

## IMPLICATIONS OF TRANSFORMATION OF ADULT EDUCATION FOR POLITICAL DECISIONS: A CASE OF LATVIA

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**Abstract.** *The Covid-19 pandemic has significantly contributed to the digitalisation of teaching and learning, including adult education. Since the spring of 2020, adult educational centres transformed the way how they work to ensure the continuity of the learning process. As a result, online adult education, which implies using various web-related technologies during the distance learning process, has experienced an unprecedented rise in replacing the traditional face-to-face teaching model. At the same time, policymakers had to react to external factors affecting the transformation of the adult education system by including the concept of online education in national regulations and policy documents as well as by providing various supporting mechanisms. The purpose of the study is to analyse the connections between the transformation of adult education caused by the pandemic and political decisions in Latvia. The tasks are formulated as follows: to review the latest trends in adult education and corresponding policy responses in the scientific literature; to analyse the political decisions made by the policymakers in Latvia in the context of the transformation of adult education during the Covid-19 pandemic; to formulate recommendations to the policymakers that address the compliance issues of recent developments of the concept of adult education in Latvia. Used research methods: to achieve the purpose of the study, the author has used a scientific literature review for analysing the latest trends in adult education and the political decisions behind them, expert interviews with the specialists of adult education in Latvia, and the doctrinal research method to examine the changes in the national regulation regarding adult education during the pandemic. The main findings of the research show that the transformation of adult education during the pandemic is partly incorporated in the main policy documents and national regulations. The policymakers in Latvia used both shorter-term and longer-term approaches to comply with the restrictions of gathering and the need for the digitalisation of adult education.*

**Keywords:** *adult education; online learning; Latvia; digitalisation; Covid-19; doctrinal research.*

**Reikšminiai žodžiai:** *suaugusiųjų švietimas; mokymasis internetu; Latvija; skaitmeninimas; COVID-19; doktrininiai tyrimai.*

### Introduction

The Covid-19 pandemic has had significant consequences on education worldwide. Adult education was no exception. Starting in March 2020, adult education centres were forced to transform the teaching and learning processes to comply with restrictions on gatherings. As a result, various online methods were developed to ensure that adult learners could study from home. All the processes led to the so-called “forced digitalisation” (Witt, 2020) of the adult education sector. Without any doubt, adult educational centres had adopted various effective IT solutions as well as developed new pedagogical methods that are used also in the post-covid period.

As regards the consequences of the Covid-19 pandemic on teaching and learning processes in adult education, there has been a multifaceted academic debate. There had been numerous studies about the impact of the Covid-19 pandemic on adult education (e.g. Boeren et al., 2020; Stanistreet, et. al., 2020; James & Thériault, 2020; Waller, et. al., 2020; Watts, 2020; Reimers & Schleicher, 2020; Blažič & Blažič, 2020; Jekabsone, & Gudele, 2021). These studies emphasize various social and educational inequities during the distance learning process including but not limited to those linked to digital skills, language, race, social class, income, and immigration status that became more visible during the pandemic. In addition, it is admitted that for some adult learners, the rapid shift to online learning created anxiety and additional stress (Lasby, 2020). It is also claimed that access to qualitative online adult education may lead to a “Matthew effect,” where education often serves the already highly educated adults (Boeren, 2016). This could be one of the reasons why the statistics show that the Covid-19 pandemic has increased the revenue of the online learning sector (Global Market Insights, 2023). In addition, in practically all industrialised nations, including most of the EU countries, the Covid-19 pandemic has also led to an increase in public education spending (OECD, 2021) by developing various supporting mechanisms for the digitalisation of education.

At the same time, there is a discussion among scholars that online adult education may contribute to sustainability by creating an eco-friendly learning environment (Yao, 2018), expanding target audiences (Jekabsone & Gudele, 2023), and inclusiveness (Zhang, et al., 2020; Pedró, et al., 2019).

In the context of academic debate on the political response of countries to the transformation of education during the pandemic, two approaches are specified (see Hodged et al., 2020). The first approach applies to crisis or emergency situations when online teaching and learning were not planned from the beginning but as a temporary shift of instructional delivery to an alternate delivery mode (emergency remote teaching) (Khlaif, 2021). In turn, the second approach is related to the learning mode when online methods are incorporated from the beginning (online learning) (Singh & Thurman, 2019). Thereby, there is a difference between remote and online learning – emergency remote teaching more relates to the shorter-term political responses to the need for transformation of the educational process, while online learning is rather a longer-term solution.

As regards the policy development in the education sector during the pandemic, the situation created the conditions of a “natural experiment” (Capano, et. al., 2020) in various countries. Furthermore, it is argued by Phillips & Ochs (2003) that policymakers are more receptive to outside advice and more likely to significantly alter education systems during periods of acute crisis, like one caused by the Covid-19 pandemic. In this context, many international organizations and stakeholders used a political opportunity to gain international legitimacy and influence public policy agendas (Debre & Dijkstra, 2021). The pandemic may present a chance to align the preferences of a wide range of educational stakeholders, which are typically difficult to coordinate, according to OECD (2020). Similar processes also started in various countries where policy-makers in collaboration with stakeholders had included the concept of online education in a longer-term meaning in national regulation and policy documents (contrary to shorter-term force majeure regulations). However, as it is acknowledged by Zancajo, et. al. (2022), the nature, scope, and focus of the responses of policymakers to the education policy during the pandemic have not previously been examined.

As regards Latvia, in the period from March 2020 to June 2022, the adult education sector mostly experienced various restrictions on gathering. The political response included various shorter-term decisions like offering supporting mechanisms to adult education centres to ensure the digitalisation of the teaching and learning processes as well as some longer-term decisions like introducing the legal norm in the Education Law of Latvia that full-time educational programmes may contain a component of remote learning (Latvijas Vēstnesis, 1998) and incorporation the goal of digitalisation of adult education in the medium-term planning documents such as the Guidelines for the Development of Education 2021-2027 and the Guidelines for the Digital Transformation 2021-2027.

This paper intends to analyse both shorter-term and longer-term political decisions in the adult education sector that followed the transformation of the teaching and learning processes caused by the Covid-19 pandemic in Latvia. This is novel research since the nature of the responses of the policymakers was not analysed before. Based on this analysis, the author proposes recommendations to policymakers to support the further transformation of the adult education sector in Latvia.

Taking into account mentioned-above, the purpose of the study is to analyse the connections between the transformation of adult education caused by the pandemic and political decisions in Latvia. Consequently, the research question is formulated as follows: How did the political decisions transform of adult education in Latvia during the pandemic?

The tasks are formulated as follows:

1. to review the latest trends in adult education and corresponding policy responses in the scientific literature;
2. to analyse the political decisions made by the policy-makers in Latvia in the context of the transformation of adult education during the Covid-19 pandemic;
3. to formulate recommendations to the policy-makers that address the compliance issues of recent developments of the concept of adult education in Latvia.

As regards the research methodology, the author has applied several research methods. In order to examine the latest trends in the transformation of adult education as well as the political responses to it, the author has used a scientific literature review. In turn, to understand the political background of the decisions in the context of the transformation of adult education in Latvia, the author uses expert interviews (semi-structured interviews). In total, five experts in adult education (from the Ministry of Education and Science of the Republic of Latvia (ID1), the Latvian Adult Education Association (ID2), and adult education centres (ID3 and ID4) and a research institution specialising in pedagogy and andragogy (ID5)) were interviewed in February 2022. Finally, the doctrinal research method with several legal norm interpretation methods (grammatical systemic interpretation, historical, teleological) is applied to examine the changes in the national regulation regarding adult education during the pandemic.

Referring to the key results of the research, in Latvia, the policymakers intended to follow the forced digitalisation in the adult education sector by applying both approaches (shorter-term via supporting instruments and longer-term by introducing the concept of online education in the national regulation and medium-term planning documents). At the same time, the concept of online education is not fully incorporated into national regulation, since the imprecise concept of remote learning is used in the context of longer-term approach.

## **Overview of adult education policy in Latvia during the pandemic**

Taking into consideration the discussed approaches of political responses to the Covid-19 pandemic (longer-term and shorter-term) as well as the possible results of such political responses, the author has developed the following framework for analysing the case of transformation of adult education during the pandemic in Latvia (see Table 1).

As regards the shorter-term approach, the Ministry of Education and Science of the Republic of Latvia had developed various supporting mechanisms for adult education centres, mainly through so-called public order for adult education programmes, namely, within the existing supporting programme, following the restrictions of gathering, calls for remote learning programmes were launched. In addition, regulations on how to organise teaching and learning processes were regularly updated. In order to communicate them to the sector, the Ministry developed guidelines for educational institutions as well as regularly organised Q&A sessions. In addition, the need for transformation of education, inc. adult education, was stipulated in the Development of Strategy for Latvia to mitigate the consequences caused by the Covid-19 crisis – same as the necessity to strengthen the digital skills of all involved parties in teaching and learning processes.

**Table 1. Analysis of Adult Education Policy in Latvia in the Context of Political Responses during the Covid-19 Pandemic**

Political response	Shorter-term approach	Longer-term approach
Supporting mechanisms	The Ministry of Education and Science of the Republic of Latvia has launched several calls for remote adult education programmes within the project “Improvement of Professional Competence of Employed Persons” funded by the European Social Fund (2017-2023; total budget of 46 845 105 EUR)	Support for the development of educational programmes for adults that aim at the development of digital skills within the project “Improvement of Professional Competence of Employed Persons” funded by the European Social Fund (2017-2023; total budget of 46 845 105 EUR)
National regulation and soft law	Development and regular update of the Regulations of the Cabinet of Ministers No 662 “Epidemiological Safety Measures for the Containment of the Spread of COVID-19 Infection” of 28 September 2021 (previous regulations No 360 of 9 June 2020) that also contained information about the organisation of adult teaching and learning processes Development and regular updates of soft law for educational institutions with guidelines on how to implement the restrictions stated in the above-mentioned regulations	Introducing a legal norm in the Education Law of Latvia that defines that a full-time form of education may contain remote learning (for all levels of education, inc. adult education) Development of the Regulations of the Cabinet of Ministers No 111 “Procedures for Organising and Implementing Remote Learning” of 8 February 2022 that specifies the proportion and requirements of the remote component in various levels of education, including adult education
Policy planning documents	Development of Strategy for Latvia to mitigate the consequences caused by the Covid-19 crisis: acknowledged the transformation of education, the necessity to monitor the quality of adult education programmes and insufficient digital skills of learners and teachers	Incorporation of remote learning and concept and the necessity to improve digital skills into the Guidelines for the Development of Education 2021-2027 and the Guidelines for the Digital Transformation 2021-2027

Source: Author's construction based on ((State Education Development Agency, 2023; Ministry of Economics, 2020; Latvijas Vēstnesis, 2021a; Latvijas Vēstnesis, 2021b; Latvijas Vēstnesis, 2016; Latvijas Vēstnesis, 2022; Latvijas Vēstnesis, 1998).

In turn, within the longer-term approach, several programmes and initiatives were launched aiming at the development of digital skills of adult learners. These programmes were available also in the post-covid period. Since the pandemic period coincided with the time when medium-term policy planning documents were developed, the concept of remote learning, transformation of the education system towards digitalisation, and improvement of digital skills were incorporated into the Guidelines for the Development of Education 2021-2027 and the Guidelines for the Digital Transformation 2021-2027. In addition, the necessity of an effective quality monitoring system, especially for adult education programmes (inc. the remote component) is set as a horizontal priority throughout the policy documents. Furthermore, the legislator also updated the legal norm defining the full-time form of education at any educational level – the component of remote learning is part of the full-time form of education. The proportion of the remote learning component is specified by the government in a separate regulation.

Taking into consideration that the whole notion of the learning process was transformed by introducing the above-mentioned changes in the regulation about the incorporation of the remote component in the full-time educational form, these changes are analysed in a separate section.

## Analysis of the incorporation of transformation of adult education in national regulation during the pandemic

The legal norm to be analysed is Section 1.124 of the Education Law which states that full-time is „a form of completion of education where an educatee acquires the education content by attending an educational institution, including remote learning, according to the educational programme implemented by the educational institution“ (Latvijas Vēstnesis, 1998).

In order to understand the meaning of this legal norm, the author uses various methods of interpretation:

1. Grammatical interpretation;
2. Systemic interpretation;
3. Historical interpretation;
4. Teleological interpretation (Meļķis, 2014).

First, in the context of grammatical interpretation, the author would like to stress the limitations of the concept of remote learning. As is briefly discussed in the introduction, many scholars admit that the concept of remote learning refers more to crisis or emergency situations (concept “emergency remote teaching”, see Ferri, et. al., 2020). It is a temporary shift of instructional delivery to an alternate delivery model due to crisis circumstances; while online education is planned distant from the beginning using relevant teaching methods (Hodges, et. al., 2020). This is a significant difference between online learning and remote learning. Thereby, based on the grammatical interpretation, the author concludes that proposed amendments to Section 1.124 of the Education Law of the Republic of Latvia provide adult education centres with some flexibility in choosing the education form in rather the crisis circumstances such as during the pandemic.

Next, within the systemic interpretation of Section 1.124 of the Education Law of the Republic of Latvia, the author analyses the use of the concept of remote learning within the Education Law of the Republic of Latvia. This concept appears in Section 1.11 and is described as „a component of full-time education process where educatees learn without being physically present in the same room or venue as the teacher, which also includes the use of information and communication technologies“ (Latvijas Vēstnesis, 1998). However, in this context, the concept of remote learning is used with a broader meaning. The provided definition rather refers to the concepts of online learning as discussed in the introduction. Thereby, based on a systemic interpretation of the concept of remote learning, the author concludes that this concept is used in the law in a broader sense referring to the distance education process.

Then, the author applies the historical interpretation method. In order to understand the logic of incorporation of the remote learning concept in the Education Law of the Republic of Latvia, the author provides the timeline of historical events (see Table 2).

According to Section 4.3.1 of the Order of the Cabinet of Ministers No. 103 “On the Declaration of a State of Emergency” of 12 March 2020, the education institutions were obliged to terminate any education process, including adult education, in person and provide the learning process remotely in the period from 12 March 2020 until 9 June 2020 (Latvijas Vēstnesis, 2020a). Afterwards, the education process was regulated by the Regulations of the Cabinet of Ministers No 360 “Epidemiological Precautions to Limit the Spread of Covid-19 Infection” of 9 June 2020 stipulating the restrictions for face-to-face learning like ventilation, space restrictions, registration of learners, etc., as well as listing situations when educational institutions are expected to offer programmes remotely or partially remotely (Latvijas Vēstnesis, 2020b). In this context, the Ministry of Education and Science of the Republic of Latvia initiated amendments to the Education Law of the Republic of Latvia providing a legal base for the educational institutions to offer remote learning after an emergency situation. As a result, on 12 November 2020, the amendments to the Education Law of the Republic of Latvia came into force. At the same time, the emergency situation was repeatedly announced from 6 November 2020.

**Table 2.** *Chronology of Incorporation of the Remote Learning Concept in the Education Law of the Republic of Latvia*

2020	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
The emergency situation I (12 March 2020 - 9 June 2020)												
Development of amendment to the Education Law												
The emergency situation II (6 November 2020 - 6 April 2021)												
Amendments to the Education Law come into force (12 November 2020)												

Source: Author's created table.

Taking into consideration the abovementioned historical facts, the author concludes that there was a need to provide a legal basis for a remotized form of education during the pandemic for the period of time when an emergency situation was not announced in Latvia. However, flexibility in choosing the education form was required due to the need to limit the spread of Covid-19 infection. The legislator addressed this legal gap by amending the legal norm about full-time studies.

Finally, the author uses the teleological interpretation method to understand the aim of the legislator by introducing the amendments to Section 1.124 of the Education Law of the Republic of Latvia. In the annotation of the amendments to the Education Law of the Republic of Latvia, it is indicated that the amendments are necessary in order to address "the urgent need to find a solution for the day-to-day use of remote learning" (Saeima, 2020) since the Regulation of the Cabinet of Ministers No 360 "Epidemiological Precautions to Limit the Spread of Covid-19 Infection" of 9 June 2020 specifies the cases in which educational institutions must provide training partially or completely remotely. In addition, it is explained that remote learning is organized by the teacher and the educational institution within the framework of full-time learning, assessing and taking into account the learners' readiness to take responsibility for learning outcomes. In the provided definition of remote learning in the annotation, the legislator did not provide an analysis of existing practices of using the terminology that corresponds to offering education from a distance. Also, the legislator has not indicated whether proposed amendments in the formulation of a full-time educational form are restricted in time, for example, during the restrictions related to the pandemic. Thereby, it may be concluded that the legislator's aim was to introduce the amendments to the formulation of full-time education form for a longer-term perspective.

Taking into consideration the conclusions made using various legal norm interpretation methods, the author summarises the incorporation of the remote component in the full-time educational form introduced by the amendments to Section 1.124 of the Education Law of the Republic of Latvia intended to address the legal gap in the organisation of educational process in circumstances of Covid-19 related restrictions. At the same time, the legislator had not specified the termination of these amendments. The legislator intended to introduce the possibility to incorporate the principles of flexibility in teaching methods by taking advantage of the organisation of the learning process from a distance. Taking into consider-

ation that the concept of remote learning refers to crisis circumstances instead of a permanent situation, the author proposes that from a long-time perspective, the Ministry of the Education and Science of the Republic of Latvia should propose to change the terminology and instead of the concept of “remote education” use “online learning” which are broader concepts.

### Analysis of policy responses to the transformation of adult education during the pandemic and the way forward

To analyse the policy responses to the transformation of adult education in Latvia during the pandemic as well as the future perspectives, the author has conducted expert interviews with five specialists (ID1, ID2, ID3, ID4, ID5) in February 2022.

All interviewed experts admitted that the pandemic has promoted the digitisation of the adult education sector. The adult education entities were forced to offer their programme in a distant mode, thereby they improved their technological provision and functionality of e-platforms, mastered different digital tools as well as improved overall digital competencies. According to the interviewed experts, distance learning has promoted the availability of adult education programmes as learners may choose a qualitative desired programme regardless of the place of residence.

However, at the same time, the experts admitted adult learning process cannot be organised fully online. E.g., the expert from the Ministry of Education and Science of the Republic of Latvia (ID1) admitted, “Low-skilled adults which is a priority in education policy have difficulty engaging in online learning. These adults, who cannot participate in the learning process due to their low skills, should not be excluded. [...] Online can never replace face-to-face. Of course, it’s convenient. The right balance should be found in the future.” This shows similar results to the study conducted by K  pplinger & Lichte (2020) where one of the conclusions was that digital means cannot fully replace the face-to-face model.

As refers to the future development of adult education in Latvia (see Figure 1), the experts indicated that after-pandemic adult education will include online learning and teaching. At the same time, it is crucially necessary to provide various supporting mechanisms to adult education centres in the context of digitalisation such as programmes for the improvement of qualification for adult teachers (inc. digital skills and the use of diverse pedagogical methods for online teaching), various open source materials that adult teachers may use like methodologies, content materials about various topics, support for development and implementation of digitalisation strategies at adult education centres. In addition, the experts from adult education centres (ID3 and ID4) indicated that the remuneration system for adult teachers should be adopted for online teaching and learning processes. Namely, the current remuneration policy is based on the contact hours delivered; while the development of teaching materials, and tools for independent studies are not included in the reward.

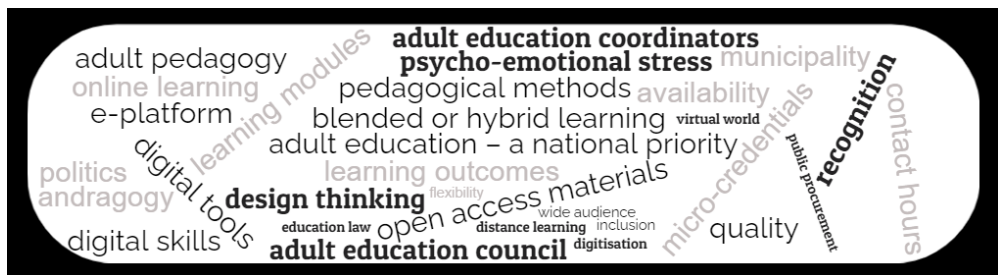


Figure 1. Summary of Expert Interviews about the Future of Adult Education in Latvia

Source: Author’s created figure based on the results of expert interviews.

Also, most of the interviewed experts believe that adult education institutions and teachers should be responsible for deciding on the form of the education process. For example, a researcher from the Institute of Educational Sciences (ID5) admits that a blended or hybrid form of adult education is the most appropriate one, “The blended form can meet the needs of those who can study independently, as well as those who require a face-to-face form. [...] pedagogically it is a very good option. The customer would definitely be satisfied.”

In addition, the experts admitted that it is necessary to prioritise adult education at the national level and implement measures to ensure the quality of the adult programmes. The Chairwoman of the Board of the Latvian Adult Education Association (ID2) urged the necessity to implement the national policy toward adult education, “The issue of the adult education system, its organisation and its absence are escalating. [...] Quality cannot be controlled. The market is full of programmes that cannot be assessed, only the programmes supported by the project funding can be tracked.” Thereby, the establishment of a well-functioning quality monitoring system should be ensured.

### **Policy recommendations for further transformation of the adult education sector in Latvia**

Taking into consideration the results of the expert interviews as well as the previous analysis of the policy response to the transformation of adult education during the pandemic, the author proposed the following recommendations to the Ministry of Education and Science of the Republic of Latvia:

- Adult education of high quality should be one of the national priorities. Therefore, it is necessary to create a unified system for monitoring the quality of adult education and allocate the necessary financial and administrative resources to this area.
- To comply with the rapid digitalisation trend in education, it is necessary to provide support for the development of programmes to improve citizens’ digital skills, incl. the population with low skills.
- Taking into account that in the scientific literature, the concept of “remote learning” is used to organise a short-term learning process remotely in crisis conditions, the terminology in the Education Law of the Republic of Latvia should be clarified, namely, instead of the concept of “remote learning”, the concept of “online learning” should be used, which corresponds to the understanding of the face-to-face education process where information and communication technologies are used.
- To ensure the quality of adult education, it would be advisable to determine the necessary qualification requirements for teachers who can deliver adult education programmes. In order to develop the competencies of adult teachers, higher education institutions should be provided with funding for a continuous supply of andragogy studies and continuous education courses for adult teachers, inc. aimed at developing digital skills.
- Adult education centres should be given a mandate to decide on the form (partly online, fully online, fully in-person) of education to achieve the best learning results. Such an approach ensures that regional adult education centres can also assemble larger groups of learners, as well as attract professional teaching staff.
- It is important to create and publicly share various digital methodical and content materials that could be used by educators during the teaching and learning processes.
- The development perspectives of online education are faced with a common lack of understanding regarding the determination of remuneration for teachers, as it is not clear according to what principles teachers can be remunerated for the work done in preparing various distance learning materials and tasks, providing feedback to learners, etc. Taking into account that a large part of adult education programmes is implemented within the framework of the state order, a unified methodology for paying educators should be developed, which would also be fair to teachers who develop courses or programmes with online learning elements.



## Conclusions

- Scientific literature review showed that during the pandemic, the adult education sector experienced unprecedented forced digitalisation. Implications of this transformation are analysed from various perspectives. In general, it is admitted that adult education organised in a distance mode revealed various social and educational inequalities in the population. At the same time, this mode contributed to the improvement of the digital skills of all involved parties, and accessibility to quality education, thereby contributing to the sustainable development of the countries.
- As regards the policy responses to the rapid transformation of adult education, two main approaches were used by the policymakers: the shorter-term approach to react to the crisis situation and transform the teaching and learning processes to remote mode (emergency remote teaching); while the longer-term approach included action by the policymakers that incorporated the concept of online learning in policy documents, national regulation and supporting instruments.
- Referring to the proposed research question, the analysis of the policy response of the Ministry of Education and Science of the Republic of Latvia to the transformation of adult education during the pandemic showed that policymakers used both approaches (longer-term and shorter-term) to comply with the restrictions on gathering and recognise the advantages of the online adult education in the post-covid period.
- In addition, the analysis of the Education Law of the Republic of Latvia showed that the digitalisation tendencies of adult education are not directly incorporated. Due to the pandemic, the concept of remote learning as a part of full-time studies has been introduced by the legislator. According to the latest contributions by academic scholars regarding the terminology of various forms of adult education, the concept of remote learning refers to crisis circumstances instead of a longer-term situation. At the same time, using various legal norm interpretation methods, the author concluded that the legislator aimed to introduce the principle of flexibility in the teaching and learning process. Thereby, in the post-pandemic situation, the legal norm should be adapted to the most recent understanding of education forms. The author suggests using the concept of online learning.
- As regards the transformation of adult education in Latvia, interviewed experts admitted that the pandemic contributed to the digitalisation of the adult education sector. The online component of the adult learning process demonstrated successful learning outcomes, thereby this form will continue developing also after the pandemic. According to experts' opinions, the blended form of adult education would be optimal for adult learners in Latvia. At the same time, the experts indicated that there are various challenges to be addressed within online adult education in Latvia like the quality monitoring system, development and implementation of adult education policy and qualification of teachers.
- In order to ensure the further development of adult education in Latvia that complies with digitalisation tendencies, on the policy level, it is necessary to strengthen the financial and administrative capacity of the structures involved in quality monitoring in adult education. Also, the remuneration system for adult teachers should be adapted to online learning mode and should not be based on contact hours. In addition, various programmes aimed at developing the digital skills of adult learners should be launched. As regards the professional qualification of adult teachers, there should be ensured the availability of programmes for adult educators aimed at the development of their digital skills, pedagogical methods and approaches to various modes of online teaching and learning processes, and andragogy.

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## SUAUGUSIŪJŲ ŠVIETIMO PERTVARKOS POVEIKIS POLITINIAMS SPRENDIMAMS: LATVIJOS ATVEJIS

**Anotacija.** *Kovid-19 pandemija labai prisidėjo prie mokymo ir mokymosi, įskaitant suaugusiųjų švietimą, skaitmeninimo. Nuo 2020 m. pavasario suaugusiųjų švietimo centrai pertvarkė savo darbo metodus, kad užtikrintų mokymosi proceso tęstinumą. Dėl to, internetinis suaugusiųjų švietimas, kuris reiškia, kad nuotolinio mokymosi proceso metu naudojamos įvairios su internetu susijusios technologijos, patyrė precedento neturintį pakilimą ir pakeitė tradicinį tiesioginio mokymo modelį. Tuo pat metu politikos formuotojai turėjo reaguoti į išorės veiksnius, darančius įtaką suaugusiųjų švietimo sistemos pertvarkai, įtraukdami internetinio švietimo koncepciją į nacionalinius teisės aktus ir politikos dokumentus, taip pat numatydami įvairius paramos mechanizmus. Tyrimo tikslas - išanalizuoti pandemijos sukeltos suaugusiųjų švietimo transformacijos ir politinių sprendimų Latvijoje sąsajas. Naudoti tyrimo metodai: siekdama tyrimo tikslo, autorė naudojo mokslinės literatūros apžvalgą, skirtą naujausioms suaugusiųjų švietimo tendencijoms ir jas lėmusiems politiniams sprendimams analizuoti, ekspertinius interviu su Latvijos suaugusiųjų švietimo specialistais ir doktrininio tyrimo metodą, skirtą nacionalinio reguliavimo, susijusio su suaugusiųjų švietimu, pokyčiams pandemijos metu nagrinėti. Pagrindinės tyrimo išvados rodo, kad suaugusiųjų švietimo transformacija pandemijos metu iš dalies įtraukta į pagrindinius politinius dokumentus ir nacionalinį reglamentavimą. Latvijos politikos formuotojai taikė tiek trumpesnio, tiek ilgesnio laikotarpio metodus, kad atitiktų surinkimo apribojimus ir suaugusiųjų švietimo skaitmeninimo poreikį.*

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