrepancies in contact information of evening (shift) and/or extramural schools in Latvia.
- Lack of data about the profile of early school-leavers/graduates of evening (shift) and/or extramural and/or distance learning schools (e.g., 18-24 years old) as potential participants.
- Lack of data about the profile of adult educators of evening (shift) and/or extramural and/or distance learning schools as potential participants.
- The discrepancy between the data were found on national, regional, local level and at the evening (shift) schools (<http://www.lu.lv/par/projekti/es/2007-2013/esf/atbalsts-petijumiem/atbalsts-izglitiba-petijumiem/izaicinajumi2/2013-2014/>).

It should be stated that the information was updated thanks to the constructive collaboration with the Ministry of Education and Science. Since 2013, the Ministry possesses the precise data about the number of evening schools.

Based on the analysis of the available data, the conclusion was drawn that:

1. At the national level, ESL monitoring was purposefully implemented since 2014. Till 2013 only statistical data were available at the national level. In 2014 the State Education Quality Service became the center for monitoring of ESL and introduced a new Early Warning System (EWS).
2. Evening schools mainly analyse data that are demanded by higher instances (Ministry of Education, State Education Quality Service, municipality). Basically, ESL monitoring is implemented following a top-down direction. National data are collected from municipalities, and their quality depends on the data collectors. There is no appropriate ESL monitoring at the regional level, and this is also the case in many other European countries. In 2013 the criteria used for the identification and description of the schools were strongly criticised, as the criterion used for defining the “problem group” was the youngsters’ (15-24) participation in any educational event during the last four months. Recently the EU agency Cedefop, in collaboration with Eurostat, has launched an extensive research project aiming to develop and introduce a new ESL monitoring system in 2017.
3. Till 2014 in Latvia, as well as in the whole Europe, only numeric indicators were used for ESL. Since 2014 new ESL indicators were introduced progressively in Europe, in order to resolve problems related to EWS. These indicators include a clear picture of the amount, context, systems of support and accession to ESL. EWS should be assessed and monitored, in order to ensure their effectiveness, convenience and appropriateness to the particular school contexts.
4. Only some Latvian schools use the new indicators of EWS in their inner monitoring systems. The system of indicators for inner monitoring disclosed in this research could be a good foundation for the elaboration of a monitoring system in other evening schools, completing it with quality indicators (offered support).
5. The situations with deficiencies in ESL monitoring systems are characteristic not only for Latvia, but also for other European countries. The new ESL monitoring system developed by Cedefop and Eurostat will be taken into account in the elaboration of the Latvian ESL monitoring system as EWS at the national level and at the level of individual schools and

municipalities. But in general Latvian gaps are the same as those definable in most of European countries, which are working on the elaboration of new monitoring systems. The experience of these countries should be taken into consideration for the elaboration of the Latvian monitoring system, aiming to solve, or intervene in, the ESL problem timely, avoiding the following deficiencies:

- Deficiencies in the frequency of monitoring: in most of the countries monitoring takes place only once a year. However, it is necessary to have a continuous follow-up of the EWS signals at the school and municipality levels, in order to provide the necessary support on time to avoid ESL.
- Monitoring is implemented through the “top-down” approach, and the data collected by schools and municipalities are of unequal quality; data collection is often done to comply with the requirements, but not to contribute to the improvement of the situation.
- The appropriate ESL monitoring system does not exist at the regional level. Each school has its own approach to ESL monitoring. Only some schools use the new EWS contextual indicators. The improvement of this situation could be a substantial contribution to provide the basis and promote future research on the quality of lifelong learning in Asian and European contexts.

## *Reasons to leave school early*

The evidences found coincide with Downes (2014a): each ESL case has different reasons that are combined in different ways, including mental health, relations with teacher and classmates, personality traits, emotions, etc. ESL reasons are not always academic. The main ESL reasons are unsuccessful learning experience and the necessity to start working, combining work and studies. Other reasons are linked to the previously mentioned reasons in each case in different ways. This is **country-wide evident**.

### *Selective target-group No 1*

*Most of early school leavers are consequent returners, who have their own planed learning pathways in their own life and work situations with an individual combination of such reasons as “relevance to life and work situation” (children born; giving time to the children; had an important work where I can earn quite a lot of money etc) and the “need to combine work and education”.* This target group of early school leavers can be named as **returners**.

ESL with high self – esteem who became returners in later life stages: this selective target group of early school leavers is composed of “continuous solvers” of their own life and work situation, with a strong motivation to get schooling whatever is their life and work situation. For example, getting compulsory basic school and then acquiring a vocational qualification, and then returning to evening school to get general secondary education etc. They are able to solve their own life and work situation by themselves, and to return to education without any external support.

### *Selective target-group No 2*

This selective target group of early school leavers is composed of ESL returners in later life stages, which need support inside or outside of their life and working situation. *What are the activities that it is proper and reasonable to engage in the given the situation?* When early school leavers’ motivation to learn is empowered, it appears proper and reasonable to them to engage in learning in the given situation. There is evidence of early school leavers influenced by those around them: *one friend; my husband, my brother; someone etc.* What has to be considered is that in a very low number of cases the advice or support from parents was reported. Moreover, the participants of the focus group discussion had pointed to the *need to have someone older around who can give a piece of advice in life and work situations.* The cultural environment of the family, as well as the nearest social environment of early school-leavers does help. This confirms the findings of the in-depth analysis of latest PISA 2014 Latvian survey. An additional point is *the employers’ role* in engaging ESL to return to education (*the employer asked me to finish the general secondary education -Zemgale*), as well as the role of *cultural local and regional environment (I want to improve my CV; all my friends have the general secondary education -Kurzeme).* *Understanding teachers and people around who are tolerant and want to help, and classmates and teachers who 'would help' in any situation* are the most often reported preventive measures (Latgale).

Furthermore, there are similarities between both selective target-groups: 1) value of education as the “criterion” of judgment (*standards of value against which early school leavers are judged*); 2) transformative learning environments in the family, friend community or at the workplace, and

especially at school. This evidence should be marked as particularly crucial.

### ***Selective target-group No 3***

ESL with negative learning experience (unsuccessful learning) in basic school.

Unsuccessful learning as a reason to leave school early is characterized by the individual combination of the following aspects of “failing” in learning:

- Getting bad marks in tests [most dominant].
- Not getting a better salary, no advancement/promotion in career: people understand that they have to learn something new [only one reported case].
- The missed opportunity of successful self-development by practical doing in everyday life situations.
- Learning from books, excluding participation in extracurricular learning activities.
- Schooling without any workplace practice and without school informal meetings at the learning places.
- Dominance of the compulsory learning versus voluntary learning, which is based on the individual’s aim to learn new things.
- Lack of opportunities to learn from mistakes, which is a good way of learning successfully, instead of just counting mistakes at the tests for giving marks.
- Low social impact of learning outcomes.

Analysing the biographical accounts, a statistically significant combination of ESL reasons that provokes unsuccessful learning and leads to ESL was found. ESL is provoked by a *combination of the following reasons: the individual characteristics of regular school teachers and their lack of competence, the overload of contents in the learning process with a predominance of theoretical contents, as well as students’ low level of literacy and numeracy, and the necessity of acquiring work experience.*

In most of the cases the ESLs prefer the evening (shift) school. This is an argument for valorising the good compensatory practice provided by evening (shift) schools and this fact confirms the need for a deep analysis of the good practice of the evening (shift) school.

### ***Selective target-group No 4***

ESLs who reject the regular schooling.

The individual combination of the following reasons provokes the rejection of the traditional study process:

- Organizational aspects of schooling in regular basic or/and general secondary school (too many lessons, it is necessary to go to school for the face-to face lessons every day, etc.).
- Attitude of regular school teachers that is unequal towards all the students, a negative attitude and a learning environment that does not facilitate learning emotionally and socially.
- Pedagogical process is children-centred, not adult-learner centred. Adults need communication with the teacher as an equal “learning partner” (early school-leavers need of dialogic learning, learning together form experienced colleagues).
- Homework overload in regular schools, where the accent is on homework, not on working during the lessons.
- Exclusive primary school (not inclusive, leading to marginalization), and giving priority in high school to the work with the more successful students.
- General basic and secondary education orientation to achievements and not to learning success, partly because of the school rating system. Achievements are set as a priority in basic and secondary education and this also facilitates exclusion, not inclusion.
- Impossibility to combine learning and hobbies (sports, music etc.).

### *Selective target-group No 5*

ESL with undeveloped key skills. **The following sub-target groups** of early school leavers unfolded by the analysis of evening (shift) school teacher “voices”, have to be outlined:

- Drop-outs from elementary school classes. According to the data provided by the evening (shift) school teachers, this mostly refers children and youngsters from the Roma ethnic group.
- Latvian speaking drop-outs from compulsory schools at the early schooling stages. The proportion has drastically changed in evening (shift) schools —**the number of Latvian speaking drop-outs has risen.**
- Russian speaking drop-outs from compulsory schools at the early schooling stages. The proportion has drastically changed in evening (shift) schools —**the number of Russian speaking drop-outs has decreased.**
- The proportion of adult and under-age early school leavers in the school has changed: **the adult population has grown, but the under-age population has decreased.** The highest value for early school leavers in evening schools, the most important thing for each one of them, is **what happens in their heart, their attitude toward life, the people, their sense of responsibility. It is evident that there are heterogeneous classes.**
- **In recent years, the situation with early school leavers has undergone significant changes – early school leavers no longer come from regular day school, but come back to study after a long break. Each group has its specific typical problems.** Once the evening (shift) schools have identified them, they try to help to solve them in the most appropriate way for the early school leavers. For the early school leavers the evening (shift) schools definitely offer **psychological support** at the moment when they come back to school. It does not matter how old are they, but they have returned to school and confidence is very important.
- *The reported evidences found in the analysis of one evening (shift) school allows to specify a selective ESL group: the minors. The main reasons to leave the school for these minors are:* 1) Conflicts with classmates or/and with teachers; 2) Lack of willingness to learn. Discipline problems and absenteeism can be considered as a consequence of these reasons.
- Learners with a migrant background (third-country nationals) in the context of increasing youth mobility.
- Drop-outs from regular day schools with special needs in social behaviour correction and early school leavers in prisons.

### *Selective target-group No 6*

This target-group comprises ESLs facing special life circumstances (hypothetically related to parents working abroad or/and with material or/and social difficulties in the family), financial circumstances (cost of access to internet), health problems, special needs etc. The evidences indicate the need for the development of an integrated universal social and education policy strategy, which is not addressed in the current study. However, it has to be considered that, according to Downes (2014b), each individual case of early school-leaving is rooted in a multi-faceted range of reasons that are combined in different configurations, including mental health, relations with teachers and peers, personal relevance, emotions and relationships etc.; these reasons are not always academic. The necessity of multi-faceted preventive and compensatory measures is evident.

### *Selective target-group No 7*

The next group identified in the study framework is ESLs having limited access to educational institutions – a vocational school is far from home (countryside: 2 cases, both from Vidzeme,

municipality of Gulbene, for example). In the Vidzeme planning region (next to Latgale region), the preventive activities are related to the different emplacement of different kind of educational institutions (VET, evening (shift) schools). However, one of the limitations of the current study was that it focused on returners at evening (shift) schools. Therefore, the eventual reorganization of evening schools, integrating them in regular general secondary schools, which is typical for this region, is not included in this part of analysis. This aspect needs a specific attention and an in-depth analysis. Preventive measures, such as the revision of the quality criteria, have to be mentioned. Limited, fixed access to general secondary education, limited possibilities of enrolment (the access to education is regulated or there are concourse for selection of candidates) have to be prevented through universal measures.

Summarising, the individual combination of the following eight (8) reasons have to be addressed to prevent ESL: 1) *Need to work. Limited possibilities of combining work and education;* 2) *Negative learning experience* 3) *Organization of schooling in the regular basic or/and general secondary school (a lot of lessons, it is necessary to go to school for the face-to-face lessons every day);* 4) *The attitude of regular school teachers, an learning environment that does not facilitate learning emotionally and socially;* 5) *In regular general education pedagogical process is children-centred, not adult-learner centred;* 6) *A lot of homework in regular schools, where the accent is on homework, not on working during the lessons (hypothetically –work with the better students);* 7) **Go abroad to work.** 8) *Non acquisition of contents. Low numeracy and literacy. **Unsuccessful learning in basic school is the dominant issue to leave the school early.***

Regional differences appeared clearly during the study:

It can be said that in the *rural part of Vidzeme* region there is an evident selective target group of the early school – returners. They leave the schooling also due to limited possibilities for combining education and work, and due to the level of poverty in the country in general that is quite high, especially in this region. Also transport is expensive (within the narratives, this idea is frequently reiterated: “*I could travel*” “*I could not travel*” “*I had to work*”).

The analysis of the biographical learning context shows differences in the situation in *Riga region*:

- The reasons to choose evening schools in Riga are rather connected to the desire of studying “as an adult”, not as a child. The participants stressed the early school leavers’ need of assuming family duties, combining work and studies, spending time on their hobbies and acquiring complementary vocational education.
- Rating of schools and criteria for measuring the quality of schools are too much oriented towards students’ marks and results in competitions, which has a negative impact on Riga basic and general secondary schools. Teachers work with the better students and do not have time to pay attention to those who need individual support.

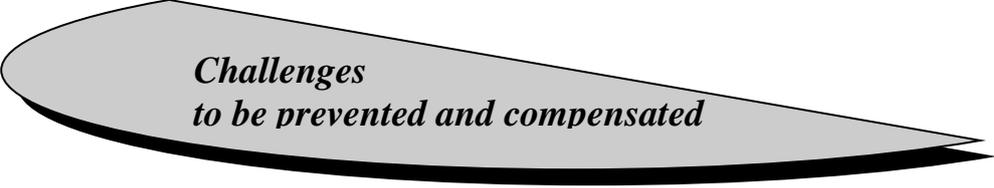
The analysis of the narrative stories in the biographical learning context shows the situation in *Kurzeme region*. The early school leavers stressed the limited possibilities of combining work and education; in most cases because they had opportunities to get a good long-time job outside the country: this is most evident in this region.

The analysis of the narrative stories in the biographical learning context shows that in *Zemgale region* the most frequently reported cases of leaving the schooling early are connected with “going abroad to work” and “changes in place of residence”.

The analysis of the biographical learning context shows the specific situation in *Latgale region*. The reasons to choose evening schools in *Latgale* are the life and financial circumstances (this similar to *Vidzeme* -municipality of Gulbene and Madona); eventual academic reasons, such as non

acquisition of contents; and not attending regularly the lessons at school because of physical difficulties in reaching the school (distance) and the shortage of the school system.

The similarities in all regions are evident. The most evident selected target-group is the group of learners at risk of early school leaving and early school leavers with strong potential for re-entry to VET (see also Microlycée, France: Ecorys 2013 – collocation, common management structure/headship, specialist teachers but interaction with mainstream staff, same progression routes). This reason to leave the school early is grounded in a diverse combination of several components, such as the mental health, relations with teachers, relevance, and emotions - relationships. Therefore, the early school leaving phenomenon is multi-faced, considering also the influence of the diverse cultural environments, and this should be taken into consideration in the preventive and compensatory measures.

## *Challenges to be prevented and compensated*

The evidences on reasons to leave the school early explored in narrative biographical learning stories, analysing interviews expressions *ex post facto*, shows that one of the main reasons to leave the school in compulsory schooling age **which need to be prevented and ask for compensatory measures is the necessity to start working combined with schooling**. This can be illustrated with the expression often repeated by participants: “*it was not possible to combine work and study at school*”. *A universal prevention strategy (ALL) is necessary, which applies to educational and community -wide systems for all VET learners.*

Synthesizing, in general the evidences within all the domains of workplace learning were evaluated higher by evening (shift) school teachers as adult educators in comparison with early school leavers. Furthermore, the ranking provided by older early school leavers (25+) usually was higher when compared with the 18-24 years old early school leavers.

However, some important differences should be stressed. It seems that the 18-24 years old early school leavers more agreed that they keep on learning because otherwise they risk becoming unemployed, and that workplace learning activities are imposed on everyone by the management. On the other hand, early school leavers (25+):

- Are more motivated to take training if they can enhance their professional qualification.
- Find useful the knowledge and skills learnt at school for the current job.
- Think that recommendation of acquaintances is helpful for getting a job.
- Estimate that workplace learning has positive effects on communication skills and working in a team.
- Perceive that employers leave them to decide what courses they will follow.
- Keep on learning because they perceive that society expects it from them.

*Synthesizing the evidences*, the unsuccessful learning as a reason to live the school early is characterized by the individual combination of following characteristics of “lack of success” in learning: 1) getting bad marks in tests [most dominant]; 2) not getting a better salary: people understand that they have to learnt something new [only one case]; 3) the missed opportunity of success in self-development by practical doing in daily life situations; 4) learning from books, excluding learning in extracurricular activities; 5) schooling without any workplace practice and without school informal meetings at the learning places; 6) dominance of the compulsory learning versus voluntary learning, which is based on the individual’s purpose to find something out; 7) missed opportunity to learn from mistakes, which is a good pathway for successful learning versus mistakes at the tests for marking; 8) low social impact of learning.

The in-depth analyses on the “unsuccessful learning” as main reason to leave school early, explored through the analysis of expressions in focus group discussions, allows outlining the preventive and compensatory measures needed to reengage ESL in education, supporting success in learning, that will be elaborated in the general conclusions:

- **Opportunity of communication in informal and non-formal settings, in life and work**

**processes and at school**, establishing “communication with unknown people” who “have not gone to school but they learnt a lot in their life, by doing their work”.

- **Opportunity of self-development by practical doing in daily life situations.** Early school leavers learn faster when they develop themselves. They acknowledge that “in daily life you learn more”; “learning comes from what you do”. The problem is to use what has been learnt. Most schools push knowledge but do not teach how to use it: “If a person is interested he will find the way to learn it”.
- **Combination of schooling with workplace practice and school informal meetings.** For Early school leavers “workplace practice is most important and you can better understand what is needed and what is not needed”; and in school they can find information what they need and improve themselves: “when we meet with friends at school we discuss issues. This remains in my head.”
- **Voluntary not compulsory learning.** It is successful with the purpose to find something out: “If I want to find out something, I will do it. If somebody pushes me to learn something, nothing will happen”.

Summarizing in general the evidences within all the domains of *learning difficult subject matters*, it can be concluded that:

- The most complicated subject matter is **Maths**.
- The **overloading of contents**: it is related to the textbooks (that are *written in a professional mathematical language, not in the language of learners*). It would be necessary to use different textbooks for adult learners in evening schools (Spanish experience).
- The highest mathematical contents (logarithms etc.): it should be excluded from the standard topics (*they should remain in the gymnasiums and in the classrooms with specialization in mathematics*). This is the main reason for “non learned contents”: the **lack of logical succession** in the organization of contents in the textbooks.
- Mathematical and reading abilities are not developed enough **in basic education**: it is necessary to create extra **curricula** for the development of mathematical and reading abilities of early school leavers. It is necessary to examine the curriculum of basic education, maybe also the standards *instead of calculation* (mathematical literacy *versus algebra, geometry in basic education*; reading and writing literacy *versus theoretical grammatical teaching*).
- Difficulty in any subject matter is related to the lack of **connection with real life**. The accent for describing the difficulties is related to the mechanical repetition.
- Necessity of connecting the teaching of difficult subject matter with **analytical thinking** and with real life.

*Summarizing*, in general the evidences on competences within all the domains of *adult educators’ professionalization* were evaluated higher by evening (shift) school teachers as adult educators in comparison with early school leavers. Furthermore, the ranking provided by older early school leavers (25+) usually was higher when compared with the 18-24 years old early school leavers. However, some important differences should be stressed. It seems that the 18-24 years old early school leavers are more independent, self-directed, personally interested to take over responsibility for their own future learning processes and therefore prefer the evening (shift) school teachers as adult educators who are:

- Minded to be more **authentic**, extroverted and altruistic.
- Able to **inspire** the early school leavers, to use suitable body language, to manage group dynamics, to handle the conflicts, and to act considering the democratic values.
- Successful in thinking along **commercial lines** (both in intrapreneurship and entrepreneurship).
- Focused on **updating** their domain specific knowledge and skills continuously.
- Able to be **flexible**, to reflect their own professional role, to evaluate their own practice, to

see different perspectives.

- Focused on enabling the early school leavers to **apply** what they have learnt, on diagnosing learning capacity and learning attitude of their early school leavers.
- Disposed to **support informal learning**, to apply adult learning theory in teaching, to monitor the learning processes of early school leavers, to create a safe learning atmosphere, to proceed in a structured way.

*Synthesizing the evidences*, the following eventual reasons to leave the schooling early can be outlined:

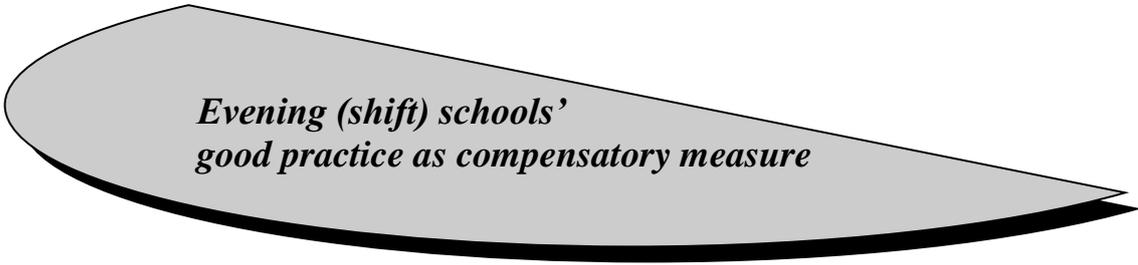
*According to a “set of core principles that are equally relevant in prevention, intervention and compensation”, the universal needs of each learner in all ages must be respected “with a focus on building individual strengths” and capacities. The following reasons to leave the school have to be prevented and compensated:*

- *Need to learn at own pace and place.* Riga region reports the highest scores of gaps, but regarding teachers, it is Vidzeme region teachers who reported highest scores.
- *Lack of communication with other early school leavers.* The early school leavers needed more consultations and had not the opportunity to communicate with teachers and other early school leavers in distance learning. Early school leavers aged 18-24 demonstrated the need of communication and stressed the importance of learning as a process of exchange of different opinions and views. The lack of communication is one of the particular reasons to not to attend the school. The evidences show the discrepancy between the 18-24 early school leavers need on using of e-learning as communication tool, together with other adult learners, and the evening (shift) school teacher orientation to e-assessment, which seem to speak about the lacks in educational assessment policy. This fact points to the specialized needs of 18-24 aged early school leaver's in comparison to the whole Latvian context where early school leavers were “generally neutral towards the activity of communicating online and collaborating in groups” (Lee et al 2013, p.12).
- *Lack of LLL skills (ITC).* A half of early school leavers-returners strongly agree that they need to improve their **ICT skills for their current job**. To prevent this early school leaving in the future attention has to be paid in regular schools to provide this opportunity.
- *Lacks of social and cognitive presence in teaching.* Feedback has to be provided timely and important deadlines for learning activities are to be clearly communicated to prevent early school leaving in the future. Regarding the cognitive presence in e-learning, only early school leavers reported significant differences: participants from Vidzeme region reported highest, but from Latgale region –very low. This area, commonly called the cognitive (“knowing” or “thinking”) domain (involving thought processes), need new preventive and compensatory strategies in teaching training and in educational policy framework general.
- *Another relevant reason for leaving the school early to be prevented is the perceived lack of evaluation and assessment of the learning process. The early school leavers report the need of a new culture of analysing the learning barriers of the learner, monitoring the learning process, evaluating constructively the learning outcomes, diagnosing the learning capacity and positive points of the learners, and their learning attitude.*
- *The need of significant e-learning experiences is a new challenge and eventual reason to leave schooling and need a new approach to teaching at Higher education level: “critical changes are needed in college-level teaching to lead to an improved quality of ESLs’ e-learning experience. In his view, good courses are those that challenge early school leavers to significant kinds of learning” (Mott, 2009, p. 28), use active forms of e- learning, and have evening (shift) school teachers who genuinely care about their subject matter, their students, and the interaction of teaching and learning. Additionally, in Fink’s view, college professors must be able to interact well with their students. Finally, good courses require a mechanism in place for effective feedback, assessment, and design. For significant e-learning to occur:*

“there must be some kind of lasting change that is important in terms of the learners’ life” (Mott, 2009, p. 30).

- Lack of “workplace learning” is a new challenge and an eventual reason to leave the school early in the future. The contradiction could be solved if employees have the personal desire of improving their own work, considering this effort as a voluntary activity. In this sense, it is important to facilitate the employee’s appropriation of the goals of the organization and their personal desire of improving the work. To achieve this, the development of employees’ professional identity is a key question. And workplace learning is one of the privileged contexts to develop it (in cited Chisholm et al, 2013. p.193).
- Evening (shift) school teacher's professional identity development has to be based on three pillars: making personal choices, getting personally involved in work and recognition processes (Day, 2007). Making personal choices develop the sense of personal agency, the capacity of reflection on the sense of personal work. Involvement in work is the only way of acquiring competences using the right opportunities, they can involve. Social recognition (from employers and other institutions) and personal recognition (work satisfaction, feeling competent, perception of being in the right place doing a useful work) facilitates the appropriation of the goals of the organization and fosters the personal desire of improving the way of working.
- Three aspects (making personal choices, social and personal recognition and creating opportunities of getting involved in work) have been neglected in post-soviet work environments, where there was almost no place for personal initiative, for responsibility about the outputs of the organization, and for recognition processes other than the interest of the party. In our mind, this study showed that, to a certain extent, these aspects are still present in Latvian context. But it seems also that there is a growing desire of employees of taking more initiative, of knowing what happens in the world in their field, of creating communities of reflective practitioners in workplaces, of developing personal and social recognition processes (in cited Chisholm et al, 2013. p.193).

*The following reasons to leave the school early which were found out by analyses of biographical narratives, are evident and statistically significant: Lack of personal qualities and competences of regular school teachers; overloading of content and too high importance of theory; students’ low literacy and numeracy; need of getting job experiences.*

*Evening (shift) schools'  
good practice as compensatory measure*

**CLASSROOM PRACTICES THAT SUPPORT THE EARLY SCHOOL LEAVERS' LEARNING NEEDS**

***ADULT TEACHING CULTURES THAT SUPPORTS THE EARLY SCHOOL LEAVERS' LEARNING NEEDS***

The evidences on differences and opportunities of targeting the needs of the selected target age group regarding professionalization of adult educators in comparison to the needs of other age groups identified in the study allows to specify the key components of **didactic culture** of support of adult learning that facilitate the re-engagement of early school-leavers in learning:

**Didactic design.** The following *key elements of evening (shift) school Evening (shift) school teachers' didactic culture* were unfolded:

*Step 1:* Reinforcing the development of **a sense of community** among early school leavers. In this first stage it is important:

- To focus the discussion on relevant issues that helps the young early school leavers to learn. and evening (shift) school evening (shift) school teachers as adult educators to provide feedback to them about their learning strengths and weaknesses.
- To communicate clearly about the topics of important subject matters.
- To provide clear instructions on how to participate in learning activities and on the important deadlines for learning activities.
- To identify the topics that facilitate learning among young early school leavers.

*Step 2: Guiding the learning community* towards understanding subject topics in a way that helps early school leavers to clarify their thoughts and to participate in a productive dialogue, encouraging adults to explore new knowledge, to create good relations with other course participants for enhancing their sense of belonging, and to position themselves critically in the learning community, enriching it with their differences.

*Step 3: Face-to face, online or web-based communication* is an excellent medium for **facilitating social relationships** where the early school leavers feel comfortable. This will help early school leavers to maintain their sense of trust or/and confidence with others, since their own point of view is acknowledged in the learning community, developing a sense of collaboration.

*Step 4: The use of problem solving activities* in the learning process increases the young early school leavers' interest in subject issues, provokes their curiosity, and motivates them to explore content related questions and to use a variety of sources of information for exploring the problems posed. Brainstorming and finding out relevant information help early school leavers to solve

content related questions.

*Step 5: Face-to face, online or web-based discussions* are valuable in *helping early school leavers to appreciate different perspectives*. Combining new information with previous knowledge will help them to answer the questions raised during the learning activities more effectively. In this way, early school leavers' competencies in constructing explanations/solutions and in reflecting on subject content will increase. This will lead early school leavers to a better understanding of fundamental concepts and will enhance their ability to formulate how to test and apply in practice the new knowledge they created.

Based on the analysis of and reflection on the practical evidences previously presented, the implicit *key elements* for creating cultures of support, oriented to the acquisition of learning outcomes, were unfolded. These key elements are related to the research question; and most important, they indicate the path towards an innovative culture of modernization of education in lifelong learning context. These key elements were classified in 2 groups: key elements of organizational culture in evening (shift) school; key elements of adult schooling culture.

**Organizational components.** *Key elements of organizational culture in evening (shift) schooling.*

The schooling has to be organized...

- ... as a combination of distance and blended learning that takes place at different spiritual, virtual, inter-personal, intra-personal and physical places (Malloch, Cairns, Evans et al 2011) ...
- ... with motivation, input and compensation lessons or/and presented manuscripts, texts, pictures, statistical information...
- ... using interactive learning materials such as video, demonstrations etc...
- ... which are supported through individual, peer and group work consulting which takes place at the same time (synchronous) and at different times (asynchronous) ...
- ... using not only e-exercises and e-task, check-up e-works and e-tests (key elements of distance learning), ...
- ... but also using cooperation and interaction between the early school leavers and evening (shift) school evening (shift) school teachers as adult educators...
- ... that is implemented by forum discussions, Skype conferences, chats as well as surveys (new key elements of e-learning culture).

**Didactical design.** *Key elements of adult schooling culture*

The process of schooling has to support the following opportunities:

- To learn individually at one's own pace and time.
- To combine work and studies.
- To live and work in other countries.
- To plan one's own study time.
- To communicate online, so that physical lesson attendance is not compulsory.
- To discuss things with the course mates.
- To choose learning resources and to learn according to own needs and abilities.
- To construct new knowledge, develop skills and demonstrate the competencies in different work and life situations.

### ***SCHOOL SUBJECT MATTER TEACHING THAT SUPPORTS THE ADULTS' LEARNING NEEDS.***

The evidences on opportunities of targeting the difficult subject matter learning needs of the selected target age group in comparison to the needs of other age groups identified in the study

allows to specify the **didactic cultures** of support of *teaching difficult subjects or content-centred teaching* e-learning that facilitate the re-engagement of early school-leavers in learning:

- The “content teaching” approach is transferred into **new learning situations using e-tools**: early school leavers communicate with a evening (shift) school teacher and other learners about the school subject context introduced in lectures, manuscripts, texts, pictures, statistical information, interactive learning materials, such as video, demonstrations etc. using new e-learning tools. Social interactive learning supports cooperation; interaction between early school leavers and Evening (shift) school teachers is ensured by discussions, forums, chats, and surveys.
- Evening (shift) school teachers’ actions reinforce the **development of the sense of community** among course participants and help to focus discussion on relevant issues in a way that helps the young early school leavers to learn. The evening (shift) school teachers provide early school leavers with the necessary feedback for understanding their learning strengths and weaknesses on time. The Evening (shift) school teachers clearly communicate important course topics according to the course goals, provide clear instructions on how to participate in learning activities of the course, clearly communicate about the important deadlines for learning activities, and are helpful in identifying the areas of agreement and disagreement on course topics that help the early school leavers to learn.
- The evening (shift) school teacher **guides the class** towards understanding course topics in a way that helps the early school leavers to clarify their issues of concern. This process supports participants’ engagement and participation in productive dialogue in a way that helps the young early school leavers to learn. The evening (shift) school teacher encourages course participants to explore new concepts in the course.
- The early school leavers get to know other course participants, which ensures the sense of belonging to the course and facilitates the **creation of a learning community**. Online or web-based communication is an excellent medium for social interaction where the early school leavers aged 18-24 feel comfortable communicating through the online environment in the course discussions, and interacting with other course participants, while still maintaining the sense of trust, especially when their own point of view is acknowledged by other course participants. Online discussions help the early school leavers aged 18-24 to develop the sense of collaboration.
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#### **SCHOOL PRACTICES THAT SUPPORT THE EARLY SCHOOL LEAVERS’ LEARNING NEEDS.**

Based on the analysis of and reflection on the evidences of “good compensatory formal second chance education practice” previously provided, the following organizational components, didactic designs and evaluation practices for creating cultures of support of the early school leavers’ learning needs were unfolded at school level:

##### **1. Flexible pathways** to upgrade the education are provided with a combination of various **organisational components**:

- Learning in vocational training programs and in parallel in evening (shift) school is possible to obtain a vocational secondary education program in 3 years instead of 4.
- In order to ensure the process for workers once a month teachers work also in Saturdays, and then they come for the tutoring.
- Introducing the workshop program “learning to learn” for helping youngsters do not have the necessary learning skills, and therefore a high risk of dropping out.
- Consultation points that help students in difficulty. The modular approach is also appropriate.
- Morning courses for unemployed people who can also go to the evening (shift) school.
- Flexible study process with extramural and distance elements.

2. **Flexible pathways** to upgrade the education are provided with a combination of various **didactic designs**:
- Regular and extramural programs with distance learning elements and e-learning materials; flexible consultation time and flexible organization of exams.
  - After school activities that are led by professional evening (shift) school teachers, where pupils can develop their creativity.
  - Open air centres with pedagogical and social adjustment programs.
  - Adapt curriculum so that each early school leaver can learn at his/her own rhythm.
  - Regularly “subject matter weeks”, “week of the careers”, health days, creative workshops
  - Work really in projects in a practical way. Writing of projects.
  - A “commonwealth day” in the open air museum.
  - Offer to early school leavers in lower secondary education different educational programs, where they can study, depending on their willingness and needs: special education program (for Early school leavers with learning difficulties), pedagogical adjustment programs, and general program. The modality of learning can be regular lessons, extramural learning, with distance elements.
  - The principle of free participation. Use of e-journals for online consultations or to send homework.
  - Courses for unemployed persons, with the support of the evening school.
  - Regular publications in the newspapers.
  - Positive conduct. Public recognition of those who struggle to do everything as well as possible, not just according to results.
  - Get involved in charity actions. Good social workers.
  - Programs with a vocational orientation (police and border protection, tourism).
  - Supporting mothers with their children.
3. There is a good practice **in evaluation and monitoring** that is evident: some evening (shift) schools have the same level as usual secondary schools, plus a different attitude and support for the needs of Early school leavers.

### ***E-LEARNING CULTURES THAT SUPPORTS THE EARLY SCHOOL LEAVERS' LEARNING NEEDS.***

The evidences on differences and opportunities of targeting the e-learning needs of the selected target age group in comparison to the needs of other age groups identified in the study allows to specify the cultures of support of e-learning that facilitate the re-engagement of early school-leavers in learning: the **organizational and didactic** cultures of e-learning and individual distance learning support the new generation adult's learning.

*The school* provides **a combination of distance and blended learning** which takes place in both the e-environment and face to face communication with an adult trainer using computer in learning. Group online learning takes place at the same time (synchronous) and at different times (asynchronous). Individual online learning takes place at one's own pace. Early school leavers and evening (shift) school teachers use e-exercises and e-tasks for knowledge acquisition; testing – e-works and e-tests.

*The education* provides the following opportunities:

1. To learn individually at one's own pace and time.
2. To combine work with studies.
3. To live and work in another country, studying in Latvia.
4. To plan one's own study time.
5. To communicate online (lesson attendance is not compulsory).
6. To discuss everything with course mates.
7. To choose learning resources and learn according to one's own needs and abilities.

8. To gain new knowledge, develop skills and complete work in previously unknown situations.

The *organizational and didactic culture* of individual distanced learning has the following social disadvantages (lacks): The early school leavers miss online communication, so there is a feeling of loneliness. Adult-learners waste time looking alone for solutions to the problems. They miss the possibility to carry out the activities they are interested in. Clear procedure, regulations of the course organization and cooperation with other learners are not ensured to the same degree as in virtual communication and online forums. The early school leavers need consultations and have not access to the possibility to participate in group work.

#### **LOCAL AND REGIONAL COMMUNITY PRACTICES THAT SUPPORT THE EARLY SCHOOL LEAVERS' LEARNING NEEDS**

At the local and regional levels, the following practices support the early school leavers' learning needs:

##### ***Zemgale:***

- Exchange of information within the 22 municipal work-groups of local education specialists as well as representatives from the area in national advisory boards and educational forums.
- Successful projects in lifelong learning.
- Joint activities for creating young entrepreneurs in vocational schools.
- Offering possibilities of extracurricular and self-development activities for young people from risk groups.
- Team of professionals that includes social pedagogue, psychologist, doctor, nursery, evening (shift) school teacher and others working together in a unified management structure (Jelgava).

##### ***Kurzeme***

- Initiation of recognition of prior learning.
- Centres in the Kurzeme region can become an important support to modern adult lower secondary education.
- Good experience of cooperation with the business community and good extra-curricular activities (Talsi).
- Modern educational infrastructure and good practice in employment enhancement (Ventspils).

##### ***Latgale***

- Opportunities for the evening (shift) schools to design the education policy in region.
- Education of adults with a low level of education (Daugavpils).
- Consistent understanding of lifelong education and its implementation (Preili and Balvi).

##### ***Vidzeme***

- Social and emotional wellbeing facilitated by family environment (Gulbene).
- Good practice on preparation for tests and exams; central role of the library in the school (Madona).

The following key components of good practice are evident in most cases:

- 1) Offer of education full-time, extramural, and by distance learning.
- 2) In the secondary school there are separate classes, whose early school leavers learn by distance learning using the e-environment MOODLE school platform. That allows each one of the early school leavers to choose the form of learning that is best for him.
- 3) For several years schools searched for a more appropriate solution for individual consultations. Right now the following principle is observed: classes take place 3 or 4 days (evenings) a week from Monday until Thursday, and on Friday school offer consultations

- (office hours) to the early school leavers. Evening (shift) school teachers are available for consultations every second week. Early school leavers can more easily plan their time; Evening (shift) school teachers are available for consultations for a longer block of time.
- 4) If necessary, evening schools work out individual plans together with early school leavers. If the early school leaver cannot come to school in person, schools offer online consultations, for example, with a conference tool integrated into Skype or Moodle.

### ***WORKPLACE LEARNING CULTURES THAT SUPPORTS THE EARLY SCHOOL LEAVERS' LEARNING NEEDS.***

The evidences on differences and opportunities of targeting the e-learning needs of the selected target age group in comparison to the needs of other age groups identified in the study allows to specify the **organizational and didactic** culture of support of workplace learning that facilitate the re-engagement of early school-leavers in learning:

- *The course activities* are formulated as problems to solve, and they increase the early school leavers' interest in course issues, provoke their curiosity, motivate them to explore content related questions, use a variety of information sources to explore problems formulated in the course. Brainstorming and finding relevant information help early school leavers resolve content related questions. Online discussions are valuable in helping them to appreciate different perspectives. Combining new information helps early school leavers to answer questions raised in work-related activities. Learning activities help early school leavers to construct explanations/solutions, reflect on contents of work situation. Discussions lead to the understanding of fundamental concepts in the class and develop the ability to describe the ways to test and apply the knowledge gained in the framework of the course. This helps also to find solutions to the course problems that can be applied in practice (*I can apply the knowledge created in this course to my work or other non-class related activities*).
- *The benefits of workplace learning are: development of learning competencies; getting a new learning experience; getting in contact and discussing issues with course mates; getting in touch and consultations with adult educators; getting different course members' views and changing or modifying their own opinions.*

# **1. INTRODUCTION**

## I. INTRODUCTION

### *THEORETICAL AND LEGAL FRAMEWORK*

Mentioning the complexity of early school leaving phenomenon and study objectives, the theoretical and legal background of the study is built on the synergy of the following categories used in ASEM LLL international comparative perspective: early school leaving, reason and prevention, analytical competence, teaching and learning transition, challenges, good practice.

#### *Conceptual framework of “Early school leaving”*

A preliminary in-depth study of scientific literature for exploring the Latvian situation was conducted in June-July 2011 (Wyn, Stokes & Tyler, 2004; Federighi & Torlone, 2010, etc.). Increasingly, literature reviews (Rumberger & Lim, 2008; Teese at al., 2001) and empirical studies (Būdienē, Dedze & Rosario, 2007; Dwyer, 1996; Rosario et al., 2005; Šranková et al., 2005; Wyn, Stokes & Tyler, 2004) showed that there was no common reason for school leaving. Many researchers (e.g., Munns & McFadden, 2000; Smyth et al., 2000, 2004; Teese at al., 2001) have emphasised that young people have diverse needs. Wyn, Stokes and Tyler (2004) have stressed that

*[...] a conceptual shift from a deficit approach to addressing young people's unmet needs and recognizing the diversity in their experiences (Stokes, 2000) was a significant contribution to this conceptual shift. Smyth et al. (2000, 2004) argue that early school leaving is socially constructed, and emphasise that it is a product of the institutions, systems and culture(s) that we create and sustain. Following the earlier work of “resistance theorists”, including Willis (1977), McFadden (1996), Munns and McFadden (2000) concentrate on 'second chance education' which is particularly important in terms of the 're-engaging process'. Their work is built on the premise that early school-leavers react to the form rather than the substance of schooling (Munns & McFadden, 2000, p. 10).*

Taking into consideration the fact that the new generation of adults (aged 18-24) will constitute the main ratio of labour in 2020 and the fact that knowledge society demands highly qualified labour for new kind of jobs (see the study “New skills for new jobs”, European Commission, November 2010), it is necessary to study and analyse the “Good practices” of Europe and Asia regarding the promotion of adult learning (aged 18-24), and to apply the factors that promoted adult (aged 25-65) learning. **The current studies identified problems and raised issues in relation to non-attendance and dropping-out of school in Latvia. They did not attempt to document best practices. “What works” in this area of education policy practice would require further study** (European Commission, 2013c).

#### *Second-chance education or an alternative flexible way to support the success in education?*

McFadden and Munns follow the earlier work of “resistance theorists”, including Willis (1977) who argue that even if early school-leavers are not aware of it they are resisting the essential outcome of the structuring of society; namely, oppressive social relations. McFadden and Munns (2000) also argue that for early school-leavers there is a moment where educational rejection occurs and early school-leavers make, or reflect upon making, a rational choice to turn their backs on education and its promises of social mobility and economic advantage. The “Youth on the Move”, one of Europe 2020 flagship initiatives, emphasises the need to improve quality and equity in education and training, to provide more young people with the skills to become lifelong learners and the chance to experience learning mobility. Drastically reducing the numbers of young people leaving school early is a key investment not only in the prospects for every young person but also in the future prosperity and social cohesion of the ASEM countries and the world in general.

### *Conceptual shift from deficit approach to addressing young people's needs*

Increasingly, literature review (Teese 2000) and studies (e.g. Rossario 2005; Šrankova 2005) show that there is no common reason for school leaving (Dwyer 1996). Other researchers (e.g., McFadden & Minns 2000; Smyth et al. 2000) emphasize that young people have diverse needs. This has enabled a conceptual shift from a deficit approach to addressing young people's unmet needs, to recognizing the diversity in their experiences (e.g., Stokes 2000) what has made a significant contribution to this conceptual shift (Dwyer et al., 1998). This issue should be approached from a transnational perspective of professionalization adult educators (I. Maslo., 2013).

There are several psychological researches in the last years, mapped by Downes with a holistic approach that “addresses why people are reluctant to engage with education and training” (Downes, 2014b, p.4). The reasons are investigated in the context of the need to implement a new holistic structural system on preventive measures. According to Downes (in cited Downes, 2014b), a holistic approach of prevention/intervention and compensation measures is required (based on Burkhart 2004; Reinke et al., 2009):

- *Universal prevention (ALL)* applies to educational and community -wide systems for all VET learners.
- *Selective prevention (SOME GROUPS)* targets specialized group systems for learners at risk of early school leaving/early school-leavers with strong potential for re-entry to VET (see also Microlycee, France: Ecorys 2013 –collocation, common management structure/headship, specialist teachers but interaction with mainstream staff, same progression routes).
- *Indicated prevention (INDIVIDUAL-INTENSIVE)* engages in specialized, individualized systems for learners with high risk of early school leaving, chronic needs or multiple risk factors (European Commission, 2013c – learn by doing, fishing, canoeing, cooking, outdoor activities for learning –expensive).

According to Downes (2011a; 2011b; 2013; 2014a; 2014b), **recognising a range of needs of the individual** that are not just academic has to be mentioned. The multi-faceted nature of the ESL risk should be understood as diverse combinations of:

- Mental health.
- Sleep.
- Relations with teachers.
- Relations with peers.
- Assumed connection with the individual.
- Relevance.
- Emotions -relationships.

Also, early leaving represents a complex challenge at individual, national and European levels. Young people who leave education and training early are often both socially and economically disadvantaged compared to those who stay on and gain the necessary qualifications to help them succeed in life. To address this situation it is vital to recognise that while early leaving is, on the surface, an issue for education and training systems, its underlying causes are embedded in wider social and political contexts. Early leaving is fundamentally shaped by countries' broader policies for the economy, employment, social affairs, health and so on. Improvements in educational attainment and employment levels of young people therefore also rely on improvements in the socio-economic climate – on higher economic growth, measures to combat poverty and improve health, and the effective integration of migrants and minorities into society. Only a comprehensive approach to tackling early leaving, therefore, can be effective and sustainable (European Commission/EACEA/Eurostat/Cedefop, 2014b, p. 9).

Most countries have developed their own national definition of early leavers, in addition to the EU definition, that frames the policy debate of the country in this area and forms the basis of specific national data collections. The Czech Republic, Cyprus, Latvia, Hungary, Malta, Romania and Slovakia are the only countries where the EU definition is the main one used to describe ELET (European Commission/EACEA/Eurostat/Cedefop, 2014b, p.10).

The official EU data places young people in a variety of situations within the same broad category of ‘early leavers’, notably (European Commission/EACEA/Eurostat/Cedefop 2014b, p. 103):

- Those who never started an upper-secondary education programme (non-starters).
- Those who started a programme, but failed to complete it (drop-outs).
- Those who actually completed the programme, but failed the final assessment.

Further, while the EU indicator limits early leavers to a particular age group (18 to 24 year olds), national definitions are typically not limited by age – with age coverage instead reflecting the national context with respect to participation in upper secondary education. The different indicators on ELVET available at the national/regional levels in Europe typically measure the incidence and rate of non-completion among the student population, and/or non- attainment among the student population or the resident population of the same age (European Commission/EACEA/Eurostat/Cedefop, 2014b, p.10 , p.5).

There are two main alternative indicators used to understand ELVET across countries:

- △ Across several European countries and regions measures of the non-retention (or non-completion) of students are used to provide information on the level and rate of ELVET. However, based on these measures it is not possible to distinguish drop-outs from cases of student mobility. This data is helpful to understand which programmes or VET providers face greatest difficulties regarding non-retention, but they do not reflect the real rate of early leaving. Belgium (French community), Croatia and Portugal are examples of countries with such data on VET. The available statistics in ELVET Denmark and Italy provide examples of approaches that measure the occurrence of drop-out by counting the incidence of programme interruptions.
- △ Reflecting labour market concerns of having a qualified workforce, indicators of non-attainment of a certain qualification are adopted in many countries/regions. These capture the proportion of the student population (or in some cases, a specific age group) that has failed to obtain the relevant, formal VET certificate. This relevant certificate is defined at lower secondary VET or upper secondary VET levels. Belgium (French community), Germany and Austria are examples of this.

According to the report November 2014 (European Commission/EACEA/Eurostat/Cedefop, 2014b) the national indicators and measurement challenges suggest that there is considerable discrepancy between those that drop-out to change programme course or school, and those leaving education and training altogether. In light of this, the Organisation for Economic Cooperation and Development (OECD) PIAAC dataset is used to assess the extent to which:

- Early leaving is an issue of those that discontinue an on-going course or fail the final examination, rather than those never starting an upper-secondary programme.
- Drop-out events are definitive, i.e. whether those dropping out return to education and training in future periods, and how often this occurs.

This analysis shows that early leaving is primarily a drop-out phenomenon and not starting upper secondary education and training is not really common.

### ***Conceptual framework of the “Monitoring of ESL”***

The conceptual framework on “monitoring of ESL” is built on the pedagogical understanding of I. Maslo (I.Maslo, 2002). This understanding of monitoring is founded on several theoretical sources. Its bases are: in the cultural anthropology of Herskovits (1948), in which all the

components of the culture education of the individuals are approached in a unified system: culture, society, socialization, learning, personality (in cited I.Maslo, 2002, pp. 72-73); in Watzlawick's symbolic interactionism (Watzlawick, 1972), where the "individuals' socialization process is seen as a symbolic interaction ... putting the accent in the *contents* and the *relation* as the two basic components of communication" (in cited Maslo, 2002, p. 73); in the Erikson's theory of development of children (Erikson, 1979), where family, kindergarten and preschool education, school, children's life spaces, and relations with peers are seen as spheres of individual's socio-cultural experience. In these spheres, people learn social laws and the new conceptions of socio-cultural action that correspond to them, and that child transform into the pre-existent ones. This allows children already in the adolescences period (12-16 year old) to understand "who am I in society?", and "how is my society like?" (in cited I.Maslo, 2002, p. 73); in the research of Gagné (Gagne, 1980), who, looking at the development of children, underlined the development of interaction of *individual* and socio-cultural *environment* (in cited I. Maslo 2002, p. 73); Bruner developmental theory (Bruner, 1973), who accented that "children in school age learn the laws of relations and society not only at school, but also in the surrounding out of the school" (in cited I. Maslo, 2002, p. 73); in the theoretical works of Aebli (Aebli, 1963), who put the accent on "pupils' self-development, stressing that young people construct by themselves their knowledge, and the school help them to improve the attitude towards learning materials and learning activity" (in cited I. Maslo, 2002, p. 73).

Based in the results of the literature analysis, I.Maslo (I.Maslo, 2002) stresses the necessity of monitoring the socio-cultural experience, which is the theoretical foundation for timely monitoring the situation of school drop-out in Latvia. Maslo (2002) defined the task of monitoring as "looking at the development of the study process and at learning from the perspective of the institutional education" (I.Maslo, 2002, p. 67). Therefore, it is necessary to look at monitoring from the institutional perspective of evening-shift schools and of the administrative structures. Monitoring can be seen as a process of contribution to the changes. "If education is understood as a socialization institution, then all the educational society should be involved in the new processes: teachers, pupils, school administration parents, and policy makers. The monitoring system, as we will see later, should be related to all the previously mentioned social groups, and it is essentially systemic-constructivistic" (I.Maslo, 2002, p. 68). All this allows defining the monitoring of the situation of early school leaving as a system constructed in an concrete context, and the necessity of analysing the gaps in Latvian monitoring system within the diversity of the institutional context of Latvia (I.Maslo, 2002, p. 68), taking in consideration the situation of early school leaving in concrete schools, and looking at the following four aspects of monitoring process:

- 1) A system of observing, controlling, analyzing and predicting the reasons and challenges of early school leaving.
- 2) A system of observing, controlling, analyzing and predicting the care help and support that is provided to people who learn (in the context of this research project they are the 18-24 youngsters who dropped-out early from school).
- 3) A system of observing, controlling, analyzing and predicting the availability of a competent counselling for ESL.
- 4) A system of observing, controlling, analyzing and predicting the education, further education and consultation system for providers of support for Early school leavers.

In the process of elaboration (construction) of the monitoring systems, all four aspects complement each other. In the Latvian situation, the concept of monitoring should be related to:

1. The study of the socio-cultural situation of early school leaving.
2. The education of future teachers in Higher education institutions, with an accent on the study practice processes.
3. The further education of current teachers.
4. The education, further education and counselling availability for implementers of mentoring.

The monitoring process (I.Maslo 2002, p. 72) has to be understood as tripartite process:

- Competent observation, realizing the supervision.
- Supervision of the process and to examine its development.
- Analysis of the progress.

The monitoring should be done by investigating the different forms of activity used for the acquisition of a social culture (I.Maslo, 2002, p. 73):

- Activity used for the acquisition of a teaching and learning culture and their two component parts.
- Teaching and learning activity, where people acquire a culture and develop him/herself; this self development at the level of activity improves the culture.
- Culture as a special content of teaching and learning process, and its performers and instruments as constituents of the culture (educational institutions, didactic models etc.).

“The child him/herself, his/her parents, peers and teachers, who work in the classroom, are learning worlds, which present learning models and constitute his/her learning conditions (individual and environmental conditions). The learning person *identify (recognize)* the information acquired in the learning worlds, and s/he *transform it into his/her own world and evaluate them*. Pupils at school adopt all the learning models that are interesting for him/her. However, in the period of adolescence, only the following models are adopted: those which are easy to imitate, or those whose bearers have a higher social status, or which do not differ from own learning model, or aggressive models, or those which are respected in society. So, by researching pupils’ teaching and learning models, conclusions can be drawn about pupils’ cultural experience” (I. Maslo, 2002, p. 73), because experience is essentially social. Therefore, in the monitoring process, together with research on teaching and learning models, the following elements should be taken into consideration:

- Social, regional, school and class context as differentiated plans of cognitive action that condition the self regulated possibilities of active action, including self-control and self-evaluation, which help children in school age to learn to observe, compare and measure.
- Learning biographies.
- Structures of interaction (norms, traditions, values, laws) that enlarge the exchanges of information during the process of acquisition of a culture.
- Social processes (I. Maslo, 2002, p. 73).

Analysing pupils’ socio-cultural teaching and learning experience that appears in monitoring situations, it will be possible to characterize:

- Conformist learning models, which are similar to those offered in formal education, and that can be often observed in people who has low self-confidence and self-assurance.
- Integrative socio-cultural teaching and learning models and their different cultural functions, which stimulate diverse teaching and learning paths.
- Existing global, social and individual situations that form the world where children lives nowadays; and their very complex and diversified socio-cultural structure that children recognize, experience and understand (I.Maslo, 2002, p. 73).

The structure of monitoring system (I.Maslo, 2002) is composed by:

- Longitudinal researches in several stages, in order to define the relations between the school opportunistic (socially compliant) and socio-culturally integrative structure, and the individual development of the person.
- International comparative research on school achievements, which would help to create a national monitoring system in the country, in order to evaluate the quality of education provided by Latvian schools.
- Experimental and quasi experimental research on socio-cultural learning, with an orientation on optimization of classroom work, teacher training and further education (I.Maslo, 2002, p. 73).

The objective of educational research is to look at the development of teaching-learning process and to learning from the perspective of institutional education. In this context, the following aspects should be researched:

- How the teaching process at school influence learning?
- How learning processes influence person's interpersonal relations (introspection) and individual development?
- How learning influences the process of formation of individual career?

In order to implement the monitoring of the situation of *early school leaving*, the collaboration of society and educational institutions from different levels is necessary (I. Maslo, 2002, p. 73). This Latvian theoretical approach is in tune with the visible tendency in European understanding of monitoring (European Commission/EACEA/Eurydice/Cedefop, 2014a). The literature review provided by the last Eurostat/Cedefop report November 2014 (European Commission/EACEA/Eurostat/Cedefop, 2014a, pp. 30-36) is very helpful for the understanding of monitoring the ESL. Some aspects of education systems such as grade retention, socio-economic segregation or early tracking are identified as having a negative influence on the rates of early leaving. Grade retention may increase educational inequalities, and the socio-economic segregation of schools may only aggravate the situation of low achievers in geographical areas characterised by low levels of socio-economic status and student achievement. Directing students into different educational pathways or tracks too early by placing them into either academic or vocational programmes based on their achievements, can also be detrimental to their education outcomes as they may become demotivated and lose interest in learning.

In contrast, high quality early childhood education and care (ECEC) as well as well a smooth transition to upper secondary education can help reduce the numbers of students leaving early. Nevertheless, both areas remain a challenge. More relevant curricula, better availability and accessibility of different educational pathways and generally more flexibility is needed to encourage students to complete their education at this level.

Finally, early leaving can also be influenced by local labour market conditions. The labour market can act as “pull” or “push” factor in the early leaving process. Good employment opportunities for low-qualified workers could encourage students to leave school early to become financially independent. However, unemployment trends also have an impact on the early leaving rates and in some cases can lead to early leaving.

Leaving education and training early is acknowledged to be the result of factors which belong to two main categories that interact with each other: school-based factors and factors related to the individual, family and social background (Thibert, 2013). A number of family-related factors such as family instability and lifestyle, single-parenthood, poor living conditions, physical and mental health and domestic violence can, moreover, increase young peoples' likelihood of giving up

education and training prematurely. Other family-related factors such as parent-child relationships and parental involvement in children's education can also play a role (European Parliament, 2011).

Regarding the employment status and income of parents, which are commonly referred to as risk factors for early leaving, a low level of parental education is also considered as a major contributing risk factor (OECD, 2012). The level of education of the mother, in particular, is associated with a higher risk (Nevala et al., 2011). This finding has been confirmed by a study carried out in Croatia (Feric et al., 2010). More generally, it has been found that parents with a low level of education are less effective in developing the cultural capital of their children (Flouri and Ereky-Stevens, 2008). Socio-economic disadvantage and educational disadvantage are thus closely interrelated (Eurofound, 2012). Living in households with low work intensity, or affected by poverty or severe material deprivation coupled with low levels of educational attainment among parents is likely to have a detrimental impact on children's education (European Commission/EACEA/Eurostat, 2014b, p.36-37).

Continuous and systematic monitoring and evaluation of all efforts to reduce the rate of early leavers is, moreover, essential to inform policy development, enable comparisons to be made between regions or local authorities and allow the exchange of good practice (European Commission, 2013a).

**This approach in the understanding of monitoring is known as “early warning system” formation as precondition for pedagogical intervention.**

#### *Conceptual framework of “Early warning system (EWS) of ESL”*

ESL-warning system is one of the main tools for pedagogical intervention, and it is a challenge not only in Latvian context, but in all European countries. Lessons in prophylaxis of ESL can be learnt from Asian good practice, where the country's ESL monitoring system plays a major role in the pedagogical intervention.

The abbreviation ‘EWS’ (Early Warning System) is used as a broad term to describe systems, activities and programmes related to the identification early warning signals and risk factors related to ESL (European Commission, 2014b). This means that EWS can take different forms and a definition of the main characteristics of EWS can be only tentative. Typically they include the collection or use of data on students in order to identify risk factors and trigger targeted follow up. They are strongly linked to data collection systems in general and to early intervention mechanisms. This makes it often difficult to distinguish between specific EWS and broader interventions to reduce ESL (European Commission, 2014b, p. 3). This is a new field of research and a challenge for policy makers.

In the past, many regarded early school leaving (ESL) as a phenomenon with two contradictory characteristics. On one hand, ESL was seen as something that was ‘predictable’ or ‘expected’ for example among some specific groups of students, communities or localities. On the other, ESL was regarded as something that happened suddenly. This perception has however changed now.

There is significant body of research evidence to show that many students who drop out of education show ‘distress signals’ for months, if not years. Young people give such signals at school and/or outside school. Students with more than one signal tend to demonstrate an even higher probability of dropping out. Such ‘distress signals’, typically known as ‘early warning signals’, are regarded as first signs indicating that students may be struggling with their studies, motivation or home life or are facing personal, social or emotional challenges that require attention. There is also a significant (and still growing) consensus on this among policy makers.

In fact, systems, activities and programmes developed with the purpose of defining and helping teachers (and others working with young people) to identify and act upon different distress signals ESL risk factors are often referred to as ‘early warning systems’ (EWSs).

The understanding of the complexity of ESL-warning is based on the premises provided by literature review (European Commission/EACEA/Eurydice/Cedefop/Eurostat, 2014a, p.103). So, Dale (2009) refers to the clustering of young people of certain family backgrounds and communities with particular patterns of occupation, migrant/minority origins, low levels of educational achievement and low income that produces a certain form of class and ethnic “ghettoisation” with increased risk of and consequences for early leaving (compare with I. Maslo 2002, 2005). Educational approaches and teaching methods that do not pay sufficient attention to the needs of migrant students, as well as ethnic discrimination in some educational institutions may further impede students’ chances of success in school (Luciak, 2004). In terms of ethno-cultural minority groups, Roma and Irish Travellers have often been identified as being among the most disadvantaged groups in education and consequently at greater risk of leaving school early (Luciak, 2006; Jugović and Doolan, 2013). The different experiences of boys and girls in compulsory education impact also ESL. It is believed, for instance, that boys are prone to more difficulties than girls in adapting to the school environment (Nevala et al., 2011). Some school-related factors that have an impact on early leaving are not discussed in detail here. These concern the school climate, including conflicts with teachers, violence in school, bullying, etc. Furthermore, individuals’ school-related problems are not elaborated here; however, they often play a role in students’ decision to leave school early. In Croatia, for example, some of the most commonly reported reasons for early leaving are: low educational achievement, lack of motivation and discipline problems (Feric et al., 2010). Similarly, in France, student achievement has been reported as one of the main predictive factors of early leaving, after controlling for the effects of socio-economic background and grade retention (Afsa, 2012). However, grade retention does not necessarily improve academic performance. On the contrary, research results have consistently highlighted the negative effects of grade retention. They provide, in particular, evidence of the detrimental effects of grade retention on students’ academic, socio-emotional and behavioural outcomes, which further increase the risk of poor performance and in many cases may lead to them to leave school prematurely (e.g. Thompson and Cunningham, 2000; Jimerson, 2001; Silbergliitt et al., 2006; Jacob and Lefgren, 2009). In Spain, students who repeat a grade show higher rates of early leaving than students who are given additional tuition and support in order to avoid repetition. Research based on the experiences of 856 early leavers revealed that 88 % left school due to their experiences of grade repetition (Mena Martínez et al., 2010). A systematic review of seventeen studies examining factors associated with dropping out of secondary school prior to graduation confirms that grade retention is, in fact, a significant predictor of school dropout (Jimerson, Anderson, and Whipple, 2002). It is perceived by students as an extremely stressful life-event, which negatively affects their self-esteem (Anderson, Jimerson and Whipple, 2005) and thus increases school failure, high-risk behaviour and the likelihood of leaving early (Field, Kuczera and Pont, 2007; Rumberger and Lim, 2008).

Longitudinal studies reveal that grade retention is linked to an increased risk of dropping out of school (Jimerson et al., 2002; Allensworth, 2005), together with student level variables such as low self-esteem, problematic behaviour, low academic achievement as well as family level variables such as lower maternal educational attainment and lower maternal value of education (Jimerson et al., 2002). In other words, grade retention may harm especially those low achieving students who are already most at risk of failure (Jacob and Lefgren, 2009). Irrespective of the reason, socio-economic segregation has been shown to be problematic in many ways. School systems with a high level of segregation have worse educational achievement results (ibid.). Furthermore, more behavioural problems can be found in schools where socio-economically disadvantaged students are concentrated (Hugh, 2010). Consequently, the risk of students leaving early is considerably higher in these schools (Lyche, 2010; Traag and van der Velden, 2011; Nevala et al., 2013). The effect of socio-economic segregation on the composition of the student population in a school is, in

fact, so powerful that even an average student is more likely to drop out of a school that has high levels of ELET than from a school that has more moderate ELET rates (Audas and Willms, 2001).

Those in favour of tracking suggest that students learn better in homogeneous classrooms that follow a curriculum and instruction appropriate to their abilities. However, research shows that separating students too early has a strong negative impact on those placed in tracks that do not correspond to their potential and/or aspirations (Hattie, 2009). It appears to increase differences and inequalities in student achievement (Hanuschek and Wößmann, 2006; OECD, 2012). Early tracking can trigger a vicious cycle in teachers' and students' expectations. Teachers can have lower expectations from low-performing students; and students consequently adjust their expectations and efforts (OECD, 2010). Moreover, students cease to benefit from the positive influence of being around their more advanced peers (Hanuschek and Wößmann, 2006; Rumberger and Lim, 2008). Finally, more experienced and competent teachers tend to teach in more academic education institutions (OECD, 2010). As a result, students who find themselves in a wrong track often experience a negative learning experience; they may also experience stigmatisation, a decrease in their self-esteem and motivation, and thus run a higher risk of early leaving from education and training (European Commission, April and May 2013).

The data shows that the more time a child spends in ECEC, the better their reading results (Mullis et al., 2012; European Commission/ EACEA/Eurydice, 2014b). Research suggests that general upper secondary education is not sufficiently responsive to students' needs. Some students drop out of upper secondary education as they do not find the traditional style of academic teaching sufficiently appealing (Field et al, 2007). The curriculum is considered to have an important role to play in engaging students in education (Lamb, 2008 quoted in Dale, 2009; Cedefop, 2012). To be structurally flexible, some researchers suggest the need for curricular reform to make it more relevant for young people, reflect changing labour market demands, as well as responding to the demands of employers (Cedefop, 2011; Dale, 2009; Lamb, 2008; OECD, 2012). According to economic theory, labour market conditions have an impact on students' choices when deciding whether to stay on or leave school (Tumino & Taylor, 2013). The choices they make, however, can have a significant impact on their career. High levels of unemployment may, however, influence students' decisions in a similar way: if they observe that the probability of unemployment is high regardless of qualifications they may be less inclined to remain in school. If, on the other hand, students note that those with qualifications face fewer problems in the labour market, they may be more likely to continue in education and add to their human capital (De Witte et al., 2013).

Some national research supports this theory. Evidence from the United Kingdom as well as Spain found positive and statistically significant effects of unemployment on the probability of remaining in education (Petrongolo and San Segundo, 2002; Clark, 2011; Meschi, Swaffield and Vignoles, 2011; Tumino and Taylor, 2013). Moreover, the relationship was found to be stronger for men than women. The same research evidence also showed that youth unemployment, in particular, leads to lower rates of early leaving in these countries, whereas high adult unemployment tends to increase dropout rates.

Finally, a well-developed vocational education sector may help prevent students from leaving the system early. In the presence of attractive labour market opportunities for graduates of vocational education, students may be more inclined to stay on and graduate at upper secondary level (Shavit and Muller, 2000; Lavrijsen, 2012).

Also, Early Warning Systems (EWS), as a necessary part of 'mainstream' school monitoring systems, refers to different methods and routines aimed at identifying and responding to early signs of ESL. In Latvia, as in most existing EWS, absenteeism is monitored as a signal for ESL; some EWS also take into account marks and the results of pupils at exams. However, this approach provides a narrow perspective on the individual and their situation. Early detection should be based on a comprehensive view on the individual that also includes social, family-related and emotional factors. Consideration should also be given to the impact of critical life events (including traumatic

events) on the personal development of a young person. The challenges associated with EWS include having a clear understanding of their **scope, context, methodology and benefit**. **EWS should be evaluated and monitored to ensure their efficiency, effectiveness and relevance to the specific context of the school.**

### *Conceptual framework of “Analytical competence”*

In order to provide a comparative perspective, the theoretical framework of this research applied the same main categories used in the international investigation on “analytical competence” realized in the framework of ASEM HUB LLL in 2009 (Lindenskov, 2009; Jurjans et al., 2010). The term of “analytical competence” refers to the ability “to be a doer” in mathematics in different contexts, inside and outside of the school (Gobb, Gressalfi & Hodge, 2009). This category was transferred to other contexts of teaching of difficult subject, where analytical thinking is also needed.

Early school-leavers were asked to answer to three questions in writing: 1) what school subjects are difficult to learn? What is a difficult school subject? 3) How do they learn this subject? The evening (shift) school teachers at the evening (shift) schools were asked the same questions.

*Conceptual framework of “Teaching and learning transaction”* (in cited Birzina, Fernate, Luka, I. Maslo, Surikova, 2012, p.131-122).

The conceptual framework of the present research is based on the model of the teaching and learning transaction (Garrison et al., 2000; 2005), and in the model of systemic-constructivist learning (Reich, 2005).

### *The Model of the Teaching and Learning Transaction*

While human interaction (learner to learner and learner to instructor) is often stated as a desired instructional goal within distance education, social interaction in and of itself is not a guarantee of cognitive engagement or of meaningful learning (Garrison & Cleveland-Innes, 2005). Randy Garrison and others (Garrison et al, 2000) elaborated the model of the teaching and learning transaction in a text-based communication medium. The model assumes that in an e-community, learning occurs through the interaction of three core components: cognitive presence, teaching presence and social presence (Garrison et al, 2000). Only theoretical ideas on the component of social presence are considered in this research. Social presence is defined as the ability of participants in the Community of Inquiry to project themselves socially and emotionally, as ‘real’ people (i.e. their full personality), through the medium of communication being used. An educational Community of Inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding. The theoretical framework of the Community of Inquiry represents a process of creating a deep and meaningful (collaborative-constructivist) learning experience through the development of three interdependent elements – social, cognitive and teaching presence. A community of learners is a construct that has attracted considerable attention in higher education, emphasizing the significance of community in supporting collaborative learning and discourse associated with higher levels of learning (Garrison et al, 2000; Garrison, 2007). Garrison et al (2005) based their research on three categories of indicators of social presence. These categories are the following ones:

- Emotional expression: the capacity to express emotions is correspondingly reduced or eliminated when communication is text based, and takes place at a distance. In this model, emotional expression is indicated by the ability and confidence to express feelings related to the educational experience.
- Open communication: social presence is expressed in open communication in the form of mutual awareness and recognition of each other’s contributions. Mutual awareness builds group cohesiveness and helps to shape each participant’s learning activities.
- Group cohesion: this category is exemplified by activities that build and sustain a sense of group commitment, which considerably supports and is closely associated with the cognitive aspects of an educational experience. The premise is that critical inquiry and the quality of the discourse are facilitated and optimised when Early school-leavers perceive themselves as a part of a group rather than as individuals. Building cohesion and a sense of belonging are important for sharing personal meaning. This category might be described as focused collaborative communication that builds participation and empathy.

### ***Conceptual framework of “Evening (shift) school teachers’ core competencies”***

In order to assess the core competencies of the teachers at the evening (shift) schools, the frame of Transnational Delphi Survey conducted by the project “Qualified to Teach” – QF2TEACH (Bernhardsson, Lattke, 2011) as important instruments currently in use in European and Asia countries was used. This tool was adopted in a number of Eurasian countries of ASEM HUB LLL (2009-2011) to make it universally applicable, and it was used by the teachers at the evening (shift) schools for allowing comparison. QF2TEACH questionnaire (i.e., research instrument of the Transnational Delphi Survey developed in the first phase of the QF2TEACH project) is developed and structured in three parts. The first part included questions on competences of AEFs. The *first part* of the questionnaire, concerning competences of AEFs, was structured in nine domains: personal qualities; interpersonal behaviour and communication with learners; cooperation with the external environment; planning and management; access and progression of learners; subject-related, specialist domain; monitoring and assessment of learning processes; didactical-

methodological domain; personal development and reflection. In the *second part* the participants were asked to give their opinions on selected aspects of the development of the occupational and professional field. The aim of this part was to explore the target group's views on policy aspects (e.g. regulation of the field, introduction of standards) relating to the professionalization in the field of adult and continuing education (Sava et al, 2009). In the *third part*, the participants were asked to give some personal opinions (Bernhardsson & Lattke, 2011, pp. 23-24).

### ***Conceptual and legal framework of “Workplace learning”***

The conceptual and legal framework of workplace learning is quite diverse, that's why different approaches and views were taken into consideration gradually during the research.

General concept of workplace learning may can be described, on the one hand, as learning through engagement in different kinds of workplace activities and receiving guidance from mates (Billett, 2001) and being informal and incidental by nature (Marsick and Watkins, 1990), where no written curriculum and teachers are present. On the other hand, it may become more formalised by structuring learning in a certain order and setting. Apprenticeship may be one of the examples that include education in line with social relations and economics (Coy, 1989). It may be rather formalised by having written agreements on duration and content of training, obligations and responsibilities of the master and the apprentice.

Bente Elkjær (Elkjaer, 2007) addresses workplace learning and organizational learning as the same object of two different scholarly traditions. Both traditions share the opinion that *the workplace/organization is the learning environment and constitutes the learning community*. That means that workplace or organizational learning is a benefit of being at work. Accordingly *workplace learning is defined by its site: the workplace as a social organization and as a physical (material) entity*. This conceptualizes that learning takes place through participation in social relations of practice and occurs while working on tasks and taking part in everyday organizational life.

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* (Legislation, 1999). This law also stipulates employers' responsibility to take part in work, ensuring the necessary work conditions for early school-leavers at the traineeship placement, in order to allow for early school-leavers to have the possibility to practise in actual work conditions. Workplace learning has also been stipulated by the *Law on Support for Unemployed and Job Seekers* (Legislation, 2002), as well, by providing public incentives to ensure a possibility for these groups to compete in a job market by means of active labour measures, *inter alia* learning in workplace settings.

The regulation of the Cabinet of Ministers on *State Vocational Education and Apprenticeship Programmes Standard* (Legislation, 2000) defines workplace learning as compulsory for Vocational Education and Training (VET) early school-leavers. It also defines 50/50 proportion between theory and traineeship in VET programmes and 35/65 proportion in apprenticeship. It should be noted that up to 20% of traineeship may take place in an artificial working environment, where no actual business is taking place. College level professional higher education as stated in the Cabinet of Ministers regulation on the *First Level Professional Higher Education State Standard* (Cabinet of Ministers, Regulation No. 141, 2001) obliges early school-leavers to spend at least 30% of 80-120 credits in traineeship. Moreover, 16 credits should be received in a real workplace environment. Professional Bachelor's degree can be obtained if the regulation on the *Second Level Professional Higher Education State Standard* (Cabinet of Ministers, Regulation No. 81, 2001) is put into practice, namely, if a early school leaver has received at least 26 out of 160 credits in a workplace environment. There are also different compulsory workplace learning requirements in short cycle higher education programmes and programmes that lead to vocational masters' degree.

In cases which are different from the previously mentioned, workplace learning is not compulsory. Voluntary workplace learning usually occurs in non-formal or even informal form way of learning where either employers or employees have their own goals to achieve through workplace learning.

The National Strategies for Lifelong Learning in Latvia (2007-2013) (Legalisation, 2006) define lifelong learning as the education process that takes place lifelong and is based on the people's changing needs to acquire knowledge, skills, experience in order to promote or change their qualification according to the requirements of the labour market and one's own interests and needs and it develops one's natural abilities alongside with the promotion of new competences.

Based on the literature review, the theoretical background analysis shows three approaches to understanding of workplace learning: (1) the first one is transferred from German best practice to vocational education at workplaces in Latvia. It is grounded in on understanding of the workplace as a learning place (Schelenberg, 2006). (2) The second one is grounded on understanding of workplace learning as learning for working and life and as an individual's competence development (latv. *dzīvesdarbībai*) (Tilla, 2004). (3) The third one is based in on organizational management theories, where workplace learning is understood as organizational learning at the workplace, and as competence development in the working process at the workplace and outside of it (Akopova, 2005). The main concept used for exploring the preventive and compensatory measures supporting the engagement and reintegration of 18--24 year old early school-leavers in lifelong learning is based on Karen Evan' s workplace learning approach (Evans et all, 2011) where work-based learning (WBL) is conceptualized as the relationships between the two fundamental human and social processes of working and learning: research argues that the relationships between work and learning have to be explored through the dynamics of different scales of activity: societal, organisational and personal.

### ***Conceptual framework of the “Challenges”***

*Systemic-Constructivist Understanding of Challenges for the Improvement of the Development of Kersten Reich (2005)*

The founder of the systemic-constructivist learning approach, analyses the individual's perception of reality, taking into consideration three categories: experience, sense of well-being and social recognition. These categories manifest how different people may be, including their desires and expectations, motivation and physical status, illnesses and physical attributes, which explain the variety of learners' expectations from the study process. Therefore it becomes an especially significant task to create such a study, which would provide appropriate a learning environment to different people.

### ***Conceptual framework of good practice***

A framework for the case studies for selection of good practice and for the detailed description of good practice was worked out. A multidimensional context analysis of good practice was done. Context analysis was based on the key factors of determining “Good practices” (Federighi & Torlone, 2010, p. 56). Using the understanding of good practice for enabling the low skilled to learn as “a complex subject that is made of various cultural components” (Federighi & Torlone, 2010, p. 55). This methodology, transferred from the project on Enabling the low skilled to take their qualifications “one step up” (Federighi & Torlone, 2010) and described in the final report of this project, was used to define the “Good practices” of second chance education and learning. good practice has therefore been considered as a set of coherent and planned actions that lead to the achievement of the above mentioned goals, under sustainable conditions and with modalities enabling their partial or global transfer (Federighi & Torlone, 2010, p. 77). Good practice examples of supporting young people to move from enabling courses to higher level courses in a

compensatory perspective were selected. Selection criteria refer to areas and issues addressed by Paolo Federighi's "key factors" underpinning the "Good practices". According to Paolo Federighi, "the analysis of "Good practices" has highlighted some key factors which tend to foster the success of the educational actions promoted" (Federighi & Torlone, 2010, pp. 13 -14). These key factors are:

*Political and institutional framework: «the political and institutional framework makes reference to the existence of a context where all key institutional actors, public and private. State and enterprises are endowed with the institutional instruments necessary to promote a policy aimed at outreach to low-skilled adults, ... this means in particular a focus on work and everyday life as a source of new learning experiences, including informal learning» (Federighi & Torlone, 2010, p.13).*

*The integrated strategic approach «refers to the multiplicity of places and actors which are involved. To reach low-skilled adults it is necessary to transform their life and work environments into places of learning. The local community - with its libraries, museums, cultural centres, etc.-, the home, the business, the army, the association, the prison, etc. are all places which can generate learning experiences. The enhancement and promotion of effective interventions is based on the cooperation between institutional actors and non-institutional actors, who can assume specific roles in this matter» (Federighi & Torlone, 2010, p.13-14).*

*The organisational components «make reference to the necessity that the programmes aimed at outreach to low-skilled adults are equipped with three essential components: (1) political measures capable of impacting on demand (and which act on economic factors and of creation of availability of time for learning); (2) support and guidance services which operate both as regards the demand (information, motivation, guidance, counselling, certification etc.), and the offer of education and training; (3) measures which assure the quantity and quality of the offer of learning (variety of opportunities linked to different contexts, creation of chains which allow the education and training to be adequately provided, quality of the adult educators (Federighi & Torlone, 2010, p.14).*

*The didactical design is «founded on the necessity that the learning offer of learning opportunities develops new didactical forms related to work and daily life, based on less formal and embedded methods. The personalised character takes form through direct connections with life phases and the vocational history of the low-skilled adults. The key of didactical design is based on codified knowledge which the subject does not yet possess, which is in use in his/her life or work environment. In this sense, in addition to active didactical methods, it is necessary to adopt methods integrated with the activity carried out by the subject in daily life and in work» (Federighi & Torlone, 2010, p.14).*

*The evaluation and monitoring factor «highlights the necessity of using a result-oriented approach as well as an approach that takes into consideration the desired impact of the interventions to be promoted. To achieve this, self-management and the constant improvement of the educational quality are required, but also the activation of an independent, modern public system of inspection and control» (Federighi & Torlone, 2010, p.14).*

## **PARTICIPANTS**

### ***Profile of the early school-leavers who participated on the study***

Among the early school-leavers (early school-leavers -returners in the education) there were 160 males (45.7%) and 190 females (54.3%). Among the early school-leavers/graduates as participants, 71 (20.3%) had high and/or good learning outcomes; middle – 238 (68.0%); low – 20 (5.7%); unknown – 21 (6.0%). Also there were early school-leavers/graduates with different biographical background of learning history, namely: early school-leavers who used the second chance education opportunity and then left the evening (shift) school without any learning outcomes – 15 (4.3%); early school-leavers who used the second chance education opportunity, graduated and upgraded the education at level 1 and level 2 EQF – 20 (5.7%); early school-leavers who used the second chance education opportunity, left the evening (shift) school and returned to school again – 59 (16.9%); early school-leavers who used the second chance education opportunity and were participating in learning during the study – 154 (44%); others – 82 (23.4%); unknown – 20 (5.7%).

The early school-leavers/graduates participants had different education levels: received a Certificate of the basic education – 239 (68.3%); with general secondary education – 20 (5.7%); with basic vocational education – 20 (5.7%); with vocational secondary education – 1 (0.3%); received a school report (not a Certificate) – 5 (1.4%); other – 21 (6.0%); unknown – 44 (12.6%). From 350 participants 304 (86.9%) have studied in Latvian, 4 (1.1%) have studied in Russian, 3 (0.9%) – bilingually (in Latvian and Russian), 39 (11.1%) – unknown. The profile of the sample of early school-leavers/graduates as participants of Cycle 1 of the study (2011-2012) is available on demand.

### ***Profile of the evening (shift) school teachers who participated on the study***

There were 14 (9.2%) males and 139 (90.8%) females among the evening (shift) school's teachers. From 153 evening (shift) school teachers there were 110 (71.9%) with good level of collaboration with early school-leavers; 25 (16.3%) – with middle level of collaboration; 11 (7.2%) – with low level of collaboration; 7 (4.6%) – unknown. Profile of the sample of evening (shift) school teachers is available on demand.

### ***Structural units of second chance education that participated on the study***

22 from 25 Latvian adult formal second chance education institutions participated in the web-based survey in 2011-2012. 21 of them are from evening (shift) and/or extramural and/or distance learning schools: Aizkraukle, Aizpute (with 3 formal adult education units integrated with professional education institution), Gulbene, Jekabpils, Jelgava (2), Jurmala, Livani, Ludza, Madona, Preili, Rezekne, Riga (5), Saldus, Talsi, Tukums, Ventspils); and one (1) from general secondary school (from Valmiera), (see Figure 1).

The combined phenomenological semi-structured and narrative biographical interviews (Kvale, 1996) mixed with focus group discussions were organised. Five focus groups discussions for early school-leavers and 5 for teachers in all 4 geographical regions of Latvia (Zemgale, Kurzeme, Latgale, Vidzeme) and the capital city Riga were organized in five Latvian cities: Tukums (16 October 2012), Ventspils (31 October 2012), Livani (7 November 2012), Riga (14 November 2012), and Limbazi (28 November 2012). Total number of reached people was 116 across the country. 72 of them were early school-leavers (male=24; female=48) and 44 – second chance education teachers (male=3; female=41), which corresponds to the actual feminized situation of teachers in the schools of Latvia.

24 adult formal education units had participated at the *Cycle 2* of the study taking part in interviews and focus group discussions in five different places of Latvia in 2012-2013 (see Figure 2): 21 evening (shift) and/or extramural and/or distance learning schools from Aizkraukle, Aizpute (with 3 formal adult education units integrated with professional education institutions), Gulbene, Jekabpils, Jelgava (2), Jurmala, Livani, Ludza, Madona, Preili, Rezekne, Riga (5), Saldus, Talsi,

Tukums, Ventspils), and three (3) general secondary schools from Cesis, Limbazi and Valmiera, offering evening (shift) education and training programmes.



Figure 1: Formal second chance structural units participated in Cycle 1 (web-based survey) in 2011-2012

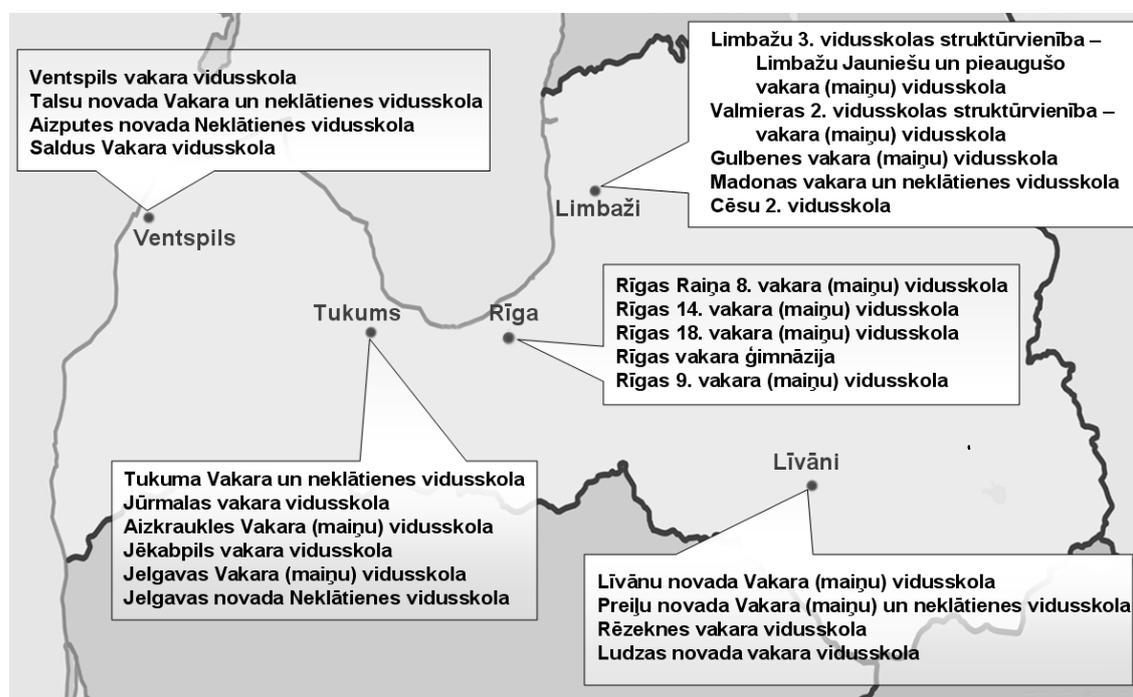


Figure 2: Formal second chance structural units participated in Cycle 2 of the study (interviews and focus group discussions) in 2012-2013

18 evening (shift) and/or extramural and/or distance learning schools participated in the process of context analyzes of good practice (see Figure 3): Riga (5), Jurmala, Ventspils, Rezekne, Jekabpils, Jelgava (2), Aizkraukle, Gulbene, Tukums, Livani, Talsi, Ludza, Preili), and two general

secondary schools (from Cesis and Limbazi) offering evening (shift) education and training programmes.

20 schools from Latvia (see Figure 3) have participated in the process of describing and analysing “Good practices”. The materials were received from schools electronically and generally consisted from the updated statistical data, PowerPoint presentations and video files of good practice. All the materials were uploaded in five groups on the web page of the study and shared among the participating schools:

- Group 1. Riga city: <http://www.lu.lv/par/projekti/es/2007-2013/esf/atbalsts-petijumiem/atbalsts-izglitibas-petijumiem/izaicinajumi2/2013-2014/riga/>
- Group 2. Vidzeme: <http://www.lu.lv/par/projekti/es/2007-2013/esf/atbalsts-petijumiem/atbalsts-izglitibas-petijumiem/izaicinajumi2/2013-2014/vidzeme/>
- Group 3. Kurzeme: <http://www.lu.lv/par/projekti/es/2007-2013/esf/atbalsts-petijumiem/atbalsts-izglitibas-petijumiem/izaicinajumi2/2013-2014/kurzeme/>
- Group 4. Zemgale: <http://www.lu.lv/par/projekti/es/2007-2013/esf/atbalsts-petijumiem/atbalsts-izglitibas-petijumiem/izaicinajumi2/2013-2014/zemgale/>
- Group 5. Latgale: <http://www.lu.lv/par/projekti/es/2007-2013/esf/atbalsts-petijumiem/atbalsts-izglitibas-petijumiem/izaicinajumi2/2013-2014/latgale/>

Participation of research team in five regional seminars organised in the frame of the project “Implementation of the European agenda for adult learning” (leded by MoES and funded by EC, grant decision No 2012-3753/001-001) allowed to specify the study context within regional planning and to select the examples of good practice by analysing the work experience of 15 municipalities and local governments (see Figure 3) in the field of supporting of adult education and learning (e.g., second chance education for adults):

1. Zemgale planning region’s seminar “Adult education and learning: Opportunities and needs” (26 February 2013, Jelgava);
2. Kurzeme planning region’s seminar “Adult education and learning: Opportunities and needs” (25 May 2013, Ventspils);
3. Latgale planning region’s seminar “Adult education and learning: Opportunities and needs” (12 June 2013, Rezekne);
4. Vidzeme planning region’s seminar “Adult education and learning: Opportunities and needs” (7 November 2013, Valmiera);
5. Conference “Adult education policy and implementation in Latvia: 1993-2013 and 2013-2020” (17 December 2013, Riga).



Figure 3: Structural units of formal second chance education, local and regional development planning governments who participated in Cycle 3 of the study (context analysis of good practice) in 2013-2014

In addition to the main study, the indicators of early school leavers were analysed. During the research, the European, Latvian national, regional, local (municipality) and school contexts for identification of ESL was analyzed:

1. The information about the European context for ESL identification and the necessary indicators for the future was collected through the analysis of Cedefop and Eurostat publications (European Commission, 2010, 2011, 2012, 2013, European Commission/EACEA/Eurydice/Cedefop, 2014), through the participation on expert workshop on the structural (universal, selective and indicated) indicators of monitoring (Cedefop, 2014), and through analysis of the information obtained from the EU education interactive monitoring data base of the Centre for Research on Education and Lifelong Learning (CRELL, 2014).
2. The electronic information about ESL monitoring indicators at the Latvian national level (from the information asked to the municipalities) was obtained from the website of the Ministry of Education and Science of the Republic of Latvia (MoES, 2010, 2011, 2012, 2013).
3. The information about the innovation in the development of indicators for ESL monitoring systems at the national level was obtained from the website of the State Education Quality Service (SEQS, 2014).
4. As an additional instrument, telephone interviews with experts of SEQS (2 experts), LR MoES (one expert) and representatives of school administration (2 experts) were used. In this way, additional information was obtained as well as the confirmation that all the parts involved in the elaboration of ESL monitoring system were consulted.
5. Electronic information about the indicators for monitoring of ESL used by evening (shift) schools was obtained from the website of the project, where the schools voluntarily uploaded information about them for the project leader.

During the research the situation of identification of ESL in the evening (shift) school of the five Latvian regions was analyzed (SEQS, 2014).

The following indicators were analyzed:

- Indicators for identification of ESL in evening (shift) schools of Riga (University of Latvia, 2013a).
- Indicators for identification of ESL in evening (shift) schools of Vidzeme (University of Latvia, 2013b).
- Indicators for identification of ESL in evening (shift) schools of Kurzeme (University of Latvia, 2013c).
- Indicators for identification of ESL in evening (shift) schools of Zemgale (University of Latvia 2013d).
- Indicators for identification of ESL in evening (shift) schools of Latgale (University of Latvia, 2013e).

15 evening (shift) schools voluntarily participated in this phase of the study.

### ***Identification of early school leavers (ESL)***

***For the overview of the situation of the identification of ESL, the analysis of the European, Latvian national, regional, local (municipalities) and school context was done.*** The methods used were: collection, selection (mapping) and analysis (desk research) of the published researches, and the empiric investigation and analysis of the context of individual cases (schools and regions), comparing and grouping the obtained data.

### ***Identification of reasons for early school leaving***

The evidences on reasons to leave the school early were explored using the methodology of “perspective discrepancy assessment” on early school leaving. The theoretical bases for exploring the reasons to leave the school early are built on the “organizational concept of “perspective” developed by Mezirow (1981). Mezirow adopted Becker’s (1968) interactionist tradition in sociology, as exemplified, in the work of Glaser and Strauss (1967) and Becker, Geer and Hughes (1968), which consists of three components: 1) a definition of the situation one is in, why one is in it and what one can do to get out of in; 2) the activities that it is proper and reasonable to engage in, given the situation; 3) “criteria” of judgment (standards of value against which people are judged) (p.144-145), developed in the notion of the “perspective discrepancy assessment”. This perspective was adopted in the evaluation of:

- 1) The findings of early school-leavers’ interviewing (42 biographical stories) at evening (shift) schools.
- 2) The early school-leavers’ statements (350 survey responses) and evening (shift) school teachers’ perception of “good learning” (165 survey responses).
- 3) The perceptions of the good support practice (75 speakers x 10 questions= 750 expressions) that appeared in the focus group discussions.
- 4) The institutional (evening/shift school) case analyses (24 of 25 available cases in Latvian local and regional contexts).

The evaluation was done from the perspective of discrepancy evaluation of successful learning. First, eventual reasons to leave the school early were explored in narrative biographical learning stories by analysing interview expressions *ex post facto*. Next, the explored reasons we tested through the evaluation of evidences find out analysing the challenges in 1) difficult subject learning, 2) e-learning, 3) emotional- relationships with teachers and peers, 4) workplace learning etc. Challenges were seen as proved reasons to leave the school in *post-fact* perspective. Then the challenges were confirmed by evaluation of evidences found out in focus group discussions. After the evaluation of case studies on school practice, findings were generalized.

### ***Exploration of challenges and opportunities of second chance education as compensatory measure facilitating early school-leavers engagement in learning (2011-2012)***

The selection of thematic research field of “challenges and opportunities of second chance education” was done on the bases of analysis of the ASEM LLL research topics and instruments, and data obtained in ASEM LLL research network studies during 2007-2014. The thematic topics - as new challenges and opportunities to facilitate the LLL - are grouped in four thematic research groups related to available ASEM comparative countries reports on:

- (1) E-learning (Lee et all, 2013).
- (2) Workplace learning (Chisholm, L et all, 2012).

- (3) Adult teaching professionalization (Sava et al, 2009).
- (4) Facilitating learning outcomes in school subject teaching (Gobb, Gressalfi & Hodge, 2009; Lindenskov, L., 2010; Jurjans et al, 2010)

### Sample building

The national data were obtained using the five online segments (questionnaires) through Google platform. In order to meet the needs of diverse groups of participants, all survey segments were translated in Russian. 503 personal invitations (addressed to 350 early school-leavers/graduates and 153 educators) to participate in web-based survey were sent out using the snowball technique (Troost, 1986). Each respondent has received his/her own individual code which should be entered at the end of completion of all the five online segments of web-based survey. Data collection was electronically monitored and fixed regularly considering the participants' individual codes. Considering the difficulty of access to the target group, snowball technique (Troost, 1986) was used. As the name suggests, it involves selecting samples from samples; each sample is drawn from within the previously selected sample. At first, questionnaires were sent to all participants (early school-leavers and teachers). They provided the contact with the next wave of participants, and so on, using the multi-stage sampling. 174 participants (e.g., 94 early school-leavers/graduates and 80 teachers) have completed the first segment of the web-based survey (26% of total number of returned questionnaires, see Table 2). Then the multi-stage sampling technique was used, selecting samples from samples, each sample was drawn from the previously selected samples. The total number of completed questionnaires made it possible to reach a representative sample of 667 responses (see Table 2).

Table 2: Number of participants reached using the snowball and multi-stage sampling techniques

| Five segments of web-based survey   | Frequencies          |       |     |         |                                   |            |
|---|----------------------|-------|-----|---------|-----------------------------------|------------|
|   | Early school-leavers |       |     |         | Evening (shift) schools' teachers | Total      |
|   | Total                | 18-24 | 25+ | unknown |                                   |            |
| Segment 1 on e-learning   | 94                   | 79    | 15  | -       | 80                                | 174 (26%)  |
| Segment 2 on workplace learning   | 47                   | 40    | 7   | -       | 79                                | 126 (19%)  |
| Segment 3 on core competencies of learning facilitators                           | 54                   | 43    | 8   | 3       | 64                                | 118 (18%)  |
| Segment 4 on learning motivation and learning opportunities for employees         | 41                   | 35    | 6   | -       | 69                                | 110 (16%)  |
| Segment 5 on difficult study subjects for detecting teachers' didactical approach | 65                   | 57    | 8   | -       | 74                                | 139 (21%)  |
| Total   | 301                  | 254   | 44  | 3       | 366                               | 667 (100%) |

The data were analysed using mixed method (qualitative and quantitative) approach for searching of evidences-based challenges in the development of strategies for early school-leavers in Latvia related to the *research questions No 1 and No 2 of the study*: 1) *What are the new challenges for the second chance education which are being transformed in new opportunities for facilitating early school-leavers participation on upgrading their education?* 2) *What are the key elements in cultures of support that successfully re-engage young people in education?*

Mann-Whitney U test was run to determine if there were statistically significant differences in participants' view between evening (shift) school teachers as adult educators and early school-leavers, as well as between 18-24 years old early school-leavers and older early school-leavers (25+). Crosstabs were run to determine the relationship, firstly, between two variables such as participants' group (educator & learner) and opinion; secondly, between two variables such as learners' age (18-24 & 25+) and opinion. Cluster analysis – to create the implicit concept of the key elements of cultures of support, related to the *research question No 2: What are the key elements in*

*cultures of support that successfully re-engage young people in education?* Findings of study were analyzed; evidence discussed and interpreted, conclusions and recommendations made collaboratively by ASEM experts in Europe and Asia perspective. This strategy enriched the study through the use of various perspectives from Asian and European members through face-to-face activities in Riga and the use of e-tools. In our opinion, this type of collaboration may be useful for future studies.

***Selection of the practices that support young people to move from enabling courses to higher level courses in compensatory and preventive perspective (2012-2013)***

Focus group discussions were used as a research instrument to find out the evidence of good learning practices that support young adults to move to higher level courses related to research question No 3: *What practices support young people to move from enabling courses to higher level courses?* The biographical learning stories were audio- and video-typed and collected as audio and video data files. The data files were coded applying the coding system developed in a Dutch study (Doornbos, Simons & Denessen, 2008). The selected qualitative data for exploring of good transformative learning practice (Mezirow, 1981, 1994, 1997; Bache, 2001; E. Maslo, 2004, 2006, 2008; Illeris 2010) were processed and analysed using theory based (Doornbos, Simons, Denessen 2008) thematic coding, abstracting the transformative learning “leitmotiv” (Strauss & Corbin, 1990), and open coding for exploring the definition of learning during the processing and analysis of obtained qualitative data (see Table 3). A special attention was paid to explore the reasons for leaving the school in compulsory school age in adults’ (18-24) biographical learning contexts.

Table 3: System of codes for processing and analysis of obtained qualitative data

| Questions  | Multiply codes | Thematic codes (description)   |
|--|----------------|--|
| Q1: How and what did you feel when something have been learnt by you?                    | Q1_Lear_out    | Lear_out_a_what (had a new attitude/ interest/willingness to do something; wellbeing from doing well a task, work, own success etc.)<br>Lear_out_c_what (had a competence as a learning outcome: can explore what and how to do, is able to use knowledge, skills acting independent and responsible)<br>Lear_out_k_what (had created the new knowledge as a learning outcome)<br>Lear_out_s_what (had updated a skill as a learning outcome)<br>Activity_orient_How (had done well something)<br>Assesm_orient_How (obtain a good mark in test, from teacher)<br>Content_orient_How (understand the subject content)<br>Process_orient_How (were able to follow the task) |
| Q2: Did you have any new situation in your everyday life which you did not solve before? | Q2_T_LO_NS     | T_LO_NS <sub>p</sub> (had ability to transfer learning outcomes in a new situation)<br>T_LO_NS <sub>n</sub> (did not have a ability to transform the learning outcomes in a new situation)   |
| Q3: Which are the aims of your further career development?                               | Q3_Car_pl      | Car_pl <sub>y</sub> (has plans of career)<br>Car_pl <sub>n</sub> (does not have plans of career)   |
| Q4: What experience related to learning do you have?                                     | Q4_Ex_L_E_p    | Ex_L_E <sub>p</sub> (positive experience of learning)<br>Ex_L_E <sub>n</sub> (negative experience of learning)   |
| Q5: How many languages do you know and use?  | Q5_Lan         | Lan_mono (monolingual)<br>Lan_bil (bilingual)<br>Lan_plur (plurilingual)   |
| Q6: How do you learn languages?  | Q6_LanL        | LanL_for (language learning in formal education)<br>LanL_non (language learning in non-formal education)<br>LanL_inf_l (informal language learning in life situations)<br>LanL_inf_w (informal language learning in work situations)   |
| Q7: Is it possible to learn something during the meetings?                               | Q7_Meet_LOP    | Meet_LOP <sub>p</sub> (meetings in work situations are perceived as learning opportunity)<br><br>Meet_LOP <sub>n</sub> (meetings in work situation are not perceived as learning opportunity)  |

| Questions   | Multiply codes | Thematic codes (description)  |
|---|----------------|---|
| Q8: Is it possible to learn something during your leisure time?                                       | Q8_Inf_LOP     | Inf_LOPp (leisure time is perceived as learning opportunity)<br>Inf_LOPn (leisure time is not perceived as learning opportunity)  |
| Q9: Please describe in details any situation when you have learned something?                         | Q9_OpL_SPat    | OpL_SPat (open learning situation patterns)   |
| Q9-1: Which part of your story do you associate with learning?<br>( <i>Definition of learning I</i> ) | Q9_Def_Le_1    | Q9_Def_Le_1_Lear_out_a_What (creating of new attitude/interest/willingness to do something; wellbeing from doing well a task, work, own success etc.)<br>Q9_Def_Le_1_Lear_out_c_What ( <i>competence development</i> )<br>Q9_Def_Le_1_Lear_out_k_What (creating of new knowledge)<br>Q9_Def_Le_1_Lear_out_s_What ( <i>skill upgrading</i> )<br>Q9_Def_Le_1_Activity_orient_How ( <i>always doing</i> )<br>Q9_Def_Le_1_Assesm_orient_How (achievement of good mark in test etc.)<br>Q9_Def_Le_1_Content_orient_How (creating of declarative knowledge)<br>Q9_Def_Le_1_Process_orient_How (creating of processual knowledge)<br>Q9_Def_Le_1_From_Who_Peer_Le ( <i>from colleagues/peers</i> )<br>Q9_Def_Le_1_From_Who_Ind_Le (Individually, individual learning)<br>Q9_Def_Le_1_From_Who_Le_Outside (learning from competent peoples in life and work situation, from outsiders (outsider))<br>Q9_Def_Le_1_From_Who_Le_New_Coll (from new and less experienced-colleagues (new))<br>Q9_Def_Le_1_From_Who_Le_Together ( <i>learning together</i> )<br>Q9_Def_Le_1_From_Who_Le_Expert (from expert colleagues (expert)) |
| Q9-2: You said that the learning is...<br>( <i>Definition of learning II</i> )                        | Q9_Def_Le_2    | Q9_Def_Le_2_Lear_out_a_What (creating of new attitude/interest/willingness to do something; wellbeing from task well done, work, own success etc.)<br>Q9_Def_Le_2_Lear_out_c_What ( <i>competence development</i> )<br>Q9_Def_Le_2_Lear_out_k_What (creating of new knowledge)<br>Q9_Def_Le_2_Lear_out_s_What ( <i>skill upgrading</i> )<br>Q9_Def_Le_2_Activity_orient_How ( <i>always doing</i> )<br>Q9_Def_Le_2_Assesm_orient_How (achievement of good mark in test etc.)<br>Q9_Def_Le_2_Content_orient_How (creating of declarative knowledge)<br>Q9_Def_Le_2_Process_orient_How (creating of processual knowledge)<br>Q9_Def_Le_2_From_Who_Peer_Le (from peer colleagues/peer)<br>Q9_Def_Le_2_From_Who_Ind_Le (Individually, individual learning)<br>Q9_Def_Le_2_From_Who_Le_Outside (learning from competent peoples in life and work situation, from outsiders (outsider))<br>Q9_Def_Le_2_From_Who_Le_New_Coll (from new and less experienced-colleagues (new))<br>Q9_Def_Le_2_From_Who_Le_Together ( <i>learning together</i> )<br>Q9_Def_Le_2_From_Who_Le_Expert (from expert colleagues (expert))         |

The statements were analysed applying AQUAD 6 software (Huber & Gürtler, 2003) in 5 collaborative researchers' groups (Strods et al, 2005). During the data processing and analysis, the audio or video files were coded in several researchers' groups. Next, frequencies were counted, linkages were constructed to reduce the number of conditions and analysed in order to find out the statistically significant conditions of transformative learning phenomenon. Codes were analyzed to discover the positive and negative combinations of conditions (implicants) that produce the transformative learning, in order to create the implicit theories of emergence of transformative learning. Implicit theories on what is characterizing a good transformative learning environment (workplace, e-learning etc.) and how the interplay between the personal and collective motivations, emotions and engagement influence people' workplace learning were explored by analysing early school-leavers' and teachers' statements through the analysis of data frequencies tables and the

statistical significance of differences in early school-leavers and teachers statements. Using the potentiality for analysis of software AQUAD 6, the coded statements were transformed in “true tables”, from which several systems of conditions (implicants) were constructed using Boolean minimization technique. This technique allows developing grounded theory, stressing differences and similarities in the data (Doornbos, Simons, Denessen, 2008)., and underlining learning opportunities from each other .

### ***Context analysis of good practice (2013-2014)***

A multidimensional context analysis of good practice was done. Context analysis was based on the key factors of determining “Good practices” (Federighi & Torlone, 2010, p. 56) related to the research question Nr. 5: *Which particular aspects of education and training programmes offered by your schools, local governments and planning regions encourage and help young people to return in the learning process and continue their education?* The following key factors were mentioned:

- 1) Political and institutional framework orientation (contributed by Federighi and Torlone, Federighi & Torlone, 2010, p. 7);
- 2) Integrated strategic action (contributed by Sava, Federighi & Torlone, 2010, p. 13);
- 3) Organizational components (contributed by Boffo, Federighi & Torlone, 2010, p. 23);
- 4) Didactical design (contributed by Nuissl von Rein, Federighi & Torlone, 2010, p. 27);
- 5) Evaluation and monitoring (contributed by Nuissl von Rein, Federighi & Torlone, 2010, p.37).

The understanding of good practice for enabling the low skilled to learn as “a complex subject that is made of various cultural components” was used (Federighi & Torlone, 2010, p. 55). This methodology, transferred from the project “Enabling the low skilled to take their qualifications “one step up” (Implementation of action plan on adult learning, Public Open Tender EAC/27/2008) and described in the final report of this project was used to define the “Good practices” support learning in second chance education. Good practice was therefore considered as a set of coherent and planned actions that lead to the achievement of the above mentioned goals, under sustainable conditions and with modalities enabling their partial or global transfer in local, regional and international socio-cultural contexts (Federighi & Torlone, 2010, p. 77) and were analysed in relation to the field on second chance education.

**Finalisation of the study.** A synthesis of evidences on challenges and opportunities of engagement of early school-leavers in successful learning in second chance education (good practice in second chance education) was done. Subsequently the **reasons on early school leaving, preventive** and **compensation measures** that offer opportunities for education and training for those who have dropped out were unfolded.

An evidence-based and international good practice-based system of universal, selective and indicated preventive measures (Downes, 2014b) to reduce the early school leaving was created. It was based on evidences about reasons to leave the normal day school in compulsory school age, and exploring the biographical context of adult (18-24) early school-leavers. Subsequently, the prevention measures that seek to avoid the initial conditions of processes leading to ESL were unfolded, as well as the intervention measures that address emerging difficulties at an early stage and seek to prevent them from leading to ESL.

General conclusions and recommendations for developing targeted compensatory and preventive strategies in educational and social policy in Europe and Asia Lifelong learning perspective were drawn.

The methodology of the collaborative (Strods et al, 2005) three-cycle study was discussed together with the representatives of evening (shift) schools and foreign external experts during the

national (inter-regional) and international meeting-workshop organised in Riga (7-10 September 2011). The methodology of the study used web-based survey (*Cycle 1*) in a combination of interviews and focus group discussions (*Cycle 2*), and *Context analysis of the good practice*(*Cycle 3*). The exceptional time frame of the collaborative three-cycle study was discussed at ASEM LLL Hub Research network 4 meeting in Riga in September 2011 and in Shanghai in December 2011, and in Copenhagen in 2012.

**2. SYNTHESIS OF EVIDENCES  
ON LIMITS IN IDENTIFICATION OF ESL AND  
NEED FOR MONITORING MEASURES**

## 2. SYNTHESIS OF EVIDENCES ON LIMITS IN IDENTIFICATION OF ESL AND NEED FOR MONITORING MEASURES

In order to elaborate the recommendations for the improvement of Latvian national monitoring system, the analysis of the indicators for identification of ESL in European, Latvian national, regional, local (municipalities) and evening (shift) school context was done.

### ***LIMITATIONS IN IDENTIFICATION OF ESL: EUROPEAN CONTEXT***

According to the definition provided by the European Commission, “the term ‘*Early School Leaving*’ includes all forms of leaving education and training before completing upper secondary education or equivalents in vocational education and training” (European Commission, January 2011, p. 2), it is a complex phenomenon “caused by a mix of individual, educational and socio-economic factors” (ibid., p. 4) and “can be prevented through systematic evidence-based policies” (ibid., p. 5). As it was mentioned in the European Commission document “Europe 2020 target: Early leavers from education and training” (European Commission, 2013a).

*Early school leaving* (ESL) is an obstacle to economic growth and employment. It hampers productivity and competitiveness, and fuels poverty and social exclusion. With its shrinking workforce, Europe has to make full use of its human resources. Young people who leave education and training prematurely are bound to lack skills and qualifications, and to face serious, persistent problems on the labour market (European Commission, 2013a, p. 1).

As part of the Europe 2020 strategy, EU Member States (including Latvia) have agreed at the highest political level to set national targets on reducing early school leaving, taking into account their starting position and national circumstances. For example, national target of Latvia is <13.4%. The EU target for 2020 is to decrease the percentage of early school-leavers to less than 10%. According to the European Commission (European Commission, January 2011).

*Early school leaving* will be addressed in the framework of their [i.e. EU Member States] National Reform Programmes (NRP) describing the strategies and actions they will undertake to meet their national targets. National targets on the reduction of early school leaving rates will foster policy development in this area and increase the pressure for efficient and effective policies. Reporting on the national Europe 2020 targets through the Annual Growth Surveys will put more weight on the monitoring of the effectiveness of policies, their successes and shortcomings. The existing strategic framework for cooperation in education and training, *Education and Training 2020*, its tools and reporting mechanisms will support the implementation of effective and efficient policies against early school leaving. It will provide a platform for highlighting Member States’ progress, supported by the availability of solid and comparable statistics via Eurostat (European Commission, 2013a, p. 8).

The comparable statistical data via Eurostat show annually the percentage of 18-24 years old early school-leavers who have dropped out of basic, lower or upper secondary education and who therefore declared that they had not received any education or training in the four weeks preceding the survey (see Figure 4, 5 & 6).

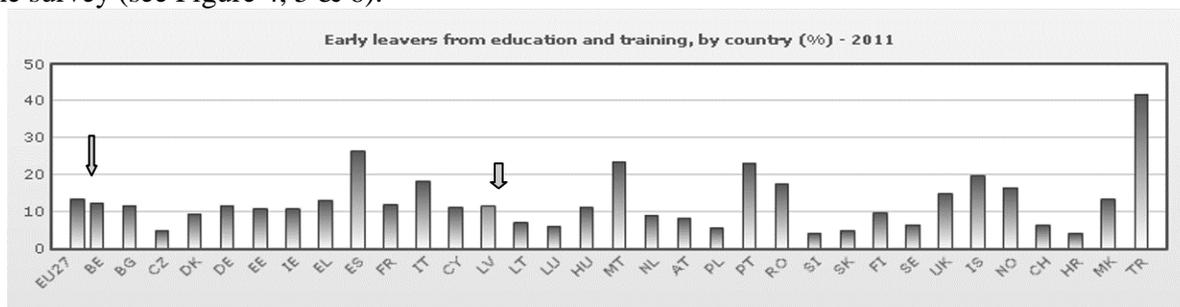


Figure 4: The percentage of 18-24 years old early school-leavers in 2011 (by country).

Retrieved from: [http://ec.europa.eu/europe2020/europe-2020-in-your-country/latvija/progress-towards-2020-targets/index\\_en.htm](http://ec.europa.eu/europe2020/europe-2020-in-your-country/latvija/progress-towards-2020-targets/index_en.htm).

In Latvia, the dynamics of the percentage of 18-24 years old early school-leavers was monitored regularly: in 2005 – 14.4%; in 2006 – 14.8%; in 2007 – 15.1%; in 2008 – 15.5%; in 2009 – 13.9%; in 2010 – 13.3%; in 2011 – 11.6%; in 2012 – 10.5% (European Commission, June 2011, p. 10; European Commission, May 2013, p. 37). It has reached the maximum of 15.5% in 2008 then the percentage of 18-24 years old early school-leavers has been reduced gradually (see Figure 5).

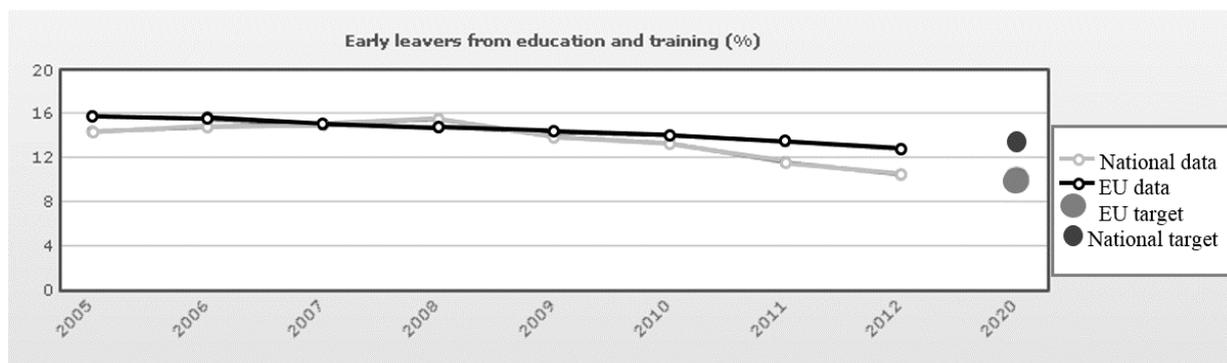


Figure 5: The percentage of 18-24 years old early school-leavers in Latvia and in Europe (2005-2012). Retrieved from: [http://ec.europa.eu/europe2020/europe-2020-in-your-country/latvija/progress-towards-2020-targets/index\\_en.htm](http://ec.europa.eu/europe2020/europe-2020-in-your-country/latvija/progress-towards-2020-targets/index_en.htm)

According to the European Commission Staff Working Document “Assessment of the 2013 national reform programme and convergence programme for Latvia” (European Commission, 2013b).

Both the labour market situation and the policies implemented during recent years have contributed to the reduction in the rate of early school-leavers (10.5%, against the EU average of 12.8% in 2012 (see Figure 6). To bring more young people back into education, an additional 2000 young unemployed will be involved in short cycle (1-1.5 years) VET programmes to obtain professional qualifications. Proper implementation of the on-going measures will be a key issue to further reducing dropout numbers. As early school-leavers are disproportionately affected by unemployment, further reducing their number will also have a positive impact on youth unemployment (European Commission, 2013b, p. 18).

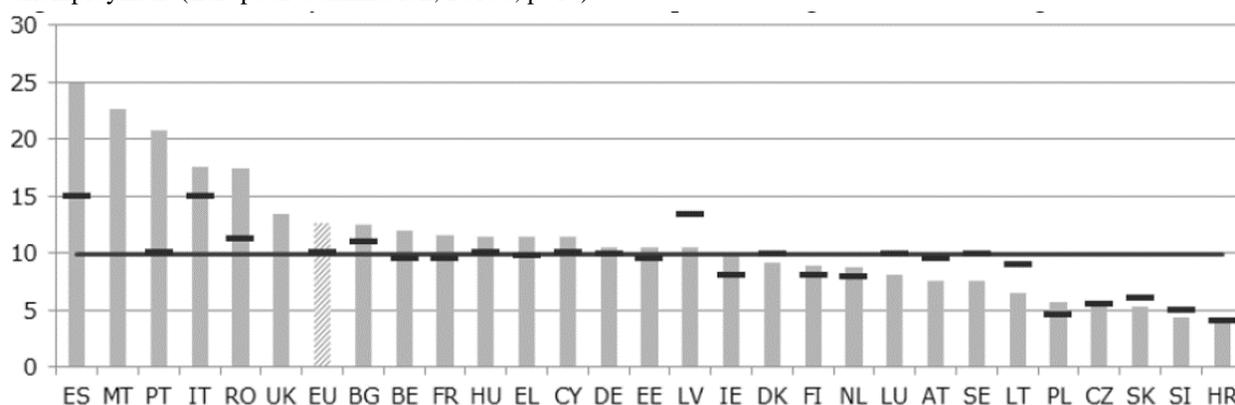


Figure 6: The rate of early school-leavers in 2012: Europe 2020 target and national targets. Data source: Eurostat (LFS), European Commission, 2013b, p. 1.

As it was mentioned in the European Commission document “Europe 2020 target: Early leavers from education and training” (European Commission, 2013a), in 2012 “ESL rates in the UK, BG, EL, EE and LV [e.g., Latvia] are above 10% but decreased significantly in recent years. In these countries, the average annual change rate between 2009 and 2012 has been higher than the minimum progress required for the EU as a whole to meet the headline target” (p. 2). According to the press release presented by the European Commission “Progress in tackling early school leaving and raising higher education attainment – but males are increasingly left behind” (April 2013), in

2012 the rate of early school-leavers among females was 24% lower than for males. Furthermore, the disparity was greatest in Cyprus (+58%), Latvia (+57%), Luxembourg (+57%) and Poland (+55%), where the school leaving rate for males was more than twice as high as for females. According to the European Commission (2013), in 2012 “Bulgaria is the only country where males have lower ESL rates than females. Romania, Austria, Hungary, the United Kingdom and Germany have a relatively good balance. The Baltic States [e.g., Latvia, Estonia and Lithuania], Poland, Slovenia, Cyprus and Luxembourg have the greatest relative gender differences in favour of females.” (p. 6).

According to the Eurostat data, early school leaving is decreasing in Europe, with a rate of 11.9 % (2013). However, it is not still at the level desired for 2020 (under 10%) (ec.europa.eu/education/library/publications/monitor14\_en.pdf). Compared with the rest of Europe, Latvia has made important steps forward, and is now near of 10%, as can be seen in the results of the analysis of the EUROSAT interactive data base (see Figure 7).

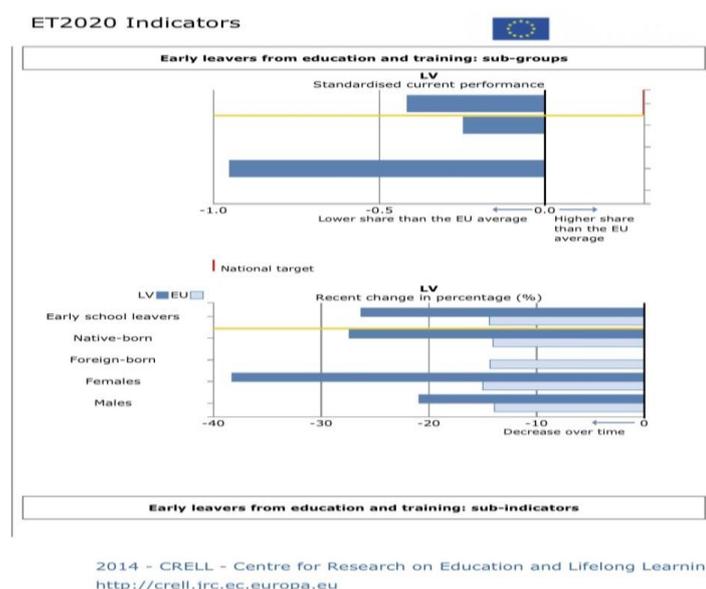


Figure 7: Results of the analysis using the Eurostat interactive data base: comparison between Latvia and Europe

Experience in countries where EWSs have been in place for some time has proven to produce good results when the EWS are accompanied by a clear and timely system of support for students identified as being at risk of leaving school early.

During the first Thematic Working Group (TWG) meeting, the importance of having early warning systems in place was highlighted by several members, and consequently the collection and dissemination of information on EWSs and their strengths & weaknesses was highlighted as one of the more immediate priorities for the TWG (European Commission, 2013b).

To start work in this field, it was decided to carry out an initial scoping exercise into the use of EWSs in the TWG member countries through a structured survey. An overview of the survey results of the first Thematic Working Group (TWG), thereby shedding light into the availability and use of EWSs in Europe, based on 18 responses from European countries: Austria (AT), Belgium (Flanders) (BE fl), Belgium (Wallonia) (BE fr), Bulgaria (BG), Croatia (HR), Czech Republic (CZ), Estonia (EE), Hungary (HU), Ireland (IE), Latvia (LV), Lithuania (LT), Norway (NO), Poland (PL), Slovakia (SK), Slovenia (SI), Spain (ES), Sweden (SE) and United Kingdom (England) (UK). The majority of the responses came from national ministries of education ((European Commission, 2013b), p. 3).

Most of the EU countries which took part in the survey operate an EWS or a related activity of which goal is to warn teachers, schools and/or authorities of students who may be at risk of dropping out. In most countries, such ‘systems’ are actually integral parts of mainstream school

monitoring or management systems rather than separate mechanisms or entities as such. This indeed applies to over 70% of the countries which replied to the survey (in cited European Commission, 2013b: Bulgaria, Belgium –Flanders, Belgium Wallonia, Spain, Hungary, Ireland, Estonia, Latvia, Lithuania, Poland, Sweden, Slovenia and Slovakia).

Three countries that responded to the survey have specific systems, projects or programmes in this field (in cited European Commission, 2013b: Austria, Croatia and the UK -England), while in two countries this approach is not at the forefront of education policy in an explicit manner and is instead being addressed through other means and targeted activities (in cited European Commission, 2013b: Czech Republic and Norway). See in Table 4 the main early warning signals used.

Table 4: Early warning signals (European Commission /EACEA/ Eurydice/ Cedefop/ Eurostat, 2014, p.7)

| Early warning signals                     | Share % of all 'systems' and programmes |              |
|---|---|--------------|
|   | National                                | Sub-national |
| Poor attendance / truancy                 | 100.00%                                 | 100.00%      |
| Poor overall average (marks/grades)       | 60.00%                                  | 85.00%       |
| Poor behaviour                            | 60.00%                                  | 38.00%       |
| Poor marks/grades in one or more subjects | 60.00%                                  | 85.00%       |
| Course/subject failure                    | 53.00%                                  | 77.00%       |
| Repetition of academic year               | 27.00%                                  | 38.00%       |

Few other distress signals exist for low achievement in mathematics, science and reading sub-groups (see Figure 8).

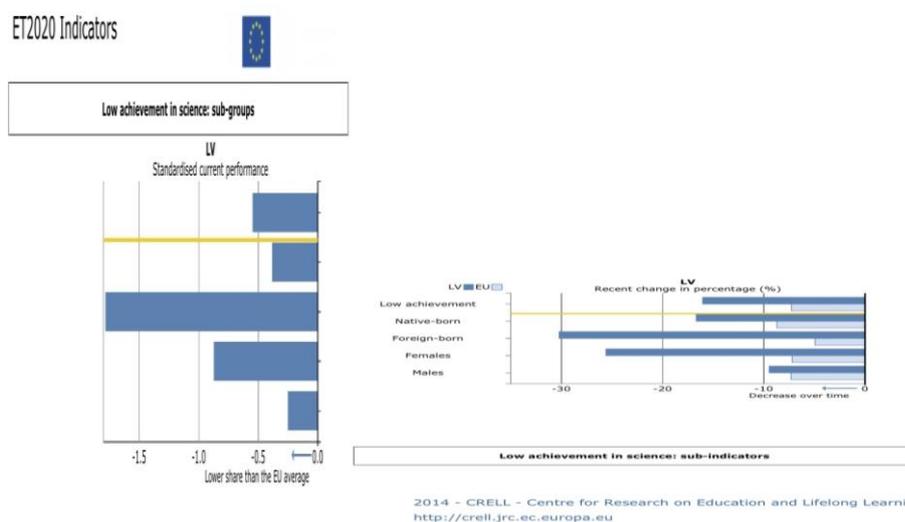


Figure 8: Results of the analysis used the Eurostat interactive data base: Low achievement in the science sub-group

It is not clear but it seems that the national minorities are calculated on the basis of being born as a foreign, what is not true: most people belonging to national minorities are born in the receiving country. It could be correct to differentiate people who use Latvian as first and as second language. In Austria, young people experiencing serious psycho-social problems are under closer scrutiny, including those with substance abuse and gambling problems. In Croatia, particular attention is paid to children studying Croatian as a second language, because experience shows that those students have a higher chance of experiencing exclusion in later life (European Commission/EACEA/Eurydice/Cedefop/Eurostat, 2014b, p. 8).

The following target and contextual sub-indicators of ESL are used in EU since 2014 (see Table 5).

Table 5: Target and contextual sub-indicators of ESL are used in EU in 2014.

| Target sub groups               | Indicators  |
|---------------------------------|---|
| Natives born<br>m /f            | PMP with low academic achievements<br>Investment on learning<br>Time devoted to studies<br>Responsibility<br>Autonomy<br>Unequal attitude |
| Returners or coming from abroad | PMP with low academic achievements<br>Investment on learning<br>Time devoted to studies<br>Responsibility<br>Autonomy<br>Unequal attitude |
| Masculine                       | PMP with low academic achievements<br>Investment on learning<br>Time devoted to studies<br>Responsibility<br>Autonomy<br>Unequal attitude |
| Feminine                        | PMP with low academic achievements<br>Investment on learning<br>Time devoted to studies<br>Responsibility<br>Autonomy<br>Unequal attitude |

Source : Education monitor, 2014

A discussion started inside the project about the necessity of changes for future monitoring indicators. According to the experiences of some European countries, the mental health monitoring indicators are integrated in the unit health, education and social and economic development monitoring system.

The discussion referred also to the indicators systems: outcome and process monitoring indicators. The outcome indicators are used for benchmarking of the target group, in our case – the ESL target and sub-target group. The outcomes indicators show the ESL rates, but they do not unfold the phenomenon of ESL, why ESL happens, what should be changed, which are the obstacles for changes (Downes, 2014a, Slide 2).

## LIMITATIONS IN IDENTIFICATION OF ESL: LATVIAN NATIONAL CONTEXT

In Latvia, the evening (shift) and/or extramural schools offer both general secondary education and vocationally oriented secondary education in evening groups, extramural groups, for people in custody and even in a form of e-learning. According to statistical data provided by MoES (2010a), at the beginning of the study year 2010-2011 there were 28 evening (shift) and/or extramural schools, from them 14 schools were Latvian and 14 schools were bilingual (Latvian and Russian) (see Table 6 & 7). However, as it has been mentioned in the section “Introduction” of this report previously, despite the fact that the education system of Latvia offers evening (shift) schools as an European good practice of compensatory measures of re-engagement of early school-leavers in the learning process, in Latvia in the third quarter of 2010 out of the total number of 245.6 thousand inhabitants (aged 18-24) 72.9 thousand did not have secondary education but 30.7 thousand were not engaged in any kind of learning.

The total number of learners acquired the evening (shift) and/or extramural education and training programmes at the beginning of the study year 2010-2011 constituted 12 732; from them were 5 989 female and 6 743 were male (MoES, 2010b), 7 424 were intramural learners and 5 308 were extramural learners (MoES, 2010c). See Table 6&7.

Table 6: Amount of evening (shift) and/or extramural schools in Latvia at the beginning of the study year 2010-2011

| Place                    | Total | Study language of school |         |                        |
|--------------------------|-------|--------------------------|---------|------------------------|
|                          |       | Latvian                  | Russian | BI (Latvian & Russian) |
| Riga                     | 6     | 2                        |         | 4                      |
| Jurmala                  | 1     |                          |         | 1                      |
| Riga region              | 3     | 2                        |         | 1                      |
| Total within the region  | 10    | 4                        |         | 6                      |
| Jekabpils                | 1     |                          |         | 1                      |
| Jelgava                  | 1     |                          |         | 1                      |
| Zemgale region           | 3     | 3                        |         |                        |
| Total within the region  | 5     | 3                        |         | 2                      |
| Liepāja                  | 1     |                          |         | 1                      |
| Ventspils                | 1     |                          |         | 1                      |
| Kurzeme region           | 3     | 3                        |         |                        |
| Total within the region  | 5     | 3                        |         | 2                      |
| Rezekne                  | 1     |                          |         | 1                      |
| Latgale region           | 3     | 1                        |         | 2                      |
| Total within the region  | 4     | 1                        |         | 3                      |
| Vidzeme region           | 4     | 3                        |         | 1                      |
| Total within the region  | 4     | 3                        |         | 1                      |
| Total within the country | 28    | 14                       | 0       | 14                     |

Data source: MoES, 2010a

The total number of pedagogues worked in the evening (shift) and/or extramural schools at the beginning of the study year 2010-2011 constituted 891 (MoES, 2010d), from them 21 were 24 years old and younger, 820 were 25-64 years old, 50 were 65 years old and older (see Table 8).

Table 7: Evening (shift) and/or extramural schools in Latvia at the beginning of the study year 2010-2011 (distribution by regions)

| Region         | Name of evening (shift) and/or extramural school  |
|----------------|---|
| Riga region    | Rīgas 14. vakara (maiņu) vidusskola<br>Jūrmalas vakara vidusskola<br>Rīgas 18. vakara (maiņu) vidusskola<br>Rīgas vakara ģimnāzija<br>Rīgas Raiņa 8. vakara (maiņu) vidusskola<br>Rīgas 9. vakara (maiņu) vidusskola<br>Tukuma Vakara un neklātienes vidusskola<br>Limbažu Jauniešu un pieaugušo vakara (maiņu) vidusskola<br>Ogres Vakara vidusskola<br>Rīgas 1. vakara (maiņu) vidusskola |
| Vidzeme region | Madonas vakara un neklātienes vidusskola<br>Gulbenes vakara (maiņu) vidusskola<br>Cēsu 2. vakara (maiņu) vidusskola<br>Alūksnes Vakara (maiņu) un neklātienes vidusskola  |
| Kurzeme region | Aizputes novada Neklātienes vidusskola<br>Talsu novada Vakara un neklātienes vidusskola<br>Saldus Vakara vidusskola<br>Ventspils vakara vidusskola<br>Liepājas vakara (maiņu) vidusskola  |
| Latgale region | Līvānu novada Vakara (maiņu) vidusskola<br>Rēzeknes vakara vidusskola<br>Ludzas novada vakara vidusskola<br>Preiļu novada Vakara (maiņu) un neklātienes vidusskola  |
| Zemgale region | Jēkabpils vakara vidusskola<br>Jelgavas Vakara (maiņu) vidusskola<br>Jelgavas novada Neklātienes vidusskola<br>Aizkraukles Vakara (maiņu) vidusskola<br>Rīgas Tālmācības vidusskola   |

Table 8: Number of pedagogues of evening (shift) and/or extramural schools in Latvia at the beginning of the study year 2010-2011 (distribution by age)

| Place                    | Total | ≤24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ |
|--------------------------|-------|-----|-------|-------|-------|-------|-------|-------|-------|-------|-----|
| Rīga                     | 329   | 14  | 22    | 34    | 32    | 43    | 43    | 47    | 46    | 22    | 26  |
| Jūrmala                  | 24    | 1   | 1     | 0     | 0     | 3     | 5     | 3     | 3     | 4     | 4   |
| Rīga region              | 81    | 1   | 3     | 4     | 5     | 19    | 16    | 16    | 8     | 4     | 5   |
| Total within the region  | 434   | 16  | 26    | 38    | 37    | 65    | 64    | 66    | 57    | 30    | 35  |
| Jēkabpils                | 23    | 0   | 0     | 3     | 7     | 2     | 4     | 4     | 0     | 2     | 1   |
| Jelgava                  | 27    | 1   | 1     | 3     | 4     | 3     | 1     | 6     | 2     | 3     | 3   |
| Zemgale region           | 108   | 2   | 9     | 4     | 12    | 15    | 23    | 20    | 14    | 6     | 3   |
| Total within the region  | 158   | 3   | 10    | 10    | 23    | 20    | 28    | 30    | 16    | 11    | 7   |
| Liepāja                  | 28    | 0   | 1     | 4     | 4     | 4     | 2     | 6     | 5     | 2     | 0   |
| Ventspils                | 35    | 0   | 5     | 3     | 7     | 3     | 5     | 8     | 3     | 0     | 1   |
| Kurzeme region           | 86    | 0   | 5     | 6     | 15    | 16    | 16    | 16    | 9     | 1     | 2   |
| Total within the region  | 149   | 0   | 11    | 13    | 26    | 23    | 23    | 30    | 17    | 3     | 3   |
| Rezekne                  | 19    | 0   | 0     | 1     | 5     | 2     | 5     | 1     | 4     | 1     | 0   |
| Latgale region           | 59    | 2   | 2     | 5     | 8     | 10    | 12    | 3     | 14    | 0     | 3   |
| Total within the region  | 78    | 2   | 2     | 6     | 13    | 12    | 17    | 4     | 18    | 1     | 3   |
| Vidzeme region           | 72    | 0   | 0     | 8     | 5     | 12    | 14    | 13    | 12    | 6     | 2   |
| Total within the region  | 72    | 0   | 0     | 8     | 5     | 12    | 14    | 13    | 12    | 6     | 2   |
| Total within the country | 891   | 21  | 49    | 75    | 104   | 132   | 146   | 143   | 120   | 51    | 50  |

Data source: MoES, 2010d

According to statistical data provided by MoES (2010a), at the beginning of the study year 2010-2011 there were 51 general and vocational education institutions where the evening (shift) and/or extramural education and training programmes were offered (see Table 9).

Table 9: Amount of general and vocational education institutions in Latvia where the evening (shift) and/or extramural education and training programmes are offered in 2010-2011

| Place                    | Total | Study language of school |         |                        |
|--------------------------|-------|--------------------------|---------|------------------------|
|                          |       | Latvian                  | Russian | BI (Latvian & Russian) |
| Riga                     | 11    | 4                        | 6       | 1                      |
| Jurmala                  | 1     |                          | 1       |                        |
| Riga region              | 7     | 5                        |         | 2                      |
| Total within the region  | 19    | 9                        | 7       | 3                      |
| Zemgale region           | 8     | 6                        |         | 2                      |
| Total within the region  | 8     | 6                        |         | 2                      |
| Liepaja                  | 1     |                          | 1       |                        |
| Kurzeme region           | 8     | 8                        |         |                        |
| Total within the region  | 9     | 8                        | 1       |                        |
| Daugavpils               | 2     |                          | 1       | 1                      |
| Latgale region           | 8     | 3                        |         | 5                      |
| Total within the region  | 10    | 3                        | 1       | 6                      |
| Valmiera                 | 1     |                          |         | 1                      |
| Vidzeme region           | 4     | 4                        |         |                        |
| Total within the region  | 5     | 4                        |         | 1                      |
| Total within the country | 51    | 30                       | 9       | 12                     |

Data source: MoES, 2010a

In 2012-2013 the number of general and vocational education institutions (i.e. day schools) offered the evening (shift) and/or extramural education and training programmes has reached 69 (see Figure 9).

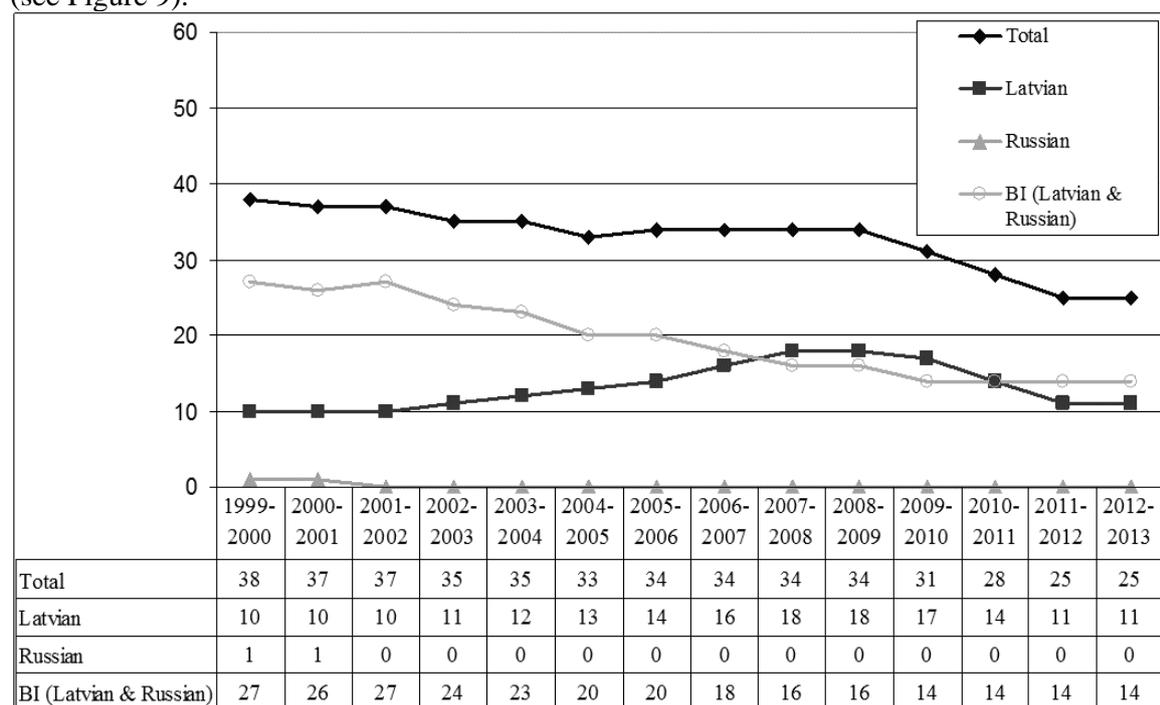


Figure 9: Amount of general and vocational education institutions in Latvia where the evening (shift) and extramural education and training programmes are offered from 2001-2002 till 2012-2013.

Data source: MoES, 2012a

Simultaneously in the regions of the country there was a trend that evening (shift) schools were closed down or were merged with the general secondary education institutions. In 2011 three evening (shift) and/or extramural schools were reorganised and merged with the general secondary schools and one evening (shift) school was closed down:

1. *Limbažu Jauniešu un pieaugušo vakara (maiņu) vidusskola* was reorganised and merged with the Limbazi secondary school No 3.
2. *Ogres Vakara vidusskola* was reorganised and merged with the Ogre secondary school No 1.
3. *Alūksnes Vakara (maiņu) un neklātienes vidusskola* was reorganised and merged with the Aluksne secondary school and the new general secondary school (i.e. Aluksne district secondary school) was created.
4. Rīgas 1. vakara (maiņu) vidusskola was closed down.

In study year 2011-2012, *Tālmācības vidusskola "Rīgas Komerckkola"* (Distance learning secondary school "Riga Commercial School" was added in the list of evening (shift) and/or extramural and/or distance learning schools.

Therefore at the beginning of the study year 2012-2013 there were 25 evening (shift) and/or extramural and/or distance learning schools in the country (see Figure 10 and 11).

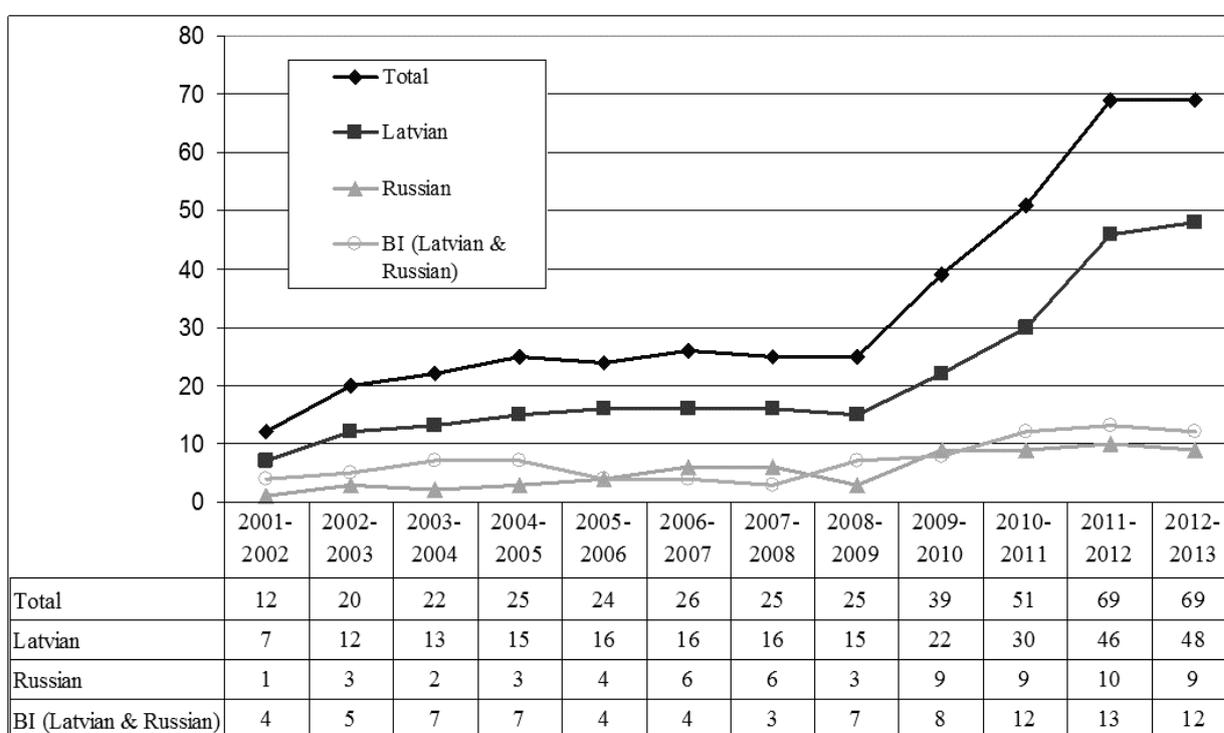


Figure 10: Amount of evening (shift) and/or extramural and/or distance learning schools in Latvia from 1999-2000 till 2012-2013.

Data source: MoES, 2012a

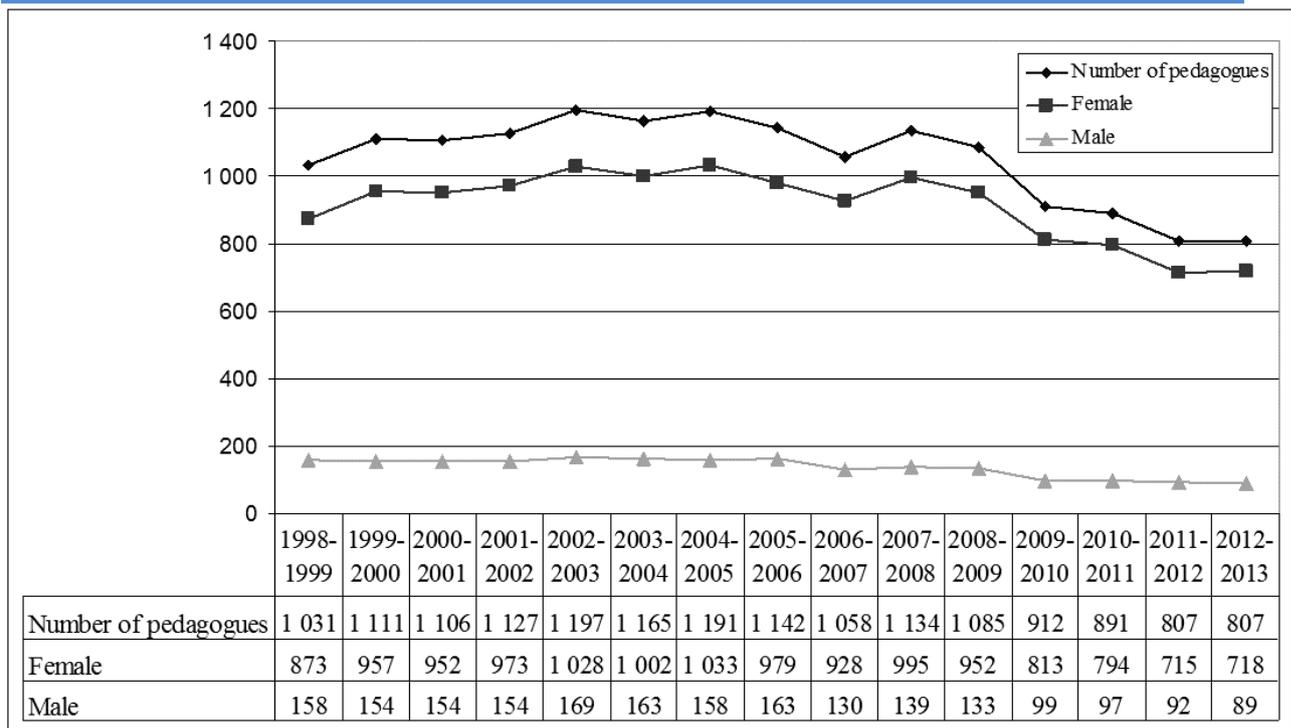


Figure 11: Number of pedagogues of evening (shift) and/or extramural and/or distance learning schools in Latvia from 1998-1999 till 2012-2013 (distribution by gender).

Data source: MoES, 2012d

There is a tendency of gradual decreasing of a total number of pedagogues (started in 2007-2008, see Figure 10-11) working in evening (shift) and/or extramural and/or distance learning schools and gradual decreasing of a total number of early school-leavers in these schools.

The total number of early school-leavers acquired the evening (shift) and/or extramural education and training programmes at the beginning of the study year 2012-2013 constituted 11 727 (MoES, 2012b), from them 9 019 have studied in Latvian and 2 708 have studied in Russian (MoES, 2012c). The total number of pedagogues worked in the evening (shift) and/or extramural and/or distance learning schools at the beginning of the study year 2012-2013 constituted 807, from them 718 were female and 89 were male; 23 were 24 years old and younger, 743 were 25-64 years old, 41 were 65 years old and older (MoES, 2012d) (see Figure 12).

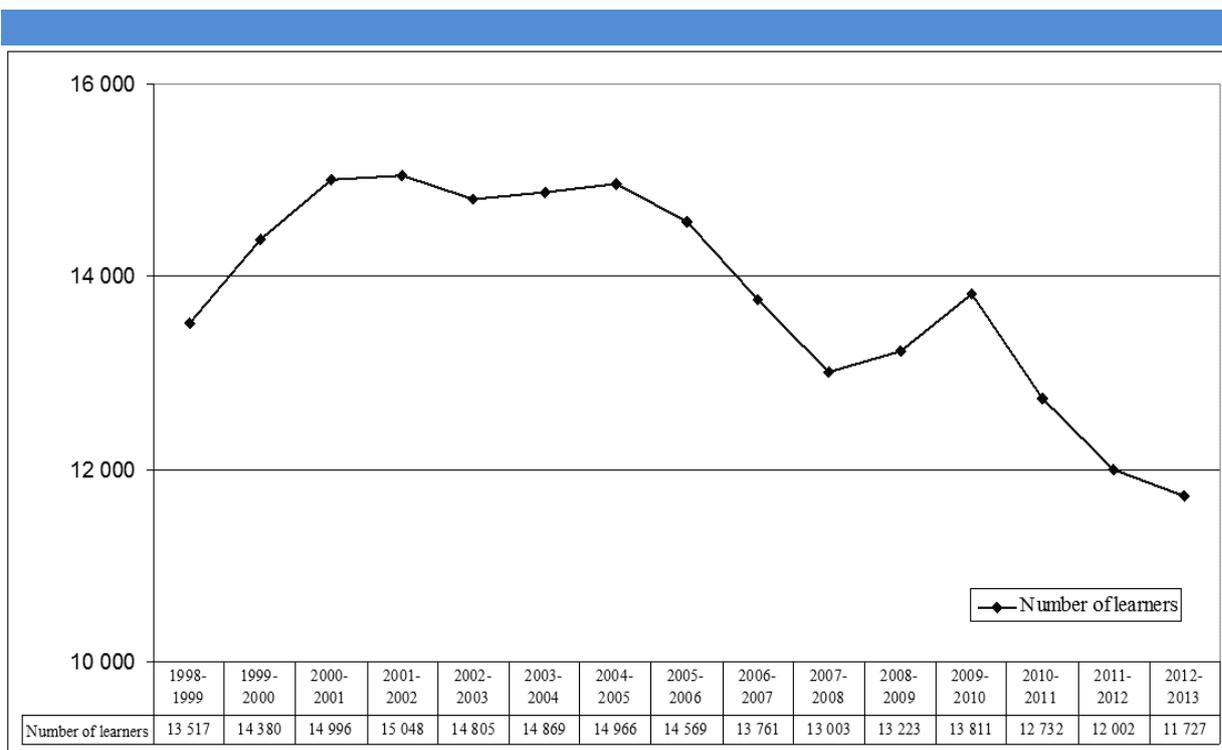


Figure 12: Number of learners of evening (shift) and/or extramural and/or distance learning schools in Latvia from 1998-1999 till 2012-2013 (distribution by gender).  
Data source: MoES, 2012b

Till 2014 monitoring at the national level is done using only numeric indicators. According to the strategy for ESL monitoring, The State Quality Education Service started to elaborate gradually a national monitoring as Early Warning system (EWS). The situation in Latvia is being studied using the EU indicators for monitoring. Compared to the EU indicators (European Commission/EACEA/Eurydice/Cedefop/Eurostat, 2014b)), the indicators used in Latvia are grouped by ESL target groups (*Early leavers from education and training: sub-groups sub-indicators*). See Table 10.

Table 10: ESL indicators used in Latvia, by target groups

| Target groups                       | Indicators                         | EU | LV |
|-------------------------------------|------------------------------------|----|----|
| Natives born m/f                    | ESL with low academic achievements | x  | x  |
|                                     | Investment on learning             | x  | x  |
|                                     | Time devoted to studies            | x  | x  |
| Returners or coming from abroad m/f | Responsibility                     | x  | x  |
|                                     | Autonomy                           | x  | x  |
|                                     | Unequal attitude                   | x  | x  |

As it can be seen, the indicators used in Latvia correspond to the EU indicators defined in 2014. A new monitoring system is introduced, identifying early warning signals (see Table 11).

Table 11: National indicators SEQS (2014)

| Target groups   | Quantitative indicators   | Contextual indicators (qualitative)  |
|---|---|--|
| Re-emigrants  | Number of children who departed from the country  | Adaptation process in the educational institution  |
|   | Status of children who departed from the country making a calculation                           | Support activities for inclusion   |
|   | Description of the language skills of pupils from re-emigrant families                          | Support activities before coming back to Latvia  |
|   | Number of pupils who came back from studies in other countries                                  | Resources of teachers working with re-emigrant pupils  |
|   |   | Situations in which pupils who came back from studies in other countries interrupted their studies   |
|   |   | Collaboration with other institutions for enhancing the inclusion process in Latvian educational institutions for pupils who came back from studies in other countries   |
|   |   | Forms of support for teachers and educational institutions from colleagues and competent Educational leadership institutions, in order to help students who came back from studies in other countries and who continue their studies in Latvia |
|   | Number of students in the educational institution who came back from studies in other countries | Problems that educational institutions have if the student came back from studies in other country and continues to study in Latvia  |
|   | Number of children who are not registered in an educational institution                         |  |
|   | Time spent out of the Latvian educational system  | Support material for work with students, sources of information  |
| How many times the pupils came back to Latvian education system | Parents' opinions on pupils' problems   |  |
| Unjustified absences to the lessons                             | Students' attitude towards the obligation of studying   | Actions undertaken by the educational institution in case of repeated unjustified absences to the lessons  |
|   |   | Problems that educational institutions found for keeping record and avoiding pupils' unjustified absences  |
|   |   | Reasons for absence from lessons   |
|   |   | Reasons for unjustified absences from lessons  |
|   |   | Students' opinion on their motivation for learning   |

As it can be seen, Latvia is one of the first EU countries who started to introduce contextual sub-indicators of ESL, putting the accent in two target groups: re-emigrants and absenteeism, elaborating a system of qualitative and quantitative indicators for monitoring not only the reasons, but also the systems of support in the schools. Therefore the analysis of evening (shift) schools individual cases in all Latvian regions seem to be useful, especially in context of the reformation of historical Latvian geographical regions into regional planning regions which has to be explored in detail for understanding of each school context.

The current study was applied to the Latvian geographical regions, not to the planning regions. During the research it was necessary to consider the transport network and access to schools (one-two

day visits in each regions), as well as the geographical distribution of the regions in order to understand more easily the geographical context. Then, for example, **in the recent historical period Aizkraukle was the part of the region Vidzeme, Jurmala – part of the Zemgale, Tukums – the part of the Kurzeme, and Riga, Limbazi, Sigulda etc. – the part of Vidzeme. In current research it was expected to find the educational traditions of geographical regions (see Figure 13).**



Figure 13: Geographical and historical regions compared to regional planning regions

**In the historical geographical region of Kurzeme** the definition of ESL indicators in evening schools was based on the data provided by Ventspils evening school and Talsi region evening and extramural school (University of Latvia, 2014b). Ventspils evening (shift) school monitors ESL who came back to second chance education (evening/shift schools) using the indicators that are recommended at the national level: number of ESL according to their language stream, gender and nationality. In addition, the real place of residence of students is monitored, because it characterises the general educational policy in the region and the availability of evening schools. The data about the residence revealed that students chose evening school according to the same principles that are used for choice of regular schools. Evening school learners who are out of Latvia are extramural education students. Quite often the real place of residence is not the same as the declared one. The data about declared residence are necessary in the context of financial and administrative questions; they are an important indicator for the effective organization and location of evening (shift) schools. In the region of Kurzeme the data about the declared residence mostly agree with real residence data. The low relative number of students declared out of Latvia compared with the real number of citizens living abroad is monitored in the evening (shift) schools where there is an extramural education modality. The data about the students who live abroad help to understand better the problems related to language skills and subsequently to the learning process. The ideal situation could be that the teacher knows the education system of the foreign country where the student lives, as well as the methodology and the program of the subject matter. The most common places where students live abroad are the English-speaking countries from Europe. The proportion of learners repeating a year and learners moving to a higher class is an integrative indicator that characterizes students' previous learning experience. The level of employment of learners is an essential motivation factor. The need of having permanent or part-time employment is a reason to go to evening or extramural school; the proportion of unemployment among evening school learner is big.

Also other evening (shift) schools from Kurzeme geographical region monitor the choice of learning contents that allows reacting to the demand with elasticity. In this way the accessibility of formal second chance education is supposed to be guaranteed. In Latvia there are two distance education accredited schools. Learning resources are available in Internet, and teachers as well as learners use them widely (e.g., see [www.uzdevumi.lv](http://www.uzdevumi.lv)). Distance education is widely used in the Talsis evening and distance education school, mainly based on email for exchanges of information, and using the website [uzdevumi.lv](http://uzdevumi.lv). In some cases, moved by limited opportunities, specific needs or/and lack of motivation, students study as external students, acquiring some concrete subject matters. The most popular practice is to study a subject matter in this way when students did not

pass the exam. The interruption of the study process is one of the reasons to abandon completely the school, because in real life the school completion certificate is not really necessary, and students have fear of starting again the studies because they “forgot everything” etc.

For example, in Ventspils evening school 25%-35% of students come back to education system ten years or more after abandoning it (with an increasing number of adults, not only in secondary education but also in basic education). But, after a break of 5 years, the number of learners who come back is stable in basic education: 5%. In secondary education the proportion diminish from 35% after 1-2 year of break, till 20% after 3-5 years of break. The age of students is related to the effect created by the interruption. In evening schools the proportion of youngsters (18-24) is quite high (see Figure 14). 47% of the students who work and study, are working abroad (England, Denmark, Germany, etc.). The other 53% are working in the region, in the sector of services of Talsis, in stores, or in occasional jobs. 42% of holders of primary school completion certificate (9<sup>th</sup> grade) continue to study in the high-school. 17% of them go to professional education institutions. 9.54% of holder of school completion certificate (12<sup>th</sup> grade) plan to continue learning in another high-school.

In the **historical geographical region of Latgale** the definition of ESL indicators in evening schools was based on the data provided by Livani, Ludza, Preili and Rezekne evening schools ([University of Latvia, 2014c](#)). The evening (shift) schools of this region made a special monitoring of the proportion of the age of students. In the region of Livani the proportion of 18-24 is very important (see Figure 14). This fact is specially relevant in the context of this study, because it is an evidence that the Latvian “success story” about the reduction of the number of ESL is closed related to the impact of effective evening (shift) schools.

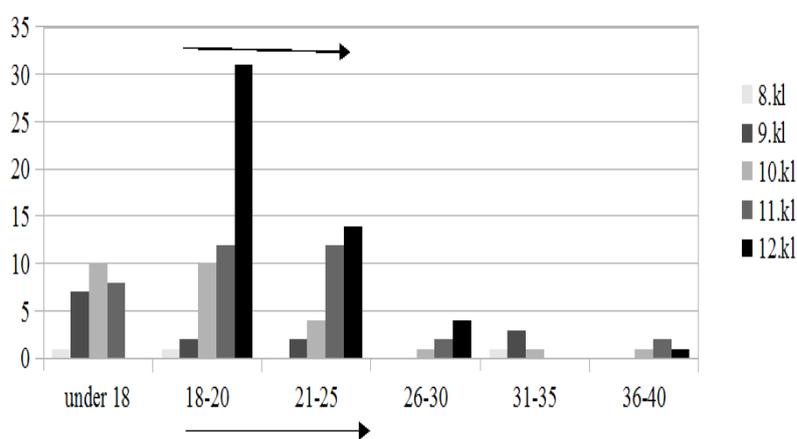


Figure 14: Proportion of youngsters (18-24) at the Livani region evening (shift) school in 2013/2014

The structure of the nationality of learners of the evening schools matches with the structure of nationality of the region. At the same time, a high proportion of Roma students can be observed in the evening school, and therefore a special attention is given to the nationality in the contents of monitoring of evening schools (see Figure 15).

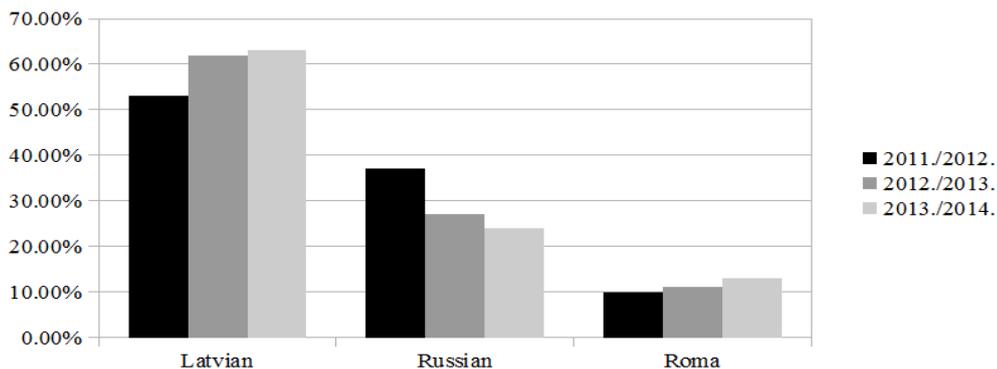


Figure 15: Distribution of learners' nationalities in Preili evening school

The region of Preili is characterized by the fact that the students of the evening schools come from the populated areas close to the school, with 5% of students living abroad and studying in modality of distance education. An important indicator of the work of evening schools is the activities of students after finishing the studies. In the case of Preili, the offer of work in the region has a decisive influence.

The data from Rezekne evening school present evidence about the role of evening schools in the growth of the region: while the total population of the region is decreasing, the number of students of the evening school stays the same. It should be noted that Rezekne evening (shift) school is integrated inside a regular school. One of the main indicators used is the proportion male/female at the school (see Figure 16).

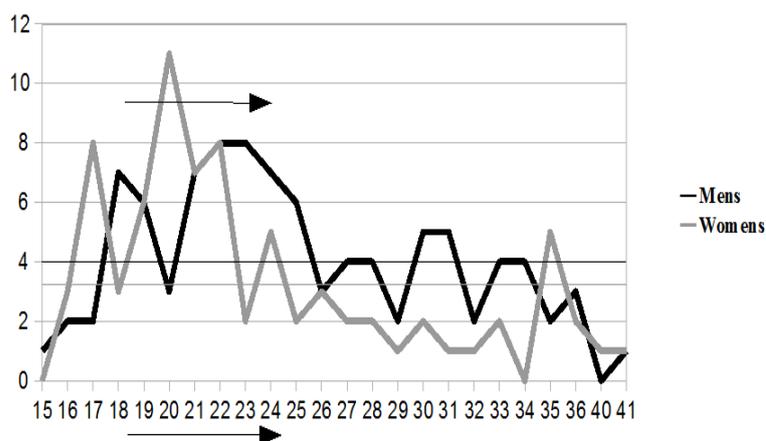


Figure 16: Number of youngsters (18-24) at the Rezekne evening (shift) school by gender

Also in Rezekne the proportion of young students (18-24) is high. In the geographical region of Latgale the employability of students was monitored. After finishing the studies at the evening school, 20% of students did not found a job. An indicator that should be considered in the description of evening schools is the proportion of students who are parents (see Figure 17-18). This should be considered when preparing the curriculum and planning the lessons.

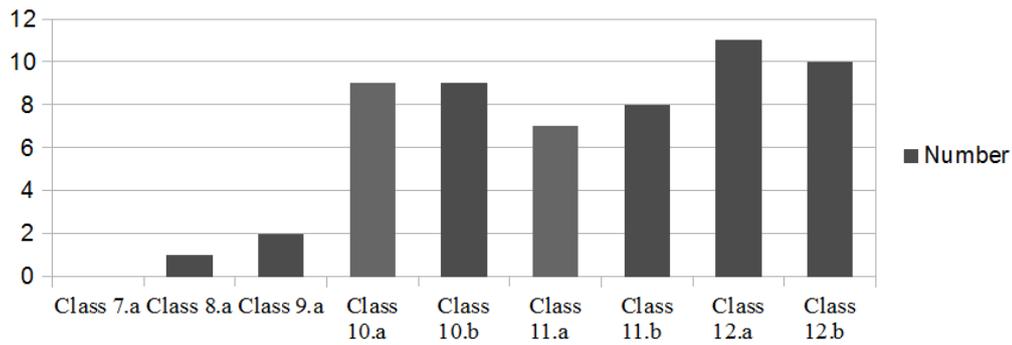


Figure 17: Number of students who are parents.

The age of the children of students (see Figure 18), even if it is not a decisive indicator, should be taken into consideration, especially if the children are in preschool age.

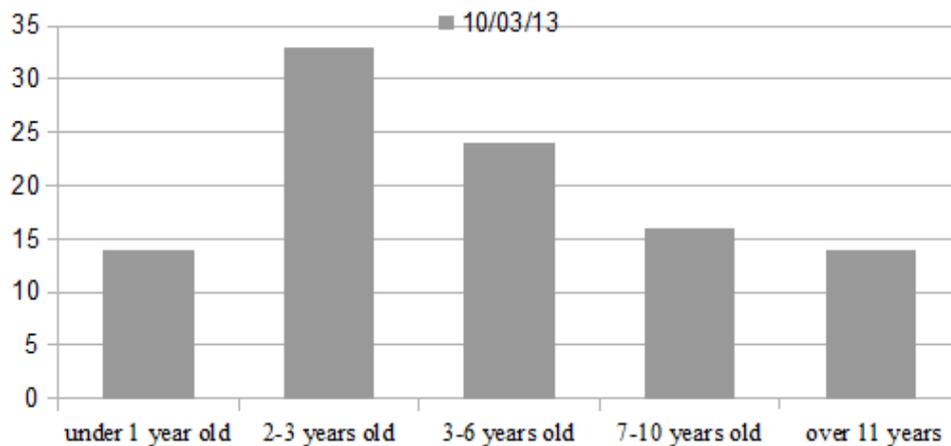


Figure 18: Age of the children of students

In the **historical geographical region of Riga** the definition of ESL indicators in evening schools was based on the data provided by Riga evening gymnasium ([University of Latvia, 2014a](#)).

The stability of the number of students in a context of decreasing population evidences that students are interrupting their studies and afterwards they coming back to the school. It was necessary to analyze in detail the monitoring experience of this school. The data provided by Riga evening gymnasium present evidence about the fact that students are becoming “older”.

The distribution of students of the Riga evening gymnasium by place of residence (see Figure 19) shows that the situation is stable, and this should be underlined: the school is making a constant monitoring of the number of students and their inner migration (see Figure 19 and 20). Monitoring is done at the beginning and at the end of the school year, and the proportion of gender is monitored as well. The provided data show that 90% of students are from Riga and Riga suburbs. The proportion of the number of students from Riga region is slightly growing.

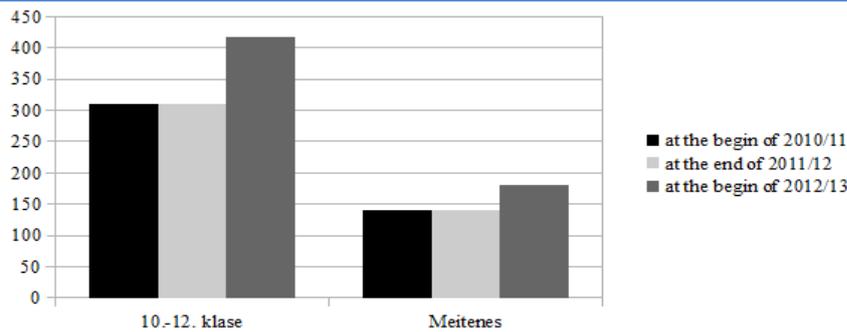


Figure 19: Number of students in Riga evening gymnasium

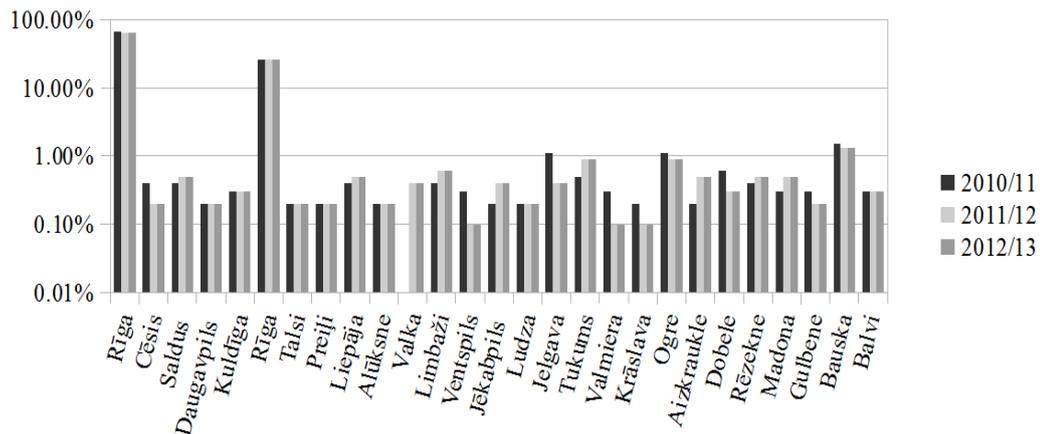


Figure 20: Student distribution by place of residence (regions) at the Riga evening gymnasium

**In the geographic region of Vidzeme** the definition of ESL indicators in evening schools was based on the data provided by Cesis 2<sup>nd</sup> school, Gulbene evening school and the structural unit of Limbazi 3<sup>rd</sup> high-school, Limbazi youngsters' and adults' evening (shift) school ([University of Latvia, 2014d](#)). The stability of the number of students in a context of decreasing population evidences that students are interrupting their studies and afterwards they are coming back to the school. The decrease of the number of students can be partly explained by the demographic situation in the region: the evening (shift) schools are integrated in the regular schools. 48 students from Cesis secondary school participated in the inquiry. Also in this case the proportion of young (18-24) students is high. It should be considered that the fact that evening school is integrated in the regular school did not have an influence in the global number of students. It is interesting to note that Limbazi youngsters' and adults' evening (shift) school at the present moment is included in the monitoring experience of the Riga planning region, whose data show that most of students of the regular secondary school are over 18, but most of the evening primary school students are under 18. There is an important increasing of students. Also in this evening (shift) school there is an important proportion of young (18-24) students. The Limbazi evening school is one of the rare schools where an inner indicator system of monitoring was elaborated; it could be used as good practice example for the creation of the Latvian national system (see Table 12).

*Table 12: System of indicators for monitoring Limbazi 3rd high-school, Limbazi youngsters' and adults' evening (shift) school (the indicators are ranked from the most often mentioned to the individual cases)*

| Identified target sub-groups                          | Quantitative indicators   | Qualitative indicators |
|---|---|------------------------|
| In the previous institution there were problems with: | studies<br>teachers<br>classmates<br>discipline<br>absenteeism  | Data not available     |
| Is the evening school necessary?                      | Opportunity for workers<br>Ensures education for adults<br>Opportunity for parents<br>Opportunity for self affirmation<br>Opportunity after short interruption of studies |                        |

The problems of communication with teachers are mentioned as the main reason for abandoning the regular school. Young parents with children and work are choosing evening schools. The main reason for choosing evening school is to complete secondary education and continue the studies, and the combination of studies and work. The problems in the previous education institution are most often related to the acquisition of learning contents (unsuccessful learning), and communication with teachers and classmates. The opportunities provided by Limbazi evening school are mostly related to the educational opportunities for adult workers.

**In the geographical region of Zemgale** the definition of ESL indicators in evening schools was based on the data provided by Tukums evening and distance education school, Jelgava evening school, Jelgava region distance education school, Jekabpils evening school and Aizkraukle evening school ([University of Latvia, 2014e](#)). The inner system of indicators for monitoring of Zemgale evening schools is different from other regions. Together with the monitoring of the number of students in each study year, the evening school is monitoring the indicators of number of students that complete the education, which remain stably unchanged. This shows the quality of evening schools in this region. This is the case for Tukums evening and distance education school, where the number of student completing basic education has even increased. This shows also an important level of motivation for getting basic education, probably in order to continue the education and acquire the first degree of professional higher education. A special attention should be paid to the increasing popularity of distance education modality that open new opportunities of education for adults who work. In Latvia there are two accredited institutions offering distance education. Internet resources are widely used by teachers and students (e.g., see [www.uzdevumi.lv](http://www.uzdevumi.lv)). Distance education modality is widely used in Tukums evening school. It is mainly based on information exchange through email and using the mentioned website. The changes in the number of students each year (see Figure 21) in the Jelgava evening (shift) school shows the influence of the economic sector on the choice of learning modality in the society. As it is well known, in the 60ies, mechanical engineering industry developed in Jelgava. There are also changes in the number of students by academic year in Jelgava evening (shift) schools. There are several factors outside the school that could have an influence on this indicator. The most demanded study programs in Jelgava evening (shift) school are the general trend in general secondary education and the general trend in general secondary education in minority programs. The proportions of the demand between these two programs did not change during the last 5 years. The social picture of the student in evening (shift) school is a student who works and studies in parallel, with a lot of unjustified absences, because 1 out of five evening primary school pupils works, and 1 out of two students from evening secondary schools works in parallel with studies. The most popular workplaces for these students are the personal enterprises, SIA, and irregular seasonal work. 3% of evening

primary school students and 12% of evening secondary school students have children. The ethnical distribution of students reflects the situation at the regional level (see Figure 21).

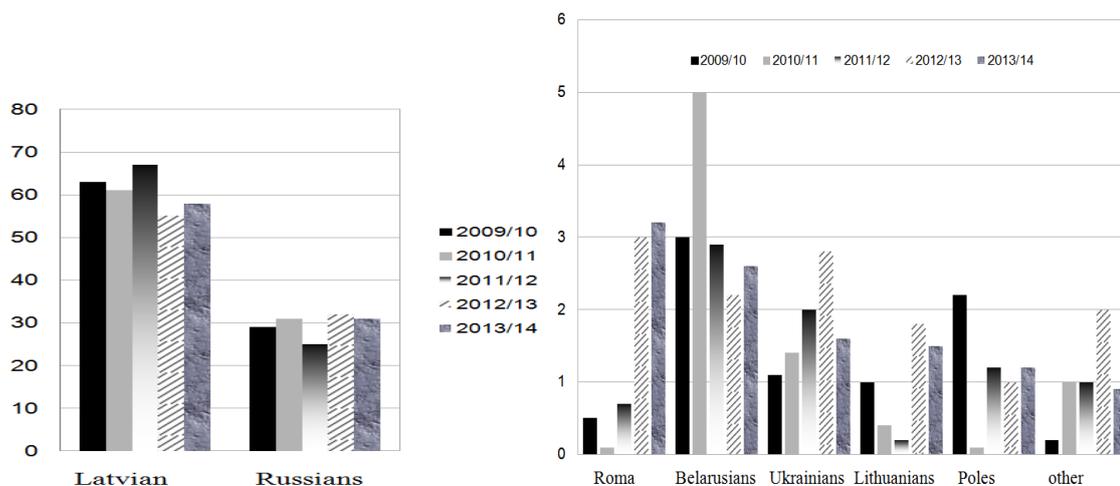


Figure 21: Students' ethnic distribution at the Jelgavas evening (shift) school (%)

The primary school students' average age is 16. This indicates that the students decided to acquire the school completion certificate, mainly in order to acquire after that a profession in a vocational school with the intention of obtaining later a secondary education level (see Figure 22-23). The proportion of youngsters (18-24) is high, as in the rest of the country.

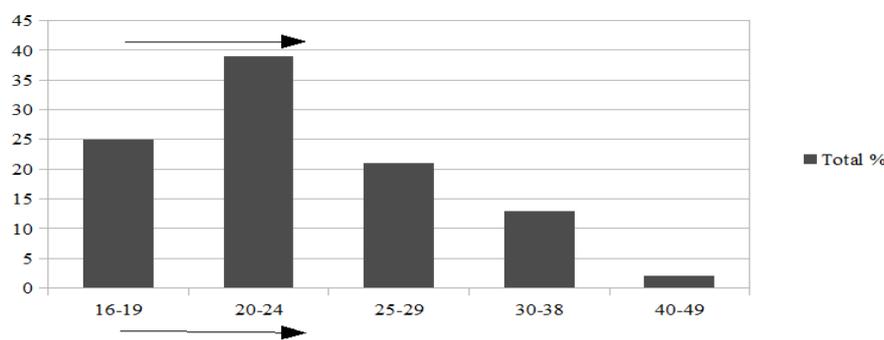


Figure 22: Students' age at the Jelgavas evening (shift) school in secondary education programs

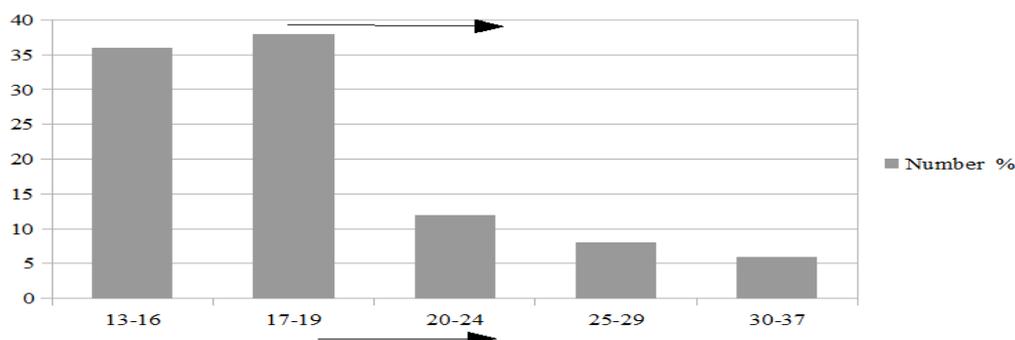


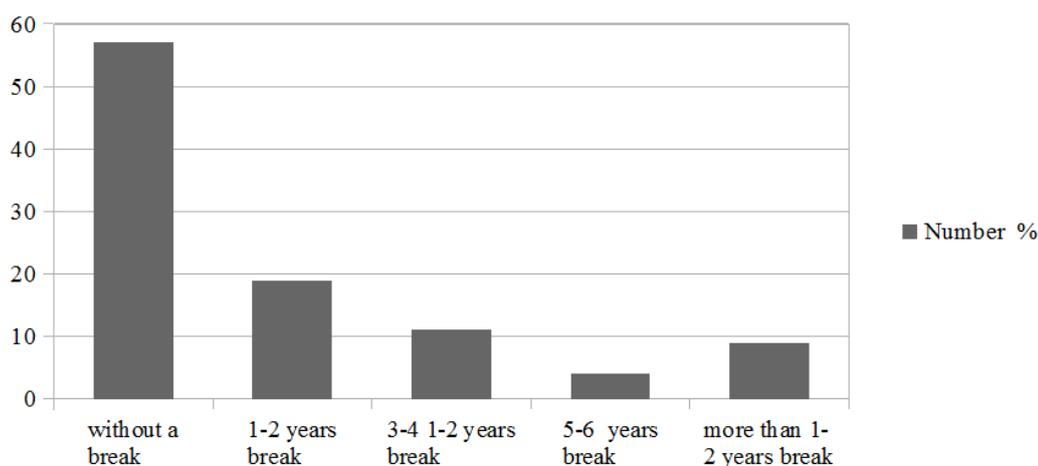
Figure 23: Students' age at the Jelgavas evening (shift) school in basic education programs

The monitoring experience at the Jelgava evening (shift) school is a good practice example for the elaboration of the evening (shift) school monitoring system in Zemgale region, monitoring the workplaces, the demanded professions and the reasons for leaving regular education schools (see Table 13).

*Table 13: System of indicators for monitoring Jelgava evening (shift) school (the indicators are ranked from the most often mentioned to the individual cases)*

| Identified target sub-groups     | Quantitative indicators  | Qualitative indicators |
|----------------------------------|--|------------------------|
| Combine work and studies         | Irregular seasonal work<br>Own enterprise<br>Banks<br>Schools, research centres<br>Ice hall in Riga<br>NBS<br>Individual enterprises, SIA, IU<br>Hospital Gintermuiža<br>Supermarkets<br>Latvian Railway | Data not available     |
| Is the evening school necessary? | Students in law enforcement institutions<br>A lot of unjustified absences<br>Discipline problems<br>Insufficient learning achievements<br>Work and studies in parallel<br>Both parents are unemployed    |                        |

15% of them have children: 13 % during secondary education and 2% - during basic education. The inner monitoring experience of Jelgava evening (shift) school indicates that students who do not have interruptions in the study process usually continue their education in evening schools (see Figure 24), and this is a characteristic of these kinds of extramural schools in national context.



*Figure 24: Length of study process interruption before starting the secondary education at the extramural evening school of Jelgava region*

The Jekabpils evening school also belongs now to the Zemgale planning region. It is situated at the crossroad of three geographic regions: Vidzeme, Latgale and Zemgale. The monitoring experience of this school indicates that the structure of students' age distribution in the main age group (18-24) did not change in the last 5 years (see Figure 25), but a tendency can be observed: younger students are becoming younger, and older students are becoming older.

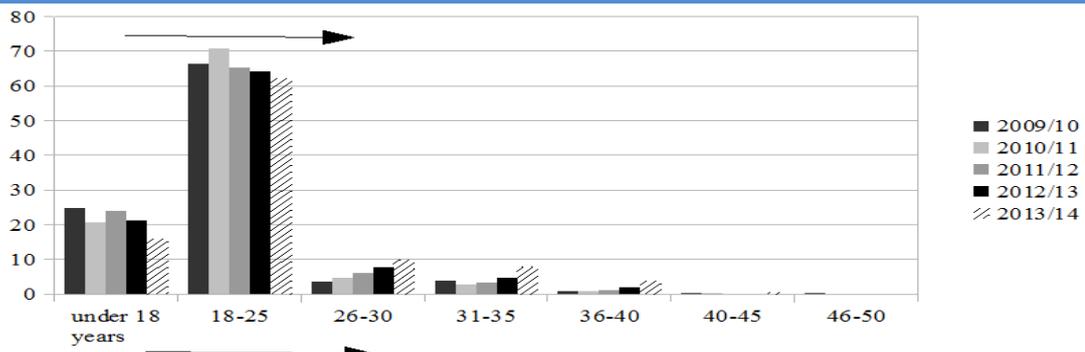


Figure 25: Percentage of students' age groups at the Jekabpils evening school (%)

The increase of the proportion of working students in evening school (see Figure 26) is a phenomenon observable at the national level. The increase of students' motivation is an incentive to make a better adaptation of study programs looking for a more practical use of knowledge.

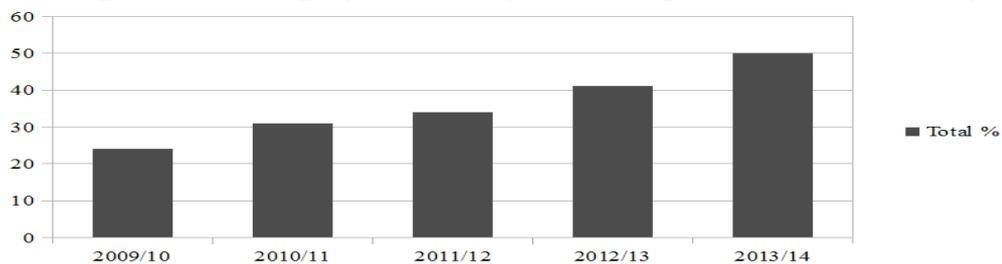


Figure 26: Proportion of students-workers at the Jekabpils evening school by academic year

The analysis of the study regimen at the Jekabpils evening school (see Figure 27) shows that basically students tend to go to school during the day, but in the last year the number of students going to school in the evenings and during the week-ends became quite similar. This indicates that ESL as workers need a special study regimen.

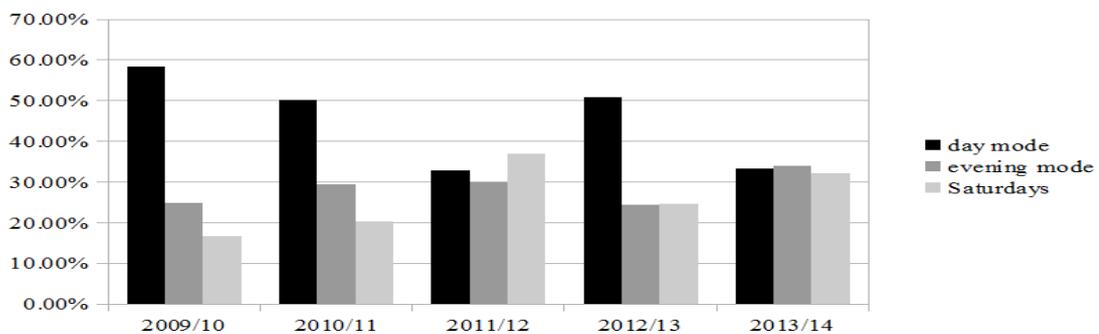


Figure 27: Changes in the students' distribution in study regimen at the Jekabpils evening school by academic year

Only some Latvian schools use the new indicators of EWS in their inner monitoring systems. The system of indicators for inner monitoring disclosed in this research could be a good foundation for the elaboration of a monitoring system for evening schools in other evening schools, completing it with quality indicators (offered support).

**3. SYNTHESIS OF EVIDENCES  
ON REASONS TO LEAVE SCHOOLING EARLY  
AND THE INITIAL CONDITIONS TO  
PREVENT THEM FROM LEADING TO ESL**

### 3. SYNTHESIS OF EVIDENCES ON REASONS TO LEAVE SCHOOLING EARLY AND INITIAL CONDITIONS LEADING TO ESL TO BE PREVENTED

According to the collaborative ASEM LLL investigation methodology, the analysis of challenges of second chance education in early school-leavers engagement in learning was done, in relation to the four chosen thematic topics : (1) facilitation of learning outcomes in difficult school subject teaching; (2) e-learning; (3) adult teaching professionalization; (4) workplace learning, according to the methodology used in the previous collaborative research paper „E-Learning for Lifelong Learning in Ubiquitous Society” (Lee et al., 2013) with the participation of six countries (South Korea, Malaysia, Latvia, Thailand, Denmark and Slovakia). The challenges were analysed to explore the main reasons to leave the school early. The challenges as eventual reasons to leave the schooling found out were explored by the statistic analysis. The reasons to leave the school were analysed in-depth in ESL's narrative biographical context. The evidences on reasons to leave the school early were explored in narrative biographical learning stories, analysing interviews expressions *ex post facto* (*after leaving school early*). Then characteristics of successful vs. unsuccessful learning were explored by analysis of 18.-24.aged early school-leavers' and their teachers' "voices". The characteristics of learning were explored in the context of the particular aspects of programs provided by schools, local and regional communities, in relation to the reasons to leave the schooling early. Evidence based general conclusions about the reasons to leave the school were made on the bases of evaluation of findings of all three phases, and in synergy with the results of the all three types of evidences found, in order to increase their objectivity and validity.

#### ***REASONS TO LEAVE SCHOOL EARLY: BIOGRAPHICAL NARRATIVES ON EARLY SCHOOL-LEAVERS EXPLORED THROUGH INTERVIEWING***

As explained in the methodology section, the evidences on reasons to leave the school early were explored using the methodology of "perspective discrepancy assessment" on early school leaving. The theoretical bases for exploring the reasons to leave the school early are built on the "organizational concept of "perspective" developed by Mezirow (1981). Mezirow adopted Becker's (1968) interactionist tradition in sociology, as exemplified, in the work of Glaser and Strauss (1967) and Becker, Geer and Hughes (1968), which consists of three components: 1) a definition of the situation one is in, why one is in it and what one can do to get out of in; 2) the activities that it is proper and reasonable to engage in, given the situation; 3) "criteria" of judgment (standards of value against which people are judged) (Glaser, B. G & Strauss, 1967; Becker, Geer and Hughes, 1968), developed in the notion of the "perspective discrepancy assessment". This approach was adopted 1) *to define the situation one is in, why one is in it and what one can do to get out; 2) the activities it is proper and reasonable to engage to come back to schooling in the given the situation; 3) to find out the "criteria" of judgment (standards of value against which early school-leavers are judged) according Mezirow's perspective "discrepancy assessment approach"* (Mezirow, 1981, p.144-145).

A set of complex multifaceted reasons lead to early school leaving. Investigating and reflecting on this phenomenon as the situation "one is in, why one is in it, and what one can do to get out", we had found out the evidences on the following 6 situations of early school leaving.

#### **Situation 1: School leaving grounded in individual life and work situation**

Narrative stories show that this reason to leave school early (the necessity of combining job and schooling) has a multidimensional structure. This is closely related to Downes (2014a) conviction about the necessity to "recognizing a range of needs of the individual that are not just academic and that has to be mentioned and understood as multi-faceted". So the analysis of statements of early

school returners shows diverse combinations of components in the reasons to leave the school. The analysis shows that one of the main reason to leave the school in compulsory schooling age is the necessity to start working. This can be illustrated with the expression often repeated by participants: “it was not possible to combine work and study at school”. The ESLs say:

*I finished basic school in X (rural place); then I started X (rural place) vocational school to get a qualification, have worked some years, and then I wanted to go to evening school to get the general secondary education (Vidzeme).*

*I started schooling after 5 years of interruption, because I had an important work where I can earn quite a lot of money. Then a child came, and I thought that I should start again from the beginning, in order to be able to study choreography (Zemgale).*

*I came to evening school because I decided that I have to offer something to myself also. All my youth was given to my children and now I have time for myself. Also because, writing my CV I did not want to write just “basic education”. I wanted to write “secondary education” (Zemgale).*

*I went to evening school after 9 years of interruption. I had finished my basic education and I went to the army. In the army I had also the possibility of finishing general secondary school, but I did not do so. After the military service I started to work and after some time I remembered... I have to go to schooling (Zemgale).*

*I finished basic school, I started to study in the professional school, I learnt 2 years and then my child was born. I was at home 2 years and then I had the idea to finish general secondary education, and I came to evening school. It is a good experience, and previous experience was also positive (Vidzeme).*

*I finished 9<sup>th</sup> grade in the evening extramural school of the region of X (rural). I got pregnant and for two years I did not go to the school. Now I am in 10<sup>th</sup> grade, my son has 2 years. I study and in parallel I work in a store as seller, I went to some courses (Latgale).*

*I worked a couple of years, and some time ago I decided to study again (Vidzeme).*

Also, mostly the school leaving in this case is grounded in an individual combination of subjective and objective reasons such as: material reasons, need to work (not always for earning money: sometimes also pushed by the need of feeling oneself as an adult, or to get work experience), birth of a child, army obligations, previous learning experiences, unwillingness to learn etc. which are interconnected. It is necessary to mention especially the following objective reason, which has to be prevented: limited possibilities of combining work and education, mainly because vocational school is not close to home (countryside). Two such cases, both from Vidzeme (municipality of Gulbene), were found:

*I studied at X (rural place) basic school, then I finished 9<sup>th</sup> grade and I went to Y place (rural) to continue my vocational education as mechanic (cars). I studied 3 years. After that I decided to go away, because it was too far from home. Then I went to the evening school. I can be said that there is a big difference between vocational school and evening school, because the level of difficulty is different. In the vocational school teachers were quite attentive to students, but in general secondary school you have to be more autonomous, you have to go and do by yourself (Vidzeme).*

*I studied from 1<sup>st</sup> to 6<sup>th</sup> grade in X (rural place) basic school. After completing basic school I went to the 2<sup>nd</sup> general secondary school in X (the same rural place) till 9<sup>th</sup> grade. I went to the Riga State Technical School, I studied there for six months and then I decided to come back to X (the same rural place) for my studies. Now I have been studying for two years in evening school. Till 9<sup>th</sup> grade I learnt in the Y general secondary school in X (the same rural place), and after that I learnt one month in the vocational school of Y place (rural), and after one month I came to the evening school (Vidzeme).*

This target group may be named “ESLs - Consequent returners in education and training in later life stages”.

The evidences show two sub-groups of this ESL-Target group. They are distinguished by the activities it is proper and reasonable to engage to help them to come back to schooling in the given the situation, and by the “criteria” of judgment (standards of value against which early school-leavers are judged) according Mezirow's perspective “discrepancy assessment approach”.

The first sub-group is characterized by their **high self – esteem and personal drive to become returners** in later life stages (see previews statements). The second one **needs support** inside or outside their life and working situation. The ESLs say:

*This is my second school. My friends advised me to come here, because here it is easier to study. Teachers explain things better, because I had difficulties in several subjects, and here I could come back to level.*

*I had a 20 year break. My husband encouraged me to acquire general secondary education. The only possibility was the evening school, because here there is a translator that can help, and it will be easier to study. In this school children with ear impairment can learn. A break of 20 years... I started with mathematics, Latvian and other subjects. I tried as hard as I could, and with the help of translators I have interest in learning and I am happy, I have positive feelings. I think it is worthy. I work besides my studies. During the week of exams I am mostly here, but the other week I can work also.*

*After 9<sup>th</sup> grade I went to vocational school in X (rural place). But I did not like it. Then one friend told me to go to evening school, because there were very good teachers, very understanding. Then I decided to come here. Really, there are very good teachers, good people. I feel here like at home.*

*I stopped for 5 years. Now I am in 12<sup>th</sup> grade, because secondary education is necessary everywhere, in order to study further. Also in order to find a job, everywhere secondary education is necessary.*

*I study in evening school because I understood that lower secondary education is too little. I want to improve my CV.*

*One friend gave me a piece of advice, to go to evening school, because there were nice teachers. I listened to him and I do not regret it.*

*Someone advised me to go to evening school.*

Some similarities can be observed the in both target sub- groups. These are 1) value of education as “criteria” of judgment (standards of value against which early school-leavers are judged); 2) the existence of a transformative learning environment in the family, friend community or at the workplace, and especially at school: we consider that this is very important evidence:

*I started to study in evening school because in my life there was a period when I wanted something foolish. I went to Riga and I started to study to be a model. Finally I was duped, I did not succeed, and I had not gone to school ..... Teachers are really nice, understanding, and people around is tolerant and want to help. Classmates and teachers would help you in any situation.*

*This is my second school. The first one was the 66<sup>th</sup> special high school in Riga... I went away from that one and I came to this school, because I had already started to work. I finished 9th grade working in parallel. At that time for me it was very important to combine work and studies. . If I have to work in parallel, I have not really much time at home (Riga).*

*I chose evening school because I went from the city to the countryside, and there it is easier to combine work and studies. Now I work as a farmer and I live in the countryside. I started to study in evening school before coming to the countryside, but then I had to stop. And now I can study again. It is easier to combine both things. In the fields there is a lot of work in autumn, and it is not possible to spend time studying. But during the winter you can study again (Kurzeme).*

*I study in evening school because **I started working and I can combine work and studies**. In regular school I cannot do so (Kurzeeme).*

*I chose evening school because it is **easier to combine it with work** (Kurzeeme).*

### **Situation 2: Negative learning experience in basic school**

*Till 2<sup>nd</sup> grade I was studying in X (rural) boarding-school. Then, from 3<sup>rd</sup> to 9<sup>th</sup> grade, I studied in the school of X (rural). After that, till 11<sup>th</sup> grade I learnt at Y (rural) 2<sup>nd</sup> general secondary school. **I came to the evening school because in my studies things were not going as I wanted, and in this class there is also my brother's wife. We decided to come together. I cannot say anything bad. Teachers are attentive to students**, in regular school it is not like this, I think; they do not help you to work more: if you did not do your work, you will do not do it. Here I think it is better (Vidzeme).*

*I went to evening school because I was not very successful in another school (Kurzeeme).*

*I came to this school because in the previous school I had bad marks in Maths (Zemgale).*

**In most of individual cases, the ESLs prefer the evening (shift) school. This is an argument for establishing good compensatory practice inspired by evening (shift) schools:**

### **Situation 3: Unwillingness to go to the school (rejection of schooling)**

There is an evident lack of attention to organizational aspects of schooling in regular basic or/and general secondary school (a lot of lessons, it is necessary to go to school for the face-to face lessons every day, etc.):

*At the beginning I was studying in one general secondary school, then after the second grade I moved to another school. There **I had difficulties in my studies, because I had not time enough for everything** and I in X (rural place) was not so good in my studies. Then I decided to go to the evening school. **Here it is easier, it is not necessary to come every day, you can have more detailed explanations, and it is more comfortable** (Vidzeme)..*

*At the beginning I was studying in Z (rural place). The first six years I studied in the first school of Z (rural place) and after that I went to gymnasium, to the class specialized in gymnastics. There I finished 9<sup>th</sup> grade. Then I went to the 2<sup>nd</sup> general secondary of Z (rural place), where I studied 10<sup>th</sup> grade and the first semester of 11<sup>th</sup> grade. During the second semester I moved to X (rural place), to the evening school. **I came there because I started living autonomously, and here you do not need to come every day. I had even time to go back and forth from X place (rural) to Y place (rural)** (Vidzeme).*

*After 9<sup>th</sup> grade I had to think where I wanted to go to study. Evening school was one of the best possibilities, because **I really did not want to study a lot, and to go to school just 3 times per week was a good compromise** (Zemgale).*

*At the beginning I was studying in Z (rural place). The first six years I studied in the first school of Z (rural place) and after that I went to gymnasium, to the class specialized in gymnastics. There I finished 9<sup>th</sup> grade. Then I went to the 2<sup>nd</sup> general secondary of Z (rural place), where I studied 10<sup>th</sup> grade and the first semester of 11<sup>th</sup> grade. During the second semester I moved to X (rural place), to the evening school. I came there because I started living autonomously, and here you do not need to come every day. **I had even time to go back and forth from X place (rural) to Y place (rural)** (Vidzeme, Gulbene and Madona municipalities).*

*Evening school is not my first school. I was learning till now in the 6<sup>th</sup> general secondary school of Riga, in the 13<sup>th</sup> boarding school (sanatoria) of X (urban place) because I had **health problems**, and then I took a year to learn at home. Someone advised me to go to evening school. I am happy to be here, because **the attitude towards students is more positive than in regular schools. We can speak more, think more, discuss about***

*everything. Here there are very good and positive people, it is natural to desire to go to school and to study (Latgale).*

The next main reason is the attitude of regular school teachers, a learning environment that does not facilitate learning emotionally and socially:

*Evening school is my second school. After finishing lower secondary education I had a big break. I was thinking what to do in my life. I was influenced by my friends, who were studying more, and I decided to finish secondary education, I could not let it like this. I went to evening school, because I heard good words about it, about the good atmosphere there and about the attitude towards students, who are seen as equals. I do not regret that I came here, the things I hears correspond to the reality (Riga).*

*This is my second school. The attitude of teachers towards learners is different. I previous school I had problems with Physics and Maths. When I came to the evening school, the attitude of teachers transformed my own attitude, I started to be more interested in these subjects, I wanted to learn more, and I got better marks in all the subjects (Riga).*

*This is my 3<sup>rd</sup> school. The study process at school is much better here than in regular school, because teachers are more attentive to you. They spend more time with you; they teach you more, especially in the difficult subjects, for example in Maths. I learn best in evening school (Riga).*

*I went to the evening extramural school of X region (rural) because I did not finish 9<sup>th</sup> grade. I my previous school it was difficult to study, because there were too many learners in classes I liked that in evening school there are little students, and teachers can give more attention to each learner, and you can understand better. Teachers are very ready to help and they are really good. In the school everything is very friendly. I like a lot (Latgale).*

*After 9<sup>th</sup> grade I went to general secondary school. I studied there one week, and I went away, I did not like teachers' attitude. I came to evening school. Teachers are good, attentive to students, want to help. I finished last year the evening school and now I am in university "Turība", studying law, and also I work in evening school as cloakroom attendant. I raise one little child (Latgale).*

#### **Situation 4: Life circumstances (hypothetically related to parents working abroad or/and with material or/and social difficulties in the family)**

*I was studying at secondary school, and then I decided to go to the boarding school. It was a very positive experience, because there you can spend the whole day, till the late evening, and teachers have more time to be with you. As a result, in half a year I was again ahead in all the subjects, because here is different from the regular school. There teachers do not have so much time for you. These years were quite difficult, the kolkhozes were liquidated and I could not study. Now I came to the evening school, in order to finish secondary education. I cannot say anything bad, because we are little pupils and teachers can work more with each student (Riga).*

*I was studying in several schools. I changed 3 times. This was because of life circumstances. I grew without my parents, with adoptive parents. After 9<sup>th</sup> grade I wanted to go far from home to avoid this situation. It was difficult. I did not succeed. I got pregnant, I had my child, and I could not finish the school. Finally I went to evening schools. I studies there 2 years, then I travelled abroad to earn money for my child, and I had to let again the school. Then I came back and I went again to the school, and I continue studying now (Latgale).*

Another reason to leave schooling is that usually, in general education, the pedagogical process is children-centred, not adult-learner centred. Adults need communication with the teacher as an equal "learning partner" (early school-leavers need of dialogic learning, learning together, not peer-learning or group learning, which has more place in children education). Child and adult schooling should be "reconstructed" as different types of school organization, and in this process the evening

(shift) schools may play a “good pattern” role. The consequent need of restructuration of teacher pedagogical education in both directions of pre-education of child teacher and adult teacher, as well as the need of professionalization of adult teachers, appears more clearly:

*This is my 3<sup>rd</sup> school. I tried to go to different courses (bookkeeping, construction engineering), that were interesting for me. In evening schools teaching process is very similar to these courses. The learning process starts with the student himself, not with the teacher (Riga).*

*This is my second school. Before this, I was studying in a “day school” (regular school). The experiences are quite different, because in regular school teachers attitude is in general different. I fell this. There students are more like children, but here –like equals (Riga).*

*This is my 5<sup>th</sup> school. Two first schools were in X (urban). Then I come to Riga. My 3<sup>rd</sup> school was the 64<sup>th</sup> school of Riga, and then I went to Teika School. I went to the evening school because there was the possibility of combining studies with my hobby. I am happy, satisfied that I found this school. The attitude towards students is like towards adults, not towards children. This is what I like best (Riga).*

The next reason to leave the school and reject the schooling is the overloading of homework in regular schools, where the accent is on homework, not in working during the lessons (hypothetically –work with the better students):

*Here it is easier, we have less homework. If I have to work in parallel, I have not really much time at home for homework. I have many other things to do during the day. The level is more or less the same, even if in my previous school the level was really high, because teachers wanted that all pupils reach the highest level in Riga and in the country. In this school the approach is different, simpler, but the result is more or less the same (Riga).*

*This is my 3<sup>rd</sup> school. The two first ones were Jugla and 45<sup>th</sup> school. Study process in evening school is completely different. You have less homework, but more attention is put during the lessons at school (Riga).*

Exclusive, not inclusive school and schooling, is another reason to leave the school. It is often connected with health problems and special needs, but not only:

*This was my second school. My friends advised me to come here, because here it is easier to study. Teachers explain things better. I had difficulties in several subjects, and here I could reach the necessary level (Riga).*

*I was learning till now in the X general school of Riga, in the 13th boarding school (sanatoria) of X place (urban), because I had health problems, and then I took a year to learn at home. Someone advised me to go to evening school. I am happy to be here (Riga),*

*I came to evening school because of health problems. Before that I changed twice my school (Zemgale).*

*I first finished 11<sup>th</sup> grade in evening school. Then I went away because of health problems. And now I study in 12<sup>th</sup> grade (Zemgale).*

School education is oriented to achievements and not to learning success. The system of school ratings fosters this orientation. Achievements are forced in basic and secondary education, and this also facilitates exclusion, not inclusion:

*I have a large experience with schools. I studied in Waldorf School, in regular general secondary school and in vocational school, also abroad. I learnt two years in evening school. The attitude and experience was always positive. I think it depends on the person, but in evening schools last year I got comparatively high results, because I made the defence of my scientific research at the level of the State, and I participated in Olympiads. This reflects also the individual attitude towards learning (Riga).*

*This is my second school. ... I have many other things to do during the day. The level is more or less the same, even if **in my previous school the level was really high, because teachers wanted that all pupils reach the highest level in Riga and in the country. In this school the approach is different, simpler, but the result is more or less the same (Riga).***

*This is my 5<sup>th</sup> school. I learnt in a private school. I had a positive experience, because evening schools are schools where you can learn for life, they prepare for life better than regular schools. Comparing with private schools, where you have also teachers who are very close to students, there is not big difference, but comparing to **regular schools**, there is a very big difference. There, **teachers want to reach a good rating**, so that students have better marks. Teachers want to get the better results from us. Till 2<sup>nd</sup> grade I was studying in X (rural) boarding-school. Then, from 3<sup>rd</sup> to 9<sup>th</sup> grade, I studied in the school of X (rural). After that, till 11<sup>th</sup> grade I learnt at Y (rural) 2<sup>nd</sup> general secondary school. I came to the evening school because in my studies things were not going as I wanted, and in this class there is also my brother's wife. We decided to come together. I cannot say anything bad. Teachers are attentive to students, in regular school it is not like this, I think; they do not help you to work more: if you did not do your work, you will do not do it. Here I think it is better (Riga).*

### **Situation 5: Financial circumstances**

*After 9<sup>th</sup> grade I was thinking long time where to go, I had a look to professional schools, but **there were very little scholarships for the first year and I could not afford. I did not like high school, because there were too many people, and I like best when there are little people and understanding teachers. If you do not understand something, you can ask and you will get an answer. So, I went to evening school. As I like cooking, I finished my pastry-cook studies (Latgale).***

*I went to school because I was bored and I had the opportunity to start studying. **Before it was not possible to study: work and home, work and home. I had just money enough to pay the apartment. Every day was the same thing. In my work I reached the highest point I could, and then I decided that I wanted to go higher. The work I was doing was not good for health. So, I decided to study more (Latgale).***

*When I finished lower secondary education I went to study to a professional school. **There I had difficulties; I did not have money enough to study. Then I went away and I did not study for some time, but after that I understood that I have to change something in my life, and I went to evening school. I liked it a lot. It seems that everything is different. I changed everything, my worldview and my priorities (Latgale).***

*All additional materials are online but **internet access is expensive.... (all regions).***

### **Situation 6: Go abroad to work**

*I interrupted studies for 7 years because I had good work opportunities (Zemgale).*

*First time I went to evening school because I was alone in Latvia. **The rest of the family travelled abroad. I had to look for work possibilities, I found one possibility, I started to work and I went to evening school, in order to work and study simultaneously (Zemgale).***

*I arrived to evening school because **I went abroad to work** and I could not finish secondary education in foreign country (Zemgale).*

*I was learning 11 years in general secondary school, and I went to evening school because **I changed my place of residence (Zemgale).***

*I started to study in evening school because **in my life there was a period when I wanted something foolish. I went to Riga and I started to study to be a model. Finally I was duped, I did not succeed, and I had not gone to school. One friend gave me a piece of advice, to go to evening school, because there were nice teachers. I listened to him and I do not regret it. Teachers are really nice, understanding, and people around is tolerant and want to help. Classmates and teachers would help you in any situation (Latgale).***

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The analysis of the biographical interviews targeted to explore the evidences on the activities it is proper and reasonable to engage to come back to schooling in the given the situation and to find out the “criteria” of judgment (standards of value against which early school-leavers are judged) according Mezirow's “perspective discrepancy assessment approach” (Mezirow, 1981). Because the limitation of the evidences obtained by the analysis of the biographical interviews, the situations of early school leaving will be analysed in-depth in the next section, exploring the data from web-survey and focus group discussion. This analysis is presented in the last section of this chapter.

## **REASONS TO LEAVE SCHOOL EARLY: IN-DEPTH ANALYSES OF “UNSUCCESSFUL LEARNING” AS THE MAIN REASON TO LEAVE SCHOOL EARLY, EXPLORED THROUGH THE ANALYSIS OF EXPRESSIONS IN FOCUS GROUP DISCUSSIONS AND STATEMENTS OF WEB-SURVEY**

The activities it is proper and reasonable to engage to come back to schooling in the given the situation and in the situation of the “unsuccessful learning” has to be viewed in a more individualized way. The “criteria” of judgment (standards of value against which early school-leavers are judged) differ in individual cases, but have evident similarities and differences in regional contexts. As reported in previous analyses (see above the analysis of narratives), in most cases “success in learning” and “good teacher” are the standard values against which early school-leavers are judged in a perspective of discrepancy evaluation (evening/shift school vs. regular day school) (Mezirow, 1981), as indicated by early school-leavers “voices”. *To find out why the ESLs had negative learning experience we asked them: When do ESL feel they have learnt something?*

### ***Situation 1: School leaving grounded in individual life and work situation***

The narrative expressions of ESL **allow grasping the specialized combinations of conditions of successful learning which allow clarifying which support inside and outside (Situation 1) the school is needed for successful learning:**

**1) ESL, especially those with "unsuccessful learning" background, report through feedback the combinations of external conditions they had missed in traditional schooling.**

- **from teacher**

*When I do the test and get a good mark. When I take a test sheet I understand that I know a lot and can do the test.*

*The easiest way to find out if I know something is to see the results of the test. If mark is 8 – I know it, if 2 – I do not. That’s it! Same goes for other things.*

*I am glad that we have in this school a deaf literature teacher. I can easier learn [a person is deaf herself]. We can understand better each other. In other subjects there are interpreters but not always.*

*Teaching process [interviewer corrects – learning process] is ongoing when you have an according evaluation and understand – I have learnt something or not.*

*When teacher explains me what I have read in the book and I can apply knowledge, I feel I have learnt something. There is no point of learning math by heart.*

*Often I do not understand what read. I can understand it is better when somebody tells it to me. I have a feeling that I learnt something when without teacher’s help I can manage my tasks and apply in real life my knowledge.*

*I feel that I learnt something when I can see causal links between things.*

*I feel that I have learnt something when I can freely speak about subject and speak about the topic with others.*

*When I can do exercises myself without teacher’s help.*

*I learn when I read something and can explain the topic.*

*I learn when I can freely speak on the topic.*

*I learn when I can tell about it to others after a week or a month.*

I agree to everybody, well said. I learn if **I am communicable and I can discuss the topic with others. That's it. I like it very much.**

**You just know. For example you know how to write 'rosols', not 'rasols'. It comes naturally. For math we do not need algorithms, logarithms. Go to the forest, tree times tree: measure everything, it is ok.**

I cannot say how it is that you know everything, and have learnt. I just feel it. I do not know. I like history. This is not a fact that I have bad marks. I just like it...and with all other learning. **You feel yourself that you know, you feel happy, you do it for yourself and not for the others.** I read English, understand many words, speak faster than in school.

There is no line when you understand that you have learnt something. **Understanding comes with small life tests: somebody asks you and you are able to respond, teachers say compliments about your progress, or other people.**

**I have split feeling about tests. I missed one year only [of schooling]. By the time I write tests in math, I get 5-6 [mark]. Ask me after one month – I do not understand anything anymore.** The lessons I do not like I will never understand. It is so. **Biology I understand because I like it, math – no.**

I am completely lost. I cannot say anything. **You can learn by doing. Read and practice.** As for math I do not see anywhere Sinus and I think it is not necessary to know it. **I can measure, I can count too.** The rest is not necessary.

[other pupils do not agree, arguing for logical thinking]

I think this is a feeling **when you can without a delay do a task.** You will also be able to do it tomorrow.  
[a bad quality of recording – some phrases missing]

If I like subject, I will learn. If I do not like subject I will not study it. **I will pass a test with cheats.** That's it.

I think that if I like subject I will study. I know that I have learnt when **I can do the task independently without a teacher.** When I came to this evening school, teacher was different. She explained and I began to understand. **I was the best in math in class.**

I have an example from our recent class. We studies vectors. **In the beginning nobody understood anything. Teacher was talking to herself. Then those pupils spoke who understood vectors in the beginning.** Then I realise that I understand but I am not following this fast. **Then I understand that I may make no notes and I know what she [teacher] tells us.**

I think we will never know anything for 100%. You cannot. Everything changes. Each task has 100 solutions. One solve it one way, another persona – in other way. **When I write test...I have a free feeling 'I will go'.** It is not that you have a feeling you need to ask to cheat, for example in math. In life, when you are **with friends communicating, sometimes we talk about degrees, angles, etc., and I understand that I know this.** We have to renew what we have learnt previously, in 10<sup>th</sup> grade... for the final test we have to repeat it.

I feel that I learnt something when **I know things by heart.**

Last year I have enrolled as 10<sup>th</sup> grade pupils and this year I am already 12<sup>th</sup> grade pupil. Two years at once [in one year]. **I know that you have to learn with interest. Subjects that I am not interested in, e.g. Latvian literature, I try to understand.** Now more and more I want to dig inside this subject with interest. If you do not have interest in what you are being taught at school there will be no result. To ensure the interest you need to see the application of knowledge in further life. In order to enter HE, you need secondary. For secondary education, you need to study Latvian literature. That's why you need to deepen your knowledge. This week example in biology: I have chosen to present what I am interested in.

I feel that I have learnt something not only when I read it. **We learn something every day: by seeing it on the streets, child come, he sees his mom and understands. Slide shows, theatre art – we understand better. To learn means that I can tell to others about what I have learnt.**

Yes, we learn also from school. **Now I am learning what is needed for exams.** In real life only math is relevant as it develops logical thinking by solving tasks.

I have studied psychology. **I tried to pass exams two times unsuccessfully. I will try one more time...also biology.**

I feel that...to be honest I never feel that I have learnt something. **Even when you read books you need to find the right approach how to learn. If I find my approach then it is easy to learn.**

The only time I feel that I have learnt something is **when during the class I am given a page and asked to give examples and I can give them immediately.**

I cannot agree with L since not only math we need. Chemistry and biology also gives a lot. **Learning is something that you did not know before.**

My pet peeve is linked to vectors in math. I have been learning them for three times and still do not get it. I have a 'click' with math. I do not understand anything. It is fixed in my head but **I do not understand.**

You sit in class. In the first week I was by myself in class with teacher as others were working. Like private class. After a second week others appeared. My 'click' [felt that learnt something] is **when you understand what teachers want from you. I learn not only for teacher, also for myself.**

**When I did not have bad marks in my tests...** you do not just sit in the class and write what is on the blackboard.

When after test you receive your mark, you can see what you have learnt. **Test shows the level of knowledge.**

**I understand that before tests everybody wrote [prepared] cheats. Some used, some do not. I had written cheats but in many subjects I have not used it. This means I learnt it. There also some subjects that are naturally learnt, e.g. now math is one, before it was biology.**

#### •from employer

You get **better salary**, you understand you **have learnt something new**,

Also 18 – 24 y/o learners aged stress the "success in learning" as communication outcome in informal and non-formal settings, in life and work processes and at school, if the schooling outcomes are useful in life and work situations:

You learn when you establish **communication with unknown people, can animate meetings, etc.**

**From other people's experience** you also can learn.

What was the question? [the question has been repeated] I think you can learn every day, on the streets. **There are people that have not gone to school but they learnt a lot in their life, by doing their work. I think at school you learn more. You feel you have learnt it when you use it in your life.**

I can better learn by doing. It is different for everybody though.

I think that secondary school is completely unnecessary thing. It simply required by the state for you to get better job. **Then you learn. In reality I think it is not necessary. If you watch TV you are knowledgeable. You know what they talk about, you have learnt.** Now we rework our apartment and need to calculate all surfaces. Yes. From there you see the knowledge from school. It is always good to learn.

**2) 18-24 y/o learners stress the "success in learning" as self-development by practical doing in daily life situations**

*... you develop, and you do job faster. If you paint the wall and you learn something you do it twice as fast tomorrow.*

*You can see that you have learnt something when you use it.*

*In daily life you learn more.*

*Learning comes from what you do. What you do is what you learn. Experience, knowledge: everything.*

*Need more practice and less theory. Need to do practice more. Learning from books is basics. But you need to know where you will use it. Let's say chemistry, biology...we need more practice as it will remain in memory, you will know what it means and what can happen with it.*

*Most people in the schools have problem. It is not to go to school, it is not to learn. The problem is to use what has been learnt. Most schools push knowledge but do not teach how to use it.*

*I do not regret that I have not acquired secondary education and dropped out. Now when I learn I know already many things from my life experience.*

*I learnt to make a haircut in a self-learning way. I took hair cutting machine and used volunteers to try. He told me what he wants, and we tried. Next time it was better. You cannot learn to cut hair from a book.*

*I have learnt to bake. If something is explained I understand, but if it is written, nothing is clear. You can best learn what you are interested in or you need it. If a person is interested he will find the way to learn it.*

*I feel I learnt something when I can visualise it in my head and use it in daily life, e.g. psychology, biology...very practical.*

### **3) The activities out of the school play an important role if this opening of the school's door**

*At school we have self-governing body where we learn a lot.*

*There are projects where you can learn something. Last year we had a project at school during which we could go to France to see the European Parliament. Ehh... learnt, yes.*

*Projects help to learn. There are also shadow days that became very popular lately. You can see your profession at a different angle.*

*The best to acquire knowledge is to use it practically. Not all schools use it. I think it is useless to learn something from books and from teachers' lectures and from reading. More learning occurs from excursions... Learning is more practical knowledge. And of course reading, but it needs to be in balance.*

Based on ASEM LLL research direction "Workplace learning in Lifelong Learning", collaborative research projects and practical activities were conducted among the ASEM member countries with regard to the objective opportunities and subjective perceptions that influence adult (18-24) learners' (as employees') motivation to learn at work, and their satisfaction with the learning they have undertaken. The challenges of workplace learning were identified and classified in the following sub-groups: *employees' opinion on workplace learning; employees' opinion on opportunities to learn new things at work; encouragement of employees to learn at work; employees' opinion on learning; position and responsiveness of employer; employees' opinion on workplace learning activities; workplace learning effects on employees; success in getting a job; usefulness of knowledge and skills have learnt at school to the current job; improvement of skills for the current job; main obstacles to take part in a training; primary motivation for taking a training*, according to the methodology used by ASEM countries (Austria, the People's Republic of China, the Czech Republic, Denmark, France, Hungary, Japan, Indonesia, Latvia, Lithuania, Malaysia, the Netherlands, Thailand and the United Kingdom) in the study „Decoding the meanings of learning at work in Asia and Europe” (Chisholm et al, 2013).

**Employees' opinion on workplace learning.** There was a statistically significant difference in *Employees' opinion on workplace learning* between evening (shift) school teachers and Early school-leavers as employees, especially regarding the necessity of learning and the employers' right to ask employees to involve in training (see Table 14).

Table 14: Statistical differences between Early school-leavers's and evening (shift) school teachers' perception on challenge "opinion on workplace learning"

| Evening (shift) school teachers prefer   | Sig. (p) |
|--|----------|
| Learning is always necessary, but it might not always be what you might choose to do yourself              | .039     |
| Employers have the right to insist that employees follow certain courses and obtain certain qualifications | .048     |

On the other hand, the early school-leavers when compared with evening (shift) school teachers (12.8% of early school-leavers and 3.8% of evening (shift) school teachers more strongly agreed that people learn best whilst they are just doing their jobs, they do not have to take courses to learn more and do their jobs well.

There was no statistically significant difference in opinion on workplace learning between 18-24 years old early school-leavers and older early school-leavers (25+). See in Figure 28 some of the most important differences.

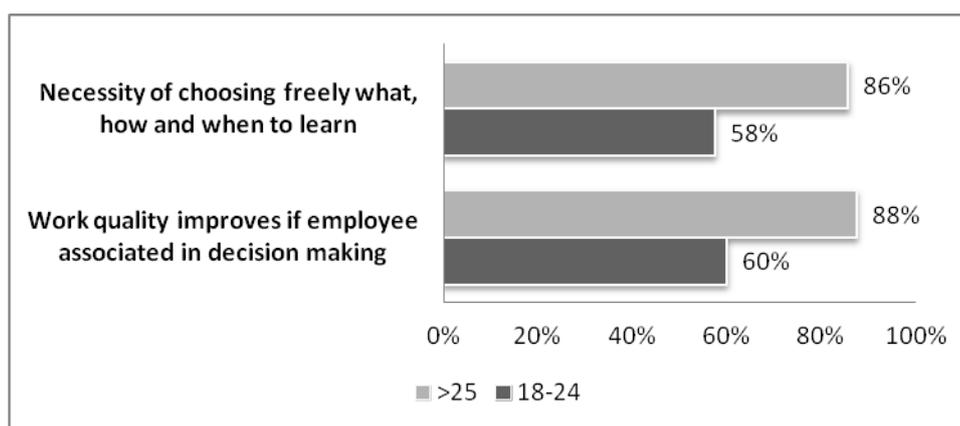


Figure 28: Employees' opinion on workplace learning for-24 and 25+ learners

**Employees' opinion on opportunities to learn new things at work.** There was a statistically significant difference in opinion on opportunities to learn new things at work between evening (shift) school teachers and early school-leavers as employees.

The evening (shift) school teachers when compared with early school-leavers more often agreed that they can learn new things at work by doing things together with colleagues (e.g. organizing a celebration) ( $p=0.001$ ). The main results on the *employees' opinion on opportunities to learn new things at work* appear in Table 15.

Table 15: Employees' opinion on opportunities to learn new things at work

| Opportunities to learn new things at work  | All participants | Evening (shift) school teachers* | Early school-leavers |
|--|------------------|----------------------------------|----------------------|
| Doing things they are not familiar with  | 38.9%            | 38.0%                            | 40.4%                |
| When something unexpected is happening and they have to try to manage by trying things out | 38.1%            | 31.6%                            | 48.9%                |
| Observing and analysing situations   | 36.5%            | 38.0%                            | 34.0%                |

\*Evening (shift) school teachers

Furthermore, there was no statistically significant difference in opinion on opportunities to learn new things at work between 18-24 years old early school-leavers and older early school-leavers (25+). The most important differences appear in Figure 29. (See also Table 16).

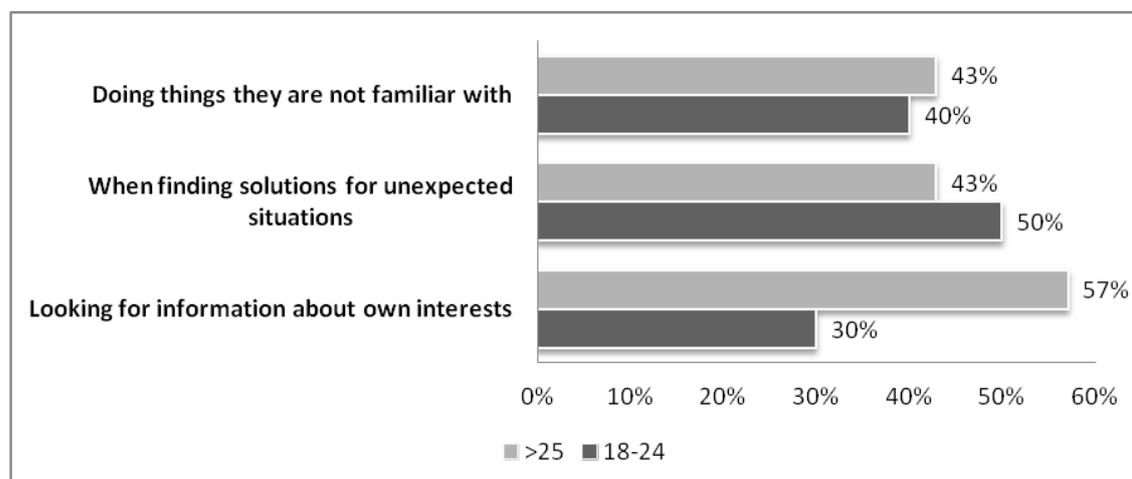


Figure 29: Opportunities to learn new things at work for 18-24 and 25+ learners

**Encourages employees to learn at work.** The following results about what *encourages employees to learn at work* were found (see Table 16.1):

Table 16.1: What encourage employees to learn at work?

| Employees are encouraged.....  | All participants | Evening (shift) school teachers* | Early school-leavers |
|--|------------------|----------------------------------|----------------------|
| if they know it will bring them concrete benefits (e.g. promotion, higher salary, recognition) | 49.2%            | 41.8%                            | 61.7%.               |
| when the courses their employers provide are really useful for their work                      | 42.8%            | 54.4%                            | 23.4%                |
| because it is the best place to improve job-related knowledge and skills                       | 32.5%            | 36.7%                            | 25.5%.               |

\*Evening (shift) school teachers

Only very few participants (3 evening (shift) school teachers and 4 early school-leavers) stated that they do not feel encouraged to learn at work. There was a statistically significant difference in opinion on encouragement of employees to learn at work between evening (shift) school teachers and early school-leavers as employees (see Table 16.2).

Table 16.2: Statistical differences between early school-leavers' and evening (shift) school teachers' perception on challenge "Encouragement of employees to learn at work"

| Early school-leavers feel encouraged to learn at work...  | Sig. (p) |
|---|----------|
| if they know it will bring them concrete benefits, for example, promotion, higher salary, recognition | .031     |
| Evening (shift) school teachers feel encouraged to learn at work...                                   |          |
| when the courses their employers provide are really useful for their work                             | .001     |

Also there was a statistically significant difference in opinion on encouragement of employees to learn at work between 18-24 years old early school-leavers and older early school-leavers (25+) (see Figure 30). Furthermore, 10% of early school-leavers (18-24) stated that they do not feel encouraged to learn at work at all (see Table 16.2).

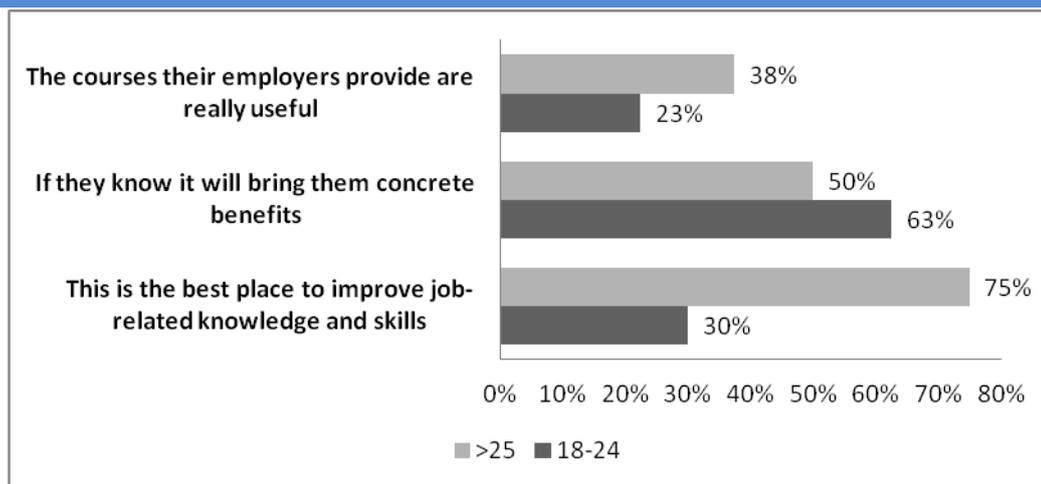


Figure 30: Encouragement to learn at work for 18-24 and 25+ learners

**Employees' opinion on learning.** There was a statistically significant difference in *employees' opinion on learning* between evening (shift) school teachers and early school-leavers (see Table 17).

Table 17: Statistical differences between early school-leavers' and evening (shift) school teachers' perception on challenge "employees' opinion on learning"

| Evening (shift) school teachers more agree that...  | Sig. (p)    |
|---|-------------|
| In their organization everyone expects they to take courses sometimes                         | .000        |
| Most employers insist that their employees follow training courses at regular intervals       | .000        |
| When people can decide for themselves about learning, they learn more and better              | .008        |
| <b>Everyone has to keep on learning because society expects it</b>                            | <b>.016</b> |
| Their employers offer attractive learning opportunities that encourage really to take them up | .038        |
| <u>Early school-leavers more agree that...</u>  |             |
| There is no need to carry on learning once they have finished their initial training          | .001        |

There was a statistically significant difference in employees' opinion on learning between 18-24 years old early school-leavers and older early school-leavers (25+): the 18-24 years old early school-leavers when compared with older early school-leavers (25+) more agreed or strongly agreed that everyone has to keep on learning because society expects it ( $p=0.040$ ), however the majority of the 18-24 years old early school-leavers (40%) neither agreed nor disagreed that this statement is true.

Also, on the one hand, the 18-24 years old early school-leavers more agreed or strongly agreed that everyone has to keep on learning because otherwise they risk becoming unemployed; people who do not keep up their learning should be punished by their employer (e.g. no merit payments or bonus, no promotion, be fired).

**Opinion on position and responsiveness of employer.** There was a statistically significant difference in employees' *opinion on position and responsiveness of employer* between evening (shift) school teachers and early school-leavers (see Table 18).

**Table 18:** Statistical differences between early school-leavers' and evening (shift) school teachers' in perception on challenge "employees' opinion on Position and responsiveness of employer"

| <u>Evening (shift) school teachers more agree that...</u>                                   | Sig. (p)    |
|---|-------------|
| <b>Their employer is open to all sorts of proposals for work-related learning</b>           | <b>.000</b> |
| <b>Makes it clear to them that they should follow certain courses</b>                       | <b>.000</b> |
| Their employer offers a lot of learning opportunities compared with other similar employers | .002        |
| Is willing to support work-related learning, but only when it leads to a qualification      | .002        |
| If it costs a lot, their employer expects them to show why it is important for their job    | .003        |
| If it takes place in working hours, their employer wants to see its relevance for their job | .018        |
| <br>  |             |
| <u>Early school-leavers neither agreed nor disagreed that...</u>                            |             |
| Their employer never agrees to their participation in work-related courses                  | .000        |

There was no statistically significant difference in employees' opinion on position and responsiveness of employer between 18-24 years old Early school-leavers and older early school-leavers (25+). However the older early school-leavers (25+) more agreed or strongly agreed that their employer leaves it up to them to decide what courses they will follow. Moreover, the majority of 18-24 years old early school-leavers neither agreed and disagreed that their employers never agree to their participation in work-related courses as well as their employers are willing to support work-related learning, but only when it leads to a recognized qualification, make it clear to them that they should follow certain courses, try to make sure that there's enough time and space for employees to learn in working time (see Table 18).

**Employees' opinion on workplace learning activities.** There was a statistically significant difference in *employees' opinion on workplace learning activities* between evening (shift) school teachers and early school-leavers (see Table 19).

**Table 19:** Differences in perception of challenge "workplace learning activities"

| <u>Evening (shift) school teachers more agreed that</u>                            | Sig (p)     |
|--|-------------|
| <b>Focus is on knowledge and skills, not on how employees behave</b>               | <b>.000</b> |
| Receive strong support and engagement from employees                               | .006        |
| Help employees to do their jobs better   | .007        |
| Reflect the fact that individual exchange of knowledge and experience is important | .007        |
| Focus is on the qualities of individual participants                               | .016        |
| Workplace learning activities are mostly strategic in nature                       | .035        |

Also there was a statistically significant difference in employees' opinion on workplace learning activities between 18-24 years old early school-leavers and older early school-leavers (25+). The **18-24 years old early school-leavers when compared with older early school-leavers (25+) more agreed or strongly agreed that that workplace learning activities are imposed on everyone by the management** ( $p=0.032$ ), however 47.5% of 18-24 years old early school-leavers neither agreed nor disagreed that this statement is true. Moreover, 52.5% of 18-24 years old early school-leavers neither agreed nor disagreed that workplace learning activities are something emotionally important for the participants and only 30.0% of 18-24 year olds early school-leavers agreed or strongly agreed with it.

**Benefits of workplace learning.** The results show that 80.9% of all the participants think that they have benefited from the learning at work. According to their answers, the most important are the following ones (see Table 20.1):

**Table 20.1:** Participants perception of benefits from workplace learning

| <i>Benefits of learning</i>       | <i>All participants</i> | <i>Evening (shift) school teachers *</i> | <i>Early school-leavers</i> |
|-----------------------------------|-------------------------|--|-----------------------------|
| doing their job better            | 43.7%                   | 58.2%                                    | 19.1%                       |
| confidence and self-respect       | 40.5%                   | 48.1%                                    | 27.7%                       |
| personal growth and self-identity | 30.2%                   | 38.0%                                    | 17.0%                       |

\*Evening (shift) school teachers

There was a statistically significant difference in employees' opinion on their own benefits of workplace learning between evening (shift) school teachers and early school-leavers. On one hand, the early school-leavers more often have mentioned the benefits such as salary rise ( $p=0.001$ ) and promotion ( $p=0.024$ ). On the other hand, the evening (shift) school teachers more often have indicated the benefits such as doing their job better ( $p=0.000$ ), confidence and self-respect ( $p=0.024$ ), personal growth and self-identity ( $p=0.014$ ).

The majority of the participants acknowledged the following benefits of everyday work activities in comparison with specially organized courses (see Table 20.2):

Table 20.2: Benefits of everyday work activities in comparison with specially organized courses

| Benefits                               | All participants | Evening (shift) school teachers * | Early school-leavers |
|--|------------------|-----------------------------------|----------------------|
| Making decisions                       | 61.1%            | 68.4%                             | 48.9%                |
| Appreciating other cultures and values | 50.0%            | 53.2%                             | 44.7%                |
| Communication skills                   | 73.0%            | 82.3%                             | 57.4%                |
| Confidence in public situations        | 66.7%            | 70.9%                             | 59.6%                |
| Using IT (software, computers, www)    | 72.2%            | 86.1%                             | 48.9%                |
| Solving problems                       | 61.9%            | 62.0%                             | 61.7%                |
| Working in a team                      | 68.3%            | 70.9%                             | 63.8%                |
| Using machines and technology          | 71.4%            | 82.3%                             | 53.2%                |
| Expressing themselves well             | 54.8%            | 55.7%                             | 53.2%                |
| Positive working environment           | 67.5%            | 73.4%                             | 57.4%                |

\*Evening (shift) school teachers

**Workplace learning effects on employees.** There was a statistically significant difference in opinion on *workplace learning effects on employees* between evening (shift) school teachers and early school-leavers. In general the evening (shift) school teachers more often than early school-leavers thought that workplace learning had a positive effect on their knowledge and skills in the following areas (see Table 21.1)

Table 21.1: Differences between evening (shift) school teachers and early school-leavers on workplace learning effects on employees

| Evening (shift) school teachers more agreed that workplace learning has positive effects on ... | Sig. (p)             |                  |
|---|----------------------|------------------|
|   | in organized courses | in everyday work |
| Using IT (software, computers, www)   | .000                 | .000             |
| Using machines and technology   | .000                 | .000             |
| Communication skills  | .000                 | .008             |
| Preparing reports, documents etc.   | .001                 | .013             |
| Getting on well with colleagues   | .003                 | .005             |
| Making decisions  | .004                 | .023             |
| Working in a team   | .007                 |                  |
| Confidence in public situations   |                      | .031             |
| Better quality of life in working environment   | .000                 |                  |
| Better quality of life in a multicultural society   |                      | .031             |

Also there was a statistically significant difference in opinion on workplace learning effects on employees between 18-24 years old early school-leavers and older early school-leavers (25+) The older early school-leavers (25+) more often than 18-24 years old early school-leavers thought that workplace learning had a positive effect on their knowledge and skills in the following areas (see Table 21.2).

Table 21.2: Differences between 18-24 and 25+ early school-leavers on workplace learning effects on employees

| The older early school-leavers (25+) more agreed that workplace learning has positive effects on ... | Sig. (p)             |                  |
|--|----------------------|------------------|
|  | in organized courses | in everyday work |
| Doing calculations, including budgets  |                      | .041             |
| Communication skills   | .036                 | .019             |
| Working in a team  |                      | .037             |
| Using machines and technology  |                      | .046             |

In addition, 35.0% of 18-24 years old early school-leavers and 12.5% of older early school-leavers (25+) answered that they have not learnt at work.

**Success in getting a job.** According to the results on the main factors affected the *success in getting a job*, majority of all the participants think that performance and manner on application and recommendation by acquaintances are helpful sometimes, but other factors are not helpful at all (see Table 22)

Table 22: Factors related to success in getting a job

|   | All participants | Evening (shift) school teachers * | Early school-leavers |
|---|------------------|-----------------------------------|----------------------|
| <i>Factors that help sometimes</i>                        |                  |                                   |                      |
| performance and manner on application                     | 30.3%            | 27.3%                             | 35.0%                |
| recommendation by acquaintances                           | 34.9%            | 31.8%                             | 40.0%                |
| <i>Factors that are not helpful at all</i>                |                  |                                   |                      |
| application test score                                    | 40.4%            | 43.8%                             | 35.0%                |
| their school record                                       | 41.0%            | 42.4%                             | 38.5%                |
| whether their school/training centre is public or private | 41.5%            | 40.9%                             | 42.5%                |

\*Evening (shift) school teachers

The further analysis reveals that there was a statistically significant difference between early school-leavers and their evening (shift) school teachers in ranking the following factors: educational level ( $p=0.001$ ), relevant working experience ( $p=0.005$ ), relevant certificates ( $p=0.000$ ), relevant training experience ( $p=0.000$ ), communication skills ( $p=0.003$ ), and reputation of school they have graduated ( $p=0.040$ ). Moreover the majority of evening (shift) school teachers (from 34.8% up to 48.5%) acknowledged that educational level, relevant working experience, certificates and training experience as well as communication skills are very helpful factors positively affected the Success in getting a job, but majority of early school-leavers (from 27.5% up to 43.2%) think that these factors are helpful only sometimes.

There was a statistically significant difference in opinion on factors affected the success in getting a job between 18-24 years old early school-leavers and older early school-leavers (25+) (see Table 22, and also see Figure 31)

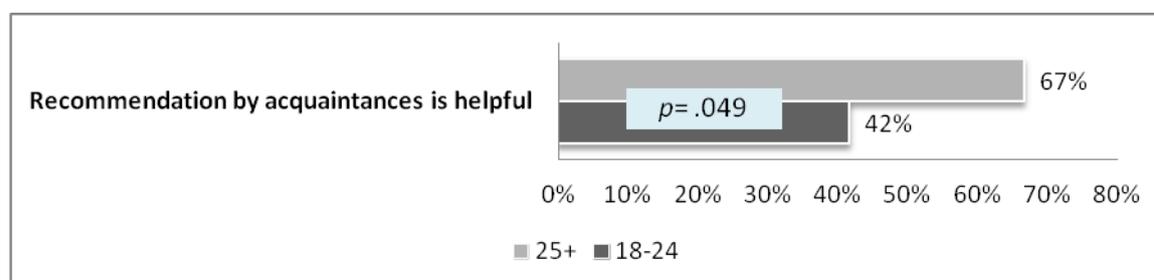


Figure 31: Differences in perceptions about getting a job (18-24 and 25+ learners)

**Usefulness of knowledge and skills learnt at school to the current job.** According to the results on the *usefulness of knowledge and skills have learnt at school to the current job*, majority

of participants (from 41.2% up to 53.5%) think that usefulness of all the knowledge and skills is huge. The further analysis reveals that there was a statistically significant difference between the early school-leavers and evening (shift) school teachers in ranking the following knowledge and skills: literacy ( $p=0.016$ ), operation skills ( $p=0.001$ ), problem solving skills ( $p=0.001$ ), learning-to-learn ( $p=0.000$ ), communication skills ( $p=0.000$ ), work-relevant basic knowledge ( $p=0.000$ ), work-relevant professional knowledge ( $p=0.000$ ), and occupational skills ( $p=0.000$ ). The evening (shift) school teachers in comparison with Early school-leavers have acknowledged more often the usefulness of all the knowledge and skills mentioned above.

There was a statistically significant difference in opinion on usefulness of knowledge and skills have learnt at school to the current job between 18-24 years old early school-leavers and older early school-leavers (25+). (See Figure 32).

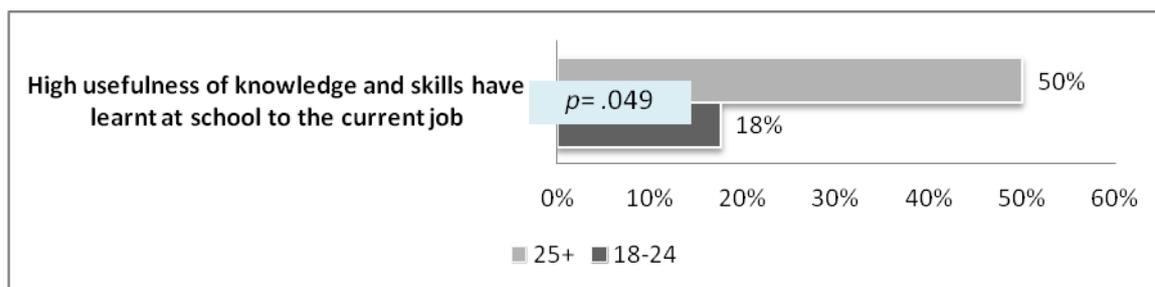


Figure 32: Differences in perceptions about usefulness of knowledge and skills learnt at school for the current job (18-24 and 25+ learners)

**Improvement of skills for the current job.** According to the results on necessary *improvement of skills for the current job*, majority of participants have a need to strengthen the following skills (see Table 23)

Table 23: Participants opinions on the need to be improved their skills for their current job

|   | All participants | Evening (shift) school teachers * | Early school-leavers |
|---|------------------|-----------------------------------|----------------------|
| <i>Skills that need to be improved</i>        |                  |                                   |                      |
| <b>Teamwork skills</b>                        | 33.0%            | 27.3%                             | <b>44.1%</b>         |
| <b>Computer skills</b>                        | 40.2%            | 39.4%                             | <b>41.7%</b>         |
| Creativity                                    | 40.0%            | 40.6%                             | 38.9%                |
| Professional skills                           | 39.2%            | 39.4%                             | 38.9%                |
| Problem solving skills                        | 38.2%            | 39.4%                             | 36.1%                |
| <b>Management skills</b>                      | <b>32.4%</b>     | <b>30.3%</b>                      | <b>36.1%</b>         |
| Foreign language competence                   | 31.4%            | 30.3%                             | 33.3%                |
| Communication skills                          | 33.3%            | 34.8%                             | 30.6%                |
| <i>Skills that do not need to be improved</i> |                  |                                   |                      |
| Literacy                                      | 52.5%            | 63.6%                             | 31.4%                |
| Learning-to-learn skills                      | 32.7%            | 32.3%                             | 33.3%                |

\*Evening (shift) school teachers

The further analysis reveals that there was a statistically significant difference between the early school-leavers and evening (shift) school teachers in ranking the several skills: The early school-leavers in comparison with evening (shift) school teachers have mentioned more often a necessity to improve their literacy ( $p=0.002$ ) and professional skills ( $p=0.008$ ) for their current job. There was a statistically significant difference in opinion on necessary improvement of skills for the current job between 18-24 years old early school-leavers and older early school-leavers (25+). The 18-24 years old early school-leavers in comparison with older early school-leavers (25+) have indicated more often a necessity to improve their management skills for their current job ( $p=0.022$ ).

**Obstacles to take part in training.** According to the results, the *main obstacles to take part in training* are... (See Table 24).

Table 24: Obstacles to take part in training

|  | All participants | Evening (shift) school teachers * | Early school-leavers |
|--|------------------|-----------------------------------|----------------------|
| <b>Lack of suitable training programs</b>        | <b>14.5%</b>     | <b>20.3%</b>                      | <b>4.9%</b>          |
| Too high cost for training                       | 25.5%            | 30.4%                             | 17.1%                |
| Too heavy workload and lack of time for training | 23.6%            | 18.8%                             | 31.7%                |

\*Evening (shift) school teachers

There was a statistically significant difference ( $p=0.027$ ) in perceiving the main obstacles to take part in a training between early school-leavers and evening (shift) school teachers. Namely, the evening (shift) school teachers in comparison with early school-leavers perceive the lack of suitable training programs as barrier more often.

There was no statistically significant difference in perceiving the main obstacles between 18-24 years old early school-leavers and older early school-leavers (25+). In Figure 33 main differences are presented (see also Table 24).

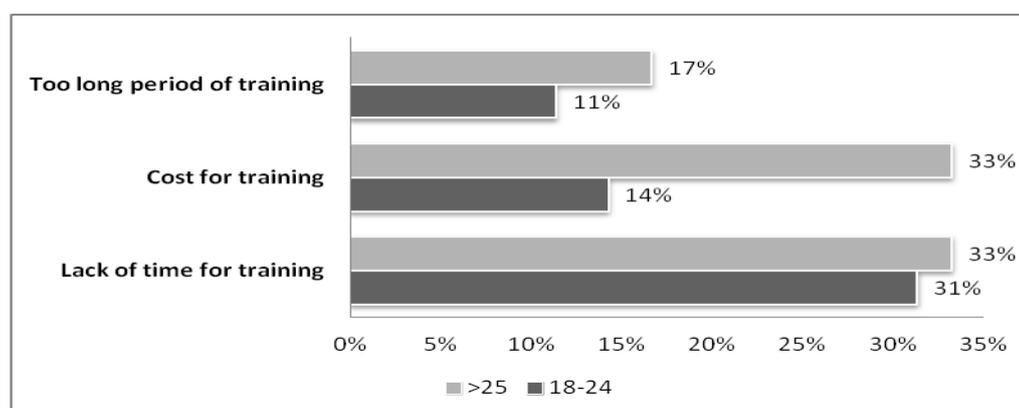


Figure 33: Main obstacles to take part in training for 18-24 and 25+ learners

**Primary motivation for taking training.** According to the results on *primary motivation for taking training*, the participants are motivated to take training for the following reasons (see Table 25):

Table 25: Primary motivation for taking training

|  | All participants | Evening (shift) school teachers * | Early school-leavers |
|--|------------------|-----------------------------------|----------------------|
| a wish to enhance the professional qualification | 20.0%            | 29.0%                             | 4.9%                 |
| a wish to obtain a better position               | 13.6%            | 8.7%                              | 22.0%                |
| a wish to get a higher salary                    | 10.0%            | 4.3%                              | 19.5%                |

\*Evening (shift) school teachers

There was a statistically significant difference in primary motivation for taking training between early school-leavers and evening (shift) school teachers. For example, the early school-leavers more prefer to take a training if they can get higher wage ( $p=0.011$ ) and/or get more chance to be promoted ( $p=0.044$ ), but the evening (shift) school teachers are more motivated to take a training if they can enhance their professional qualification ( $p=0.002$ ).

There was a statistically significant difference in primary motivation for taking training between 18-24 years old early school-leavers and older early school-leavers (25+). Namely, the older **early**

**school-leavers (25+) are more motivated to take a training if they can enhance their professional qualification ( $p=0.001$ ) (see Figure 34).**

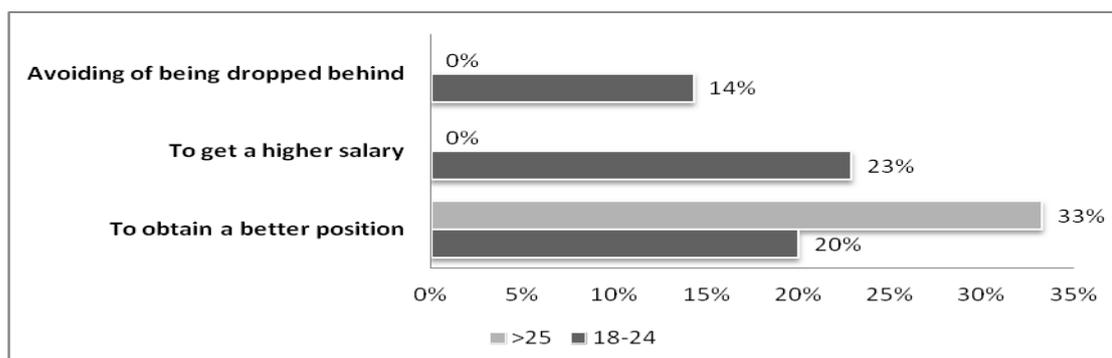


Figure 34: Primary motivation for taking training for 18-24 and 25+ learners

As regards the other motivations, the majority of early school-leavers feel motivated to take a training to obtain a better position or a higher salary or for avoiding being dropped behind.

Karen Evans' and Natasch Kersh' (United Kingdom) research findings suggest that „the workplace as a distinctive type of learning space may play a significant part in enhancing the learning processes and aspirations of early school-leavers”. They conclude, “by considering the implications of their analysis for practice, with particular reference to the spatial aspects of workplace and mobility in learning” (Chisholm et al, 2013, p. 15). Improving work-based learning means „paying attention to what people want and need; and to the different expressions of interest that come from work groups differently located in the changing social landscapes of organisations and labour markets” (Chisholm et al, 2013, p.32).

Teo van Dellen (the Netherlands) shows “how the above factors can be expressed through motivational and affective dimensions of learning at and through work. He argues that individual and collective learning in organisations takes its cue from motivation and emotion emanating from the power relations around work; these features lead to the construction of learning provision and experience as voluntary or compulsory” (Chisholm et al, 2013, p. 15). Kenji Hirata and Nanae Ibuchi state that “organisations not only provide employees with learning opportunities and foster a learning climate, but workplace learning opportunities must also match the needs of the current and future jobs of employees. Their results show that career orientation affects intrinsic work motivation, but not extrinsic work motivation. In parallel, workplace learning motivation is associated with career orientation. Using a career workplace learning model, the study found intrinsic motivation to be a key mediator between organisational commitment and employment tenure” (Chisholm et al, 2013, p.16).

Annette Ostendorf (Austria) speaks about the premise that „interest lies not only in learning processes at and within the workplace, but also in processes that facilitate learning – the other side of education and pedagogy (Chisholm et al, 2013, p.1). Milan Pol, Petr Novotný et al. emphasise two important dimensions of organisational learning: the potential versus the reality of organisational learning in a given environment; and the three learning loops proposed by Argyris & Schön (1996). The application of these two dimensions show evidence „that schools are likely to remain encapsulated within the first loop, and at the same time to highlight the role and significance of school leadership support for collectively proceeding to higher levels of learning” (Chisholm et al, 2013, p.16). Vaiva Zuzeviciute, Daiva Bukantaite and Dalia Kraskauskaitė stress “...a code of ethics in educational organisations. Ethics are frequently treated as a quasi-natural attitudinal phenomenon that manifests itself via individual conscience ... this is a restricted approach: modern educational organisations are called upon to serve as an example to others by fostering and developing human values by means of a code of ethics” (Chisholm et al, 2013, p.16).

## Situation 2: Negative learning experience in basic school

Based on ASEM LLL research direction “LLL Core Competences in ASEM countries”, collaborative research projects and practical activities were conducted among the ASEM member countries with regard to the consolidation of theoretical positions which address various areas of human competence. The school subject teaching and facilitation of learning outcomes as a new opportunity to face the young early school-leavers’ (18-24) learning needs were identified and classified in following sub-groups: solving difficulties in school subject learning; school subject teaching; analytical thinking development; obstacles for success in learning; facilitation of learning outcomes, according to the methodology used by ASEM countries (Lithuania, Latvia, Denmark, Malaysia, Korea) in the study on “Managing and Developing Core Competences in a Learning Society” (Han, SoongHee, 2011).

According to the results of the web-survey on the most difficult subject in the school, majority of participants think that the most difficult subject are the following ones see Table 26):

Table 26: Difficult school subjects

|                  | <i>All participants</i> | <i>Evening (shift) school teachers *</i> | <i>Early school-leavers</i> |
|------------------|-------------------------|--|-----------------------------|
| Mathematics      | 68.8%                   | 73.0%                                    | 64.1%                       |
| Physics          | 10.8%                   | 12.2%                                    | 9.2%                        |
| Chemistry        | 9.4%                    | 9.5%                                     | 9.2%                        |
| English language | 2.2%                    | 1.4%                                     | 3.1%                        |
| History          | 2.9%                    | 1.4%                                     | 4.6%                        |

\**Evening (shift) school teachers*

In addition, only 1.4% of evening (shift) school teachers and 1.5% of early school-leavers think that there are no difficult subjects in school. The further analysis reveals that there was no a statistically significant difference between the early school-leavers and evening (shift) school teachers in this issue. However only evening (shift) school teachers have mentioned the following variants of answers: all subjects are complicated (2.7%); all exact (hard) subjects (sciences) are the most difficult (1.4%); all foreign languages are the most complicated (1.4%); computer science is the most difficult (1.4%); Latvian language is the most complicated subject in school (2.7%).

There was a **statistically significant difference ( $p=0.008$ ) in opinion on the most difficult subject in school between 18-24 years old early school-leavers and older early school-leavers (25+)** (see Figure 35).

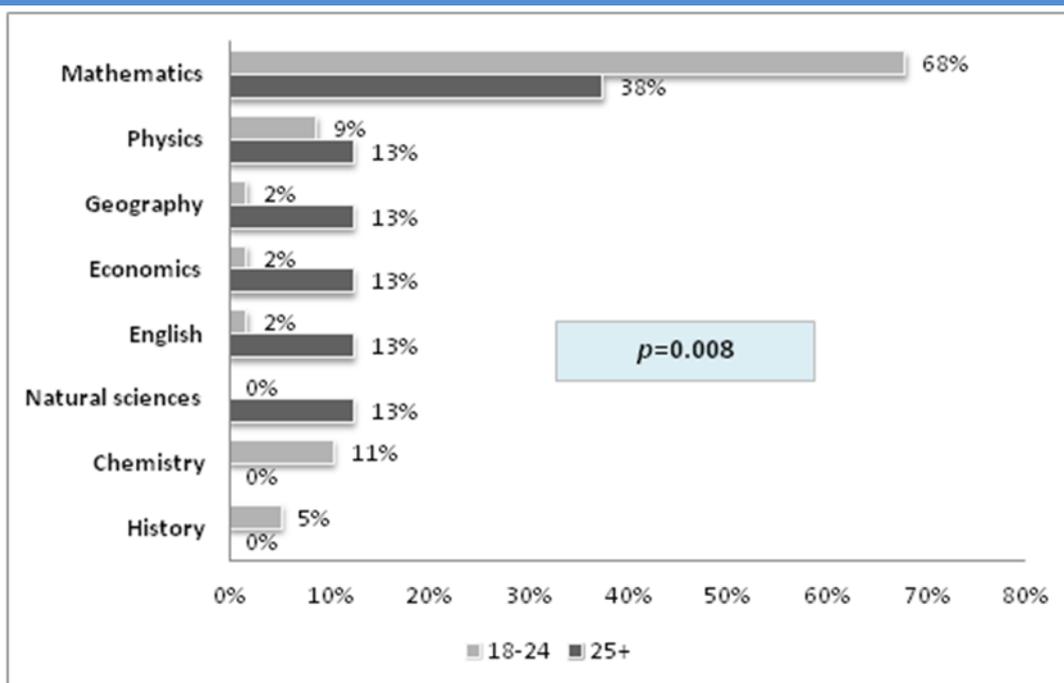


Figure 35: Most difficult subjects for 18-24 and 25+ learners

**Solving difficulties in school-subject learning.** The *solving difficulties in school subject learning* most often mentioned are related to the delay in the acquisition of study contents due to absences to the lessons, content overloaded with a lot of theory, and the necessity of spending money for buying new materials and using internet. 18-24 years old early school-leavers with low-level results and their evening (shift) school teachers with high and low level of collaboration think that the most important reason is the **delay in the acquisition of contents for absence**. 18-24 years old early school-leavers with low level results think that the main reason is that lesson are **overloaded with theoretical contents**, that provokes a lack of motivation, and so problems related to individual characteristics (capacities, abilities, learning style, former experience etc.) appear.

Only in some cases some problems related to the early school-leavers themselves and to the characteristics of the personality of their evening (shift) school teachers are mentioned (for example “*I am not very successful*”, “*I do not understand*”, or “*my evening (shift) school teacher does not explain anything in detail, and s/he does not try to make us to be interested in Physics. Physics is one of the subjects that I cannot understand just reading the book. Physics are interesting but you need to have a evening (shift) school teacher who is able to explain it correctly and who loves her work*), and also about the relation evening (shift) school teacher-early school leaver and the absences to the lessons (*absences, rarely attend the lessons*).

**Subject matter teaching at school.** How happens *subject matter teaching at school* and how different can be the interpretation of the answer to the question “what is Maths, Physics, etc.?”

First of all, 18-24 y/o early school-leavers think that subject matters at school become complicated when teaching is based on mechanical remembering (*facts, formulas, acids, molecules, atoms, reactions, equations and all the rest*).

*... I like to learn, but in high-school I do not like that you have to learn so many things by heart. What for? In real life this is not necessary*

*... Some time ago I got 5 or 6 at Maths exams, and now also, but I do not understand really what I do. Exams do not prove that you understand. Yes, maybe I can learn something fast for this concrete exam, but after a month or so, you can ask me something about that and I will not be able to understand. I learn for a moment, and then I forget, because something new comes up, and I like it, for example, I like Biology, I understand and*

*I know quite a lot. But I do not like Maths, I do not understand, I do not know. I like biology since my childhood; I always learnt and understood everything that was written.*

Secondly, complexity increases if teaching is not related to life:

*According to me, Maths should not be in the list of compulsory subject matters, because it is not necessary for everybody in their career. Why you should torture people, making them learn things that are not necessary and that they do not like?*

*Maths is complicated, there are a lot of useless contents that contaminate your brain and provoke negative emotions.*

*In the subject matter "History" there is too many details. It is understandable that in the history there were a lot of events that had an influence in the development of our world, but however, not everybody is interested in knowing everything that happened, where and when.*

*... his is a science that we need to be attentive to, but not so much as it is done in the lessons and the study process, because it will not help during the rest of the life, excepted if someone wants to be a mathematician.*

For youngsters, independently of the level of results, the difficulty in any subject matter is related to the lack of connection with real life. The accent for describing the difficulties is related to the mechanical repetition.

**Analytical thinking development.** Early school-leavers with high and low level of results insist on the necessity of connecting the teaching of difficult subject matter with *analytical thinking development* and with real life. Learning Maths through practice helps to develop analytical thinking. Early school-leavers put an accent in the importance of using practically Maths and other complicated subject matters (see Table 27).

Table 27: Importance of practical usage

=  
•--> File: sk\_eni\_zems.rtf-----  
17- 19: asv /.../ AND 21- 33: pats

Maths is the knowledge of numbers, figures, groups of numbers, systems of numbers and calculation. Knowledge about how you can get the expected result using several formulas. (...) Maths has always been the most difficult subject matter. I personally think so, because I am not interested on it. I believe that if I was more interested on Maths, I would learn harder and results would be better. Speaking about Maths, the main thing for me is to keep the necessary level to go to the next class and to finish the school. PS: I left high school when I was 17, and now I started again and I am 23. I feel that learning is easier. I got some experience of life, and now I learn not only to get good marks, but for myself. Of course, there are some exceptions in some subject matters (...). My reasoning is like this: I do not understand Maths, so I will not do this and this exercise. Early school leaver says to himself that s/he does not understand, and this is the reason why s/he does not study. (...) Of course, opinions can be very different. My personal opinion is that it is not necessary to go too deep into the complicated subject matters, but you need to give the best of yourself in your strong matters. In this way you will reinforce your strengths, and then you can use them correctly in your life and build a successful career.

For youngsters with low-level results, difficulty in any subject matter is related to the lack of connection with real life and to a way of thinking based on mechanical repetition.

**Obstacles for success in learning.** The youngsters think that learning difficult subject matter can be successful if they are put in relation with everyday life, real situations and problem solving, if they see new possibilities of development based on their own capacities and using the help of others. In the answers of early school-leavers with different level of results a correlation between analytical thinking, the relation to real life and their own ability of solving problems, developing their strengths, can be found (see Table 28).

Table 28. Linkages between analytical thinking, relation to real life and own ability of problem solving

•--> File: sk\_eni\_zems.rtf-----  
3- 4: iegaum AND 7- 10: nsadz

Early school leaver: We meet that (Maths) in everyday life (...) because there are a lot of non understandable concepts and difficult formulas for solving the exercises (...) When you think, you put in action your brain (...) You can go and ask a teacher, or you can try to solve the problems by yourself.

43- 43: iegaum AND 43- 45: nsadz

Early school leaver: I do not have ANY understanding about Maths. (...) You can ask the teacher for help, or, learning by yourself, you can try to understand that at home.

Early school-leavers with a high and low level of results and evening (shift) school teachers with high, medium and low collaboration level think that complicated subject matters are those, which are not related with real life, and where it is difficult to find the link between theory and practice. Early school-leavers with high and good level and evening (shift) school teachers with high, good and low collaboration level understand “thinking” as “analytical thinking”, which includes analysis, synthesis and generalization. The understanding of mechanical thinking, which is related with memorization, is not essential for any of the participants’ group. Evening (shift) school teachers with good and low collaboration level think that problems in the complicated study matters have to be solved by the early school leaver him/herself. Only some of the early school-leavers recognized that in those situations they are confident and feel themselves able to solve the problem by their own forces.

Early school-leavers with good and low collaboration level think that problems have to be solved with the help of others, asking for help to parents, Evening (shift) school teachers and so on for *facilitating of learning outcomes*. 18-24 y/o youngsters, independently of the level of results, give preference to collaboration with others (evening (shift) school teachers, parents) for solving problems. There is an important relation between the difficult subject matters and the possibilities of learning: youngsters for whom the level of complication of subject matters is related to the lack of relation with real life, think that the collaboration with others and the help of others is essential for solving problems.

*... In my opinion, is easier to solve problems in a subject matter when you have at school a good teacher who is ready to help you. Learning at school, I have seen that most of teachers do not make efforts and do not want to help early school-leavers, and they are indifferent if a early school leaver does not understand a topic. In my opinion, it is necessary to make a better selection of people before letting them go to teach youngsters, because, if the teacher does not like his work and does not love the children/youngsters, it is nonsense. Another thing that makes learning easier is the help of parents. But not all the early school-leavers can benefit from parents’ help. You can also look for help in the libraries and in Internet, but this is much more difficult, because nobody will explain you, you should try to think by yourself and , if you are not good at all in this subject matter, then it is really difficult to understand it by yourself. You will need someone who can at least put you on the good track...*

A statistically significant correlation ( $p=0,042$ ) has been found between the understanding of difficult subject matters and the ways of solving problems. Youngsters, for whom the difficult subject matters are not related with life and real situations, find the possibility of solving problems with the help of others.

Also, 18-24 years old early school-leavers, independently of the level of results, give preference to collaboration with others (evening (shift) school teachers, parents) for solving problems. There is an important relation between the difficult subject matters and the opportunities to learn: those youngsters for whom the level of complexity of subject matters is related to the lack of relation with real life, think that the collaboration with others and the help of others is essential for solving problem.

Those youngsters for whom the difficult subject matters are not related with life and real situations, find the possibility of solving problems with the help of other. Intergenerational learning is a good solution for contributing to the acquisition of difficult subject matters, because youngsters are able to solve more easily mathematical problems if they consult with elder evening (shift) school teachers, grandparents and acquaintances.

The ASEM LLL recent research on analytical competence, communicative competence, intercultural and global competence shows how these competences are operating and mobilizing in diverse learning contexts and how they can be enhanced. The difficulties in school subject learning are often not academic, but determined by human development. **Human competence is connected with the process of self-transformation.**

### **Situation 3: Unwillingness to go to the school (rejection of schooling)**

Based on ASEM LLL research direction “Professionalization of evening (shift) school teachers and Educators in Lifelong Learning”, collaborative research projects and practical activities were conducted among the ASEM member countries with regard to the quality of evening (shift) school teachers and trainers, which is seen as a key factor for the implementation of lifelong learning. The challenges of professionalization of evening (shift) school teachers as adult educators for facing the young early school-leavers’ (18-24) learning needs, were identified and classified in following sub-groups: *personal qualities of evening (shift) school teachers as adult educators; interpersonal behaviour and communication with early school-leavers; cooperation with the external environment; planning and management; access and progression of early school-leavers; subject-related, specialist domain; monitoring and assessment of learning processes; didactical-methodological domain; personal development and reflection*, according to the methodology used by ASEM countries (Lithuania, Latvia, India) in the study on *Competencies of Adult Education Facilitators – Transnational Comparison* (Surikova, S., Zuzevičiūtė, V., 2013; Surikova, S., Zuzevičiūtė, V. Potukanuma, A.R., Doddapaneni, U.D., 2013).

**Personal qualities of evening (shift) school teachers as adult educators.** There was a statistically significant difference ( $p=0.049$ ) in rating ‘be emotionally stable’ between early school-leavers and their educators in 2011-2012 (in this case the evening (shift) school teachers as adult educators have rated higher). In general the early school-leavers have rated higher on ‘be altruistic’ and ‘be open-minded’ when compared with adult educators in 2011-2012. Furthermore, according to the majority of early school-leavers and evening (shift) school teachers as adult educators, the personal qualities such as ‘be authentic’, ‘be attentive’, ‘be open-minded’, and ‘be emotionally stable’ will be more important in the future.

There was no statistically significant difference in rating the personal qualities of evening (shift) school teachers as adult educators between 18-24 years old early school-leavers and older early school-leavers (25+) in 2011-2012 and in near future (in 2015). From the current perspective, 18-24 years old early school-leavers have rated higher on ‘be extroverted’. From the future perspective, they have rated higher on ‘be authentic’, ‘be extroverted’ and ‘be altruistic’ in comparison with older early school-leavers (25+). It can be concluded that the 18-24 years old early school-leavers prefer more authentic, extroverted and altruistic evening (shift) school teachers as adult educators.

**Interpersonal behaviour and communication with early school-leavers.** From the current perspective, the competences such as motivating and inspiring the early school-leavers, communicating clearly, managing group dynamics, handling the conflicts, and acting taking into consideration democratic values have been rated higher by the evening (shift) school teachers as adult teachers

Furthermore, the majority of evening (shift) school teachers as adult educators has evaluated the future importance of all the competences (except using suitable body language) as ‘more important’ in the future. But early school-leavers thought that inspiring the early school-leavers, communicating clearly and handling the conflicts will be more important in the future.

There was no statistically significant difference in rating the competences between 18-24 years old early school-leavers and older early school-leavers (25+) in 2011-2012 and in the future.

**Cooperation with the external environment.** From the current perspective, almost all the competences (except recognizing the role of institutional policy (e.g., of companies) for their own

specialist domain) have been rated higher by the evening (shift) school teachers as adult educators. However there was no statistically significant difference in rating the competences between early school-leavers and evening (shift) school teachers in 2011-2012. **From the future perspective, there was a statistically significant difference in ranking the item ‘to see their own specialist domain (the subject that is taught) in the wider societal context’ ( $p=0.032$ ) between early school-leavers and their educators** (in this case the educators have rated higher). The majority of evening (shift) school teachers as adult educators have evaluated the future importance of understanding the various interests in the context of adult's learning, seeing their own specialist domain (the subject that is taught) in the wider societal context, and (net)working together with a variety of stakeholders as ‘more important’ in the future.

There was no statistically significant difference in rating the competences between 18-24 years old early school-leavers and older early school-leavers (25+) in 2011-2012 and in the future.

**Planning and management.** From the current perspective, almost all the competences (except thinking along commercial lines) have been rated higher by the evening (shift) school teachers as adult educators.

There was a statistically significant difference between early school-leavers and their adult educators in 2011-2012 in rating the following items (see Table 29)

*Table 29: Differences in planning and management between early school-leavers and evening (shift) school teachers*

| <i>Educators have rated higher...</i>   | Sig. ( <i>p</i> ) |
|---|-------------------|
| To plan teaching offers according with the <b>resources</b> available (time, space, equipment, etc) | .004              |
| To tailor teaching offers for the <b>needs</b> of specific target groups                            | .005              |
| To conceptualize their teaching offers in terms of <b>learner achievement</b>                       | .010              |

In general the early school-leavers have rated higher on thinking along commercial lines when compared with evening (shift) school teachers as adult educators in 2011-2012 and in the future. Furthermore, the majority of evening (shift) school teachers as adult educators and early school-leavers thought that planning the teaching offers according with the resources available (time, space, equipment, etc) as well as monitoring and evaluating the quality of the delivery of teaching offers will be more important in the future. The majority of evening (shift) school teachers as adult educators have evaluated the future importance of tailoring their teaching offers for the needs of specific target groups and conceptualizing their teaching offers in terms of learner's achievement as ‘more important’ in the future also.

There was a **statistically significant difference in rating the item ‘to plan teaching offers according with the resources available (time, space, equipment, etc)’ ( $p=0.041$ ) between 18-24 years old early school-leavers and older early school-leavers (25+) in 2011-2012** (in this case the older early school-leavers (25+) have rated higher). From the current and future perspectives, 18-24 years old early school-leavers have rated higher on thinking along commercial lines in comparison with older early school-leavers (25+).

**Access and progression of early school-leavers.** As regards the competences within this domain, it can be summarized that, from the current perspective, The early school-leavers have rated higher on providing information about further training opportunities in relation to own specialist area, but the evening (shift) school teachers as adult educators rated higher the following items (see Table 30):

- referring the early school-leavers to information on current and future learning opportunities, different external support structures (e.g., grants, childcare);

- analysing the typical barriers that may be faced by early school-leavers returning to learning; encouraging the early school-leavers to take over responsibility for their future learning processes;
- assessing the entry-level of early school-leavers

The further analysis reveals that there was a statistically significant difference between early school-leavers and their educators in ranking the following competences (see Table 30):

Table 30: Difference in perception about *what will be more important in the future* between early school-leavers and their educators

| <i>Early school-leavers think that it will be more important...</i>                               | <i>Sig. (p)</i> |
|---|-----------------|
| To refer early school-leavers to information on current and future learning opportunities         | .026            |
| To assess the entry-level of Early school-leavers   | .045            |
| <i>Evening (shift) school (adult educators) think that will be more important...</i>              |                 |
| To encourage early school-leavers to take over responsibility for their future learning processes | .024            |

There was a **statistically significant difference in rating the item ‘to refer early school-leavers to information on current and future learning opportunities’ ( $p=0.044$ ) between 18-24 years old early school-leavers and older early school-leavers (25+) in 2011-2012** (in this case the older early school-leavers (25+) have rated higher). In general, it can be stressed that from the current and future perspectives the older early school-leavers (25+) have rated higher on all the items in comparison with 18-24 years old early school-leavers. Furthermore, the 18-24 years old early school-leavers are more independent, self-directed, personally interested to take over responsibility for their own future learning processes, for searching the necessary information on current and future learning opportunities, etc.

**Subject-related, specialist domain.** From the *current perspective*, all the competences have been rated higher by the evening (shift) school teachers as adult educators. The analysis of obtained data reveals that there was a statistically significant difference between early school-leavers and their educators in ranking the following items (see Table 31)

Table 31: Differences in perception about subject-related/specialist domain between early school-leavers and their educators

| <i>Evening (shift) school teachers rated higher...</i>                   | <i>Sig. (p)</i> |
|--|-----------------|
| <b>To have specialist knowledge in their own area of teaching</b>        | <b>.000</b>     |
| <b>To update their domain specific knowledge and skills continuously</b> | <b>.000</b>     |
| To update their domain knowledge and skills autonomously                 | .009            |
| To know about the societal relevance of their areas of expertise         | .012            |
| To enable early school-leavers to apply what they have learned           | .023            |

From the *future perspective*, the early school-leavers have rated higher on having knowledge in neighbouring disciplines of evening (shift) school teacher’s own area of expertise and on enabling the early school-leavers to apply what they have learnt.

There was no statistically significant difference in rating the evening (shift) school teachers as adult educators’ competences between 18-24 years old early school-leavers and older early school-leavers (25+) in 2011-2012. However, from the current perspective, 18-24 years old early school-leavers have rated higher on applying the specialist didactics in evening (shift) school teacher’s own area of teaching, enabling the early school-leavers to apply what they have learnt, updating their domain specific knowledge and skills continuously.

From the future perspective, the older early school-leavers (25+) have rated higher on all the items. Furthermore, there was a **statistically significant difference in rating the items such as ‘to apply the specialist didactics in their own area of teaching’ ( $p=0.048$ ) and ‘to update their domain knowledge and skills autonomously’ ( $p=0.035$ ) between 18-24 years old early school-leavers and older early school-leavers (25+).**

It can be stressed that currently the 18-24 years old early school-leavers prefer the evening (shift) school teachers as adult educators focused on updating their domain specific knowledge and skills continuously and on enabling the early school-leavers to apply what they have learnt.

**Monitoring and assessment of learning processes.** The obtained data analysis reveals that there is a statistically significant difference in the mean rank scores obtained on all the items (except the item ‘to assess the needs of the learner’) between early school-leavers and their educators. It can be concluded that from the current perspective all the competences (i.e. assessing the needs of the learner, analysing the learning barriers of the learner, monitoring the learning process, evaluating the learning outcomes, diagnosing the learning capacity and learning attitude of the learner) have been rated higher by the evening (shift) school teachers as adult educators in comparison with early school-leavers. Both the evening (shift) school teachers as adult educators and early school-leavers have evaluated the future importance of assessing the needs of the learner as ‘more important’ in the future. Furthermore, the early school-leavers have emphasized that analysing the learning barriers of the learner and diagnosing the learning attitude of the learner would be more important in the future as well. On the other hand, the evening (shift) school teachers as adult educators thought that evaluating the learning outcomes would be more important in the future.

There was no statistically significant difference in rating the competences between 18-24 years old early school-leavers and older early school-leavers (25+) in 2011-2012 and in the future. However some important differences should be stressed, from the current and future perspectives, 18-24 years old early school-leavers have rated higher on diagnosing the learning capacity of the learner and on diagnosing the learning attitude of the early school leaver.

**Didactical-methodological domain.** As regards the competences within this domain, it can be summarized that from the current perspective all the items have been rated higher by the evening (shift) school teachers as adult educators. There was a statistically significant difference between early school-leavers and their educators in 2011-2012 in rating the following items (see Table 32)

Table 32: Differences in perception about Didactical-methodological domain between early school-leavers and their educators

| <i>Evening (shift) school teachers rated higher...</i>                     | Sig. ( <i>p</i> ) |
|--|-------------------|
| <b>Create a safe learning atmosphere (not intimidating)</b>                | <b>.002</b>       |
| <b>To use the participants' life experience in the teaching activities</b> | <b>.013</b>       |
| To provide support to the individual learner                               | .014              |
| To apply old and new media (including the use of technology)               | .015              |
| To stimulate the active role of early school-leavers                       | .030              |
| To support informal learning   | .036              |
| To monitor the learning processes of early school-leavers                  | .050              |

Furthermore, the majority of evening (shift) school teachers as adult educators and early school-leavers have evaluated the future importance of providing support to the individual learner and evaluating the outcome of learning processes as ‘more important’ in the future. The early school-leavers thought that creating a safe learning atmosphere, applying old and new media (including the use of technology), monitoring the learning processes of early school-leavers will be more important in the future also.

There was a **statistically significant difference in rating the item ‘to use the participants' life experience in the teaching activities’ ( $p=0.047$ ) between 18-24 years old early school-leavers and older early school-leavers (25+) in 2011-2012** (in this case the older early school-leavers (25+) have rated higher). From the *current perspective*, the 18-24 years old early school-leavers have rated a bit higher on supporting informal learning, proceeding in a structured way, applying

adult learning theory in teaching, monitoring the learning processes of early school-leavers. From the *future perspective*, the 18-24 years old early school-leavers have rated a bit higher on creating a safe learning atmosphere and on proceeding in a structured way.

**Personal development and reflection.** It can be concluded that from the current perspective all the competences within this domain have been rated higher by the evening (shift) school teachers as adult educators in comparison with early school-leavers. There was a statistically significant difference between early school-leavers and their educators in 2011-2012 in rating the following items (see Table 33).

Table 33: Differences in perception about Didactical-methodological domain between early school-leavers and their educators

| <i>Evening (shift) school teachers as adult educators rated higher...</i> | Sig. ( <i>p</i> ) |
|---|-------------------|
| <b>To be committed to their own professional development</b>              | <b>.000.</b>      |
| <b>To reflect their own professional role</b>                             | <b>.001</b>       |
| <b>To be self-assured</b>   | <b>.001</b>       |
| To be flexible  | .003              |
| To set their own learning goals   | .006              |
| To evaluate their own practice  | .010              |
| To be creative  | .011              |
| To be curious   | .024              |

Furthermore, the majority of evening (shift) school teachers as adult educators and early school-leavers thought that creativity, flexibility, stress-resistance, seeing different perspectives will be more important in the future. According to the majority of early school-leavers, recognizing their own learning needs, being curious and coping with criticism will be more important characteristics of evening (shift) school teachers as adult educators in the future also. The majority of evening (shift) school teachers as adult educators has evaluated the future importance of being committed to their own professional development as ‘more important’ in the future too.

There was no statistically significant difference in rating the competences between 18-24 years old early school-leavers and older early school-leavers (25+) in 2011-2012 and in the future. From the *current perspective*, the 18-24 years old early school-leavers have rated a bit higher on evaluating their own practice. From the *future perspective*, the 18-24 years old early school-leavers have rated a bit higher on being flexible, reflecting their own professional role, and seeing different perspectives.

***Opportunities of targeting the needs for professionalization of the selected age group in comparison to the needs of other age groups identified in the previously mentioned comparative study:***

The following needs for professionalization were considered: Further qualifications, new sources of increasing of competencies, anticipating developments by 2015, and knowledge of future regulations of adult education recruitments.

The results show that the Lithuanians have rated high on the need for further qualifications. In the case of total sample, more prominence was accorded to the need of new sources of increasing of competencies followed by knowledge of future regulations for recruitment. In general, low priority was attached to the anticipation of developments by 2015. Similar trend were found in Latvia and India. The calculated F/t test shows that there is a significant difference among the all the three countries.

Thinking in general about which one of the adult learning facilitators’ competences will be more important in the future, both the Lithuanian and Latvian participants pointed out the following tendencies:

Flexible adaptation to changes is needed: *Society changes so fast, life rushes, people's needs are higher, therefore the need for competences increases. I think in the future it will be very important to adapt to changing environment fast. Each day we do something new, we search for something new, we discover new things. I think that each day we become different and more competent, therefore also values and competences that we have now, tomorrow will be insufficient for us. We will look for something new. ... Life rushes away faster and faster, it is important to constantly develop competences. In 2015 it will be very important to be open minded, because there will be more people from other countries, different ages, therefore learning materials will have to be attractive and suited for the characteristics of learners. The competences will change due to changes in the forms of teaching and learning.*

Effective communication is also necessary (e.g. using ICT):

*I think ability to communicate, optimism, sincerity are crucially important. Life is becoming more complicated, not easier. We all have a lot of desires and we all rush somewhere.*

*As the rhythm of life is faster and faster, it is important to be able to communicate nicely with colleagues and employers, to be attentive. Ability to communicate will become more important.*

*I think we will have to work more in teams, and less individually. It is important to communicate, cooperate, to make joint decisions, to share experiences, and be pro- active.*

*Ability to communicate and cooperate will become more important than the subject- competence.*

*As a lot of learning will be e-learning, surely, many competences will be related to mastering ICT.*

*In the future ICT will be of utmost importance, communication via internet. I think in the future it will be very important to communicate well, to be emotionally stable.*

From the perspective of the current importance, all items related to didactical-methodological domain were rated higher by the Lithuanian participants, in comparison with Latvian participants. However both the Latvian and Lithuanian participants have given the highest score to the item 'to apply old and new media (including the use of technology)'. From the perspective of the future importance, on the contrary, all items were rated higher by the Latvian participants, in comparison with the Lithuanian participants. Furthermore, majority of the Lithuanian participants thought that the importance of all mentioned items will be of the same kind in the future. It can be summarized that the Lithuanian participants' opinion regarding the didactical-methodological profile is more positive, stable, constant (evaluation score is high currently and will be the same in the future), but the Latvian participants' opinion is less positive, but more dynamic, ascending (evaluation score is above average currently and, in general, will be higher in the future). Therefore, while the starting points of Latvia and Lithuania are different (i.e. higher for Lithuania) it seems the final points will be more similar. Taking into consideration the main empirical findings of the transnational survey conducted in 2011-2012 in Latvia and Lithuania, it can be concluded that flexible adaptation to changes and effective communication (e.g. using ICT) are the future-oriented tendencies in the development of adult learning facilitators' competences, including their didactical-methodological profile (in cited Surikova, S., Zuzevičiūtė, V., 2013, p.7)

The emotional stability, attentiveness, and open mindedness are popular personal qualities possessed by the adult education facilitators (AEF) in Eurasian countries, even if there is a significant difference among the countries on the characteristics "attentive, extroverted, altruistic, open mindedness and emotionally stable". However, they possess similar rating in the qualities being "empathetic" and "humorous". In the case of these personal qualities, being "emotionally stable, open mindedness and attentive" were rated as future qualities required for AEFs. The transnational comparison shows that there is a significant difference in these qualities of the AEFs among all the countries. In the case of competencies possessed by the AEFs, priority was attached to didactical methodological domain followed by personal development and reflection and planning and management. Further, the differences were found to be significant in all the domains among the three countries. AEFs should reflect on personal development, improve their didactical methodological domain and planning and management as future requirements. Further, there is a significant difference among the three countries in all the qualities. The professional occupational

profile of the AEFs shows that, in the future, “having new sources of increase of competencies” and “knowledge of future regulations for recruitment” will play a prominent role.

Also the missing of an individual combination of follow conditions force the early school leaving:

#### **4) One combination of schooling with workplace practice and school informal meetings**

*As I am city-girl living in the country side, I can see clearly application in real life of chemistry, physics, math and other subjects. I see the meaning in it. When I was in the city I though why do I need all of this. Now if something has to be attached or detached from a tractor, I know what it means and how to do it. I think practice is most important and you can better understand what is needed and what is not needed while in the countryside. When you work with animals, chemistry is important. I can also tell about him [boyfriend?] as we are in the same class. When he works with web-pages he can learn from Informatics class something that he does not know. In school you can find information what you need and improve yourself.*

*I think both at school I acquire something and during the meetings. When we meet with friends we discuss issues. This remains in my head.*

*I like practical training more than theory. I am not afraid speaking in front of people anymore. We were trained not to be afraid to say our opinion. I like practical training better. All said by teachers, friends...this is good. The best is to learn through practical training though. In school they teach you. One listens, another does not. Something will remain. After 10-15 years you will remember what teacher told you. If I can do something new, I think this is achievement. I am at new class now – I spoke immediately to everybody although I did not know them. I would remain silent in the corner before. I listen to old unknown people more because they do not know you.*

*I learn both in school and in my free time, e.g. through reading, communicating with friends. At school things that are necessary for life, you find out.*

*At school I learnt what will be needed. I do not meet with friends too much since I do not have too much free time. Talk to colleagues at work. Meeting with other people can learn new things. Speaking over phone can help to find out news from other towns.*

#### **5) Voluntary not compulsory learning is successful with the purpose to find something out**

*If I want to find out something, I will do it. If somebody pushes me to learn something, nothing will happen.*

#### **6) Learning from mistakes is a good pathway for successful learning**

*I learn from my own mistakes and other people mistakes. More they do wrong, more I do right. If I meet smart person, I feel the need for learning. I feel that I have learnt something when I can say something that I thought was unknown.*

#### **7) Learning as social impact**

*When I understand that I can help others with something.*

*It cannot be that you know perfectly everything. I am a type of a person that it is never that I know everything. I always put my objectives higher than I can achieve. This is my stimulus to learn and to know more. Then I can help others.*

#### Situation 4 (6 in previews section): Go abroad to work

Based on ASEM LLL research directions “Development of ICT skills, e-learning and the culture of e-learning in Lifelong Learning” (e-ASEM), collaborative research projects and practical activities were conducted among the ASEM member countries with regard to ICT skills, e-Learning and culture of e-Learning in lifelong learning, sharing recent research findings and outcomes and technological trends in ICT. The challenges of e-learning in second chance education were identified and classified in the following sub-groups: *using of e-learning; using the tools of e-learning; benefits of e-learning; deficits in e-learning; teaching presence in e-learning; social presence in e-learning; cognitive presence in e-learning.*

**Using of e-learning.** Evening (shift) school teachers and older early school-leavers (25+) were more positively minded concerning the *use of e-learning* than 18-24 years old early school-leavers (see Tables 34.1, 34.2). The Table 34.1 summarizes the most relevant data found in the comparison between evening (shift) school teachers and early school-leavers (both age groups).

Table 34.1: Percentage of participants who fully agree that E-learning is associated with...

| <u>Topic</u>                                   | <i>All participants</i> | <i>Evening (shift) school teachers *</i> | <i>Early school-leavers</i> | <i>Sig.(p)</i> |
|--|-------------------------|--|-----------------------------|----------------|
| <b>Blended learning</b>                        | 35.6%                   | <b>42.5%</b>                             | <b>29.8%</b>                | <b>.016</b>    |
| The use of computer in learning                | 56.3%                   | 58.8%                                    | 54.3%                       | >.05           |
| Individual online learning at his/her own pace | 29.9%                   | 35.1%                                    | 28.6%                       | >.05           |
| Distance learning                              | 25.9%                   | 31.3%                                    | 21.3%                       | >.05           |

\*Evening (shift) school teachers

There was also a statistically significant difference ( $p=0.045$ ) in association of e-learning with use of computer in learning between 18-24 years old early school-leavers (50.6 %) and older (25+) early school-leavers (73.3%).

Early school-leavers use more often live lectures online, free discussions, course forums on specific topics, chat rooms, polls, and communication with other Early school-leavers in comparison with the evening (shift) school teachers. There was a statistically significant difference between responses on how evening (shift) school teachers and Early school-leavers have perceived the different *tools of e-learning* and how often they have used these tools in practice. See results in Table 34.2.

**Table 34.2:** Statistical differences between Early school-leavers and teachers on challenge “using of e-learning”

|   | Sig. (p) |
|---|----------|
| <u>Early school-leavers prefer</u>            |          |
| Course forums on specific topics              | 0.010    |
| To use the charts                             | 0.029    |
| <u>Evening (shift) school teachers prefer</u> |          |
| Check-up works                                | 0.014    |
| Self-assessed learning                        | 0.023    |
| Tests   | 0.038    |
| Exercises and tasks for knowledge acquisition | 0.046    |

There were many participants who have never used a number of tools for e-learning (see Table 35.1), but the good practice in the using of the interactive e-tools is evident.

**Table 35.1:** Percentage of participants who never used tools of e-learning.

| <u>E-learning tool</u>           | All participants | Evening (shift) school teachers * | Early school-leavers |
|----------------------------------|------------------|-----------------------------------|----------------------|
| Live lectures online             | 49.4%            | 60.3%                             | 54.2%                |
| Chat rooms                       | 39.1%            | 51.5%                             | 39.3%                |
| Videos of lectures               | 32.6%            | 39.7%                             | 42.9%                |
| Course forums on specific topics | 31.0%            | 45.6%                             | 27.1%                |
| Free discussions                 | 25.3%            | 32.8%                             | 25.9%                |
| Polls                            | 20.0%            | 19.7%                             | 25.9%                |

\*Evening (shift) school teachers

There was no statistically significant difference in *using the tools of e-learning* between 18-24 years old early school-leavers and older early school-leavers (25+). (See Table 35.1).

E-learning has a great potential for using different tools and offering different kinds of study materials. There were mainly learning materials (text format, images and other static information), sometimes videos, demos, and interactive learning materials, including automated training, also tests, questionnaires, exercises and tasks have been used, but there were almost no lecture videos and live lectures online (open resource) which would be very useful in learning in second chance education.

**Benefits of e-learning.** The majority of the participants thought that e-learning encourages to get new learning experience and to use their time in a more flexible way and, therefore fully agreed with the following benefits of e-learning (see Table 36):

**Table 36:** Percentage of participants who fully agreed with the following benefits of e-learning

| <u>Benefits of e-learning</u>  | All participants | Evening (shift) school teachers * | Early school-leavers | Sig.    |
|--|------------------|-----------------------------------|----------------------|---------|
| Opportunity to live and work in another country, but study in Latvia | 52.3%            | 62.5%                             | 43.6%                | p=0.007 |
| Opportunity to learn individually at their own time                  | 51.1%            | 61.3%                             | 42.6%                | p=0.010 |
| Opportunity to plan their own study time                             | 46.6%            | 55.0%                             | 39.4%                | p=0.017 |

\*Evening (shift) school teachers

E-learning is an opportunity for the early school-leavers to improve the management and flexibility of personal time, combining work with studies.

The older early school-leavers (25+) in comparison with 18-24 years old early school-leavers preferred e-learning more often because of all the benefits mentioned (see Table 36). Some statistical significant differences were found (see Figure 36).

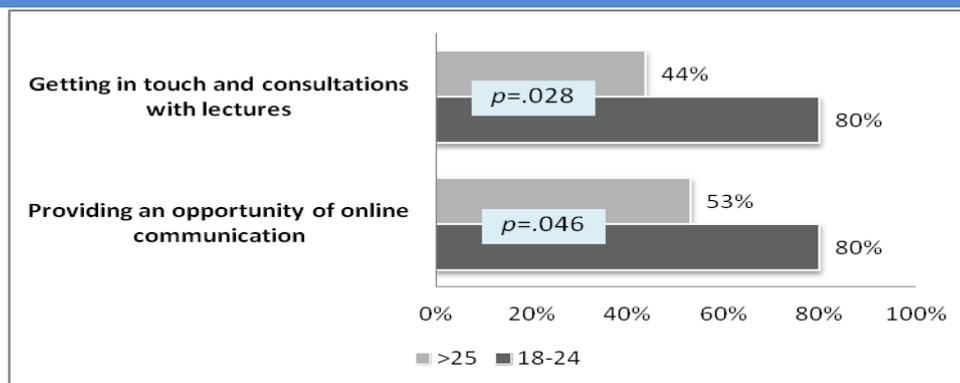


Figure 36: Benefits of e-learning for 18-24 and 25+ learners

Moreover, the findings on the benefits of e-learning revealed other statistically significant difference between evening (shift) school teachers and early school-leavers: they can communicate online, so lesson attendance is not compulsory ( $p=0.018$ ), and they can improve his/her ICT knowledge and skills ( $p=0.002$ ). Furthermore, the evening (shift) school teachers preferred e-learning more often because of all the benefits mentioned previously. However the early school-leavers a bit more often preferred e-learning because they can discuss things with their course mates.

**Deficits in using e-learning.** There was no statistically significant difference between responses of evening (shift) school teachers and early school-leavers about *deficits in using e-learning*. However the majority of the participants thought that in e-learning they sometimes are missing the following items (see Table 37):

Table 37: Deficits in using e-learning

| <i>Deficits</i>  | <i>All participants</i> | <i>Evening (shift) school teachers*</i> | <i>Early school-leavers</i> |
|--|-------------------------|---|-----------------------------|
| Possibility to carry out the activities they are interested in | 38.5%                   | 47.1%                                   | 42.2%                       |
| Time planning skills   | 31.6%                   | 33.3%                                   | 37.2%                       |
| Evening (shift) school teacher's consultations                 | 31.6%                   | 34.3%                                   | 37.6%                       |
| ICT knowledge and skills                                       | 30.5%                   | 31.9%                                   | 37.3%                       |
| Clear procedure and regulations of course organization         | 29.9%                   | 42.6%                                   | 27.4%                       |
| Cooperation with other Early school-leavers                    | 29.3%                   | 34.3%                                   | 33.3%                       |
| Group work   | 29.9%                   | 37.3%                                   | 31.8%                       |

\*Evening (shift) school teachers

**Teaching presence.** There was a statistically significant difference in perceiving *teaching presence*, adult educators' (in evening/shift) schools) role, and e-learning activities (e.g., design and organization, or facilitation, or direct instruction) between evening (shift) school teachers and early school-leavers, specially regarding the perception on how adult educators of evening (shift) schools clearly communicated important deadlines for learning activities (see Figure 37)

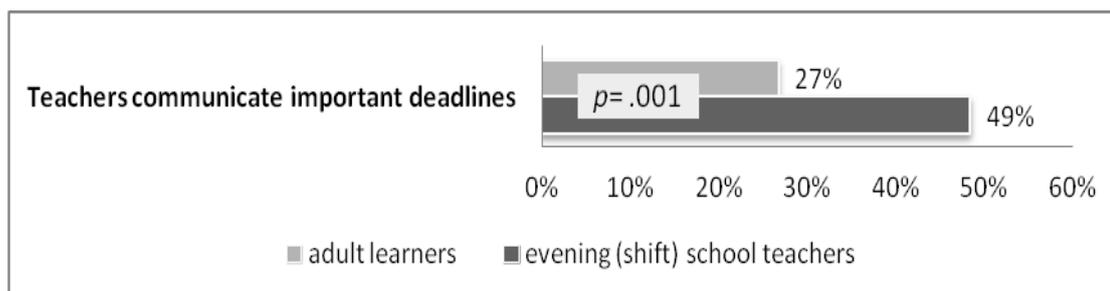


Figure 37: Differences in perception of challenge "teaching presence in e-learning" (% fully agreed)

Evening (shift) school teachers evaluated higher the classroom activities on design, organization and direct instruction, whereas early school-leavers evaluated higher educator’s facilitation activities. See more details in Table 38.

Table 38: Differences in perception of teaching presence in e-learning

| Early school-leavers more often agreed that adult educators.....   | Evening (shift) school teachers more often agree that adult educators...  |
|--|---|
| <ul style="list-style-type: none"> <li>- Gave emotional support that is helpful in identifying the areas of agreement and disagreement on course topics,</li> <li>- Helped to focus discussion on relevant issues in an appropriate way,</li> <li>- Reinforced the development of a sense of community among the participants,</li> <li>- Helped to keep the participants engaged and participate in productive dialogue,</li> <li>- Encouraged the participants to explore new concepts,</li> <li>- Helped to keep the participants on task in a way that helped them to learn,</li> <li>- Provided feedback timely.</li> </ul> | <ul style="list-style-type: none"> <li>- Clearly communicated important course topics and goals,</li> <li>- Provided clear instructions on how to participate in course learning activities,</li> <li>- Was helpful in guiding the class towards understanding course topics in a way that helped the participants to clarify their thinking,</li> <li>- Provided feedback that helped the participants to understand their strengths and weaknesses</li> </ul> |

There was no statistically significant difference in perceiving the empowering role in activities of adult educators of evening (shift) schools in e-learning between 18-24 years old early school-leavers and older early school-leavers (25+).

In general the early school-leavers were more satisfied of their e-learning experience through affective expression, open communication, group cohesion. In their opinion, web-based communication was an excellent medium for social interaction, online discussions helped them to develop a sense of collaboration, they were able to form distinct impression of some course participants, felt comfortable communicating through the online medium, participating in the course discussions, and interacting with other course participants.

**Social presence.** The evening (shift) school teachers stressed that getting to know other course participants gave them a sense of belonging to the course. There was a statistically significant difference in perceiving the *social presence* of participants in e-learning course between evening (shift) school teachers and early school-leavers (see Figure 38).

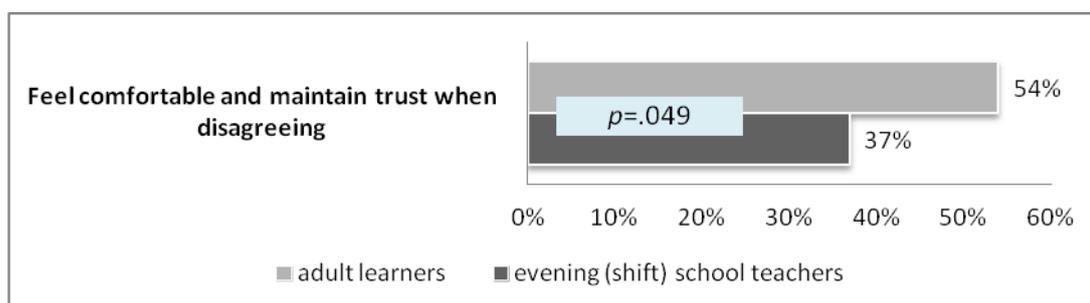


Figure 38: Differences in the perception of challenge “Social presence in e-learning” (fully agreed %)

There was no statistically significant difference in perceiving the personal feelings of e-learning course participants between 18-24 years old early school-leavers and older early school-leavers (25+). The feelings of older early school-leavers (25+) were more positive; they felt themselves more comfortable in e-learning and were more positive minded regarding all the aspects of their e-learning experience mentioned above.

**Cognitive presence.** There was a statistically significant difference in perceiving *cognitive presence in e-learning* between evening (shift) school teachers and early school-leavers, especially regarding the perception on how learning activities helped them to construct explanations/solutions (see Figure. 39)

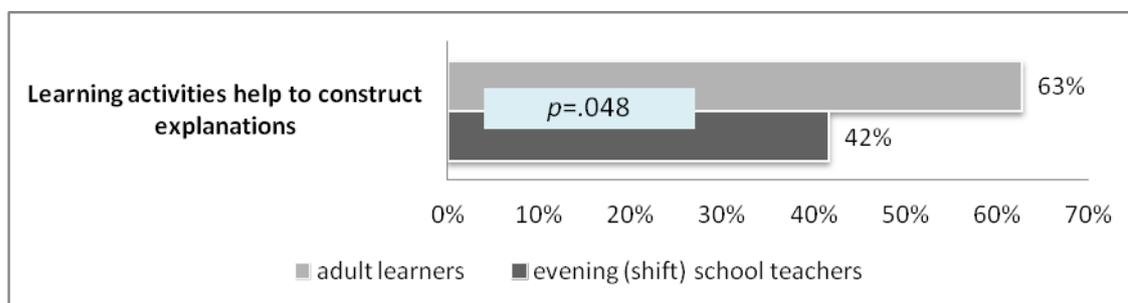


Figure 39: Differences in the perception of the challenge “Cognitive presence in e-learning” (fully agreed %)

See other differences in perception of the cognitive presence in e-learning in Table 39.

Table 39: Differences in perception of cognitive presence in e-learning

| Early school-leavers more often agreed that...  | Evening (shift) school teachers more often agreed that...  |
|---|--|
| <ul style="list-style-type: none"> <li>The main emphasis was <b>flexible using a variety of information sources for exploring problems (brainstorming)</b></li> <li>Reflection on course content and discussions helped them to understand fundamental concepts</li> <li>They felt motivated to explore content related questions,</li> <li>Finding relevant information helped them to resolve content related questions,</li> <li>Online discussions help them to appreciate different perspectives,</li> <li>Combining new information helped them to answer questions raised in course activities,</li> </ul> | <ul style="list-style-type: none"> <li>The problems posed increased participants’ interest in course issues,</li> <li>Course activities provoked their curiosity,</li> <li>The participants utilized <b>a variety of information sources to explore problems posed in this course,</b></li> <li>They can describe the ways to test and apply the knowledge created in this course,</li> <li>Develop solutions to course problems that can be applied in practice</li> <li>Apply the knowledge created in this course to their work or other non-class related activities.</li> </ul> |

There was also a statistically significant difference in perceiving cognitive presence in e-learning between 18-24 years old early school-leavers and older early school-leavers (25+). The older early school-leavers (25+) more often agreed that they have developed solutions to course problems that can be applied in practice ( $p=0.042$ ). Furthermore, the older early school-leavers (25+) were more positive minded regarding all the aspects of their experience of cognitive presence in e-learning mentioned above (see Table 39).

Compared to the findings of the collaborative study (Lee et al 2013) of six ASEM countries leading in the field of e-Learning and ICT (Korea, Malaysia, Latvia, Thailand, Denmark and Slovakia) on e-Learning for lifelong learning in a ubiquitous society, the evening school teachers demonstrate a strong understanding of the next generation of e-learning *versus* distance learning and of the „changing the current e-Learning landscape ... and the changing role and definition of e-Learning in a ubiquitous society” (Lee et al 2013, p.9). They also have a strong potential to face early school-leavers’ (18-24) needs on e learning.

U-learning (ubiquitous learning) vs. e-learning has to be taken into consideration. The equal access to mobile learning has to be recognized in a compensatory and preventive perspective, in order to achieve the level reached by South Korean efforts. This country is the only one among the six countries that are currently participating in the comparative research, „that has initiated a country-wide groundwork - started in 2005 - to create a ubiquitous learning environment ... where

... the potential learning achievements for lifelong learning are emphasized because people in different phases and places of life are especially assumed to benefit from ubiquitous technology, and strategies for enhancing effective use of e-learning for lifelong learning in the ubiquitous society are suggested” (Lee et al 2013, p. 9).

The success of South Korea is specially mentioned in international education ratings. The South Korean study reveals that there is a higher degree of participation among those with higher qualifications, and a high e-learning activity among retired citizens. While the elderly use desktop computers, the younger have diverse patterns of mobile technologies. Women, regardless of age, appear poorly represented as e-learners as well as u-learners' (Lee et al 2013, p.19). The study „seems to reveal a profile of the u-learner as a well-educated young man, who has access to and uses smart technology, and has a greater desire than the less privileged to take part in mobile learning activities” (Lee et al 2013, p.19). The study expresses the importance “of ensuring wide-scale accessibility and recognizes that self-initiative is critical to sustain u-learning efforts, especially from the perspective of the learner. The actual educational value of technologies, and not merely the technological tools themselves, also need to be examined” (Lee et al 2013, p.9). In Latvian context, the successful early school-leavers who were studied are “*generally neutral towards the activity of communicating online and collaborating in groups*” compared to the evidences on early school-leavers (18-24) who had returned to schooling (Lee et al 2013, p.12).

Also, the evening (shift) school teachers show a good understanding of the need to provide flexible learning opportunities, but more attention should be paid to valorising intra- and interpersonal learning experiences as benefits of provided opportunities. As the ASEM collaborative study reports, “Malaysians consider the perceived usefulness of learning tools as the most important factor that influences uptake” (Lee et al 2013, p .11).

*Summarizing in general the evidences* within all the domains of e-learning were evaluated higher by evening (shift) school teachers as adult educators in comparison with early school-leavers. Furthermore, the ranking provided by older early school-leavers (25+) usually was higher when compared with the 18-24 years old early school-leavers.

However, some important differences should be stressed. Compared with younger learners, early school-leavers (25+):

- prefer e-learning because they can discuss things with their course mates
- prefer to use course forums on specific topics and charts
- agreed that adult educators gave emotional support , helped to focus discussion , and reinforced the development of a sense of community
- think that adult educators clearly communicated important deadlines for learning activities, feel comfortable and maintain trust when disagreeing
- think that learning activities helped them to construct their own explanations/solutions
- estimate that main emphasis should be on a flexible use of a variety of information sources for exploring problems (brainstorming)

## **REASONS TO LEAVE SCHOOL EARLY: REGIONAL DIFFERENCES OF EARLY SCHOOL LEAVING, EXPLORED THROUGH “STATEMENTS” OF WEB-SURVEY**

In this section the in -depth analyses of the situations of early school leaving explored in the preview section will be continued, in order to find out the evidences on regional differences .

### **Situation 1: School leaving grounded in individual life and work situation**

#### **Need to get job experiences.**

Only 18-24 y/o without work experience who dropped out from general secondary education, link learning with results of external assessment of the subject matter. On the one hand, this stresses the need to motivate youngsters to find or to create the job opportunities, and the need of preventive measures to provide the job opportunities for the youngsters without working experience and rethinking the experience what the people got in the compulsory schooling age without any connection to life and work (school subject learning experience). The analysis of interviews in the biographical context shows that this fact is one of the main reasons to abandon regular school early.

*Early school-leavers from Kurzeme region reported higher on the importance of relevant working experience as a factor affect the success of getting the job ( $p=.021$ ). Regarding the usefulness of knowledge and skills have learnt at school to the current job, overall participants from Kurzeme region reported higher and from Vidzeme region reported lower on the following statement: “Operation skills they have learned at school is helpful for current job ( $p=.019$ ). For teachers and students, no differences between regions were found. No differences between regions were found in the statements about the improvement of skills for the current job, main obstacles to take part in training and primary motivation for taking training.*

#### **Need on workplace learning.**

**Early school-leavers showed a strong need on opportunities of** workplace learning. They strongly agree that workplace learning gives confidence and self-respect (27.7%), personal growth and self-identity (17.0%); they learn best whilst they are just doing their jobs, but this is not provided now in Latvian context. Workplace learning also could have a positive effect on knowledge and skills in ICT, and give opportunities to learn new things at work, doing things they are not familiar with, what is to be mentioned in strategic preventive development, in order to prevent early school leaving in the future providing workplace learning opportunities.

Early school-leavers stress a lack on the motivation in learning that is really useful for their work. They keep on learning because otherwise they could risk becoming unemployed. The course activities often are not formulated as problems to solve, and this do not enhance early school-leavers’ interest in course issues, do not provoke their curiosity, and do not motivate them to explore content related questions.

Overall participants on web-survey from *Kurzeme region* reported higher on the following statements: *if employers would support more general education (and not just for their jobs) for their employees, more people would want to improve their knowledge and skills and the trouble with work-based learning is that it's not really something people want to do, but something they think they ought to do.* Evening (shift) school teachers also reported higher in this last statement. There are not regional differences in early school-leavers as *employees’ opinion on opportunities to learn new things at work and encouragement of employees to learn at work.* Regarding the *employees’ opinion on learning*, overall participants from *Vidzeme region* reported higher on the following statement: *“In my organization, everyone expects you to take courses sometimes”* ( $p=.047$ ), but evening (shift) school teachers from *Kurzeme region* reported higher on this same statement. No differences between regions were found in early school-leavers’ statements.

Regarding the *position and reaction of employer*, overall participants on web-survey from *Kurzeme region* reported higher on the following statements: “Position of employer: leaves it up to me to decide what courses I will follow”, “Responsiveness of employer: If it takes place in working hours, my employer wants to see its relevance for my job”. In evening (shift) school teachers and early school-leavers statements, no differences between regions were found, as well as in *employees’ opinion on workplace learning activities*. Regarding the *workplace learning effects on employees*, overall participants from *Latgale region* chose more often “Own benefits” as first benefit of WPL on employees ( $p=.031$ ). Overall participants on web-survey and evening (shift) school teachers of *Kurzeme region* reported higher on benefits of WPL through organised courses on family and personal life ( $p=.015$ ). For learners, no differences between regions were found, excepted in *factors affected the success of getting the job*.

Compared to ASEM LLL workplace study (Austria, Latvia, Lithuania and the Netherland) it can be pointed the following one: voluntary workplace learning motivates people's self-education, which is a prerequisite for a positive learning process. This type of learning provides a much higher human interest and a higher motivation for learning, which thus increases both the quality of acquired knowledge, as well as sustainability of knowledge. But at the same time, the employer and the specifics of a particular job requires specialized knowledge and skills. Employees do not always want to acquire such knowledge voluntarily. Consequently, there is a contradiction. The question is: how to provide the necessary training, adapted to the specificity of the work, and to achieve at the same time that the employee himself would be motivated to acquire this knowledge and skills on a voluntary basis, which thus ensure a higher quality of acquired knowledge? (in cited Chisholm et al, 2013. p.193).

## **Situation 2: Negative learning experience in basic school**

### **Overloading of content and too high importance of theory.**

Early school-leavers felt that they were obliged to learn high mathematical contents (logarithms etc.) that were not useful practically for them: there was a lack of connection with real life, and the accent was on “drilling” on the mechanical repetition of exercises. They report also a lack of logical succession in the distribution of contents.

Overloading of contents is related to the textbooks (that are written in a professional mathematical language, not in the language of learners), and also to delay in the acquisition of contents for absenteeism. These evidences speak about the strong need on compensatory and preventive strategies.

### **Low literacy and numeracy.**

Several early school-leavers stated that mathematical and reading abilities were not developed enough in basic education, and this made difficult to continue studying in regular schools. This evidence points to the need of a strong compensatory and preventive strategy.

In a regional perspective, overall participants on web-survey from *Latgale region* consider Russian to be less difficult subject than participants from other regions ( $p=.012$ ), but the evening (shift) school teachers from *Latgale region* consider English language to be less difficult than evening (shift) school teachers from other regions. ( $p=.023$ ). Early school-leavers from *Vidzeme region* reported Chemistry as less difficult subject than learners from other regions ( $p=.012$ ), and those from *Latgale region* consider Russian as less difficult subject than early school-leavers from other regions ( $p=.004$ ).

### **Lack of organisational skills.**

Early school-leavers have a lacks in developing appropriately the competence of self-learning and self-organization, planning. Also, in the opinion of 18-24, the observation and analysis of

situations need to be prepared through reflection: then they will be able to give an appropriate response when *something unexpected is happening and they have to try to manage by trying things out and doing things they are not familiar with (e.g. using new machines or equipment)*.

On the other hand, they acknowledge that there is no need to carry on learning once they have finished their initial education and training; *the more you force people to learn, the less they will want to learn and the worse the results will be*. This is one of the reasons of early school leaving.

### **Situation 3: Unwillingness to go to the school (rejecting the schooling) Personal qualities and competences of regular school teachers.**

The 18-24 years old early school-leavers -returners in the schooling prefer more authentic, extroverted and altruistic school teachers. Early school-leavers reported a lack of teachers who were emotionally stable, altruistic, be open-minded and attentive to their needs and this was one of the reasons why they dropped out of regular schools.

As an early school leaver reported, “teachers did not make efforts and did not want to help early school-leavers, and they remain indifferent if an early school leaver does not understand a topic”.

Overall participants on web-survey from *Vidzeme region* reported higher on the importance of teachers’ “Personal qualities” [be authentic] nowadays ( $p=.036$ ). No other differences between regions were found out. Overall participants on web-survey from *Latgale region* reported higher on the importance of teachers’ “Interpersonal behaviour and communication with learners” [manage group dynamics] in the future ( $p=.049$ ). Regarding the *cooperation with the external environment and planning and management competences of the evening (shift) school teachers* no differences between regions were found out. Overall participants on web-survey and evening (shift) school teachers from *Vidzeme region* reported higher (and from *Latgale region* lower) on the importance of “encouraging learners to take over responsibility for their future learning processes” in the future ( $p=.021$ ). Overall participants on web-survey from *Vidzeme region* reported higher on the importance of “having knowledge in neighbouring disciplines of their own area of expertise” ( $p=.023$ ) and “applying the specialist didactics in their own area of teaching” in the future ( $p=.022$ ). Evening (shift) school teachers from this region also reported higher in this ( $p=.041$ ), but those from *Latgale region* reported lower on the importance of “updating their domain specific knowledge and skills continuously” nowadays ( $p=.040$ )

There are important overall regional differences in this didactical methodological domain. Overall participants on web-survey from *Latgale region* reported lower on the importance of “proceeding in a structured way” nowadays, but those from *Vidzeme region* reported higher on the importance of “creating a safe learning atmosphere (i.e. a learning atmosphere which is not intimidating)” in the future. Those from *Kurzeme region* reported higher (and those from *Riga region* lower) on the importance of “encouraging collaborative learning among learners” in the future ( $p= .046$ ). In evening (shift) school teacher's and early school leaver's statements, no differences between regions were found out, excepted in statements about the *need of personal development and reflection*.

### **Monitoring and assessment of learning processes.**

Another relevant reason for leaving the school early was the perceived lack of assessment of the needs of the learners. Early school-leavers miss a culture of analysing the learning barriers of the learner, monitoring the learning process, evaluating constructively the learning outcomes, diagnosing the learning capacity and positive points of the learners, and their learning attitude. On the contrary, they felt a focus on “getting good marks” and “learning of contents” as dictated by educational standards.

*Regarding the monitoring and assessment of learning processes* no differences between regions were found out.

#### **Situation 4: Go abroad to work**

*The activities it is proper and reasonable to engage to come back to schooling in the given situation are connected with the ESLs “Need to learn at own pace and place”, and to the “criteria” of judgment (standards of value against which early school-leavers are judged) according Mezirow's “perspective discrepancy assessment approach” (Mezirow, 1981). The main criteria of judgement are: time as value; freedom/autonomy as value; responsibility for own time and work etc.*

Despite the offer on **blended learning** which takes place in both the e-environment and face to face with evening (shift) school teacher, the discrepancy between the needs of early school-leavers aged 18-24 and the educational offer is evident. **18-24 aged early school-leavers say that they need individual e-learning at their own pace and also e-learning combined with learning not online.** There is a lack of blended learning opportunities, which they strongly appreciate (29.8%), and they are not using computer in learning as much as they would like (54.3%). **May be the reason to leave the school early is the impossibility to learn at their own pace because a lack of appropriate use of distance learning.** Compared to findings of the collaborative study (Lee et al 2013) of six ASEM countries leading in the field of e-Learning and ICT (Korea, Malaysia, Latvia, Thailand, Denmark and Slovakia) on e-Learning for Lifelong Learning, the South Korean study expresses the importance “to ensure wide-scale accessibility and recognizes that self-initiative is critical to sustain u-learning efforts, especially from the perspective of the learner” (Lee et al, 2013 p.9). Also the targeted selective compensatory and preventive measures are to be planned in Latvian context too.

Early school-leavers – returners say than they felt “offside” and let alone in distance learning which may be the reason to leave the school early from the regular schools in the future. 28.6% of them fully agree that E-learning is associated with learning at his/her own pace. E-learning allows learning individually at one’s own pace and time.

The regional differences are evident. Overall participants on web-survey and evening (shift) school teachers of evening (shift) schools from *Kurzeme region* more associate e-learning with Blended learning which takes place in both the e-environment and face to face with lecturer than other regions. ( $p=.035$ ). Overall participants on web-survey and early school-leavers from *Riga region* in e-learning courses use more lecture materials (text format, images and other static information ( $p=.005$ ), but in *Latgale region* they use them much less ( $p=.018$ ). Overall participants on web-survey from *Kurzeme region* more than other regions choose/would choose e-learning because they can learn individually at their own time. ( $p=.001$ ), and because they can communicate online, so lesson attendance is not compulsory ( $p=.020$ ). But participants on web-survey from *Latgale region* see fewer benefits in these reasons. Overall on web-survey from *Riga region* miss the more clear procedures and regulations of course organization in e-learning, but those from *Kurzeme region* miss this the less ( $p=.036$ ). In the case of Evening (shift) school teachers, it is the participants from *Vidzeme region* who miss this the more ( $p=.046$ ).

Riga region reported the highest scores for all the gaps in the web-survey, excepting for evening (shift) school teachers, where evening (shift) school teachers from Vidzeme region reported highest scores.

#### **Lack of communication with other early school-leavers.**

Early school-leavers returners to schooling in second chance education do not received there the benefits that everyday work activities give for improving their communication skills (57.4%) and their confidence in public situations (59.6%).

These early school-leavers missed also online communication, so there was a feeling of loneliness; early school-leavers wasted time looking for solutions alone, and they missed the possibility to carry out the activities they are interested in. Cooperation with other learners was not ensured to the same degree as in virtual communication and online forums. The early school-

leavers needed more consultations and had not the opportunity to communicate with teachers and other early school-leavers in distance learning.

Early school-leavers think that inspiring teachers, who communicate clearly and handle the conflicts in the classroom, may be an important issue for avoiding early school leaving in the future. Teachers need to learn to communicate clearly, managing group dynamics; the regular school has to provide these opportunities. “The actual educational value of technologies, and not merely the technological tools themselves, also need to be examined” (Lee et al., 2013, p.9).

However, early school-leavers aged 18-24 demonstrated the need of communication and stressed the importance of learning as a process of exchange of different opinions and views. The lack of communication is one of the particular reasons to not to attend the school.

The evidences show the discrepancy between the 18-24 early school-leavers need on using of **e-learning as communication tool, together with other early school-leavers**, and the evening (shift) school teacher orientation to e-assessment, which seem to speak about the lacks in educational assessment policy. This fact points to **the specialized needs of 18-24 aged early school leaver's** in comparison to the whole Latvian context where early school-leavers were „generally neutral towards the activity of communicating online and collaborating in groups” (Lee et al 2013, p.12).

Also, the evening (shift) school teacher show a good understanding of the need to provide flexible learning opportunities but there is more attention to be paid for upgrading of intra- and interpersonal learning experiences. The ASEM collaborative study found that “Malaysians consider the perceived usefulness of learning tools as the most important factor that influences uptake”(Lee et al 2013, p .11). However some important tendencies should be highlighted, for instance, comparing with elder early school-leavers (25+), the 18-24 years old early school-leavers use often all the tools of e-learning except the *free discussions, chat rooms in. However some important tendencies should be highlighted, for instance, comparing with elder early school-leavers (25+), the 18-24 years old early school-leavers use often all the tools of e-learning except the free discussions, chat rooms which have the potential to be improved.*

#### **Lack of LLL skills (ITC).**

Early school-leavers demonstrated the lacks in their general ICT knowledge and skills (37.3% strongly agree). 41.7% of early school-leavers-returners strongly agree that they need to improve their ICT skills for **their current job**. To prevent this early school leaving in the future attention has to be paid in regular schools to provide this opportunity.

#### **Lacks of social and cognitive presence in teaching.**

Social presence in e-learning environment is one of the main factors which have an influence on the quality of the early school-leavers' learning. Teachers failed to reinforce the development of a sense of community among the participants, and to keep the participants engaged in productive dialogue. Feedback **has to be** provided timely and important deadlines for learning activities are to be clearly communicated to prevent early school leaving in the future.

As regards regional differences, overall there are a big number of significant differences in statements concerning participants' in web-survey learning experience. Participants from *Vidzeme region* reported higher scores about how the lecturer clearly communicated important course topics or important course goals, and provided clear instructions on how to participate in course learning activities ( $p=.008$ ), but participants from *Kurzeme region* reported higher on how the lecturer provided feedback that helped to understand students' strengths and weaknesses ( $p=.020$ ). Regarding evening (shift) school teachers at the evening (shift schools), there are less differences on statements concerning learning experience. Participants from *Vidzeme region* reported higher on how the lecturer clearly communicated important course topics and provided clear instructions on

how to participate in course learning activities ( $p=.027$ ). For early school-leavers there are not regional differences.

Regarding the social presence in teaching, overall participants on web-survey from *Kurzeme region* reported higher on how they felt comfortable communicating through the online medium ( $p=.006$ ) and about how online discussions helped them to develop a sense of collaboration ( $p=.041$ ). Regarding evening (shift) school teachers there are not differences, but regarding learners, there are a lot of differences (in general *Vidzeme region* reported higher scores). Regarding the cognitive presence in e-learning, only early school-leavers reported significant differences: participants from *Vidzeme region* reported highest, but from *Latgale region* –very low

This area, commonly called the cognitive (“knowing” or “thinking”) domain (involving thought processes), need new preventive and compensatory strategies in teaching training and in educational policy framework general. As known, “the cognitive aspect of the Bloom's taxonomy - as theoretical framework of learning outcomes description in Latvian policy framework - consists of six hierarchical categories: namely, knowledge, comprehension, application, analysis, synthesis and evaluation (Bloom et al., 1956). “Knowledge” is recollection or remembrance of previously learned materials “Comprehension” is the ability to understand and interpret facts and principles. “Application” refers to the ability to apply learned materials in new and concrete situations. “Analysis” is the ability to break down materials into its component parts so that the relationship between parts can be understood. “Synthesis” brings together parts or elements to form a whole. “Evaluation” concerns the ability to judge the value of materials learned, including the ability to indicate logical fallacies in arguments” (Hosseini, 1993; Chan, et al., 2002, p. 513). Therefore ...five key areas of change required to transition to learner-centred teaching are to be applied: balance of power, the function of content, the role of the instructor, the learners’ increased responsibility, and the purpose and processes of evaluation of learning. Expectations for instructional improvement through learner-centred teaching allows “educators and learners alike to gain deeper self-knowledge, develop the ability to ask relevant critical questions, and place themselves on a journey to lifelong self-directed learning. Learner-Centred Teaching is valuable not only as a guide for reflection by experienced teachers looking to improve their instruction but also as a text for instructional methods courses and as an induction model for new faculty.” (Weimer, M., 1990, 1995; Birzina et al, 2012a, 2012b; Downs, 2014b).

**4. SYNTHESIS OF EVIDENCES  
ON CHALLENGES AND COMPENSATION  
MEASURES FOR EARLY SCHOOL-LEAVERS  
WITHOUT THE BASIC AND GENERAL  
EDUCATION**

## 4. SYNTHESIS OF EVIDENCES ON CHALLENGES AND COMPENSATION MEASURES FOR EARLY SCHOOL-LEAVERS WITHOUT THE BASIC AND GENERAL EDUCATION

### CLASSROOM PRACTICES THAT SUPPORTS THE EARLY SCHOOL-LEAVERS' LEARNING NEEDS

The 18-24 aged early school-leavers showed a high interest to discuss the learning processes and a high level of reflection, answering to the questions of the interview „How and what did you feel when something have been learnt by you?“ The answers allow understanding the diversity and variety of the “learning” phenomena. The responses may be grouped in the following learning prototypes (see Table 40.1, 40.2, 40.3, 40.4, 40.5), where opinions of evening (shift) school teachers are mostly similar with the opinions of early school-leavers. The responses show the following prototypes of **adult learning cultures**: 1) Learning is personal *growing*; 2) Learning happens from mistakes and solving solutions in communication with evening (shift) school teacher; 3) Learning is to become independent by doing (competence development process); 4) learning is the reaction of learners provoked by teaching; 5) Learning as the sense of development of human beings, accentuating the social nature of learning.

**Adult learning cultures.** The *personal growth* is the most often cited aspect in the statements of 18-24 early school-leavers (see Table 40.1)

Table 40.1. Evidences on understanding of learning as "personal growing"

| 18-24 aged early school-leavers say...  |
|---|
| <i>... With every successful knowledge that you receive, you expand your horizons. There you can jump higher, and some direction goes further.</i>  |
| <i>... There are no clearly defined lines, when you know, that comes little by little, after small everyday challenges. Someone one day asks you something, and you suddenly answer, you see, that the grade is better, and the teacher gives you a compliment. You understand little by little, that comes by growing, like the stone wants.</i> |
| <i>... Learning is a process of forming one's opinion, one's personality. The more you know, the more powerful a personality you will have.</i>   |
| <i>... I understand that I have learned something – I learn, I think, that I do not know that, also with friends I go out in a group, we speak something, suddenly I say something and am surprised that I know that. Unexpectedly I learn, with time I just understand that I learned that.</i>  |
| <i>... Learning is the main component of life. A person develops himself by learning.</i>   |

The fact that this prototype of understanding of learning is the most often mentioned also in the interviews with evening (shift) school teachers proves that it is a good practice in second chance education. The pedagogical work of evening (shift) school teachers is very often oriented to the enhancement of early school-leavers' personal growth.

Learning from mistakes and solving solutions in communication with evening (shift) school teacher is also very often cited in the statements of 18-24 early school-leavers (see Table 40.2)

Table 40.2. Learning from mistakes and solving solutions in communication with evening (shift) school teacher

| 18-24 aged early school-leavers say...  |
|---|
| <p>...<b>Learning</b> is a process of <b>communication</b>. Also I speak a lot <b>with teachers</b> during class, I discuss. Often very interesting discussions happen. Especially with the history and Latvian language teacher, because I myself love books.</p> <p>...We speak about a concrete topic, <b>I say my opinion that, possibly, is not perfect, not so precise; the teacher completes my thought or corrects and error, I take that all into account, learn from these corrections.</b></p> <p>...<b>That way with mistakes and learning I go forward and become more and more able to act more correctly in concrete situations. Learning is forming the personality through mistakes.</b></p> |

To have learned means to do something, to apply, to solve problem through learning from mistakes supported by evening (shift) school teacher – It is a fact that evening (shift) school teachers very often and widely support this need and this proves that it is an example of good practice in second chance learning (see Table 40.2).

The next prototype is “learning is to become independent by doing”. See further some evidences of this understanding of learning (Table 40.3)

Table 40.3. Learning is to become independent by doing (competence development process)

| 18-24 aged early school-leavers say...   | Evening (shift) school teachers say...   |
|--|--|
| <p>.... When I understand and <b>do something</b>. When the teacher shows how to solve a problem, I think, that at that moment I have not learned, but then when I <b>myself solve the problem</b>, at that moment I have learned. When I <b>can do something or apply something, do something</b>, understand something, then you can say that I have learned. <b>Learning is an independent person's formation process and career realization process.</b></p> <p>... <b>The feeling that you can complete the job without a hitch, that a weight is lifted from your shoulder, because you know that tomorrow when you wake up, you will still know</b></p> | <p>...How is a smart person different from a wise person? A smart person simply knows but does not do. A <b>wise person knows and acts accordingly.</b></p> <p>... I look angrily at the computer. All teachers of my generation do. Now I cannot live without it. It's a joy, that I can create tests. The others say, if Valda can, then we can, too. Then I feel that I have learned.</p> <p>...<b>You can learn by doing.</b> At first it seems that putting materials into Moodle will be very hard. Once, twice, we did not organize school courses, there were brochures; we did everything like the teacher said. Once we had to start putting our own things into the system, I had forgotten a bit. Then I had to follow the brochure, <b>what to do and how</b>. There was one colleague who had done it all before. She was still standing in front and teaching. <b>After doing it several times we learned.</b> That was a sense of accomplishment. At times the early school-leavers in the class ask something, I know that at that moment I do not have an answer to the question. <b>Then it is a sense of accomplishment to search and to find it myself.</b> I have written down a thing that I did not know, but I would like to find out. That is thanks to the fact that someone asked.</p> |

It is important to stress that learning can be enhanced only by evening (shift) school teachers who learn together with their early school-leavers.

The next prototype assumes the traditional understanding of learning as the result of teaching (prototype 4). It is oriented to mechanical remembering of school subject content. Only some cases related to this prototype were found out (see Table 40.4). The first one is connected with mechanical remembering of school subject knowledge, the second one – with the process of understanding school subject knowledge.

**Table 40.4** Learning is the reaction of learners provoked by teaching.

| 18-24 aged early school-leavers say...   | Evening (shift) school teachers say...   |
|--|--|
| <p>...There's no point in cramming. You do not <b>what it to stay in your memory</b> and it does not stay. If I want to know something, I do it with joy, for example, I study geography <b>with joy</b>, because I want to know it. Then it <b>stays in my memory</b>. But <b>if someone forces me</b>, for example, to learn a public speech, <b>then nothing stays</b>.</p> <p>... If you <b>learn a poem by heart</b>, that's one thing, but when you read it and <b>try to go deeper</b>, what is written there, <b>you already remember</b>, because you understand, what's there.</p> | <p>.... <b>Learning takes place at that moment when my Early school-leavers understand what I want to tell them</b>. When the thing is clear to me and I can teach it to others. There is no hesitation that I maybe do not know until the end. When I am convinced that I know, I can.</p> <p>... ..Then, <b>when I have a sense of achievement, when the class has been good or that somehow teaching something, we feel that the majority of the kids understood</b>.</p> |

In these cases we can see that learning is related to class teaching, where early school-leavers control by themselves the process of memorizing. They are interested in the topic; they want to go deeper, to memorize. Forcing memorization without this personal interest does not help to remember contents: learner him/herself should be willing to memorize.

It has to be noted the fact that the evening (shift) school teachers in this case associate learning with early school leaver' learning outcomes, not with their own learning. The person' professional identity as "evening (shift) school teacher" dominates over the personal identity as "learner".

Only 18-24 y/o learners without work experience who dropped out from general secondary education, link learning with results of external assessment of the subject matter.

Finally, the 5<sup>th</sup> prototype understand "learning as the sense of development of human beings, accentuating the social nature of learning". This is the main finding of this research (Table 40.5).

**Table 40.5:** Learning as the sense of development of human beings, accentuating the social nature of learning

| 18-24 aged early school-leavers say...  | Evening (shift) school teachers say...  |
|---|---|
| <p>...We learn in order to <b>transmit knowledge further and further</b>. We feel a <b>sense of accomplishment that we can give something that we know to others</b>.</p> <p>... If I can <b>overcome myself</b> in a way that earlier I could not; if I do <b>something know, about which earlier I only dreamed, I have learned. I made a step forward</b>.</p> | <p>... I look <b>angrily at the computer</b>. All teachers of my generation do. Now I cannot live without it. It's a joy, that I can create tests. <b>The others say, if Valda can, then we can, too. Then I feel that I have learned</b>.</p> <p>... At the beginning I see if they do not ask for an <b>immediate response. I try to understand what I see. After some time that repeats. That cycle repeats. If I understand that that is, I become practical. To understand means that I do not fear it as I fear the unknown; that it is completely known to me, that I do not have to worry: it's familiar</b>.</p> |

It has to be considered that the first of the previously mentioned opinions comes from a youngster who arrived to the evening school with special needs in intellectual development. The pedagogical means that helped all the participants in the discussion to listen to him and to reflect on his opinions about learning were the patience listening to him and the questions that were asked to him about the reasons for his opinions.

**Cultures of support of early school-leavers' transformative learning.** Different combinations of conditions (implicants) were found out. They describe the transformational learning (learning where changes happen). There are similarities and differences. Most of the time transformational learning is understood as a kind of learning where the learning outcomes (new knowledge, abilities, and competencies) are reached. In our research we found out proves that 18-24 y/o early school-leavers link learning outcomes with the formation of their competence and their attitudes. The results of the research show that all implicants of successful learning conditions combinations include the same components in different order. But learning outcomes are always acquired when

they are used in new situations (competence orientated approach), in relation with career planning, **workplace learning and life wide learning. However, most of the early school-leavers need support, and in this sense the positive experience in learning process has an amplificatory role. For example, ESL say:**

*--- Learning outcomes appear when they are used in new situations (competence oriented approach), in relation with career plans, and forming a positive learning experience, learning individually from experts and/or from experienced and competent evening (shift) school teachers and peer learning.*

In evening (shift) school teachers' opinion, peer-learning in groups is an important condition for reaching learning outcomes for some 18-24 y/o early school-leavers. 18-24 y/o people want to learn from experienced and wise people. Most of them are evening (shift) school teachers, and they have a preference for the "learning in dialogue" technique. Group work by itself does not promote transformational learning. The really important thing is that the process is organized by a competent, intelligent and loving evening (shift) school teacher, who respects and appreciate 18-24 y/o learners (see Table 41). For this age group of early school-leavers, learning together from experienced people is the pre-condition for enhancing self-esteem and for acquiring confidence in peers (see Table 41).

If there is not such an evening (shift) school teacher (see Table 41) the 18-24 y/o early school-leavers will look for an authority out of formal education institutions. In some rare cases, they can find it also out of these institutions, from some **competent people in life and work situation, outsiders.**

Table 41: Evening (shift) school teacher specialized practice supports young people to move from enabling courses to higher level courses

| 18-24 aged early school-leavers...  | Evening (shift) school teachers...  |
|---|---|
| <p>Prefer the evening (shift) school teachers as adult educators who are:</p> <p><i>mindful to be more authentic, extroverted and altruistic. able to inspire the early school-leavers, to use suitable body language, to manage group dynamics, to handle the conflicts, and to act considering the democratic values.</i></p> <p><i>successful in thinking along commercial lines (both in intrapreneurship and entrepreneurship).</i></p> <p><i>focused on updating their domain specific knowledge and skills continuously,</i></p> <p><i>able to be flexible, to reflect their own professional role, to evaluate their own practice, to see different perspectives.</i></p> <p><i>focused on enabling the early school-leavers to apply what they have learnt, on diagnosing learning capacity and learning attitude of their early school-leavers.</i></p> <p><i>disposed to support informal learning, to apply adult learning theory in teaching, to monitor the learning processes of early school-leavers, to create a safe learning atmosphere, to proceed in a structured way.</i></p> | <p>The teaching offers have to be based on:</p> <ul style="list-style-type: none"> <li>• <i>having specialist knowledge in their own area of teaching, updating their domain specific knowledge and skills continuously and autonomously.</i></li> <li>• <i>assessing the needs of the learner, analysing the learning barriers of the learner, monitoring the learning process, evaluating the learning outcomes, diagnosing the learning capacity and learning attitude of the learner.</i></li> <li>• <i>being committed to their own professional development etc.</i></li> </ul> |

**Effective interrelation and interaction between personal and collective motivation, emotions and involvement.** It is interesting that a positive learning experience is not always related to the cognitive development, but almost always it is related with a positive emotional wellbeing, and very often with social wellbeing (see Table 42).

Table 42: Effective interrelation and interaction between personal and collective motivation, emotions and involvement

| 18-24 aged early school-leavers...   |  |  |
|--|--|--|
| Positive experience of emotional learning  | Positive experience of cognitive learning  | Positive social (also voluntary) learning experience   |
| <p>...If that class <b>interests</b> me, if I like it, then I also learn without <b>much effort</b>. There are subjects that do not excite, that I do not like, and then I do not learn. For tests I write a cheat sheet, so somehow I pass.</p> <p>...<b>Feeling of security</b>....</p> <p>..Teaching is a process of becoming more secure and overcoming fear, when I see a result, there is a sense of accomplishment.</p> | <p>..If you do something that you find <b>interesting, then something succeeds</b>.</p> <p>...It's like this; last year I came in as a 10<sup>th</sup> grade early school leaver. Now I'm already a 12<sup>th</sup> grade early school leaver. Last year I managed to pass two grades. What I learned, is that in the 12<sup>th</sup> class you have to learn with interest. Let's assume that there are those things, which you find interesting, and other things that you do not find interesting. Those that you do not find interesting, it was that I tried to understand them. In Latvian language, I did not find literature interesting, I tried to understand. Now I want to go deeper and deeper into it. It is necessary to pull it out of yourself. If you go to school and you have no interest, there will not be results. In order to "awaken" interest, you have to see a goal in life. In order to get a higher education, you have to finish high school, so you have to study literature. So you just have to pull yourself together and go deeper. The experience of this week, which I liked a lot – in biology I had to prepare a presentation about substances. I chose something outside what was given, something I found interesting. <b>My presentation was much more interesting, because I presented something that I found interesting.</b></p> | <p>... How to live, how to form your opinion – I do not accept the first information that I find on the internet or that someone teaches. I check it, what it is based on, from what sources it is taken. For example, how to do something better, how it should be done.</p> <p>...I want to compare the learning process to push-starting a car, because I interrupted my studies for 6 years. I worked, rested. In the beginning it was really hard, because, to push-start a car, you have to make a big effort. But then, when it starts to roll, it is easier to push. The load in future studies decreases. You gain experience. Not just in school. The activity of life is to live. That's what we learn to do from morning until evening, even at night. Overall, we cannot throw away a small point. Learning is <b>a part of the process of life, in which we overcome difficulties</b>. The next time when that difficulty appears, it does not seem so complicated anymore. Also, <b>forming relationships, at the start there is no conviction about how, why, what you can say</b>. In public transportation, when you get on your feet, it's neither the first nor the last time, I already know how to react. I ask them to apologize, he looks surprised, I think, what he will do, after five minutes, and he asked pardon. I did not start a conflict, but I looked, and he understood, that he had to apologize. Learning was the answer to that situation. <b>Learning is the process of searching for solutions.</b></p> |

In early school leaver (18.-24.aged) opinion a positive learning experience appears when:

- The learning is related to the career plans, in workplace learning.
- A utilization of learning outcomes is made in new situations, developing career plans, (1) learning individually from experts ; (2) learning during the work process (workplace learning) and life wide learning individually **from competent people in life and work situations, and from outsiders**; (3) learning during the work process (workplace learning) and life wide learning individually **from competent people in life and work situations, and from outsiders** together with other people.
- A utilization of learning outcomes is made in new situations learning individually **from experts, from competent peoples in life and work situation, from outsider by learning together that facilitate a new positive attitude towards learning.**

In evening (shift) school teacher's opinion a positive learning experience appears when:

- A utilization of learning outcomes is made in new situations, developing career plans, (1) learning individually from peers; (2) learning is individually **from peers which result in a new positive attitude towards learning.**

Also there are similarities and differences in opinion of the early school-leavers and evening (shift) school teachers in the pathways of updating of positive experiences. The early school-leavers

need to learn together, from experts, but the evening (shift) school teachers give the priority the peer learning. Similarity resides in the fact that even if learning outcomes have always and individual character, **learning is always social.**

**Organizational components and didactic design of cultures of support of early school-leavers' transformative learning.** For facilitating the young early school-leavers learning outcomes, evening (shift) school teacher has to construct in a systematic way learning situations (competence-oriented approach) that supports the upgrading of early school-leavers' work force and life career planning, leading positive learning experiences from an emotional, cognitive and social point of view that are important for early school-leavers. Out-school activities at the workplaces, in museums and exhibitions should take an important place in the adult schooling process. The opening of *early school-leavers' formal schooling to learning in work and life situation provides early school-leavers the possibility of learning from competent peoples in life and work situation, and from outsiders.* **Dialogical learning should have an important place in learning process and should take more places in formal schooling, as a form of peer-learning where the early school-leavers often have to learn from less experienced-colleague.** The usage of learning outcomes in new situations allows **learning together (dialogic learning)** that enhance learning outcomes and career plans, learning in work places and in life wide situations (see Table 43).

Table 43: Changes of attitudes towards learning

| 18-24 aged early school-leavers say ....  | Evening (shift) school teachers say ...   |
|---|---|
| <i>... If there is interest in informatics, then at school make a website for your school, and that <b>way you can combine your interest with school an learn something that you do not learn every day, find and develop yourself.</b></i> | <i>... Three years ago we changed over to e-class. Some teachers are very conservative. Two years passed, we cannot live without it. It offers totally different possibilities, immediately offers analysis. We changed over to uzdevumi.lv. <b>At the beginning no one understood, now there are no more questions. A new experience was gained.</b></i> |

Changes in attitudes are a very important learning outcome. The combinations of conditions (implicants) for changing attitudes were investigated: a positive attitude towards learning is closely related to learning outcomes and their improvement, using them in new situations. This leads to positive learning experiences and to the desire of learning independently, with experts, from competent people in life and work situations and from outsiders all together and with peers. These combinations of conditions are statistically significant. (p<0.05).

During the discussion and interviews in the evening (shift) school the good transformational learning was discovered (good practice patterns in evening schools) as well as their similarities and differences, and the mutual learning opportunities (see Table 44).

**Table 44: Examples of good transformative learning opportunities in evening schools**

| Cases  | Case description  | Personal motivation and the motivation of a group, emotions and participation, which affects the process of transformative learning?  |
|--------|---|---|
| Case 1 | <p><i>Interactive materials for studying are used in the study process. Work in the internet environment, in the studying platform MOODLE:</i></p> <ul style="list-style-type: none"> <li>• <i>It allows to get to know closer all study materials in the individual rhythm – textual materials and presentations, complete tests, crossword riddles, while receiving evaluation of own skills in the moment.</i></li> <li>• <i>Work in the MOODLE platform ensures opportunities of distance learning– exactly according with the idea of distance consultations.</i></li> <li>• <i>It allows organizing education process in the internet- which is available in any place.</i></li> <li>• <i>Increases effectiveness and intensity of teachers and early school-leavers work, offers individual approach.</i></li> <li>• <i>Usage of modern and user friendly study methods, according to the level of development of personality of learners, attracts interest of learners and improves acquisitions of study materials.</i></li> <li>• <i>The opportunity of life-long education is being developed – early school-leavers will be able to use their skills gained in the e-study environment.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Cooperation is ensured through collective homework using work in groups, changing composition of the groups.</i></li> <li>• <i>Emotions are caused by a positive evaluation and a satisfaction from a completed work.</i></li> <li>• <i>Differentiation of tasks according to specifications of motivation in different individuals – dividing group work among individuals according to capacity and desires.</i></li> <li>• <i>Studying of early school-leavers in evening school ensures an opportunity to participate in social life and its formation. Level of education helps each individual to become economically active, according to social, communicative needs and need of the life of a person.</i></li> <li>• <i>Teacher has a huge potential to influence a person while widening its outlook, making it interesting, using discussions, providing emotional support, giving well balanced assessment. A lot of youngsters have an opportunity to have a conversation about the topics that are topical for them in another environment, while receiving answers on important issues see another experience. New contacts are established, also among people of same age, who are willing to change something in their lives. It is established that sometimes these people “pull up” and support each other. Personal contact with teachers.</i></li> </ul> |
| Case 2 | <p><i>It is very important that early school-leavers of an evening school feel as a part of a group. VERY IMPORTANT! No one is attracted to come to a evening school, for this reason learners of a evening school has to feel there like in a family – comfortable, accepted as s/he is, with a hope that in the future he will be able to grow as a “strong tree”!</i></p>  | <p><i>In one word:</i></p> <ul style="list-style-type: none"> <li>• <i>With gratitude.</i></li> <li>• <i>With acceptance.</i></li> <li>• <i>With respect.</i></li> <li>• <i>With advice.</i></li> <li>• <i>With attention.</i></li> <li>• <i>We, teachers in the evening school, have to learn even more how to listen to early school-leavers, at the same time paying less attention to ourselves. WE HAVE TO FIND A PERSON IN THE early school leaver.</i></li> </ul>  |
| Case 3 | <p><i>Supportive attitude towards early school-leavers, acknowledging demands of a early school leaver and fitting study environment to those demands.</i></p>  | <p><i>To create a well organized and a good environment To provide professional and supporting teachers – a team, quality lessons and divers study materials. To consider creativity and innovations as an important part of schools functioning. To create teaching and learning process according to the needs of early school-leavers and their experience.</i></p>  |
| Case 4 | <p><i>Some of the main key words – cooperation, empathy, support. Plan of the week is different – there are schools that ensure</i></p>   | <p><i>Teachers, who work in evening schools, have to be especially emphatic, supporting, and attentive. Also teacher in their own work need support and affection. In</i></p>   |

|        |  |   |
|--------|--|---|
|        | <p>lessons or consultation hours on Sundays as well (each Sunday or once a month). It is important to provide additional learning opportunities apart from traditional lessons in order to allow youngsters and early school-leavers to feel better a school.</p> <p>Here experience of different schools is different, however each school considers these questions and brings its own ideas – subject matter of the month, introduction events, educational excursions, creativity/art classes, projects, baby-rooms for young mothers, career events, social correction programs. Each early school leaver is considered as a value!</p> | <p>our school we have started peer learning – on Fridays we solve practical questions together, we discover new IT tools, discuss actual topics. For early school-leavers and teachers it is very valuable to have informal events apart from regular lessons. Projects here are widely used. Projects bring additional financial resources to the school, which, if used right, allow fulfilling new ideas and organizing events. We widely use media to inform about the schools offers and opportunities; however there still exists a stereotype in society about evening schools, that evening schools provide lower quality education than other schools. For the reason mentioned above, it is necessary to popularize achievements and positive experience of our early school-leavers/graduates.</p> |
| Case 5 | <p>Life-long learning is being achieved. Elastic study organization, individual study plan, an opportunity to unite studies with work, family etc. IT study materials are being used.</p> <p>Motivation of early school-leavers is being developed – to receive quality education. Different teaching methods are being used. Positive environment of cooperation. Education offer according to demand. Methodical materials for early school-leavers are developed. Opportunities for distance learning.</p>  | <p>Enthusiastic work of teachers. Setting a goal (reasonable) in the beginning of the study process and ways of its fulfilment, opportunities to achieve the goal. Opportunities for early school-leavers to develop their skills while participating in different activities outside of school, events, projects, activities, etc., which gives them confidence in their capabilities, increases self-esteem, develops skills of cooperation, develops thinking. Labour markets demand for appropriate level of education.</p>   |
| Case 6 | <p>Learning modality and environment is very flexible, according to capabilities/needs of early school-leavers. Those early school-leavers who work and those with children have an opportunity in their free time to attend not only their own lessons and consultations, but other lessons and consultations as well. For early school-leavers with children there are baby-rooms for young mothers.</p>   | <p>Environment in the class is very important – awareness of early school-leavers’ weaknesses and strengths, collective class events. Early school-leavers have different roles in organization and development of learning and cooperation environment. (For example a homepage of a class).</p>   |
| Case 7 | <p>Driving lessons at evening schools. Consultations in distance learning format. Baby-rooms for young mothers.</p>  | <p>Cooperation and understanding. Teacher and early school-leavers have to be partners.</p>   |

The facts that are presented in the table of schools’ good practice coincide with learners’ and evening (shift) school teachers’ voices. The regional differences are no evident but provide learning opportunities from each other (see Table 45).

Table 45: Learning opportunities from each other

Adult trainers say ...

*... In all the regions it is similar: In all of the evening schools most important part of the study process is the early school leaver (as a person), who needs basic knowledge and those skills he was not able to receive it before for different reasons, as lifelong learning skills.*

*..We can use good practice examples– program “Learning to learn”, creating baby-rooms for young mothers.*

*...All of the evening schools think about non-presence learning or part time studies with elements of distance learning, or about e-studies. Each school has its own typical way. School needs new ideas, this is why it is very important to share gained positive experience among evening schools.*

*...Any evening schools experience can be used to gain something new.*

*I recall my own interesting experience, when we were in Sweden and the head of the evening school took us to the evening school where 3000 early school-leavers were studying.*

*When we heard this number we could not understand – such as small city it was. How is it possible?*

*...In Sweden the evening school education system is very interesting. There are professions which have certain period, after what you have to renew your qualification. Those who need to do that, go early*

*In very high rhythm – 2 years, they receive professional education. In this way, necessity to have the secondary school education does not “stand in the way” to receive professional education. What we saw there, those workshops, everything works for the future. Next – What Germans do in Tallinn, our partnership city? They already know where they are going to work. While studying in the evening school they already know where they are going to work. Perfect scenario....If we see the global picture, all of the evening schools work the same, difference is only in small details and priorities – each evening school put their priorities according to the needs of early school-leavers.*

This agreement in the opinions expressed in the discussions as well as in the interviews allows drawing conclusions that can be generalized.

## SCHOOL PRACTICES THAT SUPPORTS THE EARLY SCHOOL-LEAVERS' LEARNING NEEDS

Evening (shift) schools showed the highest interest to discuss the learning processes and a high level of reflection during the interviews, answering to the question: “Which particular aspects of the educational programs of your evening schools contribute and help youngsters to return and continue with their education?” (see Tables 46, 47., 48, 49).

**Organizational components.** There is an evident good practice on the organizational components. .

Table 46: Organizational components in the evening (shift) school's practice

| Cases          | Description of school cases  |
|----------------|--|
| <b>Case 1</b>  | <b>4 years</b> is the necessary time to obtain a vocational secondary education program. By learning in vocational training programs and in parallel in evening (shift) school is possible to obtain the same level in <b>3 years</b> . By the way, just for this reason one early school leaver travelled all the way from Rezekne to Ranka (150 km); she had obtained information about this possibility from the school's web page.<br>There are some cases in which, when learning a vocation, early school leaver had not the desire to obtain secondary education in <b>parallel</b> . However, after two years, people went back to school and searched for opportunities to obtain secondary education - a well known <b>environment encourages</b> them to do so.   |
| <b>Case 2</b>  | In order to ensure the process <b>for workers</b> (there are a lot of them, they cannot make it in working days), <b>once a month we work also in Saturdays, and then they come for the tutoring.</b>  |
| <b>Case 3</b>  | We work <b>every Saturday</b> and we do all that is possible. We tried to introduce this year the <b>workshop program “learning to learn”</b> . Working with <b>extramural, distance and external</b> early school-leavers, we understood that kids and youngsters do not have learning skills, and therefore there were a lot of problems they had to solve which resulted in dropping out. We introduced a program – <b>how to read the literature, what to read; what is necessary</b> . Only those early school-leavers from the countryside <b>have an adjustment program.</b>  |
| <b>Case 4</b>  | There are early school-leavers, who come to us to study and they say: here it is very nice, we feel well, we are satisfied studying here. <b>This school is like a family</b> , and we try to do so that they fell well.<br>We work on <b>Friday evenings and in Saturdays.</b><br><b>There are 3 consultation points. The modular approach.</b>   |
| <b>Case 5</b>  | <b>The unemployed people have courses in the morning, and in the evening they come with us.</b>  |
| <b>Case 6</b>  | <b>Flexible study process with extramural and distance elements.</b><br>As regards quality, we have the same level as usual secondary schools, plus a different attitude and support for the needs of early school-leavers.  |
| <b>Case 7</b>  | Regular and extramural programs with distance learning elements and <b>e-learning</b> materials; flexible consultation <b>time and flexible organization of exams</b> . <b>We have also after school activities that are led by professional Evening (shift) school teachers</b> , where learners can develop their creativity.  |
| <b>Case 8</b>  | <b>Five days per week an Open air centre offers activities. There are 14 programs in different regimes.</b> 8 of them are pedagogical; some are oriented to social adjustment work.  |
| <b>Case 9</b>  | We defined curriculum so that each early school leaver <b>can learn at his/her own rhythm</b> . So, some early school-leavers <b>can finish in two years others in one year, others may stop in the middle of the year</b> . We are <b>working on the definition of a final module.</b>  |
| <b>Case 10</b> | <ul style="list-style-type: none"> <li>• <b>During the whole study year</b> we have regularly “<b>subject matter weeks</b>”. evening (shift) school teachers themselves ask to organize these weeks. These <b>events are “carried” out of the school</b>. For example, teacher of geography organized orienteering competition in the territory of the school, including some learning exercises. People was very happy, it was a success. Now we will celebrate the National feast, 18<sup>th</sup> of November, and History teachers are the organizers of the event, they work in collaboration with the state History museum. <b>This process is a learning process, where participate evening (shift) school teachers and early school-leavers</b>. The “<b>week of the careers</b>” is also a very active event. For example, we went to the enterprise “<b>Rigas traffic (Rigas satiksme)</b>”; we have a good</li> </ul> |

|                               |   |
|-------------------------------|---|
| <p>Case 11</p> <p>Case 12</p> | <p><i>collaboration already form many years.</i></p> <ul style="list-style-type: none"> <li><i>We put the accent in the activities after school, first of all because we want, and early school-leavers also want, that our school is a prestigious one. This is why a lot of work is done in activities after school, in order to show that the evening school is also very valuable. We got the first place in the concourse "Erudite". In this way our school becomes well known and we create our image. It is important to show that not only to the colleagues, but also to the society and to those who make laws and take decisions, so that they know that we are valuable. There is another important thing: for us each early school leaver is very valuable.</i></li> </ul> <p><i>Each evening (shift) school teacher wants to express himself, to teach his subject for one month and then to organize events. It is a very nice possibility for evening (shift) school teachers and early school-leavers to work really in projects in a practical way, because the traditional lecture is not appropriate for the evening (shift) school teachers and for the early school-leavers. We all need really to participate, to do, to speak, and then things become interesting. Subject matter evening (shift) school teachers take the responsibility of organizing events, because they are the ones who really know the topics. We can adapt this to the different celebrations of the year. This is even better. It is not necessary that someone, for example, the assistant director, takes the responsibility for these events. The evening (shift) school teachers do that, by themselves very well, and the results are very good. evening (shift) school teachers also want to prove themselves that they are good professionals. And these celebrations are a very good opportunity for this.</i></p> <p><i>In our school evening (shift) school teachers choose which evening (shift) school teacher will organise each concrete event, and everything works very well. All of them are involved. All can show their strengths.</i></p> <ul style="list-style-type: none"> <li><i>This year, in order to understand how to rally evening (shift) school teachers and early school-leavers, all the early school-leavers, distance early school-leavers and younger early school-leavers we organized a "commonwealth day" in the <b>Open Air museum</b>. The event was great, at the end we ate a soup together; we distributed diploma with the photo of each class. Evening (shift) school teachers also participated very actively in orienteering, they collected points in all the houses around, they were very occupied, everything was very well organized.</i></li> </ul> |
| <p>Case 13</p>                | <p>We offer to early school-leavers in lower secondary education 3 educational programs, where they can study, depending on their willingness and needs: special education program (for early school-leavers with learning difficulties), pedagogical adjustment programs, and general program. For early school-leavers in higher secondary education we propose only the general program, which allow them developing far and wide, and to enter any university. The modality of learning can be regular lessons, extramural learning, with distance elements. About the time: <b>from Monday to Friday from 9:00 to 20:40 and Saturdays from 9:00 to 16:00.</b></p>  |
| <p>Case 14</p>                | <p>We work on the <b>principle of free participation</b>. We use <b>e-journals</b> and other school journals where early school-leavers can have <b>online consultations</b> or to send their homework. <b>Everything is registered electronically, when they sent, when they received the mark. This is very flexible</b>; we do not use paper anymore. The regular planning of work is necessary, because, if we do not plan, at the end of the semester you need to do everything very fast in very little time, and this is physically impossible, there is no time enough. <b>So early school-leavers are motivated to plan their work by themselves and to do thing timely.</b></p>   |
| <p>Case 15</p>                | <p><b>Write a project to outfit a room for children.</b></p> <ul style="list-style-type: none"> <li><i>In our school youngsters can attend various courses for unemployed persons, and we support them. We study from 8 AM to 2 PM; later, in the case of extramural early school-leavers. We do not turn away anyone who wants to attend our courses.</i></li> <li><i>The biggest portion begins to study in order to receive a promotion in their job.</i></li> <li><i>Some early school-leavers took advantage of the opportunity and finished two classes in one year.</i></li> <li><i>The school works in an international project.</i></li> <li><i>We praise our school; there are early school-leavers, who are mentioned in The Great Encyclopaedia of Latvia; we regularly publish in the newspaper.</i></li> <li><i>Recently there have appeared many construction workers, high-class specialists, who are in demand, because they utilize new materials and have to travel to Germany or some other place where they are manufactured, to learn, but there, they accept them only if they have completed secondary education.</i></li> <li><i>In order to attend courses at the unemployment office, an elementary education is necessary, and a number of people have appeared who do not have this education.</i></li> <li><i>Last year we paid attention to positive conduct, and recognized less those who achieve better results, but more those who struggle to do everything as well as possible. The number of early school-leavers of</i></li> </ul>   |

|                |   |
|----------------|---|
|                | <p><b>Roma ethnicity is increasing, and we try to motivate them with good works, various activities.</b> We are not those who prepare people for post-secondary education, but some part later enrolls and attends on <b>scholarship</b>. Many finish secondary school with us and continue on to a professional education.</p> <ul style="list-style-type: none"> <li>• <b>We get involved in charity actions</b>, for example, “Prepare a toy for children.” The boys sanded, painted, the girls sewed soft toys, after that we delivered to the children for Christmas. Those children whose level of academic performance is mediocre work with great enthusiasm. We were in the <b>library</b>, and also they listened with great interest and enthusiasm.</li> <li>• <b>We have a good social worker.</b> He works with flowers and gets those early school-leavers involved who like that sort of thing. A girl does not do so well in school, but she decorates rooms with flowers, and so she lights the first Advent candle. A boy with good attendance lights the 2nd candle. We improved our reward system—not only for marks, but also for the attitude towards work.</li> <li>• <b>From 10th through 12th grades there are programs with a vocational orientation:</b> one is related to police and border protection. There you can receive weapons training, criminology. The second area is related to tourism.</li> <li>• <b>Amateurs are active in the school.</b> First the children came shyly, weakly; they are afraid to go up front to say just a few words. But within a year it takes off.</li> <li>• <b>Health days</b> are interesting. Once every semester everyone researches the food pyramid, and we prepare healthy salads and eat them right there together. It seems as though our early school-leavers are the best.</li> <li>• <b>Creative workshops</b> take place and a talent show in spring. There was a presentation of paintings, which two early school-leavers painted under the direction of an evening (shift) school teacher. The painting presentation and meeting with creative people—musicians, poets—was an emotional experience. Some also tried to write themselves; they shyly bring a notebook to me, since I’m the Latvian language evening (shift) school teacher, and say that they do not want to read them in public, but afterwards we work together.</li> <li>• There are early school-leavers who come after a long break in their studies, especially entering 10th grade. <b>They are mothers with their children.</b></li> <li>• We get people involved in evening school, finding every person in the district or in the neighbouring district, <b>who does not have elementary or secondary school education, using all available methods.</b></li> </ul> |
| <b>Case 16</b> | <p>Early school-leavers are involved in <b>all kind of concourses, related to ICT</b>, etc. Evening (shift) school teachers of Latvian language offer early school-leavers several creative activities. <b>Evening school early school-leavers’ compositions are collected and printed in 5 different publications</b>, and also in a book. This is a very big work, to collect all these materials and to order them so that they are useful to work with early school-leavers.</p>  |

Also, the evening (shift) schools provide full day activities, flexible learning opportunities in informal and non-formal settings, and opportunities to learn how to plan the learning activities at own pace and place. So, the *low-skilled early school-leavers are equipped with three essential components: (1) political measures capable of impacting on demand (and which act on economic factors and of creation of availability of time for learning); (2) support and guidance services which operate both as regards the demand (information, motivation, guidance, counselling, certification etc.), and the offer of education and training; (3) measures which assure the quantity and quality of the offer of learning (variety of opportunities linked to different contexts, creation of chains which allow the education and training to be adequately provided, quality of the adult educators* (Antikainen et al., 2008, p. 23).

**Didactical design.** There is an evident good practice on *the didactical design components*.

Table 47: Didactical design components of evening (shift) school good practice

| Cases         | Description of school cases  |
|---------------|--|
| <b>Case 1</b> | <p><b>Appropriate working schedule, differentiated learning (contents, methods), tutoring.</b><br/> <i>There are some cases in which, when learning a vacation, early school leaver had not the desire to obtain secondary education in parallel. However, after two years, people went back to school and searched for opportunities to obtain secondary education - a well known environment encourages them to do so.</i></p> |
| <b>Case 2</b> | <p><b>The learning process is completely different, because the assigned days are different, the evening</b></p>   |

|               |  |
|---------------|--|
|               | <i>program and extramural learning is different. You see those youngsters that go and do, and you also go and do.</i>  |
| <b>Case 3</b> | <i>There is a <b>distance learning consultant</b>, who mostly works with <b>psychological questions</b>, explains how to learn, how to understand different things in school, it is not related to subject consulting. Subjects consulting happen just like in every school where the <b>evening (shift) school teacher of the subject is the one who makes the consulting</b>. It is important to have in a school a <b>consultant who knows how to provide advice in various questions (there are consultations regarding these new technologies)</b>. <b>Modular system is operating</b>.</i>   |
| <b>Case 4</b> | <i>We give them the chance. Those <b>evening (shift) school teachers</b>, which work during the evening and in the distance programs, are more flexible, more capable to accept new situations. <b>Working with an adult is not the same that working in kindergarten or in elementary school, in lower secondary education: not all evening (shift) school teachers can do that</b>. Evening school is the place in which, <b>regardless of learners' previous experience, we do not remind them of their mistakes, and they appreciate this attitude</b>.</i>  |
| <b>Case 5</b> | <i>Evening (shift) school teachers sometimes learn from their early school-leavers also. We are all very <b>understanding</b>. One girl came and said: today I have to look after the baby of my boyfriend's sister, because she is quite sick. I understand: there are a lot of such situations. "Teacher, after one month I will go to live in a foreign country, what can I do?" They write us from abroad and they are very confident with us, because sometimes they do not even have their parents with them. They know that we will not tell anybody what they tell us, and that we will not make jokes on them. Confidence is very important for them. They also <b>take to the school their friends</b> or relatives and say us "take them in your school! Evening (shift) school teachers have to be understanding. <b>Evening (shift) school teachers and early school-leavers have to be collaborating partners</b>.</i> |
| <b>Case 6</b> | <i>We write projects ourselves. The early school-leavers themselves <b>make films</b>, which are the enthusiasm of the teachers. In an international project they work out recommendations on how to improve their evening school work.</i>  |
| <b>Case 7</b> | <i>Through <b>distance learning</b> we work with every one individually. With every individual you have to converse and talk through different problems and needs.</i>   |

Also, the evening (shift) schools' instructional didactical design is «founded on the necessity that the learning offer of learning opportunities develops new didactical forms related to work and daily life, based on less formal and embedded methods. The personalised character takes form through direct connections with life phases and the vocational history of the low-skilled early school-leavers. The key of didactical design is based on codified knowledge which the subject does not yet possess, which is in use in his/her life or work environment. In this sense, in addition to active didactical methods, it is necessary to adopt methods integrated with the activity carried out by the subject in daily life and in work» (Antikainen et al, , 2008, p.27). **Working with an adult is not the same that working in kindergarten or in elementary school, in lower secondary education but not all evening (shift) school teachers can do that. This indicates the necessity of the professionalization of evening (shift) school teacher.**

**Evaluation and monitoring.** There are lacks in evaluation and monitoring because the orientation of educational standard to marks and exam result, not to Education Qualification Levels (EQF).

Table 48: Current situation on Evaluation and monitoring in evening (shift schools)

| Cases         | Description of school cases  |
|---------------|--|
| <b>Case 1</b> | <i>PS: the quality of education during the last years is an increasing need of early school-leavers, because they are planning to obtain higher education in the future!</i> |
| <b>Case 2</b> | <i>Every year there are early school-leavers who want to receive a better <b>mark from score B to score A</b></i>  |
| <b>Case 3</b> | <i>One of the <b>quality criteria is the number of early school-leavers in the school</b>. If there are early school-leavers, we are necessary.</i>                          |

|               |   |
|---------------|---|
| <b>Case 4</b> | <i>Extramural education program, system of exams.</i>   |
| <b>Case 5</b> | <i>In the Work and social life group we have <b>gift-giving</b>. Twice a year we take the <b>best early school-leavers on an excursion</b>. Not only the best according to grades, but also according to other works. We organize <b>educational excursions</b>.</i>  |
| <b>Case 6</b> | <i>In some classes there is a system of <b>loyalty points</b>, the early school-leavers compete to obtain these points. That works until Christmas, because you know that there will be surprises. The early school-leavers show their attitude toward work in the classes in order to obtain these loyalty points from the subject evening (shift) school teacher. That way every month they accumulate and then later add them together for the total class number.</i> |

The evening (shift) school's evaluation and monitoring practice has potential for improvement. It *highlights the necessity to take on a learning outcomes-oriented approach as well as an approach which takes into consideration the desired impact of the interventions being promoted. Self-management and the constant improvement of the educational quality should respond to this situation, but also the activation of an independent, modern public system of inspection and control»* on the national, regional and local levels (Antikainen et al, 2008, p. 37).

## LOCAL AND REGIONAL COMMUNITY PRACTICE THAT SUPPORTS YOUNG PEOPLE TO MOVE FROM ENABLING COURSES TO HIGHER LEVEL COURSES IN A COMPENSATORY PERSPECTIVE

The differences between the geographical and regional contexts were already mentioned (see section “*Limitation of identification of ESL: Latvian national context*” in Part 2). According to the information provided at the Latvian regional planning official webpage, the regions themselves point the following regional specific issues.

### The Riga planning region

The region Riga is characterised by multinational, dynamic capital city Riga, which has hosted different nations and their influences, however, such picturesque provincial towns as Limbazi, Tukums, Ogre, and the resort cities of Jurmala and Sigulda, as well as industrially untouched country side are also important (<http://www.rpr.gov.lv/>). Riga planning region is responsible for **Aloja county, Adazi county, Babite county, Baldone county, Carnikava county, Engure county, Garkalne county, Ikšķile county, Incukalns county, Jaunpils county, Jurmala city, Kandava county, Krimulda county, Kegums county, Kekava county, Lielvarde county, county, Malpils county, Marupe county, Ogre county, Olaine county, Ropazi county, Salacgriva county, Salaspils county, Saulkrasti county, Seja county, Sigulda county, Stopini county, Tukums county.**

Five (5) evening (shift) school are well integrated and distributed across the capital of Latvia Riga, Jurmala, Tukums and Aizkraukle and Limbazi. Region of Limbazi is attached to the Riga planning region, but the ESL come from several counties of the Vidzeme geographical region (see Table 49).

Table 49: Number of students by place of residence in Limbazi evening (shift) school

| Number of students by place of residence | 2013/14 study year |
|--|--------------------|
| Limbazi                                  | 58                 |
| Limbazi county                           | 47                 |
| Aloja county                             | 14                 |
| Salacgriva county                        | 9                  |
| Mazsalaca county                         | 6                  |
| Krimulda county                          | 6                  |
| Priekuli county                          | 3                  |
| Burtnieki county                         | 2                  |
| Saulkrasti county                        | 2                  |
| Valmiera                                 | 2                  |
| Lielvarde county                         | 1                  |
| Aluksne county                           | 1                  |
| Adazi county                             | 1                  |
| Olaine                                   | 1                  |

**Political and institutional framework.** Riga planning region states that *the Riga planning region lifelong learning policy is based on the EU strategy 2020 (smart development (education and science), long-term development (environment, economics), integrating development (welfare, economics); the Baltic 21 strategy (Innovation and sustainable education with the purpose of promoting the integration of sustainable skills and solutions into education and lifelong learning; the NAP 2014 – 2020 (priority: human security); the Latvian sustainable development strategy 2013 (to create one of the best education systems in the EU and to become one of the leaders in the*

*accessibility and in the usage of adult education) as well as the Lifelong learning guidelines about its accessibility to everyone: ensuring the accessibility of lifelong learning to everyone regardless of their age, gender, previous education, place of residence, income, ethnicity or disabilities (Riga planning region, 2014).*

There are a number of other goals in the Riga development strategy for the period of 2000 – 2020. The 2nd one is the “heightening of the social activity of the citizens of the region of Riga”, which includes as the 3rd objective the “improvement of the quality and accessibility of education” and as the 4th objective “the support of lifelong learning for early school-leavers” (Riga planning region, 2014).

In the Riga development plan for the period of 2009 – 2013 (with actions till 2020) the 4th priority is “Lifelong high-quality education”. It includes the 4.1. action direction “Creation of an integrated lifelong learning network in Riga planning region (RPR)”, and it will be supported with the following programs and guidelines:

- Entrepreneurship skills programs for young people.
- The development and optimization of lifelong learning.
- The development of non-governmental organizations and lifelong learning centres.

The Riga municipality develops territorial planning documents: territory plans, development programs, sustainable development strategies (Riga planning region, 2014).

Presenting the good practice (MOES, 2014b, c, k) in the frame of the conference “Pieaugušo izglītības politika un īstenošana Latvijā: 1993-2013 un 2013-2020” [Adult education politics and reality in Latvia 1993-2013 and 2013-2020] organized in the frame of the project “*Eiropas programmas īstenošana pieaugušo izglītības jomā*” [The implementation of European programs in the field of Adult education], the director of the information centre of EU fund of Riga planning region Dace Grinberga has accented that the priority for lifelong learning in the Riga region is the establishment of a coordinated regulatory framework system as well as the creation of an effective distribution of resources (including finances) with respect to the principles of shared responsibility and sector policy interaction, creating an unified development for lifelong learning. The tasks of the Riga planning region regarding the policy and development of lifelong learning are:

1. Regular assessment of target group needs and program coordination.
2. The maintenance of Lifelong Learning program content standards , the monitoring of quality and taking into account the global challenges.
3. Cooperation between the regions in the context of lifelong learning, creating a database of examples of good practice.
4. The development of lifelong learning standards, content and form.
5. To create and develop lifelong learning centres and to contribute to the finding and supporting of developers of evening (shift) school teachers.
6. The creation and development of a network of coordination and support centres (in the municipalities).
7. The building of program modules and complements.

The entrepreneurs of Riga planning region are interested in creating high-quality learning opportunities for early school-leavers to ensure sustainable competence for work, participatory citizenship, personal growth and contributes to the high skill-based competitive economy and the development of a democratic society (MOES, 2014, b,c, k).

**The Riga Planning Region Information Centre of the EU funds has created a database of the EU projects in the Riga planning region (MOES, 2014.):**

**Integrated strategic action.** The Riga planning region provides the evidences on the good practice in integrated strategic action with evening (shift) schools. This is evident in the presentation of the vision in the development plan of Limbazi district for the period of 2011 – 2017:

There is an effective system of lifelong learning up and running, where formal and informal education institutions cooperate and complement each other, providing everyone with an

opportunity to develop their knowledge, competence and abilities close to their work place and living place, throughout their lives.

Priorities in the strategic development plan of the Limbazi district for the period of 2013 – 2030’:

- Lifelong learning.
- Adult education.
- The implementation of non formal education programs.

### **The Zemgale planning region**

Zemgale is located in the central part of Latvia, south from Riga; it has a long (270 km) borderland with the Republic of Lithuania. Beginning with the Eastern Kurzeme Highland and Southern Kurzeme Lowland in the West to the Highland in the East, located along Latvia – Lithuania borderland, but its central part is located on the Zemgale Plain. It is 50 percent higher than any other state rural regions, which defines the potential for agricultural development and specialisation. Forests cover 432.8 thousand ha or 40 percent of the territory in Zemgale. The total forest area in Zemgale is crossed by two major Latvian rivers - Daugava and Lielupe. The stocks of water resources are sufficient both for economic activities and human consumption. Ground water is mainly used for water supply. Zemgale is crossed by five roads of national importance and it is an important corridor for international transport. It is a point of intersection between the main highway and railway lines, long-distance natural gas and petroleum pipelines, and fibre optic cables. There are two cities of national importance in the region - Jelgava and Jekabpils, which have been developing as education, health, culture, sports and science centres, and which are the driver for region's and Latvian development. The second highest density of the population is in Zemgale, as well as the lowest demographic load among the regions of Latvia. There is located the third largest university in Latvia - Latvia Agricultural University, 12 other universities branches, **one college, one branch Office College and 10 vocational training institutions which provide wide opportunities for development of human resources in the region.** The Zemgale planning region is responsible for Aizkraukle county, Akniste county, Auce county, Bauska county, Dobele county, Iecava county, Jaunjelgava county, Jelgava city, Jelgava county, Jekabpils city, Jekabpils county, Koknese county, Krustpils county, Nereta county, Ozolnieki county, Plaviņas county, Rundale county, Sala county, Skrīveri county, Tervete county, Vecumnieki county, Viesīte county.

Zemgale has intellectual and scientific potential, especially in agriculture and forestry sectors, which promote high-quality professional training and research development.

Zemgale has long industrial production and handicraft traditions, advanced processing and manufacturing industry - wood, metal industry, chemical industry, mining, textile industry, which employs 18 percent of all workers in the region. In the region, a business supportive infrastructure has been developed – including business incubators and business parks, industrial and logistics parks, research institutes, technology transfer centres (European Commission, 2014).

The youth of the Zemgale region can receive basic and general education in evening (shift) schools which are located in Aizkraukle, Jelgava, Tukums, Jūrmala and Jekabpils. Their place in the Zemgale planning region (ZPR) is clearly defined. There are two evening (shift) schools in Jelgava: Jelgava evening (shift) school and Jelgava country extramural general education school (self-identification as the evening (shift) school, but in reality it is only administration) with 3 consulting points Jelgava centre, Skiba and Sveta; Jekabpils – historically is the door to Latgale geographical region.

**Political and institutional framework.** The region Zemgale has developed a very precise understanding of lifelong learning and significant support is being given to the implementation of the Lifelong Learning Programme. Lifelong education (or better, lifelong learning) is the development of human capacity in the process of social relations that contributes to the personal

growth of people of different ages, and develop the necessary knowledge, skills and attitudes for work life and participative citizenship (Powley, Kennedy, Childs, 2005).

**Adult education - formal, non-formal education and informal (everyday) learning, which provides personal development, social inclusion, civic participation and competitiveness in the labour market throughout one's life. The number of young employees decreases. It is smaller than the number of people who have reached retirement age. It is necessary to replace retired specialists not only with young ones but also with re-qualified middle-aged ones. Free education capacity with adequately resourced secondary and secondary special education, as well as higher education segments are capable of becoming actively involved in lifelong learning (MOES, 2014b, c, e, f). The resources invested in the structure of lifelong learning are important.**

**Integrated strategic action.** There is a big multiplicity in Zemgale planning region and among the actors which are involved in reaching the low-skilled early school-leavers for transforming their life and work environments into places of learning. The local community - with its libraries, museums, cultural centres, etc.-, the home, the business, the army, the association, the prison, etc. are all places which have the potential to generate learning experiences. The enhancement and promotion of effective interventions should be based on the cooperation between institutional actors and non-institutional actors, who can assume specific roles in this matter, but there are not evidences of the good practice found out relating the formal second chance education (Federighi & Torlone , 2010, p.13-14).

### **The Kurzeme planning region**

The region Kurzeme comprises the following administrative territories: 18 districts – Alsunga, Kuldīga, Skrunda, Grobiņa, Rucava, Nica, Priekule, Vainode, Durbe, Pāvilosta, Aizpute, Saldus, Broceni, Dundaga, Talsi, Roja, Mersrags and Ventspils districts as well as 2 big cities – Liepāja and Ventspils. It has a coast more than 350 km long on the Baltic Sea. Ports are established on the Baltic Sea coast – Liepāja, Ventspils, Pāvilosta- and on the coast of Riga Gulf - Pāvilosta, Roja, Mersrags ([www.kurzemesregions.lv/](http://www.kurzemesregions.lv/)). The Kurzeme region has the evening schools in Ventspils (1), Talsi (1), Liepāja (1) and Aizpute (integrated with the vocational school with autonomy administrations) with 4 consulting points in Aizpute, Cirava, Grobiņa and Nica.

The youth of the Kurzeme region can get a basic education and general education at the Aizpute county extramural school, the Talsi extramural school, the Saldus evening school (integrated in the general secondary school), the Ventspils evening school and other centres, although their place in the development of Kurzeme is not clear (MOES, 2014b,c, g, h).

**Political and institutional framework.** The region's adult education and lifelong learning (adult education is not included in lifelong learning) is understood as non-formal education for early school-leavers with the aim of improving their professional competence and extracurricular activities. Particular attention is paid to the motivation of businessmen to participate in non-formal and extracurricular adult education.. It is promoted with the help of projects. The support to lifelong learning has been substantial.

It should be noted that it is the target group of employees who are motivated to develop. Compared with other European countries, the level of competencies of Latvian workers is very low. This is evidenced by the gross domestic product (GDP) per capita. The unemployed need to raise the level of competence, but a large part of the participants in the training do not have sufficient motivation or interest at all. As a result, it is clear that part of the funding was spent inefficiently.

### ***The Talsi municipality***

The Talsi municipality as an example, reports that since the current funding is available only for Adult education (AE) activities that realize some projects, the offer is jerky, uncertain, unstructured. At the end of the project sustainability of the activities is not ensured, due to lack of adequate funding. Also, the coupon or voucher system program “Lifelong learning measures employed persons” has not proved to be effective for several reasons: first, the lack of funding - the majority of people who feel the need to raise the level of competence, at best, only heard that it was possible to get the coupon.

**Integrated strategic action.** The Talsi County Adult Education Centre is the local authority that operates in the field of adult education. The Centre has two rooms, four well-equipped classrooms, the number of participants can be up to 40 people, as well as the hall, which can accommodate 200 people. The Centre has one manager. The municipal budget covers room maintenance costs, driver wages and office expenses. The centre strives to ensure the education of early school-leavers in the county as well as in the rural areas. The Adult education centre (AEC) was founded in 1996 as the Talsi district education department. Initially, the basic idea of AEC activities was to coordinate AE offers in the region so that it would be understandable and accessible to the district residents. Basically, the responsibility was information collection, compilation and reporting on-demand. Not only all kinds of Latvian and worldwide education but also in tourism. In 2000, the Ministry of Education issued the Talsi district AEC a certificate of registration. The AEC regulations are approved and it is registered as an independent office in the district council, whose aim is to promote the continuous development of the system of continuing education district. Increased cooperation is formed with the APA (Academic Programme Agency); AEC is involved with Grundtvig, Leonardo da Vinci and Socrates projects (self-directed learning, exchange of experience), as well as cooperation projects proposed by the Latvian Adult Education Association (LPIA). Talsi AEC is a member of the Latvian Adult Education Association. Currently, the AEC is a support institution for adult education in Talsi county council, whose functions include paying and free training courses in the region, building cooperation with parish representatives - AE coordination network maintenance in the district, as well as work on various projects. A large part of the population grew up in circumstances where they felt dependent on the government. This resulted in segments of the population that are able to perform a specific job` tasks, but fail to find solutions to improve the quality of their life by themselves. The level of local businessmen competency is looked upon sceptically by foreign entrepreneurs resulting in a lack of cooperation between the two. The most common causes of failure - Failure to provide an adequate amount of supplies and the inability to cooperate, the nonexistence of a brand, a lack of experience in international project development, ignorance of the international business environment, lack of specific knowledge (most often- organization management).

The problem is caused by the fact that often businessmen do not know the cause of their failure. Only by failing and finding the causes there will be an understanding of the lack of knowledge. Investment in entrepreneurs’ training could significantly boost the local economy as well as create new jobs.

Therefore, the Talsi municipality is currently in a situation where the AE providers are forced to participate in the State Employment Agency’s (SEA) procurements just to provide some kind of offer at all. The target group is very narrow – the unemployed. However, in the procurements the cheapest one wins: the one with the lowest qualifications and therefore lowest quality. Major business sectors in the Talsi County: wood-processing, grain processing, alcoholic beverages, manufactured goods trade, timber trade, dairies, food trading (catering), fuel, construction (see Table 50).

Table 50: Good practice on integrative strategic action of Talsi municipality

| Good practice examples   | Impact on adult learning  |
|--|---|
| <p>Cooperation with various institutions and businessmen.</p> <p>In 2013 the Latvia – Lithuania joint project “Competitive businesses through cooperation” was completed.</p> <p>In February 2011, PIC signed a cooperation agreement with the Latvian Technological Centre- AEC.</p> <p>In 2013 the Latvia – Lithuania joint project “Competitive businesses through cooperation” finished.</p> | <p>In 2012 with the help of the “Leader” Project a mobile computer room was purchased with 18 laptops.</p> <p>75 businessmen were educated for a total of 324 hours in freshly furnished rooms as part of this project. Training was provided by high class professionals including academics and business consultants with many years of experience as well as entrepreneurs practicing in both our and foreign countries. The first results are already known - several new companies have emerged, in turn part of the training participants have realized that they want to continue working in their jobs but they now better understand their employers` needs and interests.</p> <p>The Latvian Technological Centre- AEC provides advice on the possibilities of involvement in the international innovation database - the European enterprise support network. From July 2012 TN AEC is also the Kurzeme region partner of the international business support program.</p> <p>From April 1st 2011 the AEC is located on Valdemara 17a, where at its disposal are 2 cabinets and a lecture hall with a total area of 90 square metres. The AEC has a long term contract until 2020 for the rent of three rooms on Kareivju 7, first corpus.</p> <p>The TN PIC offers:</p> <ul style="list-style-type: none"> <li>• Courses (for pay).</li> <li>• The SEA`s lifelong learning program for the employed.</li> <li>• EU funded projects. For example:</li> </ul> <p>From 2011, cooperation with the Latvian Technological centre- cooperation agreement for the exchange of information within the EEN project (innovation database, search for technology, international business partner search).</p> <p>In 2012, the exchange of experiences and networking workshops in Finland, Sweden and Estonia. In May 2013 seminars in Ukraine and Belarus.</p> <p>From July 2012, cooperation with the Kurzeme Planning Region administration - cooperation agreement for the establishment of a network of business consultants (international business partner search). In 2012 an experience exchange seminar took place in Finland, Sweden and Estonia. In 2013 entrepreneurs visited partner-countries for specific business projects.</p> <p>In 2012 with the help of the “Leader” Project a mobile computer room was purchased with 18 laptops.</p> <p>During the course of the project study rooms were renovated and 75 people participated in a course on business for a total of 324 hours. The lessons were provided by high level professionals: university professors, experienced business consultants as well as both Latvian and foreign businessmen.</p> |

### ***Ventspils municipality***

Another example reported as good practice is Ventspils municipality, located in the north west of Latvia on the banks of the Venta river, 189km from the capital – Riga. According to data from the Central statistic administration (CSA) the territory of Ventspils is 58km<sup>2</sup> and it is the 6th most populous city in Latvia and the 2nd largest in the Kurzeme region. More than a third of the city is comprised of forests and parks. Ventspils is the largest political, administrative, economic and cultural centre in north Kurzeme. The nearest district centres are Talsi and Kuldiga, both of which are about 70km from Ventspils. The unemployment rate is 8.5%. The number of active businesses is 1,117.

According to data from the Office of Citizenship and Migration Affairs (OCMA) the population of Ventspils is 41,431 which is 1.9% of Latvia's population. Compared to 2012 the population has decreased by 567 people or 1.4%. According to data from the CSP 16,2 thousand people work in Ventspils. Compared to 2012 the number of people employed in Ventspils has risen by 2000 or 14.4%. 66.6% were employed in the private sector and 33.4% - in the public sector. The State Employment Agency's (SEA) data suggests that at the end of 2009 the unemployment rate was 14.1%, with 2870 unemployed people.

Since then the situation has steadily become better and by December 31st 2012 there were 1450 unemployed people, the unemployment rate was down to 8.2%. The unemployment rate in Ventspils is lower than in Latvia on average and it is also lower than in Kurzeme and Liepaja.

To support the increasing employment levels and unemployment reduction measures in Ventspils city, in the period from January 2012 to June 2014, Ventspils City Council participated in the implementation of the European Social Fund project "Paid Temporary Public work in municipalities". (Nr.1DP/1.3.1.5.0./12/IPIA/NVA/001). In 2012, Ventspils City Council each month on average has provided 118 temporary works. In 2012, 439 unemployed people were involved in Ventspils city territory improvement work, and care for children, the disabled and the elderly.

Since 2004, Ventspils City Council financially supports early school leaver employment during the summer months. To create opportunities to increase practical skills and improve their financial situation, in 2012, during the summer holidays, thanks to the employers' responsiveness, different jobs were offered to 298 early school-leavers from low-income and poor families, orphans, people with disabilities aged 13 to 19 years. Mostly, young people were involved in the auxiliary trade and tourism enterprises. Material well-being of the population is an important aspect of the nation's development. Prerequisites for worker income growth are business development and the creation of new, well-paid jobs.

According to the CSA (Central statistics administration), most of the economically active citizens of Ventspils were employed in transport and storage (20.0%), 15.0% in manufacturing, 11.6% in construction, 10.5% in commerce. Since 2002 the number of people employed in manufacturing has increased 1.7 times- from 1,429 to 2,422 in 2011.

The rate of employees in the manufacturing sector is 15% of the total number of employees in Ventspils.

According to the provisional data of the CSA in 2011 there were 1916 economically active units operating in Ventspils- 881 businesses, 236 individual entrepreneurs, 18 farms and fisheries and 781 self-employed people. 170 foundations, 4 institutions funded by the state and 14 institutions funded by the municipality operate in Ventspils (see Table 51).

Table 51: Good practice on integrative strategic action of Ventspils municipality

| Good practice examples   | Impact on adult learning  |
|--|---|
| <p>The Ventspils digital centre offers facilities with modern software and hardware as well as the consultations of qualified professionals.</p> <p>One of the main goals of the Ventspils digital centre is to provide IT and communications technologies to the citizens of Ventspils.</p> <p>In 2012 and 2013 an emphasis was placed on the education of entrepreneurs, adult teachers and bureaucrats.</p> <p>In order to support the owners of small and medium businesses the Ventspils digital centre, as a part of the Latvia-Lithuania cross border cooperation project "ENTERBANK", created e-courses in 8 modules with tests and certification, hosted 3 online conferences and 18 webinars as well as online consultations.</p> <p>In 2013 lifelong learning programmes that can be accessed via interactive television will be developed as part of the project "The use of multimedia and interactive television for improvement of quality and efficiency of education and training".</p> | <p>Anyone, regardless of their age, profession or social status is eligible to receive consultations, learn to use modern technologies and receive an evaluation of one's IT skills- a certificate.</p> <p>To stimulate interest in IT in adult leavers and to improve their computer skills, the Ventspils digital centre offers IT courses and a chance to obtain the European IT skills certificate (ECDL), organises short film festivals, offers access to the internet and special consultations and a chance to use multimedia equipment (cameras and video editing software), to prepare study materials or personal projects Ventspils digital centre provides lifelong learning to approximately 1000 people each year.</p> <p>In 2012:</p> <ul style="list-style-type: none"> <li>• <b>270 general education teachers were educated and their skills certified in accordance with a programme developed by Ventspils digital centre.</b></li> <li>• <b>100 employees from the municipality were trained.</b></li> <li>• <b>250 senior citizens were trained in elementary computer skills.</b></li> </ul> <p>In 2013:</p> <ul style="list-style-type: none"> <li>• <b>250 teachers were consulted and trained to use the file-sharing program "Mākonī" ("Cloud").</b></li> <li>• <b>100 teachers were trained to create interactive study materials.</b></li> <li>• <b>120 senior citizens were consulted and trained in computer skills.</b></li> <li>• <b>Educational seminars on AS "Lielvārds" and "Zvaigzne ABC" interactive educational tools were provided to teachers.</b></li> <li>• <b>Informational events on the latest technological developments and their implementation (e-signature, e-services, mobile devices, tablets).</b></li> <li>• <b>Participation in the e-skills week.</b></li> </ul> |

**Organisational components.** Ventspils city council regularly organises seminars regarding the city's development and control. To educate the citizens regarding the insulation of apartment blocks and the financing of this process the following seminars were conducted:

- "Creating, maintaining and developing an energy efficiency system" and "Ventilation and a healthy indoor climate". The Ventspils municipality office "Ventspils digital centre" provides training and consultations to all, regardless of age, profession or social status.
- As part of the lifelong learning program the digital centre trains approximately 1000 people each year in the use of information technologies.

For more than 10 years the lifelong learning division of the Ventspils university (Starting from 2011 named as the Lifelong learning centre, according to the decision of the senate of the Ventspils university) provides further education and enhancement of professional competence to the residents of Ventspils. From 2009, with the help of EU financial aid the infrastructure of the lifelong centre has been substantially improved with the following: multimedia auditoriums, engineering lab and IT lab. During the course of the project, an exchange of experience was conducted with the universities of Tartu and Klaipeda regarding the recognition of prior skills, both professional and academic. In a modern and ordered environment it is possible for people of all ages to improve their skills. The main partners in adult education are: Ventspils technical college, Ventspils university, Ventspils university's high-technology park - the business incubator. The Ventspils library with its subsidiaries as well as the museum of Ventspils, which offers the chance to improve visitors' personality and gives them the chance to learn about history, culture and current affairs. The library

also offers training in IT and other fields. The music high school of Ventspils is also active in the field of lifelong learning. The evening (shift) schools are not reported.

### ***Kuldiga municipality***

At next, the Kuldiga municipality is reported as good practice. Kuldiga municipality geographically is located in the west of Latvia in the centre of the historic Kuldiga district. It borders the Ventspils municipality to the north, Talsi municipality to the north-east, Kandavas to the east, Saldus to the south-east, Skrundas to the south, Aizputes to the south-west and Pavilostas and Alsungas municipalities to the west. The Kuldiga municipality has excellent transport infrastructure due to its central location in the region and the historic road network. It is also reasonably well positioned in regards to the three major ports of Latvia. The district's development may be hindered by its location away from the mayor lines of transit and corridors of transport. The Kuldiga district does not have access to the sea. Since 27<sup>th</sup> of July, 2009, the Kuldiga district has three municipalities- Alsunga, Kuldiga and Skrunda. The Kuldiga municipality is one of 109 Latvian administrative municipalities. According to the administrative reform of 2009, the Kuldiga municipality was created on July 27, 2009 by merging the city council of Kuldiga and Edole, Gudenieki, Ivande, Kabile, Kurmale, Laidi, Padure, Pelci, Renda, Rumba, Snepele, Turlava and Varne parishes. The Kuldiga municipality is comprised of 14 territories. The administrative centre is the city of Kuldiga.

The size of the municipality 1,756.7 km<sup>2</sup>, Number of residents: 26,530: in Kuldiga (city): 12,494 (47.1%). In the rural territories: 52.9% Population density – 15.1 pl./km<sup>2</sup> (according to CSA data). Below 18: 4,033. 18-65: 17,277. Over 65: 5,220.

In 2013, 26 530 people lived in the Kuldiga municipality (1.2% of Latvia's population and 9.1% of Kurzeme's population). The population of Kuldiga, just like in the rest of Latvia has decreased in recent years. Since 2004 the number of residents has decreased by 1,261. The Rate of decline is similar to the rest of Kurzeme (in the last 5 years, -3.3% in Kuldiga compared to -3.2% in Kurzeme), but is larger than in Latvia overall (-2.1%).

The decrease of residents is common of the region and most pronounced in the Alsunga, Skrunda, Pavilosta and Aizputes districts.

According to the State employment agency (SEA), the unemployment rate in Kuldiga in March 31<sup>st</sup>, 2013 was 11.1% against 10.8% in the state overall (see Table 52).

Table 52: Good practice on integrative strategic action of Kuldiga municipality

| Educational offer   | Good practice examples  |
|---|---|
| <ul style="list-style-type: none"> <li>• The Kuldiga municipality focuses the needs of three main groups: <b>1) Preschool children, 2) school children and 3) youths and adults.</b></li> <li>• In addition the Kuldiga municipality provides professional and interest education at the Kuldiga municipality sport school, E.Vigners music school and the Kuldiga art and humanities high school's art school.</li> <li>• For adult education the following institutions are provided: SIA «MC Alfa» – study centre; SIA «DARBA DROŠĪBAS CENTRS» (Work security centre); SIA « Centre of Professional Education, Further Education and Examination (PITEC)»; SIA «Dialogs AB»; SIA «Latvian independent inspection » study centre; SIA «Centre for study consulting (Mācību un konsultāciju centrs) ABC»; SIA «DRMC», «Darba resursu mācību centrs» (Study centre for work resources); SIA «Biznesa augstskola Turība» Profesionālās izaugsmes centrs (Higher education centre “Turība”: Professional development centre); Rīgas Pedagoģijas un izglītības vadības augstskola (Riga Teacher Training and Educational Management Academy); SIA «BUTS»; SIA «Amberline»; SIA «DaJo» DaJo izglītības centrs (education centre); Kuldīgas novada Pieaugušo izglītības centrs. (Kuldiga Adult education centre); SIA «Kuldīgas autoskola»; SIA «Saldus Autoskola».</li> </ul> | <p>The Kuldiga AEC began work with 1 employee and an annual turnover of 500 Lat. (700 €)</p> <p>Today education in the Kuldiga PIC takes place in two seminary rooms with a floor space of 143.4 m<sup>2</sup>.</p> <p>Each study class has a modern projector, a metal blackboard and one interactive blackboard.</p> <p>The Kuldigas municipality AEC can provide on-the-road seminars in any parish because it is equipped with two mobile computer classrooms (with 12+1 and 15+1 laptops), which are fully equipped to connect to the internet, projectors and the latest software. It has a very good collaborative experience.</p> |

### **The Latgale planning region**

The region Latgale has 19 counties – Aglona county, Baltinava county, Balvi county, Cibla county, Dagda county, Daugavpils county, Ilukste county, Karsava county, Kraslava county, Livani

county, Ludza county, Preili county, Rezekne county, Riebiņi county, Rugāji county, Varkava county, Vilaka county, Vilāni county, Zilupe county; 2 cities of the republican significance (Daugavpils and Rezekne); total 14 547 sq. km (or 22.52% of Latvia total territory) and includes 21 local governments (Latgale planning region, 2014.).

**Political and institutional framework.** The Latgale planning region has developed a long-term development strategy for the period of 2014-2030. The participants of the seminar value the experience of the municipality of Daugavpils in the coordination of the education of adults, which was outlined by Ilze Onzule, and specialist on adult education methods. The materials presented by the director of “Preilu NGO centre” Ineta Liepniece about the Preilu NGO centre’s education program for adults as well as their experience in providing computer classes and sewing classes for adults are also useful. Maruta Castrova, director of the Balvi continuing education and human resource centre openly criticized the current unemployed education system which she described as degrading the whole of the education process (MOES, 2014b, c, i).

There are not evening (shift) schools in the North and South-East of the region, which are also the zones with lowest density of population, maybe because of the lack of and appropriated educational offer (see Figure 40).

*Cases: By the way, just for this reason one early school leaver travelled all the way from Rezekne to Ranka (150 km); she had obtained information about this possibility from the school's web page. There are some cases in which, when learning a vocation, early school leaver had not the desire to obtain secondary education in **parallel**. However, after two years, people went back to school and searched for opportunities to obtain secondary education - a well known **environment encourages them to do so**.*

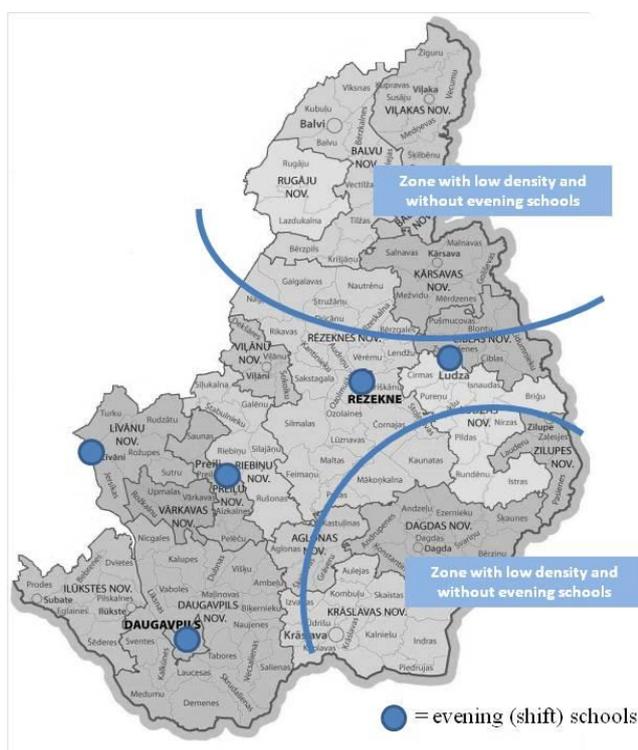


Figure 40: Evening (shift) schools in Latgale region

Specific context of Daugavpils municipality - Latvians – 18%; Russians – 52%. Belarusians – 8%; Ukrainians- 2%; Poles-14%; Others- 6%.

The Daugavpils, Preili and Balvi municipality’s experience is a “Good practice” in the improvement of adult education and lifelong learning in the Latgale region (see Tables 53.1, 53.2 and 53.3).

Table 53.1: Good practice on organizational components of Daugavpils municipality

| Educational offer  | Good practice examples  |
|--|---|
| <p>Adult education institutions in the municipality: Social affairs; Board of general and professional education; The Latgale central library; The City Council; The Daugavpils Mark Rothko art centre; Outside the formal education system acquired professional competence assessment:</p> <ul style="list-style-type: none"> <li>- Daugavpils state technical school</li> <li>- Daugavpils trade school</li> </ul> <p>Continuing education in Daugavpils:</p> <ul style="list-style-type: none"> <li>• E-education: 3rd.High school-10.-12. grades(2years) – 14children.</li> <li>• 12th high school. –10.-12. grades(1year)- 12 children.</li> <li>• Extramural program 11th elementary school – 29 people (Mostly over the age of 18).</li> <li>• 17th general secondary education school –10.-12. grades(e-education method).</li> </ul> | <p>Motto: I think a smart man is not only one who has a lot of knowledge, but one who uses that knowledge to the benefit of society.</p> <p>Priorities:</p> <ul style="list-style-type: none"> <li>• Motivating people to educate themselves</li> <li>• Finding out and integrating in education of drop-outs from secondary education (lack any sort of formal education).</li> <li>• Illiterates.</li> <li>• The use of the Latvian language in Daugavpils.</li> <li>• Figure out the needs and directions of adult education.</li> </ul> |

### ***The Preili municipality***

The Preili municipality shows the evident collaboration practice with entrepreneurs.

The main characteristics of the municipality: Territory- 364.41 km<sup>2</sup>. Inhabitants (01.07.2012.)\* -11,145. County territorial distribution: Preili city; Preili parish; Aizkalne parish; Peleci parish; Sauna parish. Administrative centre: Preili. Inhabitants in the county: 2011. (01.07.2011.) - 11 335; 2012. (01.07.2012) - 11 145. Inhabitants in the city. 2011 (01.07.2011.) - 7 641; 2012 (01.07.2012) - 7 662. Inhabitants in the Aizkalne parish 677; 2012 (01.07.2012) -659. Inhabitants in the Peleci parish: 2011 (01.07.2011.) - 797; 2012 (01.07.2012) -784; Inhabitants in the Sauna parish: 2011 (01.07.2011.) -1 071; 2012 (01.07.2012) -1 053. Inhabitants in the Preili parish” 2011 (01.07.2011.) -1 149; 2012 (01.07.2012) -1 135.

According to Office of Citizenship and Migration Affaires (OCMA)`s data there are 788 businesses in Preili. (Lursoft data). Registered: 2010 -30; 2011- 30; 2012-34. Closed: 2010. -18; 2011.. -14; 2012. -12. Lursoft data in 2012 states that the Preili Business Incubator has sealed incubation contracts with 5 start-ups businesses : SIA “Cīši gords”; IK "Dūšai"; SIA “MD Kāre” ; SIA “Picu Bode”; •SIA “MANCO ENERGY LATGALE”.

According to recent data (2011) 788 juridical persons are operation in Preilu parish (Lursoft data).

Main problems reported by the municipality: Unemployment; Migration; Demography; Inadequate education offers for the economy. Employers need employees, who:

- Can solve practical tasks (competence, knowledge).
- Speak foreign languages.
- Have work experience (skills).
- Can work in a team.

Table 53.2: Good practice of organizational components of Preili municipality

| Educational offer   | Good practice examples  |
|---|---|
| <p><i>Service centres:</i> The Lici parish centre; The Aizkraukle parish centre; The Peleci parish centre; The Sauna parish centre.</p> <p><i>Types of training in the SEA's offered programs:</i> Professional training, requalification; Professional qualification improvement; Informal education; Increasing of competitiveness.</p> <p><i>Providers/Carry out the SEA's orders:</i> SIA «Study centre Austrumvidzeme»; SIA «Latgale study centre»; SIA «Darba Drošības serviss» (service of work security); SIA «Profesionālās izglītības, tālākizglītības un eksaminācijas centrs» (Centre for Professional Education, Further Education and Examination Centre).</p> <p><i>Education programs:</i><br/>           Computer courses: 7 modules per 12h: Bookkeeping with software programs "Zalktis" and "Krivulis"; English in 3 levels; English for grade 9 and 12 early school-leavers; German; Bookkeeping "from 0 to a balance"; Filing basics; Project Development and Management; Interior design; Planting; Floristic; Sewing and photography; Psychology etc.</p> | <p>Lifelong learning is an educational process throughout all of human life, which is based on the changing needs to acquire knowledge, skills and experience or to enhance or change their qualifications in accordance with the requirements of the market, their interests and needs.</p> <p>Information accessibility.</p> <p>Priorities:</p> <ul style="list-style-type: none"> <li>• The availability of lifelong learning closer to the place of residence.</li> <li>• Professional teachers and an adequate learning environment – prerequisites for quality education.</li> <li>• More accurate determination of the level of knowledge of early school-leavers before the start of training for a better learning experience.</li> <li>• Feedback from early school-leavers.</li> <li>• Municipalities to delegate the function of lifelong learning to non-government organizations by allocating responsibilities and funding</li> <li>• structural funding for the implementation of lifelong learning.</li> </ul> |

### The Balvi municipality

At last, Balvi municipality good practice is reported. Balvi municipality is the gate to north Latgale. Balvi is the centre of north Latgale (see Table 53.3).

The Balvi county is located in the north east of Latvia. Balvi is in north Latgale. It is located 220km from Riga, 80km from Rezekne, 150km from Pleskava (Russia) and 200km from Tartu (Estonia). The Balvi county is comprised of the administrative centre (Balvi) and 10 parishes: Balvi, Berzpils, Briezuciems, Berzkalne, Kubuli, Tilza, Vectilza, Lazduleja, Krisjani and Viksna. Territory -1,045.26 km<sup>2</sup>. Number of inhabitants in 2013 is 14,972, of whom more than half live in Balvi. Data from SEA states that the unemployment rate in Balvi is 17,8%. There are 1548 registered unemployed people. The unemployment rate in Latvia is 10,4%. Source: SEA.

It is a territory with a unique dialect and different historical heritage.

Table 53.3: Good practice on organizational components of Balvi municipality

| Educational offer   | Good practice examples  |
|---|---|
| <p>There are 5 pre-school education institutions, 4 elementary schools and 4 high schools in the Balvi county (including Balvu State Gymnasium and Balvu manufacturing high school). 291 teachers work and 1850 Early school-leavers study at the general education institutions.</p> <p>Professional schools: The Balvi music school; The Balvi art school; The Balvi sports school.</p> <p>119 interest education programs are taking place (in general education schools – 78, in the youth centre – 15, in professional schools – 26).</p> <p>Adult education institutions in the Balvi county: SIA "BUTS", learning centre; SIA "AUSTRUMVIDZEME"; SIA "Business school Turība" professional development centre; SIA "Biznesa Vadības Konsultācijas" professional development and continuing education centre; SIA "Mācību un konsultāciju centrs ABC" (study and consulting centre); SIA "Dialogs AB"; SIA "MC Alfa" MC Alfa – learning centre; SIA "Bedrītes mācību centrs" (study centre); Driving school SIA "Vikingi"; Driving school SIA "Balvi Auto"; Driving school SIA "Barons R"; Driving school IK "AAA"; Driving school SIA "Gulbenes auto apmācības centrs".</p> | <p>The most important thing that must be kept in mind is that the main aim of the plans and projects is to stimulate the development of human resources in the county and the country. As well as seeking the best solutions for each area, identifying the ones that give impulses towards a positive change or at least point towards the fact that change is necessary and possible. This is why a creative approach based on the analysis and evaluation of the situation is necessary. What we need to pay attention to in parishes:</p> <ul style="list-style-type: none"> <li>• Participation of the local community (readiness to participate in society).</li> <li>• accessibility of creative education.</li> <li>• specific target groups.</li> <li>• the needs of young people, people with disabilities, seniors, pre-retirement age people, young mothers, house-wives etc.</li> <li>• the life experience of active and successful people and their role in non-formal educational processes.</li> </ul> |

The Latgale region representatives say (MOES, 2014b, c, i):

*Speaking of skills – They are very diverse. They include the acquisition of knowledge, it's adequate implementation in work and everyday life as well as responsibility for the result which requires adaptation to the development tendencies of the world, as well as continuous learning and developing of skills for businessmen, doctors, teachers – everyone. Looking at the economic sector we see that it is necessary to increase the competence in the food industry, metalworking, mechanical engineering, wood processing, transport, logistics, agriculture and the tourism sector. Those are the core economic branches, but there are others as well. Besides, it is necessary for companies to cooperate with the region's education institutions – universities, professional education institutions and municipalities.*

*Education has a vital, though not always decisive role in the development of skills. The learning process is as important in kindergarten as it is in a company. There are two times fewer companies in Latgale than there are on average in the rest of Latvia. And there are two times less companies in Latvia than there are, on average, in Europe. We have four times less economically active people, that is why it is important to give the opportunity to develop entrepreneurship skills from a very early age. It has to be done from an early age, as it is done in Norway. Unfortunately we do not have this historic and genetic memory as they do in, for example, Germany, where the family instils these entrepreneurial skills and children from a very young age know how a business is run and how decisions are made.*

*Speaking of constant skill improvement – these skills must comply with the region's labour market. Businessmen must be able to adapt to the requirements of the competition by improving their skills. They must be more effective thus creating circumstances for larger profit and greater added value.*

*That is why we believe that a stable system for improving business skills is necessary in Latgale. It is important that in the future all of our institutions cooperate with companies and municipalities. The main emphasis for the period of 2014 – 2020 is placed upon four pillars: The consolidation of professional and lifelong learning education, the role of universities in lifelong learning, innovative approaches to employment, and schools as a net of light in rural areas (schools are designed as multifunctional centres), the culture and education of Latgale.*

*A while back, in the previous planning period, we developed a lifelong learning development plan which featured the introduction of this function with very close involvement from local authorities and representatives. This is the correct way to avoid "burning money". But what do we see today? We re-qualify unemployed people up to five or six times. What do we offer? Not only English, but also beauty improvement and nail polish... Who is paying for this? And in the end – who needs this product? – London. With our money. A businessman comes and asks for a professional welder. We answer: "We do not have any". He asks for a tailor. We answer: "a tailor is not a prestigious profession". Businessmen say they do not need it, but we say: "No, we will educate the unemployed". And so the unemployed go from courses to courses. . . And at the same time we lack businessmen in Latgale. Businessmen are like a bandage. . . I apologise that that turned out so aggressive.*

*Perhaps we should create subsidized jobs or a voucher system? No, but we continue to foresee these very expensive and massive programs which are implemented by the private sector, which cannot ensure quality, the necessary capacity or territorial cooperation. And here we are. The first thing is a cooperation network and I believe here we must rely on tested values. The municipality is responsible in front of the people and the people will not go to the ministry. But what can the municipality say at this point? – Nothing. An investor asks: "what can you offer me for creating a job? In Germany they offer me this and that". "Nothing" is the answer. "Maybe you can educate my workers?" – "No we cannot". And what is the result of this? Even if investors came to Latgale we would have nothing to offer them.*

***In the previous planning period this had been developed. Everyone knows everything. Those are simple things – with little expense and very precisely orientated towards the consumer and towards that, which is actually necessary. We should not teach everyone everything but we should teach them what they really need to know. And perhaps even without a certificate. And we must definitely include our vocational education institutions and our top tier colleges with world class equipment. Right now we are not heading towards a result but towards a process, artificially creating a process and a flow of people.***

## Vidzeme planning region

The Jaunpiebalga, Cesis and Valka county experience is a good practice in the improvement of adult education and lifelong learning in the Vidzeme region (MOES, 2014, b., c,d).

Students from Vidzemes counties of Valmiera, Priekuli, Burtnieki, Mazsalaca and Aluksne travel to the Riga region (Limbazi) because historically and geographically Limbazi was placed in Vidzeme and a radial network of roads and public transports link these cities better to Limbazi (in the planning region of Riga) than to those of Vidzeme planning region. The evening (shift) schools of Madona and Gulbene are independent, but those from Cesis and Valmiera are integrated in the general education schools (see Figure 41).



Figure 41: Evening (shift) schools Vidzeme planning region

### Good practice examples of Jaunpiebalga municipality

Activity of folk schools in Jaunpiebalga County:

Main objectives of folk schools:

- To organize extracurricular further education courses and seminars for inhabitants.
  - To support and enhance the self-confidence of visitors, and to pay attention to their problems.
  - To make alive the handicrafts work of people of the county and countryside, to help them innovatively to self- fulfilment.
  - To foster inhabitants' spiritual, intellectual, economical, social and political improvement.
  - To establish contacts with persons and organizations, and other similar objectives.
- Folk schools' working methods.
- Cycles of lectures, seminars, etc..
  - Participation in the publication of the Jaunpiebalga county council.
  - Craftwork expositions, participation in the county's annual trade fair "Izvēlies Piebagu!" ("Choose Piebalga!").
  - Increase the possibilities to obtain financing for inhabitants' further education.

The regional folk school of the Jaunpiebalga County, thanks to the positive attitude of the municipality regarding adult education, is able now to improve in a considerable extent the mentioned low indicators in the region. The main achievements of the municipality of Jaunpiebalga are:

- To ensure the access to lifelong learning to the local and regional population, according to their interests and needs, independently from their age, gender and previous education.
- The preservation of the traditional craftwork abilities in the region of Piebalga, contributing to the population's involvement in the sector of private entrepreneurship.
- The social recognition of the Jaunpiebalga County.

#### **Good practice examples of Cesis municipality**

- Improvement of the non-formal education possibilities for inhabitants in preretirement and retirement age:
  - Improvement of quality of life, using non-formal education possibilities.
  - Groups of active movement, seminars on health issues.
  - Creative workshops, hobby groups, according to the needs of inhabitants in retirement age.
  - Creation of non-formal education extracurricular groups, and involvement in voluntary work.
  - Guidance in the use of Internet.
- Non-governmental associations working with elder people were invited to associate more actively in the implementation of some projects. With the help of the Adult education centre of Cesis, several projects were prepared to be presented to the “Community fund”, and to the NGO Fund of Swiss - Latvian cooperation program.
- One of the priority target groups were youngsters till 30 y/o, who need support for reaching their life objectives and for increasing their personal competences.
- The European Union's programs for young people with fewer opportunities were popularized. Youngsters were involved in projects promoted by the Agency for International Programs for Youth (JSPA).
- Youngsters with low basic abilities were involved in some “initiative projects”. Each year 2 projects were working actively, and about 30 youngsters were involved on them.
- People involved in housekeeping (large families, women working at home), who are socially at risk and economically low active, had the possibility of getting involved in the project “Lifelong learning activities for employed people” run by the National Agency for Employment. They could receive a lifelong learning voucher (250 lats, around 320 €) for professional development.
- The centre of Culture and Tourism of Cesis was involved in the implementation of non-formal education activities, running lectures on cultural education and training for tourism guides. The Children and Youth centre “Spārni” (“Wings”) realizes also extracurricular education programs for adults. At the central library of Cesis there is a place for the acquisition of basic abilities information technology. The lyceum “Draudzīgā Aicinājuma” (“Friendly invitation”) of Cesis and the primary school of Cesis together with the SIA “Lattelekom” are realizing the program “Pieslēdzies Latvija” (“Connect Latvia”) for acquisition of computer software abilities.

#### **Good practice examples of Valka municipality:**

- In the planning documents of Valka County it is stated that the priority is the development of human resources, but the priorities and target groups of adult education are not defined. Adult education in this county is connected with employability and even more with training of unemployed people and for people looking for jobs. In the context of lifelong learning, each inhabitant can develop his/her personality participating in different educational activities (courses, seminars) and self-expression activities, and also getting involved in the work of nongovernmental associations.
- The Municipality of Valka County has delegated the function of adult education to the association “Latvian and Estonian institute” (LII). This institute, according to the requests of inhabitants, organize different educational activities. The activities for adult education are realized raising funds, asking participants to collaborate financially and using the resources of the association.
- One of the biggest target groups of the adult education is the teachers. In the Valka County 180 teachers are working. The improvement of qualification of teachers is ensured by the

possibilities existing in the educational system, and by the courses organized and financed by schools and the Directorate of education. The Directorate of education organizes and coordinates the courses for the improvement of qualification of teachers, and each year the budget allocated to this activity is 1000 Lats (around 1400 €) for organizing several lectures during the year. The schools have planned in their budget two courses each year. The teachers are using actively the offers of the Ministry of education and Science (IZM) for improving their competence or obtaining a new qualification.

- The offer of the LII is quite large, but only the inhabitants of Valka are involved in those activities. For people living in the countryside it is very important to be socially active, and to be able to involve in active life. During the last years, the association “Traktorciems” that is working in the Valka County has been very active. They are working with youngsters who assemble to spend together their free time and do also work to improve the landscape and to look for funding for these projects. In the rural municipality of Zvartavas the association “Atrodi laiku sev” (“Find time for yourself”) assemble together active women.
- In 2013 four schools from the Valka County participated in the project “Mācāmies, strādājam un dzīvojam kopā” (“We learn, work and live together”) financed by the Soros program “Possibilities of change for the schools”. During this program several activities took place, in order to transform the school into a multifunctional centre. Several activities for students and parents happened during the project, involving also other people from the municipality. The project provided financing for the improvement of the material resources of the school. The school purchased the necessary material and equipment for the implementation of the project. The longest activity of the project was the practical training “Latviskā dzīvesdziņa” (Latvian passion for life”) in fancywork, baking, woodworking, gardens, computer sciences and arts education.
- In Valga (Estonia) there is a centre of vocational education with modern laboratories, but Latvian people can improve their competences there only if they are able to finance the courses by themselves.  
[http://izm.izm.gov.lv/upload\\_file/Izglitiba/Muzizglitiba/projekts/vidzeme/Jaunpiebalga\\_Zig\\_ure.pdf](http://izm.izm.gov.lv/upload_file/Izglitiba/Muzizglitiba/projekts/vidzeme/Jaunpiebalga_Zig_ure.pdf) .

There are not much evidences find out related to good practice of support of second chance education in the 5 Latvian planning regions. This is due to the regional planning orientation to business, tourism, more than to educational development.

**Political and institutional framework.** The following evidences of good practice on *political and institutional framework* were find out (see Tables 54.1 to 54.4).

Table 54.1: Good practice of political and institutional framework

| Cases  | Description of school cases  |
|--------|--|
| Case 1 | <i>We thought how to be useful for citizens of region X. Three schools have <b>further education centres where different courses</b> are organized, for example, hairdressers etc. In evening schools each year some new courses are offered.</i>  |
| Case 2 | <i>We have a lot of respect for the colleagues that work in this system, because the system is much diversified: we had the case of working with <b>early school-leavers with special needs, with eye impairment</b>, and there was not any special problem.</i>   |
| Case 3 | <p><i>In evening schools gather kids from <b>all ages, different social position, orphans</b> and kids from the <b>orphan</b> learn here.</i></p> <p><i>Our <b>early school-leavers are different from regular school early school-leavers</b> from a <b>psychological</b> point of view. They come to us with a very <b>low motivation</b>, they are <b>reluctant</b>, they <b>do not want to do nothing</b>, they <b>do not want to participate in different events</b>, and then, <b>little by little</b>, we can see how they change, they blossom out.</i></p> <ul style="list-style-type: none"> <li>• <i>Our school has good tradition in <b>Arts education, oratory, theatre</b> etc. This is a very good example about how people can be integrated in society, even if they are not specially gifted.</i></li> </ul> |

|               |   |
|---------------|---|
| <b>Case 4</b> | <i>We instituted various motivational programs, support programs, which every year obtain achievements outside the work of education.</i> |
|---------------|---|

So, good practice on political and institutional framework are: establishing further education centres in order be useful for citizens of region, working with early school-leavers with special needs, from all ages, different social position, and integrating people in society through Arts educational activities.

The implementation of the recognition systems is especially important, so that learning can be recognized also out of the school. But this initiative has to be legalized.

Table 54.2: Good practice of political and institutional framework on opportunities of validation of prior learning related to basic and secondary education levels

| Cases         | Description of school cases  |
|---------------|--|
| <b>Case 1</b> | <i>We tried to introduce recognition systems, so that learning can be recognized also out of the school.</i> |

Recognition of early school-leavers' skills (in ITC, language, etc.) in the practice of evening schools is a good instrument for motivating early school-leavers to reintegrate in the education.

Table 54.3: Good practice of political and institutional framework on professionalization of Evening (shift) school teachers

| Cases         | Description of school cases   |
|---------------|---|
| <b>Case 1</b> | <i>A good evening (shift) school teacher is first of all a good professional in his/her subject matter. All evening (shift) school teachers have the third level of professional qualification, and they try to get the 4<sup>th</sup> one this year. We appreciate the big experience of evening (shift) school teachers who work in evening schools. They have another attitude, another view on things. They work on their study materials very well they have flexible thinking, they want to learn themselves, to do things, to improve, they are collaborative with the early school-leavers, and there are little conflicts. We prefer people who is elastic in their thinking, and who want to improve and to collaborate with others. If there is empathy, desire of learning and of listening to others, to collaborate, then the age of the evening (shift) school teacher is not very important.</i>  |
| <b>Case 2</b> | <i>We work with pedagogical adjustment classes. In these classes we do not have drop-outs, all the early school-leavers that start are able to finish successfully grades 6, 7, 8 and 9. We have also adjustment classes in prison. This asks for more work, and only the most enthusiastic evening (shift) school teachers are able to do it.</i>  |
| <b>Case 3</b> | <i>The professionalism of the evening (shift) school teacher is very important, but in evening school you need evening (shift) school teachers that are humane. First of all, you have to understand the early school leaver who has come. They come from many different environments, from different kinds of social status. Secondly, the textbooks are diverse, but they also have to adapt these materials to the early school-leavers who study in the evening school. We cannot teach from the book from the beginning to end. In the evening school you have evening (shift) school teachers who are psychologists, social workers, mothers, and fathers at the same time. The evening (shift) school teachers are like friends for the 40- and 50-year olds, and for the younger ones they have to be understanding. For example, a boy who has finished evening school a year ago brought us his youngest sister and said: "Since you are good evening (shift) school teachers, I will entrust you with an 8th-grade early school leaver."</i> |

The "Good practices" in professionalization on evening (shift) school teachers appear in teachers' professional qualification, big experience, flexible thinking, willingness to learn and working collaboratively with the early school-leavers. However, schools need evening (shift) school teachers that are humane, in order to understand the early school-leavers. Working with pedagogical adjustment classes is also important.

Table 54.4. Good practice of political and institutional framework on education approaches vs. program development

**Case 1** *The programs are not ends in themselves. Every program is the result of an educational demand. During the last seven years the proportion of full-time and extramural early school-leavers has drastically changed. Now we have many extramural classes. We have also licensed distance learning programs.*

The good practice in this field appears in the conception of study program as the result of an educational demand, not as an end in itself. Programs are oriented to concrete target groups. For this, it is important to identify typical problems and needs of target group, and then to address them in the most appropriate way, considering that creating trust and confidence is the key question for motivating early school-leavers of any group.

Also the evening (shift) schools ,makes reference to the existence of a context where they are endowed with the institutional instruments necessary to promote a policy aimed at outreach to low-skilled adults, ... this means in particular a focus on work and everyday life as a source of new learning experiences, including informal learning (Federighi & Torlone, 2010, p.7).

**The integrated strategic action.** There is an evident good practice on *integrated strategic action* (see Table 55.1).

Table 55.1: Good practice examples on the integrated strategic action

| Cases         | Description of school cases   |
|---------------|---|
| <b>Case 1</b> | <i>We work also by projects in natural sciences. At school we have four good classrooms with interactive blackboards, textbook in digital format that early school-leavers can use in any personal computer, Smartphone or tablet.</i>  |
| <b>Case 2</b> | <i>This is a good thing – the acquisition of basic skills and of a sense of belonging. We cooperate with other schools.</i>   |
| <b>Case 3</b> | <i>We have also a good collaboration with parents. Two schools were put together, consolidated, and as a result we keep the name of our school and our team. We became a two-flow school.</i>   |
| <b>Case 4</b> | <i>Some programs are oriented to social adjustment work, in collaboration with the State technical school.</i>  |
| <b>Case 5</b> | <i>Both day and evening schools work in the same settings. Thanks to the municipality we make repairs together, we have one nurse, we eat together, and we have written together the emergency plan... It depends on the municipalities to understand that carpenters or cooks need a special classroom or an atelier that the secondary schools will not use, but we need that because we add the professional orientation. The government does not ensure that, we receive it from the municipality.</i>  |
| <b>Case 6</b> | <i>We got acquainted with Swedish and Estonian experience in evening schools. There everything is oriented to the future. When a early school leaver studies in these evening schools, s/he already knows where s/he will work. They use modern technologies and have good materials.</i>   |
| <b>Case 7</b> | <i>In the frame of a project we signed a contract with a professional vocational school, where once a week early school-leavers from 8<sup>th</sup> -9<sup>th</sup> grade of the social adjustment program learn at the vocational program and study to become carpenters or to work in polygraphy. Other new early school-leavers are asking for this program too. We plan a study program related with food industry, where girls could study. The municipality is supporting these programs, because they are necessary.</i>   |
| <b>Case 8</b> | <i>We try to write projects. In November we got funding to travel to six countries.</i>   |
| <b>Case 9</b> | <i>There is the opinion that evening (shift) school teachers should be young, that early school-leavers do not like old evening (shift) school teachers. But we suddenly had to change this opinion. Next to us there is an old-people house. In Winter we organize some events, not a concert but we prepare some gifts and we go to the rooms, where live lying old people. We went there with early school-leavers from 7<sup>th</sup> to 9<sup>th</sup> grade, and we went to all the rooms. It was incredible, how they changed, when they came back! Most of them were almost crying, they remembered their grandfather or grandmother. They were transformed, looking at those old people, who could not move from their beds. This was dramatic and very emotive. Then I thought that sometimes regular schools go there, they do a concert to old people who can walk. Everything is very nice, very beautiful, nice music... but the real emotions happens when you go to the rooms of old people who cannot walk. After that we went to take care of graves. Now the municipality starts to take initiative.</i> |

|                |  |
|----------------|--|
| <b>Case 10</b> | <p><i>It is possible to get involved in the <b>project</b>. We get involved in various projects: <b>investing (more the field of the municipality), social integration projects, continuing education programs, ESF projects</b>. That is a possibility to obtain additional financing for the school, so that the early school-leavers and evening (shift) school teachers can “<b>go out</b>” <b>outside the school</b>, because you can obtain benefits from all those abilities and competencies, which early school-leavers and evening (shift) school teachers can develop, no matter if it is with a small project with a social focus or an international project. If you make a valuation over several years, then that has a big impact on the development of the school. Also <b>the distance learning experience we imported in the evening (shift) school teacher exchange program Comenius</b>. The beneficiaries are both early school-leavers and evening (shift) school teachers. There is international communication; there is <b>motivation for evening (shift) school teachers to develop their foreign language skills</b>. We tried to get them involved in <b>various informal activities</b>, and that is also successful. <b>One can observe the early school-leavers</b>, as they get involved in projects. For example, the <b>trip to the Strasbourg parliament</b> or to the <b>events of the Europe school</b>. Before that, the youngster sat with a bent back, so that no one would notice him. Now he stands up straight and has no fear of the stage; also the others look at him, value him, and shake his hand and say: “That was great!” That is a sense of accomplishment. <b>The financing that one can obtain through projects opens up a larger field of view, helps one to evaluate ones career possibilities. Through projects we have fostered e-learning, distance learning: a very broad range. That is team work.</b></i></p> <p><i>We look at who is <b>strongest in what field</b>, and who will be responsible for every activity.</i></p> <p><i>We <b>rent rooms for courses for unemployed; evening (shift) school teachers have additional employment opportunities: foreign languages, English. We outfit rooms and are able to obtain interactive blackboards.</b></i></p> |
| <b>Case 11</b> | <p><i>In our school an important task is carried out also with <b>socially marginalized and at-risk children and youngsters</b>, among whom there are a large proportion of <b>Roma early school-leavers</b>. Here the aspect of <b>personal support is important: the speech therapist, the psychologist, the nurse, and the social worker working together</b>. The children also get involved in the work of nongovernmental organizations, the international youth development program of the Duke of Edinburgh AWARD, the European school youth club “Eurotrip”.</i></p>  |

The evening (shift) schools integrated strategic action *refers to the multiplicity of places and actors which are involved in reaching low-skilled adults through the transformation of their life and work environments into places of learning. The local community - with its libraries, museums, cultural centres, etc.-, the home, the business, the army, the association, the prison, etc. are all places which generate learning experiences. The enhancement and promotion of effective interventions is based on the cooperation between institutional actors and non-institutional actors, who can assume specific roles in this matter* (Federighi& Torlone, 2010, p. 13).

**Only in some cases all key factors of good practice are evident. Here one of them is presented (see Table 55.2).**

Table 55.2: “Good school practice” pattern (all key factors identified)

| Description of school cases   |
|---|
| <p><i>In the group of evening school classes, we offer education full-time, extramural, and by distance learning. In the secondary school there are separate classes, whose early school-leavers learn by distance learning using the e-environment MOODLE school platform. That allows each one of the early school-leavers to choose the form of learning that is best for him. For several years we searched for a more appropriate solution for individual consultations. Right now we observe the following principle: classes take place 3 or 4 days (evenings) a week from Monday until Thursday, and on Friday we offer consultations (office hours) to the early school-leavers. Evening (shift) school teachers are available for consultations every second week. For example, on one Friday the evening (shift) school teachers of the exact sciences are available, but the next Friday, language and social science evening (shift) school teachers. Therefore, early school-leavers can more easily plan their time, evening (shift) school teachers are available for consultations for a longer block of time (on one Friday the evening (shift) school teacher is available for consultation twice as long). If necessary, we work out individual plans together with early school-leavers. If the early school leaver cannot come to school in person, we offer online consultations, for example, with a conference tool integrated into Skype or Moodle.</i></p> <p><i>A large number of the youngsters and grownups who start to study in evening school have a negative previous experience studying in day schools. Therefore it is especially important to think about support and confidence building, about increasing their self-esteem and confidence, while at the same time recommending the early school leaver to be responsible and conscious of his duties. In our school we widely use the possibilities offered by the project to involve both early school-leavers and evening (shift) school teachers. The projects are on a national scale as well as on an international scale. As a result, it is possible to “carry” the traditional learning process outside the classroom, integrate it with real life processes, take responsibility, work in groups, creatively solve non-traditional problems, and learn to present their work results. It is important to form in the early school-leavers a sense of belonging to the school, regardless of the fact that some of the early school-leavers have spent a comparatively short time together in school, since they work alongside their studies or raise children, attend courses, take care of their families. The classes collectively change every year. Therefore we pay special attention also to the class counsellor. School events take place with youngsters of different ages and ethnicities.</i></p> |

Evidences find out show the differences between regions (see Table 56).

Table 56: Good practice of support of second chance education in the 5 Latvian geographical regions

| Cases  | Case description   | Key factors   |
|--------|--|---|
| Case 1 | <p><i>Three schools have continuing education centres where various courses are organized, for example, decorative arts, hair stylists, etc. 50% of the costs are covered by the municipality of Riga, 50% by the early school leaver.</i></p>   | <p>Political and institutional framework – <b>at the evening (shift schools).</b></p> <p>Integrated strategic approach.</p>                                       |
| Case 2 | <ul style="list-style-type: none"> <li>• <i>This year in the secondary school classes there are older people—employers are demanding education.</i></li> <li>• <i>The municipality has good cooperation with various institutions and businesspeople. We invite businesspeople as well as representatives of banks and nongovernmental organizations to come visit us, and we go to visit them ourselves. We offer the children to see how business works.</i></li> </ul> <p><i>The municipality has signed a cooperation agreement for 3 years with the Science and Mathematics Centre of the University of Latvia, and an expert group teaches the pedagogues, which try to ensure that the results of the education be more effective, that the methods be more effective, and in parallel—the motivation system.</i></p> | <p>Political and institutional framework – <b>at the evening (shift schools).</b></p> <p>Integrated strategic approach.</p> <p>Integrated strategic approach.</p> |

|        |   |                                |
|--------|---|--------------------------------|
| Case 3 | <p><i>There are <b>consultation points for evening school; the deputies support it; the municipality supports it.</b></i></p> <ul style="list-style-type: none"> <li><i>• <b>In one building there is a day school and an evening school. Thanks to the municipality, we renovated them together, one nurse, we eat together, we write a civil protection plan together. It depends on the municipality, if they understand that we need classes for furniture makers, cooks, workshops, which are not used in secondary school, but we have also professional education. The state does not guarantee that, so the municipality provides it; unemployed persons study in courses in the morning and come to us in the evenings.</b></i></li> </ul> | Integrated strategic approach. |
| Case 4 | <p><i>There was a nice event with the <b>city council: we went to the education commission meeting,</b></i></p> <p><i>Showed them our tables which show how many of our graduates study at the post-secondary level. They looked at those tables so, and now I have an open door. They had not understood any of that.</i></p>  | Integrated strategic approach. |

|        |  |   |
|--------|--|---|
| Case 5 | <ul style="list-style-type: none"> <li>• The <b>bank supports</b> it: at Christmastime there are presents for mothers and toys for children; we get specialists involved, and in cooperation with the <b>municipality</b> we pay the <b>salary of a babysitter</b>.</li> <li>• There is good cooperation with the <b>State Unemployment Agency</b>; their employees regularly come to the school; they organize career days, weeks, a career fair: two early school-leavers found work in that event. The early school-leavers like it, they begin to stud the subjects more seriously, because they earlier had not known that they also have strengths. We are proud of our early school-leavers when we read in the newspaper, that they have gained good results representing Latvia abroad. The post-secondary school of Rezekne has an <b>A. Bolšakov scholarship</b>; he was one of our early school-leavers. Special needs early school-leavers study there, and for them we have an individualized approach.</li> <li>• There are meetings with <b>representatives from various professions, whom we invite to the school: hair dressers, cosmetologists, cooks</b>. The early school-leavers of the 12th grade have planned meetings with <b>local businesses</b> four times a year. The early school-leavers like it, because they see people who direct those businesses. We ask the businesspeople to be open not only about the positive aspects, but also about the difficult aspects of their work. For those early school-leavers who do not have work experience, it is important to recognize the difficulties. Also the <b>businesspeople are motivated, because our early school-leavers work in their businesses</b>. 40% works, which also motivates early school-leavers to study. Career week is well planned and well organized. It is possible to spend some time in all professional schools, work in the workshops, meet with businesspeople, get to know them, ask questions; that way the businesspeople hire new workers.</li> <li>• We visit a <b>furniture factory</b>; the children look and talk with the workers.</li> </ul> <p><b>In the territorial plan there is a section “Education”. There every person can make his suggestions. To reject a suggestion, one has to have a good reason. It is difficult to reject suggestions. That is the opportunity we use.</b></p> | <p>Integrated strategic approach.</p> <p>Policy and institutional framework</p> <p>Integrated strategic approach.</p> <p>Integrated strategic approach.</p> |
|--------|--|---|

**CONCLUSIONS  
FOR DEVELOPING TARGETED  
PREVENTIVE (INTERVENTION)  
AND COMPENSATORY STRATEGIES  
IN ASEM LLL PERSPECTIVE**

## CONCLUSIONS FOR DEVELOPING TARGETED PREVENTIVE (INTERVENTION) AND COMPENSATORY STRATEGIES IN ASEM LLL PERSPECTIVE

Summarizing, the reason to leave the school early is grounded in a diverse combination of several components, such as the mental health, relations with teachers, relevance, and emotions - relationships. The indicated multi-faceted preventive and compensatory measures need also to pay attention to the influence of the cultural environments.

It is necessary to define “the right balance between different types of measures” for developing a targeted strategy for solving early school leaving. This strategy should be applicable in the structure of Latvian education and training system, which is limited to formal compulsory (pre-school, basic, secondary) and second chance education, and includes vocational and Higher education and training. These educational sectors have their specific conditions for re-integration of Young Early school-leavers in education. This is why coordination of measures at the school, local, regional and national levels should help to avoid overlaps and gaps in provision. This targeted ESL strategy has to be grounded on the ESL learners’ “voices” explored in the current study. As indicated in the introduction, the next chapter presents the “Good practices” that support the adult learning needs at the classroom, school, and local and regional levels:

1. Summarizing in general the evidences on evening (shift) school teacher classroom practice, Evening (shift) school teachers enable all learners “to feel respected and feel that their individual strengths, abilities and specialized needs” are taken into account. The “voices” of the evening (shift) school teachers and management staffs were analysed and compared to early school-leavers “voices” in current and previous ASEM HUB LLL collaborative and joint studies, in order to find out similarities and/or differences in needs. This allowed to establish conditions in which young people as a selected target group can “flourish and grow” supported by a system of measures to prevent and compensate the early school leaving (Downs, 2013):
  - Distinctive learning experiences are evident. The responses show the following prototypes of **adult learning cultures**: 1) Learning is personal *growing* ; 2) Learning happens from mistakes and solving solutions in communication with evening (shift) school teacher ; 3) Learning is to become independent by doing (competence development process); 4) learning is the reaction of learners provoked by teaching; 5). Learning as the sense of development of human beings, accentuating the social nature of learning.
  - A “good teacher” is one of the keys. If there is not such an evening (shift) school teacher the 18-24 y/o early school-leavers will look for an authority out of formal education institutions. In some rare cases, they can find it also out of these institutions, from some competent people in life and work situation, outsiders. But most often this happens with new and less experienced-colleagues.
  - Providing transformative learning opportunities is the key. Also there are similarities and differences in early school-leavers’ opinion about the pathways of updating positive learning experiences. The early school-leavers need to learn together, from experts, real experiences and motivated people outside the school. Something similar happens with the fact that, even if learning outcomes have always and individual character, learning is always social.

A good transformative learning is learning together:

- Dialogical learning of early school-leavers together with competent evening (shift) school teachers impacts the learning outcomes. Dialogical learning should have an important place

in learning process and should take more room in formal schooling, as a form of peer-learning where the early school-leavers often have to learn from *less experienced colleagues*.

- To provide an effective interrelation and interaction between personal and collective motivation, emotions and involvement that have a positive influence on quality of adult learning in evening (shift) schools, it is necessary to understand that positive learning experience is not always related to the cognitive development, but almost always it is related with a positive emotional wellbeing, and very often with social wellbeing.
- Changes in attitudes are a very important learning outcome. The combinations of conditions (implicants) for changing attitudes were investigated: a positive attitude towards learning is closely related to learning outcomes and their improvement, using them in new situations. This leads to positive learning experiences and to the desire of learning independently, with experts, from competent people in life and work situations and from outsiders all together, and with peers.

2. Synthesizing in general the evidences on evening (shift) school practice, the following evidences of “good compensatory formal second chance education practice” were provided:

**(1) Flexible pathways** to upgrade the education are provided with a combination of various **organisational components**:

- 4 years is the necessary time to obtain a vocational secondary education program. By learning in vocational training programs and in parallel in evening (shift) school is possible to obtain the same level in 3 years.
- In order to ensure the process for workers (there are a lot of them, they cannot make it in working days), once a month teachers work also in Saturdays, and then they come for the tutoring.
- Working every Saturday and do all that is possible.
- Introducing the workshop program “learning to learn”. When working with extramural, distance and external early school-leavers, it is necessary to acknowledge that kids and youngsters do not have the necessary learning skills, and therefore there are a lot of problems they had to solve which result in dropping out. It would be convenient to introduce programs such as – how to read the literature, what to read; what is necessary. Only those early school-leavers from the countryside have an adjustment program.
- There are consultation points that help students in difficulty. The modular approach is also appropriate.
- The unemployed people have courses in the morning, and in the evening they go to the evening (shift) school.
- Flexible study process with extramural and distance elements.

**(2) Flexible pathways** to upgrade the education are provided with a combination of various **didactic designs**:

- The school is like a family.
- Regular and extramural programs with distance learning elements and e-learning materials; flexible consultation time and flexible organization of exams.
- After school activities that are led by professional evening (shift) school teachers, where learners can develop their creativity.
- Five days per week an open air centre offers activities. There are 14 programs in different regimes. 8 of them are pedagogical; some are oriented to social adjustment work.

- Adapt curriculum so that each early school leaver can learn at his/her own rhythm. So, some early school-leavers can finish in two years in one year, others may stop in the middle of the year.
- Regularly “subject matter weeks”. Evening (shift) school teachers themselves ask to organize these weeks. This process is a learning process, where participate evening (shift) school teachers and early school-leavers. The “week of the careers” is also a very active event.
- Possibility for evening (shift) school teachers and early school-leavers to work really in projects in a practical way, because the traditional lecture is not appropriate for the evening (shift) school teachers and for the early school-leavers. Organise each concrete event, and everything works very well. All of them are involved. All can show their strengths.
- A “commonwealth day” in the open air museum.
- Offer to early school-leavers in lower secondary education different educational programs, where they can study, depending on their willingness and needs: special education program (for early school-leavers with learning difficulties), pedagogical adjustment programs, and general program. For early school-leavers in general secondary education only the general program is proposed, which allow them developing far and wide, and to enter any university. The modality of learning can be regular lessons, extramural learning, with distance elements.
- The principle of free participation. E-journals and other school journals are used, where early school-leavers can have online consultations or to send their homework. Writing of projects (for example, to outfit a room for children).
- Youngsters can attend various courses for unemployed persons, with the support of the evening school.
- The schools works in international projects.
- There are early school-leavers who are mentioned in the great encyclopaedia of Latvia; regular publications in the newspapers.
- In order to attend courses at the unemployment office, an elementary education is necessary, and a number of people have appeared who do not have this education.
- Positive conduct, and recognized less those who achieve better results, but more those who struggle to do everything as well as possible. The number of early school-leavers of Roma ethnicity is increasing, and evening schools try to motivate them with good works, various activities. Evening (shift) schools do not prepare people for post-secondary education, but some part later enrolls and attends on scholarship. Many finish secondary school in the evening school and continue on to a professional education.
- Get involved in charity actions. Good social workers.
- Programs with a vocational orientation: one is related to police and border protection. Students can receive weapons training, criminology. The second area is related to tourism.
- Amateurs are active in the school.
- Health days, creative workshops
- There are early school-leavers who come after a long break in their studies, especially entering 10th grade. They are mothers with their children.
- Get people involved in evening school, finding every person in the district or in the neighbouring district, who does not have elementary or secondary school education, using all available methods.
- Early school-leavers are involved in all kind of concourses, related to ICT, etc. Evening (shift) school teachers of Latvian language offer early school-leavers several creative activities. Evening school early school-leavers’ compositions are collected and printed different publications, and also in a book.

There is a good practice in evaluation and monitoring that is evident: evening (shift) schools have *the same level as usual secondary schools, plus a different attitude and support for the needs of early school-leavers.*

However, the following **problems have to be faced:**

**(1) The documentation which is required of a day school is totally inadequate for evening school, because: a semester organization, evaluation and monitoring system is inadequate for extramural early school-leavers:**

- The number of early school-leavers who want to complete two grades in one year has grown. They need to be provided with a session study modality; sessions are organized for them, which is something unheard of.
- Early school-leavers receive the right to participate in the classes of the evening (shift) school teachers in both grades, according to their abilities and needs. The building is for 1500 people and stands empty. Now they give evening classes to all that come in the morning, where they sit all the unsuccessful early school-leavers from the day school, and this year 5 people will finish, but that is the normal way for the municipality to think. That is a national thing, and if the state does not touch it, then that's how it will be. As a downside for schools that work in detention facilities—if there is support from the detention facility administration for guaranteeing the attendance, then there is another question, but, if the legislation still does not foresee alternatives for inmates to obtain an education or vocational skills, if it is their free choice to attend classes or not, then from the side of the school it is very difficult to influence that attendance. If we pay, taxpayer money goes there, and in any case, they can come or not come. We have to work on motivation. The deputies do not study the thing in depth. They worry about questions—how to effectively use rooms—and that's all. The schools are half-empty: something must be done. They are not especially against evening schools, but they think mostly about how to use resources effectively.
- There is not allowed to write office hours into the table. With that everything is said. Then the secondary school evening (shift) school teacher, evening (shift) school teacher's assistant does not belong in the school. The educator does not fit into the evening school. Let's start to count all the negative points, things to which we are not entitled, but which we need. It is necessary to have an educator, a study consultant, a consultant for e-learning. Those are totally necessary positions, but the reality is different.
- Payment on work time at Friday evenings and Saturdays is open.
- The early school-leavers and regular school need different schooling environment. Therefore it should not put a secondary school and an evening school in the same building.

**(2) Evaluation systems of day school teachers and evening (shift) school teachers at the evening (shift) schools should be different; speaking about system of evaluation of pedagogue motivation, it is not possible to measure a person's feeling of happiness, his interior contentment, but it has to be evaluated.**

**(3) The learning outcomes assessment system needs to be improved:**

- The quality of education during the last years is an increasing need of early school-leavers, because they are planning to obtain higher education in the future!

- Every year there are early school-leavers who want to receive a better mark from score B to score A.
- One of the quality criteria is the number of early school-leavers in the school. If there are early school-leavers, evening schools are necessary.
- Extramural education program, system of exams.
- In the Work and social life group we have gift-giving. Twice a year we take the best early school-leavers on an excursion. Not only the best according to grades, but also according to other works. We organize educational excursions.
- In some classes there is a system of loyalty points, the early school-leavers compete to obtain these points. That works until Christmas, because you know that there will be surprises. The early school-leavers show their attitude toward work in the classes in order to obtain these loyalty points from the subject evening (shift) school teacher. That way every month they accumulate and then later add them together for the total class number.

(4) **Educational program where everyone works at his own pace are implemented.** Some learners start the schooling in the middle of the year; some students do two classes in one year. There are those for whom it is convenient to study subjects as modules distributing them by month. This month one goes to geography. Next month s/he goes to something else. The evening (shift) schools are currently trying to develop own definitive model. It's hard to figure it out all at once:

- Distance learning is allowed, but the schools do not include the distance modality in standard programs.
- For the elaboration of the new (distance) programmes the teachers have problems with the new methods. When they choose all that materials are in Google, everything is going on, they have competition amongst themselves, they improve.

(5) **The problem is that the schools need to write the number of hours of work.** So, when the number of early school-leavers who are out of Latvia is bigger, it is difficult to do everything in the number of hours allotted. This is rather a technical problem, how to do everything. This process takes a lot of time:

- The schools need also to work online. Each evening (shift) school teacher has to elaborate his/her own textbook.
- It is difficult to work simultaneously in extramural and distance learning.
- It is not difficult to upload the tests, all evening (shift) school teachers have them. But the textbook, the material from where early school-leavers should learn -this is a big problem.

(6) **Early school-leavers with special needs. This is a challenge for all the other early school-leavers and evening (shift) school teachers.** These early school-leavers are a challenge. For example, our X early school leaver last year let a very deep impression in all of us because of his attitude, fairness, sense of justice. It is very good to be together with these early school-leavers also. The evening (shift) schools have also a early school leaver from Afghanistan who is very valuable for us because his openness, affection and participation. When he is present we all become also like him, we start smiling, we acquire his unique sense of humour and all this is a very good learning experience. Another aspect is that we have some children from minorities, because we do

not have special classes for them. In each class there is a certain amount of these children from minorities, who decided to learn Latvian language. This is not an easy thing:

- It is necessary then to work more, to organize more consultations for ESL of 3rd countries. But it is a nice experience, when they decide to learn Latvian.
- Early school leavers from minority schools come and do not speak Latvian, but when you ask them in fact they can speak, but they are afraid to make mistakes.

**(7) The evening (shift) schools have officially recognized distance education programs. They work in order to offer to early school-leavers a clear understandable study system, so that everything is clear, what they should do and when they should do it:**

- Early school-leavers who are in extramural or distance learning cannot be two days per week at school, because their work circumstances do not allow them to do so. For example, carpenters are very often out of the city. All of them say that they need to have an online contact with the evening (shift) school teacher. We tried to use Skype, but it is not a good system for all of them, maybe we should record lessons.
- It is not very realistic to organize the lesson at a given time, when early school-leavers and the evening (shift) school teacher are there together, and everybody hears what is said. This is not possible, also in reason of technical difficulties; the system will be overloaded if everybody is connected.

**(8) The schools offered extramural and distance elements. Distance education does not work.** Distance education concept is devaluated in our country. Everybody thinks that early school-leavers receive marks without doing any real work. It is necessary to do a very big work on motivation. This is the most difficult part:

- The motivation of Early school-leavers; we need to explain them that distance education is not extramural education. They think that they can come and they do not have to do nothing, only to come at the end of the year and to speak with the evening (shift) school teacher about some topics and then to have the necessary marks to obtain the educational diploma. But this is not like this. So, the evening (shift) schools have to work with the drop-outs that happen when we take early school-leavers in extramural education who are not aware of the exigencies of the study process.
- The evening (shift) schools try to give information about this in the media, the local press, the school website, and speaking individually with early school-leavers, when they enter the school.

3. Synthesizing in general the evidences on the local and regional planning data it can be concluded that:

- One of the Zemgale's planning region priorities is the promoting of the development of education. In the Zemgale region there is a vast network of educational institutions ranging from preschool to university, including also evening (shift) schools as well as adult education programs. There is not a separate Education development program, but there is an exchange of information within the 22 municipal work-groups of local education specialists as well as representatives from the area in national advisory boards and educational forums. Hence, The Zemgale planning region's experience can be seen as a good practice example in Latvia. Successful projects in lifelong learning: "Competitive business through lifelong learning and cooperation between entrepreneurs" provided sustainable solutions for life-long learning institutions and industry collaboration across the Lithuania - Latvian border (see. Progress report, Appendix 2); joint activities for creating young entrepreneurs in vocational schools in

Kaunas and Zemgale regions that enhance the number of young people who become employers; “Preventive measures to reduce youth crime in Zemgale”; promoting young people's awareness of justice and security issues, as well as offering more possibilities of extracurricular and self-development activities for young people from risk groups. So Auce and Dobele municipalities are not using the existing workplace learning opportunities. Youngsters with low level education are not a priority in the Auce and Dobele municipalities. A good example is the Jelgava municipality: There is an evening (shift) school and 4 evening (shift) centres for young people with low levels of education close to their homes, managed by the Jelgava municipality.. The Jelgava evening (shift) school is a good example because of their team of professionals that includes social pedagogue, psychologist, doctor, nursery evening (shift) school teacher and others. **The Jelgava district evening (shift) centres have a unified management structure. It offers sample external examination options. They can be developed as centres for recognition of informal learning outcomes.**

- The Kurzeme planning region has integrated the adult and lifelong learning facilitation strategy that actively affects national lifelong learning policies (initiation of recognition of prior learning). The main deficiency is due to the inconsistency in understanding and the use in the State policy of the terms. “Lifelong learning” (21st century paradigm), “adult education” (20th century 70s and 80s.) and “lifelong education” (20th century 90s). Thus, adult education is not viewed as an integrated component of lifelong learning and lifelong education is attributed to non-formal vocational education and extracurricular education. The development of evening schools is not included in the Kurzeme development plan. According to researchers, this is because evening schools are viewed as a second chance to get basic (low qualification) education, rather than a modern, flexible facility for adult education with a high development capacity. The centres in the Kurzeme region can become an important support to modern adult lower secondary education and for general education. Business Development can be a good basis for employability of the early school-leavers who are learning in evening schools, and for new workplace learning possibilities. **The Talsi, Kuldiga and Ventspils county experiences can serve as a good practice example in Kurzeme region for the development in adult education and lifelong learning.**
- In addition to the Talsi county adult education centre, training is also provided by the private sector. General education schools also have such rights but there is no information of such operational experience. Information is impossible to collect because the private structures do not report their offers because they see competition everywhere. Each “player” does not get to know the needs of the residents but tries to find their desires in order to capitalize on them. In addition, the quality is often subpar – the quality of the trainers is not assessed and neither is the content of the courses. Most often their offer is composed of psychological training and language courses. Sector-specific training is offered by certain public authorities, but this offer also is not mutually agreed upon and therefore overlaps and often reaches a very narrow audience. The Talsi experience of cooperation with the business community can serve as a Latvian model of good practice. Talsi evening school has a good extra-curricular activities and winners in national/international competitions. Ventspils municipality has established a modern educational infrastructure. There is a good practice in employment enhancement. The role of Ventspils’s evening school is not clear. Kuldiga municipality shows the good practice in cooperation.
- The Latgale planning region provide the evidences on the provided opportunities for the evening (shift) schools to design the education policy in region. The Preili evening school is an example of the using of this opportunities and to integrate the early school-leavers formal second chance education needs in the municipality educational policy planning. The Daugavpils municipality experience can serve as an example in the education of adults with

a low level of education. There are four main strategic goals: skills, connectivity, smart management and effective companies. But the evening (shift) school's are not present in the Daugavpils regional development plan. The Preili district municipality and the Balvi district municipality demonstrate the consistent understanding of lifelong education and its implementation!!! The Livani evening (shift) school has the best exam results.

- The Vidzeme region needs to re-think the place of the formal second chance education in the development policy of the region. Only Gulbene and Madona municipalities offer the formal second chance education. All other evening (shift) schools are reorganized delegating the function to the general education schools which implement the opportunities of reintegration of early school-leavers. The distribution of the vocational and evening (shift) school has to be rethought region wide, included the new municipalities geographically close to Latgale. The Gulbene evening school has created a social and emotional wellbeing facilitated by family environment which is typical for Latgale schools (Livani, Preili). Madona evening school has a good practice on preparation for tests and exams; the library plays a central role at school. There is a lack on use of possibilities for distance education for adults..
- Attention has to be paid to Lifelong Learning outcomes assessment in all regions. Assessment should be passed on to consumers through an analysis of the current situation – lack on the key component “evaluation and monitoring”. Lifelong learning will only be effective if results and evaluation received in these extracurricular activities will be regarded as equal to the results and grades of formal education. There is a lack of understanding in how the results could be compared/recognized.
- On the level of municipalities in all regions there are lacks in integrated strategic action between the municipality actors and evening (shift) schools. Also, there are lacks in Political framework, Integrative strategic action, organizational components, and in evaluation and monitoring that refers to local and regional planning related to the research topic.

## RECOMMENDATIONS FOR DEVELOPMENT OF TARGETED PREVENTIVE AND COMPENSATORY STRATEGIES IN ASIA AND EUROPE LLL PERSPECTIVE

In order to develop comprehensive policies against ESL, a wide range of issues should be addressed, from governance, cross-sectoral cooperation and data collection and monitoring, to measures for prevention, intervention and compensation of ESL. As regards these measures that are at the core of this report, there are a set of core principles that are equally relevant in prevention, intervention and compensation (in cited Final Report of the Thematic Working Group on early School Leaving, November 2013, pp. 18-22):

*Firstly*, learners of all ages must be at the centre of education with a focus on building individual strengths and talents. Schools should enable all learners to feel respected and feel that their individual strengths, abilities and specific needs are recognised. Schools therefore need to establish conditions in which young people can flourish and grow.

*Secondly*, learners require learning environments that are welcoming, open, safe, and friendly and where learners feel noticed, valued and part of a community. Schools have the potential to empower young people with a sense of ownership, belonging and self-fulfilment, skills and knowledge that enable them to be active citizens and play a positive role in society. Schools should provide opportunities to help learners build confidence and develop a desire for learning.

*Thirdly*, education staff must be aware of the scope and challenge of ESL, its main triggers and ways to prevent it. Schools and teachers should be equipped with the skills, expertise and resources to provide all learners with the learning support they require.

*Finally*, it is necessary to define the right balance between different types of measures, depending on the structure of their education and training system, and their specific conditions. Coordination of measures at the school, local, regional and national levels should help to avoid overlaps and gaps in provision. Young people at risk of ESL and those who have already left education and training prematurely should have easy access to different learning opportunities and targeted support.

In general, the evidences seem to speak well for the argument in the “resistance theorists” perspective. Early “resistance theorists”, including Willis (1977), argue that even if students are not aware of it, they are resisting the essential outcome of the structuring of society, namely, oppressive social relations. On these grounds, the work of McFadden and Munns (2000) is built on the premise that *students react to the form rather than the substance of schooling*. They concentrate on formal “second-chance education”, which is particularly important in terms of the “re-engaging process”. Munns and McFadden (2000) also argue that for early school-leavers there is a moment where educational rejection occurs and students make, or reflect upon making, a rational choice to turn their backs on education and its promises of social mobility and economic advantage. The evidences seem to speak well also for the need of new *flexible learning opportunities* that are oriented to the adult's learning outcomes and address the specific needs of adult learning. This will help early school-leavers (18-24) to re-gain confidence in learning itself, instead of focussing on “getting an education”. Therefore it is evidence-based to conclude:

**Early school leaving is a complex phenomenon and reducing it requires strong political commitment related a framework for comprehensive policy approaches which Member States can use for effective**

policies in reducing early school leaving which reasons are highly individual. Nevertheless it is possible to identify some recurring characteristics:

- ▲ Early school leaving is strongly linked to social disadvantage and low education backgrounds.
- ▲ Children of parents with low levels of education and from socially disadvantaged backgrounds are more likely to leave education and training before completing upper secondary education levels than other young people.

In this section, based in the “Good practices” identified in this study and in the checklist elaborated by the Thematic Working Group on Early School Leaving (2013) to be used to self-assess current policies to reduce ESL, the multi-faceted preventive and compensatory measures for engaging ESL in education are addressed. Before presenting the compensatory and preventive measures that are suggested by the results some considerations are necessary:

- The preventive measures for reducing ESL are based in the reflection about the response to give to the reasons to leave school early found in part 2 of this study.
- The compensatory measures for engaging ESL in education are based in the “Good practices” presented in the part 3 of this study.
- The conclusions and recommendations were made by ASEM HUB LLL leading experts from Lithuania, United Kingdom, India and Philippines were integrated in these two sections.
- It is impossible to mention all the suggestions that all the actors involved in this research made to prevent ESL and to engage early school-leavers in education. Only the measures that have a more general (universal) scope were retained here, but specific (for concrete groups) and indicated (for individuals) measures should also be considered.

## ***PREVENTIVE MEASURES FOR REDUCING ESL***

The targeted preventive measures are based on systemic support frameworks within schools and a focus on the needs of the individual learner (in cited European Commission, November, 2013):

***Systemic support frameworks within schools:*** A support framework should exist within the school to ensure that 18-24 aged adult learners at risk receive the support they need in a timely manner. It should be based on a strong multi-professional approach and teamwork. Responsibility for learners at risk could be designated to a co-ordinator or to a ‘school care/student support team’ for example. The co-ordinator or the team could involve a range of professionals inside or outside school; one staff member may also be assigned to an individual or a family in need of targeted support. In addition, counselling support could also be provided to parents and teaching staff. Strong leadership and clearly defined roles and responsibilities are key to the success of such a framework.

***Focus on the needs of the individual learner:*** Individual learning support, flexible learning pathways, high quality teaching, and learning based on student-focused methods should be a substantial part of school policies aimed at reducing ESL. There should be greater flexibility in the choice of subjects/courses and the provision of additional learning support, including measures to improve the motivation and resilience of young people. Special support should be provided to students with learning difficulties/disabilities and to those who experience difficulties balancing education with their home life. Learners who experience problems in trying to catch up with learning after long periods of interruption should also receive special attention:

***Focus on the monitoring of support structures (preventive and compensatory measures) of systemic frameworks within schools.***

- Development of local and evening (shift) schools monitoring networks. The countries where EWS and similar connected actions guide the country policy, practice and programs are, for example, Austria, Bulgaria, Croatia, Estonia, Ireland, Latvia, Lithuania, Slovenia and Sweden. However, it should be stressed that even if in these countries the national policy and legislation is in line with EWS and similar connected action, they were developed through local or regional

experiments, and the way they are implemented at local level can be notably different from one place to another. In reality, the real responsibility for the implementation is given either to the schools (for example in Sweden), or to the municipalities or local institution (e.g., Latvia and Lithuania). For example, in Latvia, the country policy decides a system of plans, but at local (school) level these guidelines are adapted to the local situation. This means that, for example, each school can decide the number of absences tolerated and the necessary intervention. This situation leads to (big) differences between different municipalities and schools, depending on their financing and their willingness (that is related to the motivation and to the perception of the problem as a priority or not) of moving forward in this question.

- New monitoring methods should be used together with the existing ones, in order to identify the most exposed youngsters, as for example: collaboration between schools and social service and youth workers (Austria, Hungary, Sweden, Belgium); registration system for all students (e.g., Belgium, Estonia, Lithuania and Slovakia); usage of research data and indicators, in order to forecast if, and which, students will drop-out (only in England); the identification of the factors of risk and of students who present signs of possible dropping-out is not sufficient for solving the problem of ESL. In order to reach a real decrease of ESL rates, the students who are identified as possible drop-outs should receive timely support for solving their central problem.

The following preventive measures are to be implemented and monitored at all system-levels; their relation with reasons for leaving school early is highlighted:

1. Providing conducive and stimulating **learning environments** (including the physical environment) in education and training institutions for all learners. Schools should be supported in creating such learning environments.

*Collaborative and dialogical learning, and intergeneration learning* should be provided to prevent unsuccessful learning related to the teaching of difficult subjects (maths). Youngsters for whom the level of complication of subject matters is related to the lack of relation with real life, think that the collaboration with others and the help of others is essential for solving problems. Intergenerational learning is a good solution for contributing to the acquisition of difficult subject matters, because youngsters are able to solve more easily mathematical problems if they consult with elder teachers, grandparents and acquaintances.

*Offer opportunities of self-development by practical doing* in daily life situations for reducing unsuccessful learning. Early school-leavers learn faster when they develop themselves.

*Involve 18-24 aged adult learners in the creation of stimulating learning environments.* A social and physical learning environment that is safe and stimulating is particularly important for preventing ESL. Providing common areas where teachers and learners share facilities and space helps to build relationships based on mutual respect and trust. Young people should have an active role in shaping their social and physical learning environment.

*Schools should be supported* in creating conducive and stimulating learning environments *at classroom level* for preventing ESL. To achieve this, it is necessary to provide an effective interrelation and interaction between personal and collective motivation, emotions and involvement that have a positive influence on quality of learning at schools. Positive learning experience is not always related to the cognitive development, but almost always it is related with a positive emotional wellbeing, and very often with social wellbeing and positive learning environment.

2. Making accessible good quality **pre-school and initial basic school (6 first years)** to all groups in society and especially to groups at high and increased risk of ESL.

*To prevent unsuccessful learning related to the teaching of difficult subjects* there is an urgent need on preventive literacy and numeracy development strategies in pre-school and basic education. Mathematical and reading abilities are not developed enough in pre-school and basic education.

3. The **flexibility** of first chance and second chance education pathways should be increased. Potential obstacles to school success at system level should be identified and should be reduced or mitigated.

Several measures should be implemented to prevent ESL due to unsuccessful learning:

*To prevent unsuccessful learning related to the teaching of difficult subjects*, attention has to be paid to the following aspects:

- It is necessary to investigate if the overloading of contents is related to the textbooks (that are written in a professional mathematical language, not in the language of learners). It would be necessary to use different curricula for children and adults (United Kingdom experience), and different textbooks in evening schools (Spanish experience).
- The highest mathematical contents (logarithms etc.) should be excluded from the standard topics (they should remain in the gymnasiums and in the classrooms with specialization in mathematics). The main reason for “non learned contents”. The further research is needed on logical succession in the organization of contents in the textbooks.
- The existing school subject matter curricula have to be revised on difficulty related to the lack of connection with real life, orientation on mechanical repetition versus critical and/or analytical thinking.

To prevent ESL related to the reason: “*education oriented to achievements and not to learning success, rating of schools; achievements are forced in basic and higher secondary education*”, universal preventive measures, such as revising of the quality criteria, have to be implemented. The in-depth analyses on the “unsuccessful learning” as main reason to leave school early allows defining the preventive and compensatory measures needed to reengage ESL in education, supporting success in learning:

- Learning from mistakes for successful learning. Early school-leavers can learn from their own mistakes and other people mistakes: “the more they do wrong, more I *do right*” Learning from mistakes allows early school-leavers to gain confidence in their ability to learn new things: “*I feel that I have learnt something when I can say something I was doing was wrong and I know why*”.
- Enhancing the social impact of learning. Early school-leavers are sensitive to the social dimension and utility of learning. They learn better “*when I understand that I can help others with something*” They are able to “*put objectives higher than I can achieve. This is my stimulus to learn and to know more. Then I can help others*”

*Extra-curricular and out-of-school activities to enrich the learning offer*: Many young people at risk of ESL lack a sense of identity or connection with the school. Extra-curricular activities provide opportunities for young people to develop such a sense of belonging. Extra-curricular and out-of-school activities should be compatible with educational aims to avoid potential disconnection between school and out-of-school life experiences

*Offer voluntary (not compulsory) learning activities* to avoid unsuccessful learning. Learning is successful if there is the purpose to find something out.

4. Supporting children **from 3<sup>rd</sup> countries and with minority background** should be embedded in a more inclusive approach in school education; targeted support to address their specific needs should be available.

The reported evidences found in the analysis of one evening (shift) school allow to specify a selective ESL group: Minors. The main reasons to leave the school of these minors are: 1) Conflicts with classmates or/and with teachers; 2) Lack of willingness to learn. Discipline problems and absenteeism can be considered as a consequence of these reasons. Targeted support to address their specific needs should be embedded in a more inclusive approach in school education in 1<sup>st</sup> and 2<sup>nd</sup> chance education.

*The inclusive approach in school education* should valorise positive conduct and should recognized less those who achieve better results, but more those who struggle to do everything as well as possible.

*Targeted support to address learners' with minority background specific needs should be available.* The number of early school-leavers of Roma ethnicity is increasing, and evening schools try to motivate them with good works, various activities. Evening (shift) schools do not prepare people for post-secondary education, but some part later enrolls and attends on scholarship. Many finish secondary school at the evening school and continue on to a professional education.

5. Measures at system level should be taken or developed to ease **transition** between educational levels. This concerns closer cooperation between primary and secondary schools especially.

*Regarding the use of e-learning to ease evaluation and transition between educational levels,* evaluation in schools should be transformed from traditional classroom-based to balanced assessment. Balanced assessment is a combination of pencil and paper tests to product and performance-based assessment. Web-based assessment should be used, because it has a greater opportunity of integrating all types of assessment and evaluation tools.

6. The potential of **VET** in reducing of ESL should be identified; measures to reduce ESL in VET should be in place. Reforms to increase the attractiveness of VET should be done.

*Recognition of Workplace learning possibilities can act as a catalyser for increasing the attractiveness of VET.* The attractiveness of VET should be enhanced by improving the mechanisms of personal and social recognition of Workplace learning and its connexion with quality VET:

- Employers should provide recognition of workplace learning, promotion and higher salary in connexion with quality VET.
- Policy makers, stakeholders and employers should recognize non-formal peer- and deep-learning at workplace and its connexion with quality VET.
- Recognition mechanism of non-formal and informal learning outcomes (personal growth) in VET and in WPL should be validated.

7. There should be a growing focus on **involving learners** in decision making at **1<sup>st</sup> and 2<sup>nd</sup> chance education school level**. Schools are encouraged to develop measures and policies to better involve learners in decision making at school level.

*Pupils' involvement decision making for their own learning* is the first step to better involve pupils in decision making at school level. Schools will become transformative learning spaces when pupils will work with a personally significant content, personal motivation and responsibility, reflecting about own learning process, using own experiences, getting positive emotions and having the possibility to work with others. This is a key issue in the development of pupils' personal well-being and in the quality of their involvement in the life of the school in 1<sup>st</sup> and 2<sup>nd</sup> chance education.

8. **Parents** should be supported in their engagement with school education and encouraged to be involved in decision making processes in schools. Schools should have outreach programmes to encourage the engagement of vulnerable families in particular in school education.

*Raise parental awareness of ESL:* It is important to involve parents as partners in identifying early signs of disengagement, academic difficulties or problems that may lead to ESL. Pro-active parents who are attentive to their children's general experiences towards education play an essential role in EWS and in supporting their child in their educational endeavour.

*Empower families and parents to support their children's education:* Schools and local community services should develop approaches that enable parents to become a resource in their children's learning. Some parents need to be supported in their role to encourage and motivate young people to aim higher in their educational aspirations and achievements. For many pupils, parental involvement is important for gaining recognition, demonstrating and celebrating achievements, raising self-esteem and self respect.

*Intergenerational learning* is a good solution for encouraging the engagement of vulnerable families in particular in school education. Parents or elders can contribute to the acquisition of difficult subject matters and to enhance learning success, because youngsters are able to learn better if they consult with elder teachers, grandparents and acquaintances.

**9. Teachers** and other professionals working with young people are aware of ESL. Preventing ESL is part of both initial education and continuous professional development.

*Pre-service and in-service training support to teachers:* Developing the capacity of school staff to create and maintain learning environments that support at-risk pupils is of crucial importance to reducing ESL. Teachers may need support to develop and adapt different methodologies and skills to meet the needs of individual pupils. Teachers should also be given more time and space for teamwork and to draw on the expertise of other professionals. More opportunities for networking among schools experiencing similar challenges in relation to ESL would be ideal. The curriculum of the pre-service and in-service training programmes need to be assessed and restructured based on facilitators' needs, so as to promote the necessary qualities and competencies among them.

*Fostering teachers' professional identity:* teacher's professional identity development has to be based on three pillars: making personal choices, getting personally involved in work and recognition processes (Day et al, 2007). Making personal choices develop the sense of personal agency, the capacity of reflection on the sense of personal work. Involvement in work is the only way of acquiring competences using the right opportunities, they can involve. Social recognition (from employers and other institutions) and personal recognition (work satisfaction, feeling competent, perception of being in the right place doing a useful work) facilitates the appropriation of the goals of the organization and fosters the personal desire of improving the way of working. These three aspects (making personal choices, social and personal recognition and creating opportunities of getting involved in work) have been neglected in post-soviet work environments, where there was almost no place for personal initiative, for responsibility about the outputs of the organization, and for recognition processes other than the interest of the party. In our mind, this study showed that, to a certain extent, these aspects are still present in Latvian context. But it seems also that there is a growing desire of teachers of taking more initiative, of knowing what happens in their field, of creating communities of reflective practitioners in workplaces, of developing personal and social recognition processes (in cited Chisholm et al, 2013. p.193).

*Enhance social and cognitive presence in teaching.* This area, commonly called the cognitive ("knowing" or "thinking") domain (involving thought processes), need new preventive strategies in teaching training and in educational policy framework general. Social presence in e-learning environment is one of the main factors which have an influence on the quality and effectiveness of the early school-leavers' learning.

10. High quality **guidance** should be available to all pupils, particularly during periods of transition (e.g. from lower to upper secondary education)

*Offer opportunities of communication in informal and non-formal settings*, in life and work processes and at school, establishing “communication with unknown people” who did not go to school but who learnt a lot in their life, by doing their work.

*Regarding the use of e-learning to offer high quality guidance to all pupils*, the use of ICT opens the possibilities of problems such as hacking, phishing, and other forms of destructions as regards software, hardware and learning content. The introduction of netiquette, new rules on plagiarism, intellectual property rights and other similar guidelines and policies should be implemented.

11. Pupils should have the opportunity at an early stage to experience the world of **work** in order to understand job demands and employer expectations.

*A combination of schooling with workplace practice* and school informal meetings should be offered to reduce unsuccessful learning, e.g. through short-term traineeships, episodes of work experience.

*To acknowledge the wide range of WPL opportunities*: Workplaces exist not simply in companies and public services, but equally across a wide range of organisational and social contexts, including in the Third sector (non-profit-making NGOs, voluntary work, etc.) and in diverse forms of self-employment, including under irregular and precarious conditions. They offer very different kinds of learning opportunities- some are learning-friendly, others are less so; some provide structured work-related education and training for employees, whereas in others, learning is integrated into the flow of working processes.

*To enhance awareness of the “learning continuum” that exists between formal, non-formal and informal learning*. This is a key framework for understanding how opportunities for professional and personal development at work are distributed, structured, experienced and used, and recognised.

## COMPENSATORY MEASURES FOR ENGAGING ESL IN EDUCATION

Next, the compensatory measures are presented, and their connection with “Good practices” is highlighted. The compensatory measures for engaging ESL in education are based in the “Good practices” presented in the part 3 of this study.

The targeted compensatory measures are based on the availability and quality of second chance education schemes, a personalised and holistic approach to learning, the creation of distinctive learning experience, the support to teachers in second chance education and in the cooperation between second chance education and mainstream education

1. Compensation schemes such as Second Chance Schemes should be **available** to all young, adult and elder people.

*Accessible and relevant second chance schemes:* Second chance education good practice is located within different institutional frameworks: with municipalities, vocational schools; social care houses etc. - all institutions available at local community level. Because the renovation of industry only in some case the cooperation with the entrepreneurs is available. Not always the municipalities are open mind to early school-leavers reintegration in education needs. Also there are gaps in political and institutions framework and integrated strategic action on local community level. Second chance schemes should ensure they are easy to reach and accessible to all people interested in continuing their education and training, and is responsive to the diversity of the youth population and the local labour market. Flexible study that enables young people to access on-going provision and resources at different points of the day, week, term, or year are provided: sessions, weekends, evening classes, consultations etc. But there are lacks in political and institutions framework regarding the normative regulation of flexible learning offers. Also good practice of the organizational components and didactical design is evident.

*Improve the geographical accessibility of Second Chance Schemes:* In order to prevent ESL related to the reason - Vocational school is not close to home (countryside:2 cases, both from Vidzeme, municipality of Gulbene for example), in the Vidzeme planning region (next to Latgale region), the compensatory activities are related to the different emplacement of different kind of educational institutions (VET, evening (shift) schools).

*Enhance the use of e-learning as an opportunity to provide multiple forms of communication* between teacher of evening (shift) school and learners, as well as among the early school-leavers. It is a new opportunity for facilitating early school-leavers’ participation on upgrading their education; for growth and development of individual and social identity of each learner; for the development of competence of self-learning and self-organisation.

*Regarding the use of e-learning for increasing availability of second chance education at the level of municipality,* it is necessary to use the best practices of evening (shift) schools for re-organizing activities of evening (shift) schools to suit better the needs of early school-leavers with the employment and family commitments. Namely, to support evening (shift) schools should introduce e-learning to a more significant extent in their curriculum.

2. Second chance education should be of high **quality** and should offer qualifications that are valued and recognised on the labour market.

*Recognition on the labour market:* Evening (shift) school good practice have the potential to enrich the high quality. They offer an alternative way to re-engage with education and gain qualifications. They have a great potential to provide the recognition of the previous experiences of ESL. The recognition and validation of learning gained in second chance schemes is crucial and should provide young people with qualifications that are recognised on the labour market. They should also provide access to other education/training pathways.

*Regarding the use of e-learning for enhancing quality of the teaching-learning process,* the following measures should be supported in Latvian evening (shift) schools:

- Shift from highly structured traditional classrooms to web-based, virtual platform and flexible learning. Teaching-learning should happen anytime and anywhere.
- Shift from school-based teaching and learning to web-based platform.
- Enacting open classrooms, open universities. E-learning has bigger possibilities for lifelong learning. It should address all types of learners.
- Shift from purely classroom- based mode of delivery to blended types of delivery mode. Learning should be flexible since teachers and 18-24 aged adult learners can choose on how they will interact with each other. Teaching can happen through face-to-face interaction or the use of information and communications technology. The 21st century skills/competencies should be better developed using ICT. Competencies should not be limited to critical thinking skills but it also includes the learners' and teachers' creative, social and technological skills.
- Shift from teacher-centred to learner-centred teaching learning process; Learning is not only driven by teachers. 18-24 aged adult learners can actively engage in learning since they are able to explore various activities via the internet.
- Shift from spatial temporal classrooms to virtual classrooms. Traditional classrooms have physical infrastructures and schedules were arranged by school managers. Future classrooms should be in the web; hence, classrooms may exist beyond space-temporal dimensions.

3. Second chance education should provide a **personalised** and holistic approach in supporting young people and helps them to re-develop their relationship with learning, the world of work and society.

*Personalised and holistic approach to second chance education:* the identified “Good practices” emphasises on personal development supports young people re-develop their relationship with learning, the world of work and society is not always open for understanding of the role of the formal second chance education . The evidences show than the young people have to be involved in the development of their own learning and development plans: there is an interaction between learning outcomes, carrier plans and dialogical learning opportunities from the experienced experts evident. A personalised and holistic approach implies:

- Targeted second chance provision focused on personal development with opportunities to develop life abilities (such as learning communication, organizational, literacy and numeracy, personal self-governance) and employability skills (for example, ICT for workplace, intrapreneurship etc..)
- Access to specialised support (such as psychological, social or emotional support), counselling, career guidance and practical support (such as financial support or help with securing accommodation for internet access, travel, eating at the school).
- New pedagogic approaches such as dialogical learning for adults and peer learning for minors, out-school project work and more formative assessment – the youth need a formative feedback in right pace and place.

*Regarding the use of e-learning at individual level,* Evening (shift) schools' teachers and early school-leavers should learn and use e-learning for authentic, rewarding and facilitating

communication for adult learning. Forums, real-time consultations, questions, answers, discussions should be promoted via the available tools (such as forums, chat rooms, etc.).

*Regarding the use of e-learning for providing a personalised support for young people at organizational evening (shift) school's level, evening (shift) school teachers' should be given more freedom in organizing their teaching. That is, they should be allowed to be more flexible in when exactly they give tasks or feedback for learners. That might happen at late night or early morning, not just during regular working hours. Having in mind that for many students e-learning provided by an evening school gives a unique opportunity to study even for students who are in emigration, time dimensions become a crucial dimension. For residents of different countries, time difference is the issue that could be dealt with by allowing evening (shift) school teachers' freedom to adjust their regular working hours.*

*At classroom level, dialogical learning should be enhanced for providing a personalised and holistic approach in supporting young people and helping them to re-develop their relationship with learning. A good transformative learning is learning together: Dialogical learning of early school-leavers together with competent evening (shift) school teachers impacts the learning outcomes. Dialogical learning should have an important place in learning process and should take more room in formal schooling, as a form of peer-learning where the early school-leavers often have to learn from less experienced colleagues. If there is not such an evening (shift) school teacher the 18-24 y/o early school-leavers will look for an authority out of formal education institutions. In some rare cases, they can find it also out of these institutions, from some competent people in life and work situation, outsiders. But most often this happens with new and less experienced-colleagues.*

4. Second chance education should provide a distinctive **learning experience** and offers flexible curricula that are adaptable to the specific situation of the learner.

*Towards a distinctive learning experience:* Second chance good practice provides students with positive learning experiences if the utilization of learning outcomes is made in new situations, developing career plans, by learning individually from peers (children) and by dialogical learning (adults) which result in a new positive attitude towards learning and encourage young people to leave negative learning experiences behind and focus on building self-confidence, trust and motivation. Enabling young people to think more positively about their future is a first but necessary step to gain qualifications at a later stage. Key to the success of second chance schemes is an understanding of the systemic and individual factors that have contributed to ESL. It is also important to understand factors that have influenced a young person's decision to re-engage in education and training.

*Flexibility in the curricula:* The curriculum of evening (shift) schools is innovative, relevant and flexible in terms of the structure and timing of provision. Evening (shift) school teachers use pedagogic approaches that respond to the needs of individual students in second chance schemes. But there are many problems evident related to political and institution framework. Latvian national legislation should allow for greater autonomy in relation to second chance schemes. It should be possible for staff to decide in relatively short timeframes the study programmes and mobility of students within the system. This is especially important in VET oriented second chance schemes. Flexibility should also include measures to allow 18-24 aged adult learners to return to mainstream education.

*Creation of significant e-learning experiences:* good courses are those that challenge early school-leavers to significant kinds of learning (Mott, 2009 p. 28), use active forms of e-learning, and have Evening (shift) school teachers who genuinely care about their subject matter, their students, and the interaction of teaching and learning. Additionally, in Fink's view, college

professors must be able to interact well with their students. Finally, good courses require a mechanism in place for effective feedback, assessment, and design. For significant e-learning to occur: “there must be some kind of lasting change that is important in terms of the learners’ life” (Mott, 2009, p. 30; Dee Fink, 2003).

*Regarding the use of Workplace learning for providing a distinctive learning experience, the following measures should be implemented:*

- Encouraging the early school-leavers to assume responsibility for their learning process, and involving the early school-leavers in the facilitation of their own learning processes (e.g., self-motivation, self-inspiration, diagnosis and assessment of their own learning needs, monitoring their own learning processes, analysing their own learning barriers, evaluating their own learning outcomes, etc.).
- Tuning students’ desires with offered WPL opportunities, offering formal and non-formal learning opportunities that give motivation to learn at work related to training for working on technological or organizational changes, using new pathways of workplace learning - mobile workplace learning.
- Precise guidelines for stakeholders and employers are needed, so that they would work in the direction of providing integrative formal and non-formal workplace oriented learning opportunities.

*Measures for providing distinctive adult learning experiences at classroom level:* The key of “good compensatory practice” at classroom level is the presence of a “good teacher” which used the diverse pathways of updating positive learning experience and providing transformative learning opportunities. Other measures are:

- Facilitating the understanding of adult learning as a personal growing, giving sense to learning as a way development of human beings.
- Learning from mistakes in communication with Evening (shift) school teacher so early school-leavers become independent by doing (competence development process).
- Accentuating the social nature of learning.

**5. Teachers** in second chance education should receive targeted support to cope with their broad range of tasks.

*Evening (shift) school teacher involvement and support:* Evening (shift) school teachers’ role in second chance education is typically broader than in mainstream education. Evening (shift) school teachers often provide advice and guidance, and mentor students on issues not always related to learning. Evening (shift) school teachers in second chance schemes help young people (re)develop positive relationships with adults and engage with other young people outside lesson time. Evening (shift) school teachers’ profile and motivation to work in second chance education should have an important consideration in teacher recruitment: Second chance education requires teachers to be innovative and flexible. The continued professional development of teaching staff should be ensured. Evening (shift) school teachers will need to draw on the expertise of specialist services/interventions outside and inside the school environment, (e.g. access to psychologists).

*Regarding the use of e-learning for supporting teachers’ professional development,* management of professional development for Latvian evening (shift) schools’ teachers should be improved, e.g. training of teachers for ICT competencies and systemic approach in the management of e-learning. *At the level of the system of professional development of teachers,* e-learning is a format for organizing teaching and learning that requires new skills both from students as early school-leavers, and especially from evening (shift school) teachers. Evening (shift) schools’ teachers need to master competencies of time management, of formulating expected adult learning outcomes and providing recourses and support for early school-leavers to achieve them, to use a variety of ICT tools.

Therefore system of Professional development may introduce e-learning to a more significant extent in evening (shift) schools as an opportunity to help evening (shift) schools teachers to transform their practices from the adult teaching paradigm, into the paradigm of adult learning facilitation.

*Regarding the professionalization of teachers in second chance education*, the following compensatory measures should be implemented:

- Developing teachers' personal qualities: facilitators of adult education of Latvia should be emotionally stable, attentive and empathetic. These qualities are required for performing their duties and responsibilities effectively in the future.
- Widening teachers' domains of competence: reflection, didactical methodological domain, personal qualifications, planning and management are the core competencies that are necessary for facilitators of adult education.
- The curriculum of the pre-service and in-service training programmes organized for the facilitators of adult education need to be assessed and re-structured, based on facilitators' needs, so as to promote the necessary qualities and competencies among them.
- Supporting teachers' professional development: Latvian facilitators of adult education are concerned about increasing their competencies and about future regulations of recruitment. For them, adult educator is an important profession and they would like to increase their competencies so as to continue their professional development. Contents of training programmes and future regulations of recruitments of practitioners in adult education should be clarified.

The evidences seem to speak well for *differentiating the tasks and activities* of evening (shift) school teachers as adult educators versus full time school day for teachers and non-formal adult educators. This aspect should be highlighted in the professionalization of formal second chance education Evening (shift) school teacher's perspective.

6. There should be a close **cooperation** between second chance education and mainstream education.

*Regarding the use of e-learning for enhancing cooperation between second chance education and mainstream education at the level of Ministry*, Ministries may support evening (shift) schools to introduce e-learning more intensively, especially with regards to flexibility and systemic approach between curriculum based on expected learning outcomes and reporting (auditing) formats and regulations. Teaching and learning process, curriculum development and delivery, and the reporting on the processes of teaching and learning should be more consistent with mainstream education and based more on learning outcomes of early school-leavers rather than on time they spent on teaching. The following concrete measures should be implemented:

- Infrastructures, structures, systems and processes of evening (shift) schools and mainstream education must be reviewed and tuned to allow flexible learning.
- Policies of evening (shift) schools must be reviewed and such policies must be open to flexible and open learning connected with mainstream education.
- Develop instructional materials and a flexible curriculum for the 18-24 aged early school-leavers so that each early school leaver can learn at his/her own rhythm. This new curriculum will allow open and flexible learning and transfer to mainstream education. These materials must have features of lifelong learning.

*Cooperation with VET programs*: second chance schemes should provide the opportunity to gain formal basic and general secondary education; only in some cases it is combined with vocational qualification through the cooperation between the evening (shift) schools and vocational education institutions, depending on the specific needs of the young person.

To develop targeted preventive and compensatory strategies in Asia and Europe LLL perspective, it is necessary:

- Transforming the understanding of Lifelong learning in a 21<sup>st</sup> century concept. Lifelong learning is life wide. It includes formal (1<sup>st</sup> and 2<sup>nd</sup> chance education), non-formal and informal learning. It includes continued education and training within the vocation education and workplace learning, adult literacy and adult basic education and human resource development.
- A holistic systemic constructivist approach of creating a transformative learning environment in individual (learners and teachers), institutional, local, regional and national planning contexts for supporting young people and helping them to re-develop their relationship with learning.
- Educational system has to be transformed from institutional approach to an learner-centred approach in the whole educational system, but specially in teacher education. In teacher training programs teachers are prepared to work with children at school, but the reality is that students have different maturity levels, and a lot of youngsters are already an adult mentality at the age of 14 or 15. Teachers' professional standards are institutionalized (primary teacher, basic education teacher, general secondary teacher etc.) not learner centred (children teacher, Evening (shift) school teacher) therefore the learner centred approach is not being successfully implemented considering the real situation of the student (child or adult).

These recommendations were elaborated in the context of the need of a new holistic structural system, whose key features are a political and institutional framework, an integrated strategic approach, the organisational components, the didactical design and the evaluation and monitoring strategy.

The key components of good practice should be transformed in the whole LLL system in a systematic way, from pre-school, basic education, general education, formal (1<sup>st</sup> and 2<sup>nd</sup> chance education), non-formal and informal learning to continued education and training within the vocation education and workplace learning, adult literacy and adult basic education and human resource development.

**Political and institutional framework:** “The political and institutional framework makes reference to the existence of a context where all key institutional actors, public and private, State and enterprises are endowed with the institutional instruments necessary to promote a policy aimed at outreach to low-skilled adults, ... this means in particular a focus on work and everyday life as a source of new learning experiences, including informal learning” (Federighi & Torlone, 2010, p.13).

This political and institutional framework includes first chance education, second chance education and informal education in a holistic and unified learner-centred system. It embraces the whole system, from teaching and learning processes to policy issues.

***In teaching-learning process it is recommended:***

- To shift from highly structured traditional classrooms to flexible learning (web-based, virtual learning etc.). Teaching and learning should happen anytime and anywhere.
- To shift from school-based teaching and learning to open classrooms, open universities that address all types of learners.
- To shift from purely classroom-based mode of delivery to blended types of delivery mode; learning becomes flexible since teachers and 18-24 aged adult learners can choose on how they will interact with each other. Teaching can happen through face-to-face interaction or the use of information and communications technology.
- To shift from teacher-centred to learner-centred teaching learning process; learning is not only driven by teachers. Students should engage actively in learning.
- To shift from space-temporal classrooms to virtual classrooms. Infrastructures and schedules should be arranged beyond space-temporal dimensions using ICT possibilities.

*As regards Learning Outcomes, it is recommended to enhance the learners' and teachers' competencies in the areas of thinking processes and practical skills needed for employability.*

*In the field of evaluation it is recommended to shift from traditional classroom-based to balanced assessment. Balanced assessment is a combination of pencil and paper tests to product and performance-based assessment. Web-based assessment has a greater opportunity of integrating all types of assessment and evaluation tools.*

*In management of first and second chance education it is recommended to enhance professional development for teachers, e.g. training teachers for ICT competencies, systemic approach in the educational management.*

*In the field of policy issues it is recommended to address problems such as plagiarism, lack of discipline, absenteeism and bullying. The introduction of ethical codes of behaviour, including netiquette, new rules on plagiarism, intellectual property rights and other similar guidelines and policies should be explored.*

**The integrated strategic action** ,refers to the multiplicity of places and actors which are involved. To reach low-skilled adults it is necessary to transform their life and work environments into places of learning. The local community - with its libraries, museums, cultural centres, etc.-, the home, the business, the army, the association, the prison, etc. are all places which can generate learning experiences. The enhancement and promotion of effective interventions is based on the cooperation between institutional actors and non-institutional actors, who can assume specific roles in this matter” (Federighi & Torlone, 2010, p.13-14; Edwards, & Downes, 2013).

An integrated strategic approach in education field should include not only cooperation between actors (partners), but also exhaustive headline target areas and flagship initiatives (Taking stock of the Europe 2020 strategy for smart, sustainable and inclusive growth). The targets and flagship initiatives should play the role of policy anchors: local communities should translate national targets into their own targets at the local and regional levels, allowing for a transparent cross comparison, across themes and local communities. They have also a role as catalyst for action at the national level and should contribute to bringing together stakeholders across several areas, triggering and inspiring policy action at the local and regional levels.

***At institutional (general education and evening (shift) school) level it is recommended:***

- To give general education and evening (shift) school teachers more freedom in their teaching. They should be allowed to be more flexible in when exactly they give tasks or feedback for

students. That might happen at late night or early morning, not just during regular working hours.

- To create good support teams composed by good social workers and/or multi-professional support teams (baby sitter, psychologist, social worker, doctors, etc.).

***At the level of municipality it is recommended:***

- To use the best practices of general education and evening (shift) schools for re-organizing activities to suit better to the needs of early school-leavers who have work and family commitments.
- To support general education and evening (shift) schools to introduce e-learning to a more significant extent in their curriculum.

***At the level the system of professional development of teachers it is recommended:***

- To support general education and evening (shift) schools' teachers to master competencies of time management, of formulating expected adult learning outcomes.
- To foster the use of ICT tools as support for teaching early school-leavers.
- To help general education and evening (shift) schools teachers to transform their practices from the adult teaching paradigm, into the paradigm of facilitation of adult learning.

***At the level of ministry it is recommended:***

- To support general education and evening (shift) schools to introduce e-learning more intensively.
- To adapt reporting (auditing) modalities and regulations to make them more consistent. They should be based on learning outcomes of early school-leavers rather than on time they spent at school.
- To take into consideration both the socio-economic context of schools and the expectations of social partners (e.g., employers) in auditing process.
- To explore case and pilot studies that develop the 21<sup>st</sup> century skills.
- To develop instructional materials for the 18-24 aged early school-leavers that will allow open and flexible learning. These materials must have features of lifelong learning.
- To review infrastructures, structures, systems and processes of general education and evening (shift) schools and universities to allow flexible learning.
- To provide school leaders with 21<sup>st</sup> century skills and full understanding of schooling with the use of ICT.
- To review policies of general education and evening (shift) schools and to open them to flexible and open learning.
- To conduct at government level a nation-wide assessment of the training curriculum of Adult Education practitioners and administrators in formal second chance education (evening/shift schools).
- To make a nation-wide need assessment of the Adult Education practitioners and administrators, assigning the task to the universities.
- To formulate a policy of adult education with special reference to training and recruitment.
- The Government should come with a policy to upgrade the skills and competencies of employees working in different sectors by promoting convergence among different ministries / programmes / institutions.

**The organisational components** “make reference to the necessity that the programmes aimed at outreach to low-skilled adults are equipped with three essential components: (1) political measures capable of impacting on demand (and which act on economic factors and of creation of availability of time for learning); (2) support and guidance services which operate both as regards the demand (information, motivation, guidance, counselling, certification etc.), and the offer of education and training; (3) measures which assure the quantity and quality of the offer of learning (variety of opportunities linked to different contexts, creation of chains which allow the education and training to be adequately provided, quality of the adult educators” (Federighi & Torlone, 2010, p.14).

*Regarding the organizational components, it is recommended to enhance flexible learning at the level of schools. More concretely, providing:*

- Flexible pathways to upgrade the education.
- A combination of the extramural, distance and external study modalities.
- Flexible time planning for learning in vocational training programs and in parallel in general education and evening (shift) school.
- Flexible planning for the combination of work and study.
- Consultation points that help students in difficulty.

*Regarding other organizational aspects, it is recommended:*

- To provide flexible consultation time and flexible organization of exams.
- To provide after school activities that are led by professional Evening (shift) school teachers, where pupils can develop their creativity.
- To provide support in time management.
- To organize regularly “subject matter weeks”, “week of the careers” and other projects.
- To offer to early school-leavers in lower secondary education different educational programs, where they can study, depending on their willingness and needs: special education program (for early school-leavers with learning difficulties), pedagogical adjustment programs, and general programs.
- To implement the principle of free participation, using e-journals for online consultations.

**The didactical design is** “founded on the necessity that the learning offer of learning opportunities develops new didactical forms related to work and daily life, based on less formal and embedded methods. The personalised character takes form through direct connections with life phases and the vocational history of the low-skilled adults. The key of didactical design is based on codified knowledge which the subject does not yet possess, which is in use in his/her life or work environment. In this sense, in addition to active didactical methods, it is necessary to adopt methods integrated with the activity carried out by the subject in daily life and in work” (Federighi & Torlone, 2010, p.14).

*Regarding the didactical design it is recommended:*

- To rethink the applicability of child-oriented curriculum to adults, so that each early school leaver can learn at his/her own rhythm.
- To provide flexible curriculum (pathways) to upgrade the education are provided with a combination of various didactic designs: the school is like a family; regular and extramural programs with distance learning elements and e-learning materials.
- Offer of education full-time, extramural, and by distance learning.
- To provide separate classes in the secondary school where early school-leavers learn by distance learning using the e-environment MOODLE school platform and choose the form of learning that is best for him. To implement a modular approach when it is appropriate.

**The evaluation and monitoring** “highlights the necessity of using a result-oriented approach, as well as an approach that takes into consideration the desired impact of the interventions to be promoted. To achieve this, self-management and the constant improvement of the educational quality are required, but also the activation of an independent, modern public system of inspection and control” (Federighi & Torlone, 2010, p.14).

The situations with deficiencies in ESL monitoring systems are characteristic not only for Latvia, but also for other European countries. In 2013 the criteria that were used for the identification and description of the schools were strongly criticised, because the criteria that was used for defining the “problem group” was the youngsters’ (15-24) participation in any educational event during the last four months. No long ago the EU agency Cedefop, in collaboration with Eurostat, has started a wide research project, in order to prepare and introduce in 2017 a new ESL monitoring system. The provisional results (Cedefop and Eurostat November 2014, *in press*) are taken into consideration for the elaboration of Latvian national ESL monitoring as EWS at the national level and at individual school level and municipality level. But in general Latvian deficiencies are the same as those definable in most of European countries, where there is a work in progress for elaboration of new LLL monitoring systems (e.g., in Japan, China, Australia, and United Kingdom). The experience of these countries should be taken into consideration for the elaboration of Latvian monitoring system, in order to help to solve, or intervene in, the ESL problem timely.

***The main deficiencies are:***

- In most of the countries including Latvia monitoring happens only once a year, but help is needed once a month.
- Monitoring is done “top-down”, and the data collected by schools and municipalities are of unequal quality; data collection is often done in order to comply with the requirements, not in order to contribute to improve the situation.
- Each school has its own approach for ESL monitoring. Only some schools use the new EWS contextual indicators (see in Part 2, p. 58 et ss.)
- Basically, ESL monitoring happens following a top-down direction. National data are taken from municipalities, and their quality depends on the data collectors. There is not a real ESL monitoring system at the regional level (see in Executive summary, p. 11).

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