

Media and Information Literacy Policies in Latvia (2013)



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1. Dimension**(Short) Historical background**

Since 1980s the population of Latvia have experienced a number of essential changes in the information and media environment and education system. From a closed and ideologically strictly controlled system the media has transformed into highly commercialized but economically weak system that is essentially influenced both by the global communications as well as by the media environment in the neighbouring state of Russia. These changes have required from media users changes in practices of media use and acquisition of new knowledge about the nature of media to be able to adequately decode texts in the changing contexts.

The soviet public communication was aimed at achieving opposite yet at the same time mutually supplementing effects. On the one hand individuals were provided very high accessibility to media (low prices, large circulations, subscription system that included even coercive elements). In 1985 in Latvia there were 690 newspaper copies per 1,000 inhabitants and 687 magazine copies (Hoyer, Lauk, Vihalemm 1993), and on the average each household read several newspapers and magazines. For a long period of time only two TV channels were available in Latvia, one of them was an all-Union channel and the other one was a Latvian channel. Other forms of entertainment were limited by continuous shortage of offer and/or deficit of tickets. As a result the communication had an outspoken mainstream effect that in actual reality should have been called single-streaming. Yet the large numbers of subscribed media in households gave also evidence that individuals used media contents very selectively choosing the contents suitable for their interests and needs thus avoiding ideological overload (Brikše 2008). It must be noted that the stringent ideological policy of editorial boards and the preliminary censorship that did not permit publicizing of views alternative to the official ideology did not permit at the same time also yellow media, sensations, publicizing and infringement of private life, representation of violence and so on.

At schools there was an explicit trend to facilitate the media use because the school students had the so called “political information classes” during which the pupils had to tell about what they had read, heard and seen in media. Studying of literature meant reading of large numbers of original texts. They were certainly selected on

ideological basis but included also high quality literary texts that facilitated positively the development of reading skills and language.

At the end of 1980s and beginning of 1990s when popular movement developed (Popular Front of Latvia) alternative and critical opinions to the governing ideology appeared in the public space but in general this contents also lacked pluralism because journalism had no experience in liberalist tradition. At the same time media contents started commercializing and demand for the commercial entertainment contents (films, TV series, shows) grew rapidly because these products were new for the audience. Unfortunately the economic situation of media did not provide a possibility of producing or purchasing high quality entertainment products that would facilitate a more critical attitude of the audiences to media, especially television quality. These processes influenced also the public television. Development of media critique was hampered by the drastic competition among media owners and the weakness of journalists' organizations to define standards for journalism quality and to discuss them with society. Media offer had an increasing share aimed at entertainment and consumer culture that was promoted by the fast increase of advertisement market from 2005 till 2008 but when this market decreased, the scope of diversity of news, analytical journalism and original culture and entertainment programmes diminished in the contents.

Media environment in Latvia and understanding by the audience of media are essentially influenced by the fact that there are two parallel media spaces – Latvian and Russian (about 15 % of the population admit that they are closely or very closely linked with Russia¹), these two media spaces have different media and journalism cultures.

Surveys show that the native language explicitly prevails in the media use – 94–91 percent read media in it, 87–71 percent listen to radio and from 91–88 percent of the respondents watch TV in their native language.² School students comparatively more often listen to radio (28%) and use internet (22%) in other languages (28%).³

The education system in Latvia during this period of time also experienced cardinal changes both in its contents and structure. Education system is fairly critically

¹ Department of Communication Studies University of Latvia. (2010). *Public opinion survey "National identity and communication"*.

² Department of Communication Studies University of Latvia. (2010). *Public opinion survey "National identity and communication"*.

³ BISS. (2011). *Mediju lietošanas kompetence skolēnu un skolotāju mērķa grupā*. (Media use competence in student and teacher target group)
http://www.bilingvals.lv/uploads_docs/BISS_Mediju_komptence_2011_1323249632.pdf

evaluated in society of Latvia admitting that it has insufficient funding (51%) and it is influenced by non-competence of politicians and leaders of education sectors (49 %).⁴

In general there is a lack of consensus what should be the teaching contents at the general education schools. The attitude of parents and society is twofold – some are focusing on more stringent study programmes that would ensure acquisition of certain skills, but others opt for the study process that would facilitate the young people to look for solutions of problems by themselves (Grīviņš 2013).

Media education at the general education schools in Latvia is mainly associated with acquisition of information technologies. School informatization was started in Latvia in 1997 with the project “Informatization system of schools in Latvia” but the project receives smaller funding from year to year. In 2007 a new project was launched “Information and communication technologies to ensure education quality for 2007–2013” that included vocational schools, higher learning establishments and general education schools. In 2006 ERDF project “Informatization of general education schools” began in order to finish logging on of schools to internet. This project had four directions – development of electronic teaching resources, creation of education information system, increase of ICT competence of the teaching personnel and updating and maintenance of ICT infrastructure. As a result of these activities Latvia now has surpassed the average European indicators although in some areas it lags behind, for example, by the number of computers per 100 students.⁵

It is possible that a digital divide starts forming among the young people depending on their education level and quality, because, for example, the achievements of school students in Latvia are statistically significantly lower than the average indicators in OECD countries (Geske, Grīnfēlds, Kangro, Kiseļova 2010).

Appreciation and comments

It has been historically established that the issues about development of information society and information literacy in Latvia are examined in technical and not in social, cultural and political (development of democracy) context.

Media education development in Latvia has a fairly complicated context of understanding of cultural, media and information space. Media development has not

⁴ DnB NORD Latvijas barometrs: *izgītības sistēma ir sagrauta* (DNB NORD Barometer: Education system is being destroyed). Retrieved from <https://www.dnb.lv/lv/print/par-mums/jaunumi/2009/dnb-nord-latvijas-barometrs-izglitibas-sistema-tiek-sagrauta>

⁵ European Schoolnet, University of Liege. (November 2012). *Survey of schools: ICT in education. Country profile: Latvia*. Retrieved from <https://ec.europa.eu/digital-agenda/sites/digital-agenda/files/Latvia%20country%20profile.pdf>

been able to provide sufficiently good examples of good journalism and media practice that could serve as milestones for defining media quality criteria. Media critique is weakly developed therefore there are limitations for having rational and critical debates on media nature and their mission in the public space. The economic situation has reduced for the population the possibilities of media consumption but for the media – the possibilities of creating high quality contents. There are few resources in media that would facilitate information literacy of media users and would provide possibilities for critical evaluation of media contents, their formats, changes and so on. User created content in media is mainly used for entertainment. Long lasting focusing of information society policy upon development of information technologies and skills to use them has left skills of contents understanding and evaluation neglected.

2. Dimension	Legal policy framework
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There is no clear and stable media literacy definition in the legal documents. Several notions and understandings are used to characterize these phenomena in Latvia that are not always clearly defined or at least understood therefore they overlap and sometimes are used synonymously and so on. That is influenced by several factors. First, it is the academic area or area of practice within which the processes are defined. Secondly, there are differences in the mode of understanding of the processes themselves.

The National Electronic Media Council has a competence in the field of the public electronic media “to promote media literacy” determined by Electronic media law. The Council’s interpretation of media literacy is as follows: “a capacity to understand and use mass media critically, evaluating their aspects and the communicated content, as well as the skills of forming communication on one’s own both by commenting the contents and by participating in the formation of contents thus developing an understanding that enables effectively and convincingly to use mass media. If formerly the main attention was paid how to create media contents now the attention must be also paid to how the media contents should be used”.⁶ The practical implementation of this competence is interpreted by the Council referring to European Parliament resolution of 16 December 2008 on media literacy in a digital world and it enumerates training of teachers and educators, special training of internet use for young children with participation of parents, state campaigns about responsible use of internet.

⁶ See <http://www.neplpadome.lv/lv/sakums/academia/izglitiba/>

Ministry of Culture, referring to “A European approach to media literacy in the digital environment” (2007), Council conclusions of 22 May 2008 on a European approach to media literacy in the digital environment, Commission Recommendation 2009/625/EC of 20 August 2009 on media literacy in the digital environment for a more competitive audiovisual and content industry and an inclusive knowledge society and Audiovisual media service directive interprets media literacy as “1) the capacity to get access to information and to analyze it, adequately evaluating the role and impact of image, sound and information; 2) the skill to use media – to participate both in the mutual communication of media users, as well as in communication with the medium and its contents formation; 3) an understanding that enables effective and safe use of the media and the use of services offered by them”.⁷

Specific activities in media education are set out in “Amendments to the basic guidelines of the national identity, civic society and integration policy for 2012–2018”⁸, where media education is not a goal but a means for national identity and for implementation of integration policy; and the tasks “To increase capacity and professional qualifications of those who work in mass media”, “To develop mass media literacy programmes for various target groups” and so on are set out in media education legal acts. Unfortunately most of the activities are planned “within framework of allocated budget resources”, which indicates a risk that they will not be implemented for the lack of funding.

In Latvia “media education understanding” is used closely with the notion of “media pedagogy” that is used by education specialists (Rubene, Krūmiņa, & Vanaga 2008) who explain it as a unity of media didactics, media teaching and media education.

Media education processes in Latvia are subordinated very much to development of national strategies and programmes of information, computer technology and telecommunication technologies. The first national programme „Informatics” (1999–2005) was aimed at promotion of information society development and it even had a section on education yet its basic activities were targeted at implementation of technological projects and the need for an individual to learn to operate these technologies. This first national programme was subsequently developed into the guidelines (strategies adopted by the Cabinet of Ministers) „Information society

⁷ See <http://www.km.gov.lv/lv/es/projekti/mediji.html>

⁸ *Nacionālās identitātes, pilsoniskās sabiedrības un integrācijas politikas pamatnostādnes 2012.–2018.* (Amendments to the basic guidelines of the national identity, civic society and integration policy for 2012–2018.) Retrieved from www.km.gov.lv/lv/doc/nozaru/integracija/.../KMPam_071011_integ.pdf

development basic guidelines for 2006–2013” and “Information society development basic guidelines for 2014–2020”.

The notion of “information literacy” has been defined at the level of the state strategy:

- 1) “the skills to search and find information, as well as to turn it into knowledge – the capacity of transforming knowledge into a newly created value”;⁹
- 2) “the skills to find, evaluate, process, apply and synthesize information by orienting oneself among the immense number of information resources and information processing tools”.¹⁰

The major information literacy aspects have been listed:

- skills of use – capacity to use printed and electronic resources, including software;
- resource skills – capacity to understand the form of information resources, format, place of location and methods of access;
- socially structural skills – knowledge about how information is socially structured and generated (it includes understanding of the process of academic publication);
- research skills – capacity to understand and use the respective information technology tools to perform research;
- publication skills – capacity of creating textual or multi-media reports about the research results.¹¹

The last guidelines lay down the basic principles for development of information society: access to information; information literacy; the legal and regulatory framework. A special emphasis has been put on digital health literacy. The guidelines provide for increase of the proportion of algorithmic thinking and information literacy proportion in the education programmes.

The document sets out also the required activities – development of state education long-term strategy, and it also contains detailed descriptions of the action tasks and agents.

Information literacy has been also defined in the Latvian terminology dictionary

⁹ *Informācijas sabiedrības attīstības pamatnostādnes (2006–2013)* (Information society development basic guidelines for 2006–2013). Retrieved from <http://likumi.lv/doc.php?id=140215>

¹⁰ *Informācijas sabiedrības attīstības pamatnostādnes (2014–2020)* (Information society development basic guidelines for 2014–2020). Retrieved from <http://likumi.lv/doc.php?id=260931>

¹¹ *Informācijas sabiedrības attīstības pamatnostādnes (2014–2020)* (Information society development basic guidelines for 2014–2020). Retrieved from <http://likumi.lv/doc.php?id=260931>

and it is designated as “capacity to find, select, evaluate, manage and use information”.¹² The terms “e-skills” and “digital skills” are used separately and they have been included in the “Development plan of electronic skills for 2011–2013”¹³ approved by the Cabinet of Ministers in 2011 whose analytical part concludes that according to the Evaluation of the Implementation of the Communication of the European Commission “most of e-skills and digital skills indicators in Latvia are below the average EU level” (Husing, Korte 2010). It has been admitted in the document that the state support for facilitation of e-skills is irregular or fragmentary and there is a lack of understanding and motivation about the need to acquire e-skills and there is no unified policy. In order to overcome these problems the activities of the plan are aimed at those population groups that have the biggest exclusion risks.

National Electronic Media Council has proposed (in 2012) to include at schools media literacy into the syllabus of social sciences. The Council has included these issues in its plan of action; it has set up a task force in partnership with the Ministry of Welfare and Ministry of Education and Science.

The state policy documents have stipulated activities that would essentially change acquisition of media literacy in the state because several media literacy activities have been set out in “The Basic positions of the policy of national identity, civic society and integration for the years of 2012–2018”:¹⁴

- 1) training skills of using mass media resources for pupils and students (Ministry of Education and Science has done a survey on media literacy in the contents of the study subjects; beginning with 2013 the necessary amendments are being introduced in legislation. Annually at least one project is supported for pupils and students; beginning from 2014 media literacy is going to be included into the contents of the study subjects);
- 2) mass media literacy seminars for adults (every year beginning from 2013);
- 3) mass media literacy skills seminars for educators (every year beginning from 2013);

¹² *Akadēmiskā terminu datu bāze*. Retrieved from

<http://termini.lza.lv/term.php?term=informacijpratiba&list=informacijpratiba&lang=LV>

¹³ *Elektronisko prasmiņu attīstības plāns (2011-2013)*. (Development plan of electronic skills for 2011–2013) Retrieved from polsis.mk.gov.lv/LoadAtt/file4442.DOC

¹⁴ *Nacionālās identitātes, pilsoniskās sabiedrības un integrācijas politikas pamatnostādnes 2012–2018* (The Basic positions of the of the national identity, civic society and integration policy for 2012–2018). Retrieved from www.km.gov.lv/lv/doc/nozaru/integracija/.../KMPam_071011_integ.pdf

- 4) assessment of inclusion of media literacy issues in the course on social sciences in the schools of general education (2013).

Obviously the processes have been also significantly influenced by the fact that the information society issue has been placed within competence of different ministries, at first it was under supervision of the Ministry of Transport, then the Minister of Special Affairs in E-governance (the office was abolished as a result of restructuring the state administration caused by the economic crisis) and now it is under supervision of the Ministry of Environmental Protection and Regional Development. Besides, the management of the largest programmes is under supervision of the Ministry of Culture and Ministry of Education and Science. Cooperation among ministries is fairly weak, which can be explained both by insufficient resources for state administration in consequence of the economic crisis, as well as by the lack of common media policy (and consequently – media education policy) and the absence of an institution that would deal with these areas. In 2013 discussions were started about setting up of a department that would deal with media issues at the Ministry of Culture but this project has quite many opponents because there are concerns that politicians might attempt influencing media via such an institution. In January of 2014 a new government was formed that in its Declaration chapter "V Cultural space" promises: "We will develop an institutional solution to the media policy making" and "We will enhance the development of the electronic media and printed media in Latvia by creating favourable conditions for their existence and competitiveness. We will promote the development of a balanced media space, which consists of both, the public and commercial media, including regional media. We will reach an agreement on the measures to support the public media."¹⁵ The action plan of the government envisages already in May 2014 to establish a media policy structural unit at the Ministry of Culture.

Appreciation and comments

Latvia has no clear media policy that would also include media literacy promotion. Development of legislation is balancing between out-dated legal acts (Law On the Press and Other Mass Media was adopted in 1990) and EU directives. Information technology development projects are quite disconnected from the issues of contents development and the opportunities and needs of the users. Therefore it is essential in the area of media (information): to ensure professional and sustainable

¹⁵ Declaration of the Intended Activities of the Cabinet of Ministers Headed by Laimdota Straujuma. Retrieved from <http://www.mk.gov.lv/en/mk/darbibu-reglamentejosie-dokumenti/straujumas-valdibas-deklaracija-eng/>

institutionally supported policy and management; allocate funding that would guarantee the implementation of the necessary activities and involvement of experts and society in debates and finding of solutions.

3.1 Dimension	Capacity-building: teacher training
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The aims of the primary education in Latvia are as follows: to teach pupils the required knowledge and basic skills necessary for public and personal life; to lay the foundation for the pupils for further education; to facilitate harmonious development of the pupil and so on. All these goals in contemporary life are certainly unimaginable without the use of media but no media education course is taught in the schools of Latvia.

At the level of primary and secondary general education the pupils must learn the subject “Information sciences” – computer use, processing of images and text, using of spread sheets, preparation of presentation materials, use of internet services, internet browsing, search for information in internet and so on. Depending on the education level the amount of knowledge and skills change. But neither of the two standards includes issues of media contents, its analysis and evaluation (although standards mention that periodicals and internet are used during the teaching process).

School education content is defined by standards of the study subjects that include contents and basic requirements. “Informatics” has a separate study subject standard and this course is acquired by school students at the primary education level (ISCED level 1 and 2) and during secondary education (ISCED level 3). Issues about society are acquired by school students in the subject “Social sciences” that is taught only at the primary school. Analyzing standards of other subjects one must conclude that they are practically not connected with the knowledge and practical skills defined for the “Informatics” standards.

The project funded by the European Union Structural Funds “Support for acquisition of the state language and bilingual education” contains proposals for improvement of the contents of teaching for acquisition of the Latvian language and literature, focusing also on media literacy – to understand the media role in communication, evaluate their language quality, evaluate diversity of the internet environment, to be aware of information significance in contemporary society, to assess the significance of discussing topics of importance for society at large in press and

television and so on. Although the project was finished already in 2012 these proposals are not contained in the standards and syllabus samples approved by the Cabinet of Ministers in 2013.

The processes of school program changes initiated by the Ministry of Education and Science lack transparency and the ministry holds an opinion that the school students are so overloaded that it is impossible to supplement the study programmes with new themes and teaching hours. The changes in teaching programmes draw large attention from media and public, for example, concerning the issue of inclusion of teaching religious or Bible studies in the school programmes. Yet introduction of media literacy has never been publicly discussed as an important education component.

The lack of media literacy in the school programmes has been recognized also by representatives from the Ministry of Culture:

“Such a notion as “media literacy” does not appear in the school programmes at all. They contain something about the use of information technologies but that is more to do with technologies and not with the critical or analytical thinking. It is worth while including it into social sciences;”

“[media literacy] is not to be introduced immediately within one system. It is a complex issue [...] in the context of a study subject, or in the context of world news when something specific happens [...] But in order to effectively teach it, the teachers must understand how media work. And this is not about one teacher of information technologies, the approach must be more integrated;”

“If we talk about young people the problem is that not only they do not know how to use the classical media but they do not use them at all. They spend more time in the entertainment portals instead of consuming news – in internet, television and radio where the young audience proportion, in my opinion, is very small.”¹⁶

In general there is a clear trend in Latvia that the number of computer and internet users practically coincides and computers are actively used by all the population up to 44 years of age, in the subsequent age groups these numbers are considerably lower. According to the Eurostat data percentage of persons who have ever used a computer (2011) in the age group 16–24 is 99%, but in the age group 16–74 – it is only 74 percent, there are even bigger differences in the use of separate skills.

¹⁶Interviews with representatives of Ministry of Culture by the student of the Master programme in Communication Science University of Latvia Linda Kraule.

In general these differences can be explained also by the impact of the education system – the persons at the age above 40 acquired their education during the soviet times before informatics was introduced in schools.

One should note that level of confidence of citizens in their digital skills in Latvia is lower compared to the average indicator in Europe,¹⁷ which possibly is an obstacle for individuals to use technologies more extensively. Also “Information society development basic guidelines for 2014–2020” conclude that e-skills indicators among the population of Latvia are influenced by the lack of understanding and motivation on necessity of acquiring e-skills and also by emotional barriers of individuals to use the ICT tools consistently.¹⁸

In autumn of 2013 a survey among children was done in Latvia using EU Kids Online II project questionnaire, the results showed that Latvian children are very confident about their internet competence (only 5.8 % know less as their parents and only 2.7 % don’t “know a lot of things about using the internet”). Answers about specific skills are not as optimistic: 59.1% can “bookmark website”, “block unwanted adverts or junk mail/spam” skills are possessed by 56.5 %, “compare different websites to decide if information is true” – 52.4 % and “change filter preferences” – 32.2 %. Children are more skilled to “block messages from some you don’t want to hear from” (79.5 %) and “change privacy settings” (65.9 %). Being active internet users (78 % use internet every day or almost every day) many children do not know how to use internet safely (72.1 %). Only 20.9 % of respondents said that their parents know a lot about their activities on internet (32.9 % – quite a bit). Many parents do not care about children's activities on Internet (either or sometimes 60% “talk about” them, 51.1 % “stay nearby” etc.). Less than 64% of children sometimes get some help from teachers, about half from relatives and 20 % from school librarians. In general the situation in Latvia is considerably worse than in other European states where the survey was done in 2010.

Children mention the use of video materials, animations and social networks as a means for improving the learning process on the average three times more often than their parents (77% to 22%). Yet the parents have explicitly positive attitude towards using technologies at school: 83 % consider that school students’ desire for knowledge

¹⁷ *Digital agenda: ICT for jobs*. Retrieved from http://ec.europa.eu/europe2020/pdf/themes/12_digital_agenda_ict_for_jobs.pdf

¹⁸ *Informācijas sabiedrības attīstības pamatnostādnes (2014–2020)* (Information society development basic guidelines for 2014–2020). Retrieved from <http://likumi.lv/doc.php?id=260931>

can be facilitated by teachers’ digital skills, 66 % – by technologies and 56 % of the surveyed individuals believe that technologies have a favourable influence on learning outcomes of school students.¹⁹

Students from higher learning establishments in Latvia admit that they have acquired their skills of media and technology use mainly by themselves, from their friends or at school.²⁰

There are essential differences of media use practices between pupils and teachers at schools. An equally important information resource for school students and teachers is internet but teachers use media more diversely and more than students focus on the use of newspapers, magazines and radio. For teachers internet is mainly a source of information and knowledge but for the students it is also an important means of interaction and communication.²¹

Teacher training depends directly on the state education policy and its goals set for the primary and secondary education. Media literacy competences have not been defined either in the first or the second education level for the school students of Latvia. On August 6, 2013 the Cabinet of Ministers adopted “Regulations on reference standards of state primary education, standards of primary education subjects and primary education syllabus”, which did not include media literacy although several changes have been introduced, for example, in the subject “Social sciences” a requirement has been added for the pupils to be able to use e-services, the number of teaching hours in health-care teaching has been increased and so on.

There is an essential gap between media use at schools and the media use by the school students. Pupils use media actively; mostly internet and television (86 and 66 percent every day) and they do it typically at home (95 and 94 percent). Both, pupils and teachers choose purposefully specific TV programmes and films (85 and 94 percent respectively). As for the internet portals pupils mostly use music and video portals (89%), social networks and dating portals (89 %) followed by internet resources that are to do with school life and learning (60 %). By contents the most popular themes for the pupils is different music (94 %), in television – shows and different entertainment

¹⁹ Infografika: Skolēnu zinātkāri ietekmē skolotāju digitālās prasmes. *Ir*. Retrieved from <http://www.ir.lv/2013/10/15/infografika-skolenu-zinatkari-bremze-vecaku-un-skolotaju-digitalas-prasmes>

²⁰ Department of Communication Studies University of Latvia (2012, 2013). *Research project “Students and internet”*.

²¹ BISS. (2011). *Mediju lietošanas kompetence skolēnu un skolotāju mērķa grupā (Media use competence in student and teacher target group)*. Retrieved from http://www.bilingvals.lv/uploads_docs/BISS_Mediju_komptence_2011_1323249632.pdf

programmes (71 %); in newspapers and magazines – horoscopes, jokes and cross-word puzzles (65 %). Internet provides satisfaction of a wide spectrum of their needs – 80 percent use it for leisure and entertainment, 75 % – to find out something in which they are personally interested, 72 % - to get information necessary for their studies, 66 % - to express their opinions to friends and other people, 51 % - to learn about the latest events in other countries and 49 % - to learn about the latest events in Latvia.²²

To train teachers in Latvia there are professional bachelor' programmes – to get the qualification of a teacher of information science and software. Such a study programme (240 ECTS), for example, at the University of Latvia includes pedagogy and psychology, algorithms and programming, mathematics and basics of system theories, packages of applied software and computer networks and technologies.²³ Similar opportunities of studies are offered also in other higher learning establishments.

Further education of teachers is developed by several institutions. The State Centre for Education Contents (VISC) which under the supervision of the Minister of Education and Science carries out programmes of further professional training for teachers and is also responsible for developing teaching contents for the general education. The Centre has a Catalogue of programmes for increasing of professional qualifications for interest education teachers²⁴ (that are carried out also by other organizations), in which information literacy training of teachers (judging by the course abstracts) is facilitated only by one course – on application of Moodle at schools.

The study programmes of information and library science at the University of Latvia have separate courses devoted to media literacy, focusing on these issues in the work of libraries (UNESCO, IFLA documents are used as the basis). Media literacy is examined as one of the themes also at the higher learning establishments within separate courses of communication and media studies but there are no separate programmes, neither there are modules or courses.

There are separate study initiatives in media literacy that are mainly focused on habits of media use among children. Department of Communication Studies University of Latvia has joined EU Kids Network project²⁵ and in autumn of 2013 children's survey was done.

²² BISS. (2011). Mediju lietošanas kompetence skolēnu un skolotāju mērķa grupā (Media use competence in student and teacher target group).

http://www.bilingvals.lv/uploads_docs/BISS_Mediju_komptence_2011_1323249632.pdf

²³ See http://www.ppf.lu.lv/v.3/studijas.php?id=studijas_inc3g

²⁴ See <http://visc.gov.lv/vispizglitiba/pedpropfilnveide/katalogs.shtml#title5>

²⁵ See <http://www.lse.ac.uk/media@lse/research/EUKidsOnline/ParticipatingCountries/Latvia.aspx>

Teachers’ training in information technologies was started in Latvia with the project “Informatization system of schools in Latvia”²⁶ (mentioned already in the first chapter “Historical background”) and a number of different teaching aids for pupils and methodological support materials for teachers were developed within the framework of this project and they were mainly focused on studying of natural sciences, besides their elaboration ceased about 2004.²⁷

Informatics teachers have quite wide opportunities for further education. There is the Informatics Teachers’ Association which organizes various events (the conference “Information technologies in education” and courses). The Informatics Teachers’ Association in co-operation with the company "Accenture Latvian branch", Riga Technical University, business education society "Junior Achievement – Young Enterprise Latvia", Riga State gymnasium No. 1, *Web & Mobile* development company "MAK IT" and others have started the educational project “Start(IT)”²⁸. Within the project framework the teachers (with no prior knowledge) can acquire the course “Basics of software design”. 270 applications were received but the number of participants was 200 who acquired computer language "Java", designing "Android" applications. The teachers were introduced to the programming environment "Eclipse" and "Android" – with the tools of application development. The goal of the project is also to increase the number of pupils who want to study information technology in depth and to double the number of IT students in the largest higher learning establishments in Latvia within 3-5 years.

In the framework of European Union Structural Funds project “Further education for general education teachers”²⁹ more than 30 programmes of teachers’ further education have been developed some of which, as it follows from their abstracts, are focused also on media literacy. Active media use is also envisaged in the programme “Promotion of professional and pedagogical competences and updating of skills of philosophy teachers” whose materials are available in Moodle environment.

The largest number of media literacy issues have been included in the programme “Development of professional skills of school librarians” (42 hours) that consists of 4 modules “The place and role of school library in knowledge based

²⁶ See <http://informatika.liis.lv/>

²⁷ See https://www.mykoob.lv/?index/liis_macibu_materiali/post/1

²⁸ See <http://startit.lv/>

²⁹ See *Vispārējās izglītības pedagogu tālākizglītība*.
http://visc.gov.lv/vispizglitiba/pedprofpilnveide/esf_projekts.shtml

society”, “Opportunities for developing reading competences”, “Promotion of development of information technology literacy in the study process” and “Communication in information environment”.³⁰

From 2009 till 2012 the Centre for Culture and Creative Industry Education implemented the project supported by ESF „Further education of teachers of professional culture education”³¹ whose target groups were the arts, music and dance pedagogues employed in establishments of professional specialization and professional secondary cultural education. The programme was organized in thematic blocs among which one of them – “Information technology training” (72 hours) included issues of using IT environment in education, information and teaching aids in internet environment, the work with data bases, data processing, acquisition of professional music and arts programmes and their application during the study process – graphic design, music and sound recordings and so on.

Although in an indirect way yet by its contents media literacy was facilitated also by the bloc “Aspects of creative industry in professional cultural education” (36 hours) whose aim was to promote critical and creative thinking, brand management, marketing etc. Several lecturers represented popular music industry. Assessing the courses the participants emphasized the need to organize them regularly and provide an opportunity to master them also by using Skype or other technologies.³² More than 2,000 teachers participated in the project.

Appreciation and comments

The state primary and secondary education standard, standards of teaching subjects and samples of syllabuses set specific achievable goals for computer and internet literacy. But at schools these skills are basically taught only during the lessons of information technology but in other study subjects they are not paid attention. Within the projects of European Union Structural Funds attention is paid to media literacy, but no uniform approach to its inclusion in standards and programmes has been developed.

There is no state policy or separate projects in Latvia for teacher training and for development of teaching and methodological aids for acquisition of media literacy. But within the last years a number of projects supported by ESF and other funding have

³⁰ See http://visc.gov.lv/vispizglitiba/pedprofpilnveide/esf_projekts_programmas.shtml

³¹ Profesionālās kultūrizglītības pedagogu tālākizglītība. Retrieved from <http://kriic.lv/jaunumi/apstiprinats-kulturas-un-radosas-industrijas-izglitibas-centra-projekts-„profionalas-kulturizglitibas-pedagogu-talakizglitiba”>

³² See <http://kriic.lv/jaunumi/apstiprinats-kulturas-un-radosas-industrijas-izglitibas-centra-projekts-„profionalas-kulturizglitibas-pedagogu-talakizglitiba”>

been implemented that have indirectly facilitated teachers’ knowledge about media literacy. An essential problem in Latvia is the absence of an institution that would develop facilitation policy for media literacy and would plan and coordinate specific activities. On the positive side it must be noted that media literacy promotion in school system is facilitated by separate institutions, state institutions, public organizations and business companies.

Facilitation of teachers’ and also parents’ media and information literacy is a very topical problem in Latvia because as the different research data show much of knowledge and skills have been learned by children themselves or from their friends. Compared to other European countries parents in Latvia take smaller interest about what children do in internet which apparently is to do with the fact that many of them have lower information and media literacy than children.

3.2 Dimension	Capacity-building: Teaching/training materials and other relevant content
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Almost all the schools in Latvia have broadband connection. All in all there are enough computers in schools of Latvia the quality of equipment and its age differs. More problems are created by internet which in many places is too slow. It creates the risk that the set standards of teaching subjects cannot be fully achieved during the class. Wi-Fi is almost in all the schools of the capital of Riga. Wi-Fi costs per month are not big, about 20–30 EUR, and they are covered by municipalities.

Teachers mention as obstacles for media use in the teaching job the lack of the required equipment in the classroom (there are no computers, TV set, interactive boards) – 48 %, and the fact that school students do not have at home different media (no internet, parents do not subscribe to press publications and the like) – 43 percent of the respondents.³³

Availability of resources at schools is insufficient also in evaluations given by pupils: 40% pupils admit that there is limited access to computers during the lessons and as many pupils admit that wireless internet at schools can be accessed only in certain places, but 20% have no access to it all. The limited access to computers and

³³ BISS. (2011). *Mediju lietošanas kompetence skolēnu un skolotāju mērķa grupā*. (Media use competence in student and teacher target group). Retrieved from http://www.bilingvals.lv/uploads_docs/BISS_Mediju_komptence_2011_1323249632.pdf

low-quality internet access are the most frequently mentioned reasons why technologies are not used at schools during the teaching process sufficiently.³⁴

There is an essential gap between teachers with good and very weak computer and other technological skills. Many suggestions of teachers were about the need to learn skills of content creation – web page design, video editing, recording of music and the like.³⁵

Around 2012 the minister of education and science (who resigned in 2013) had the courage to come up with the initiative of providing all the pupils with tablet PCs but it turned out that that there are practically no electronic teaching aids in Latvia.

An essential resource in facilitation of media and information literacy could be media, but public media (both radio and TV), according to public opinion offer programmes to pre-school children, pupils of junior and teachers forms both by their scope and quality below the average level.³⁶

With the funding from European Union Structural Funds “Development and Improvement of Subject Curricula in Science, Technology, and Mathematics in Secondary Education” project “Curriculum Development and Teacher In-service Training in Science, Mathematics and Technology”³⁷ has been implemented in Latvia, in which not only a number of interactive teaching aids were created but also a teaching module was developed for teachers how to use information technologies in the teaching process. Yet these ideas are not reflected in the standards and programme samples either.

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3.3 Dimension	Capacity-building: funding
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Funding for media literacy activities “The Basic positions of the policy of national identity, civic society and integration for the years of 2012–2018” for the period of 2013–2016 has been planned from financial instruments of the EU or within

³⁴ Iespējamā misija. (2012). *Iespējamās misijas aptauja par tehnoloģiju izmantošanu skolās*. Retrieved from <http://www.iespejamamisija.lv/lv/jaunumi/aktualitates/skolas-tehnologijas-macibu-procesa-izmanto-reti/>

³⁵ Profesionālās kultūrizglītības pedagogu tālākizglītība. Retrieved from <http://kriic.lv/jaunumi/apstiprinats-kulturas-un-radosas-industrijas-izglitibas-centra-projekts-„profesionalas-kulturizglitibas-pedagogu-talakizglitiba”>

³⁶ Factum (2012). *Sabiedrības vajadzību un mediju lietošanas paradumu izpēte* (The study of society needs and media use habits). Retrieved from [http://www.neplpadome.lv/lv/assets/documents/Petijumi/Factum_NEPLP_kopsavilkums\[1\].pdf](http://www.neplpadome.lv/lv/assets/documents/Petijumi/Factum_NEPLP_kopsavilkums[1].pdf)

³⁷ See http://www.dzm.lu.lv/par_projektu/vesture

the existing budget, a need for additional budget has been noted beginning from 2017. As shown by the analysis implemented in Latvia, the state is involved as a partner in the projects of EU and information and communication technology business companies but it has not started active endeavours either in the implementation of policy or in providing of funding.

Appreciation and comments

Information literacy and media literacy projects in Latvia are basically implemented relying on financial instruments of the EU and private resources. No designated resources are clearly allocated within education funding for facilitation of media literacy.

4. Dimension	Role of actors (outside school system)
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There are several well-established actors in Latvia who implement purposefully media, information, computer and internet literacy programmes both for children and adults.

Latvian National Library (LNB) and Latvian public libraries have a more extensive experience (there are 864 libraries out of which 39 are children’s libraries and 40 libraries have children’s sections). LNB has the Children’s Literature Centre whose tasks are to support development of national literature for children and to introduce children and young people to this literature at the age till 16 and also their parents, as well as to facilitate reading habits of young people.

Together with the Latvian Librarians’ Association the Centre has been implementing reading facilitation programme since 2009 which involves a number of activities financially supported by the State Culture Capital foundation.³⁸ Resources from municipalities are also raised for these events. The programme consists of several projects.

In 2008 LNB started the project for children who had reached the age of two and three and for their parents “The first encounter with a library” but when LNB ran out of funds for this project it was continued by those public libraries that received support from municipalities.

³⁸ The aim of State Cultur Capital Foundation (public establishment) is to promote a balanced development of creativity. Its resources are obtained from the state budget, donations and economic activities.

“Children’s and youngsters’ jury” is a project (since 2009) in which public and school libraries from entire Latvia are involved in order to evaluate the latest children’s literature coming out in Latvia. The project “Parents’ jury” was also started in 2012 whose goal is to involve parents in promotion of children’s reading skills. In 2012–2013 its participants were 576 libraries and 17 thousand children and youngsters from the age of 5 till 18.³⁹ National minority schools also participate in the project. In 2012–2013 the state funding for the project implementation was 71,000 EUR. The readers have access to digital library of children’s books,⁴⁰ in which books are available on internet to everyone free of charge. Games that facilitate reading skills are also available.⁴¹

Now the projects targeting children have been joined under one title called “Lasāmkoks” (The reading tree) and they can be found in one portal.⁴²

A significant role in development of teaching and methodological aids in Latvia is played by the Centre of culture information systems, which is an institution directly subordinated to the Ministry of Culture. The goal of its activity is the development of information systems of libraries, archives, museums and other cultural establishments but the national and international projects of the Centre are focused on ensuring public access of the information resources and cultural values stored by libraries, museums and archives of Latvia. The public library development project “Trešais tēva dēls” (The Third Son of the Father)⁴³ falls within this context, it was implemented with financing from Bill and Melinda Gates foundation and with the support of the State of Latvia, municipalities of Latvia and Microsoft. The basic activities of the project included supply of computers and software, improvement of local networks and internet, training of librarians, public communication and so on. During the implementation of the project several methodological and teaching aids were developed and despite their focus on the librarians, are widely accessible also to others to promote media literacy, for example, the methodological aid “Learning of computer skills and information literacy for primary school pupils”⁴⁴ provides both general indications about the capacity of children of this age to use media, as well as specifically examines what and how is to be

³⁹ See <http://www.lnb.lv/lv/lasisanas-veicinasanas-programma-piedalas-rekordliels-biblioteku-skaitis>

⁴⁰ See http://www.lasamkoks.lv/berni/eng/digital_library/

⁴¹ See <http://www.lasamkoks.lv/berni/lat/speles/>

⁴² See <http://www.lasamkoks.lv/>

⁴³ See <http://www.3td.lv/index.php/lv/par/3td/>

⁴⁴ Datorprasmju un informācijpratības apguve sākumskolas vecuma bērniem. Metodiskais materiāls. (2010). Rīga: Valsts aģentūra „Kultūras informācijas sistēmas”. Retrieved from <http://www.kis.gov.lv/download/Datorprasmju%20un%20informācijpratības%20apguve%20sākumskolas%20vecuma%20bērniem.pdf>

taught to children about social media, various internet resources and so on. The methodological aid and the teaching aid for children "My Friend Computer" are freely accessible in internet free of charge.⁴⁵

There have been also separate projects involving libraries and that have directly or indirectly facilitated reading skills. For example, within the framework of EU Transition Facility 2006–2007 and with the support from Soros Foundation Latvia the programme "Reading strategies to facilitate cultural dialogue" was developed and seminars for librarians were organized in several regions. During the project children were taught to understand heroes, plots and values of fairy-tales of different nations.⁴⁶

During 2010–2012 within the framework of Comenius Regional partnership project, Ulbroka secondary school, Ulbroka library and Stopiņi regional local government in cooperation with their partners in Poland implemented the project "A book is our friend – developing reading education between adults and students", promoting reading skills not only in the Latvian language but also in other languages, for example, Russian, German and English (funding 19,200 EUR).⁴⁷

Library of Goethe Institute in Latvia offers quite a large set of resources for promotion of reading skills,⁴⁸ as well as collects experience of librarians from Latvia.

The programme developed by the British Council "Teaching English - Learning Technologies for Classroom" instructs teachers how to use the latest WEB 2.0 resources, as well as the social communications in Facebook, MySpace, Twitter and others).⁴⁹

As a result of cooperation among the Association of quality of electronic teaching aids (e-MLKA), Joint stock Company "Computer Science Centre" and Microsoft education programme Partners in Learning "Virtual Class" has been set up - "distance learning seminars for teachers, school management and anyone who is interested in innovations in education". The project is available at www.skolotajs.lv. The project facilitates information and computer literacy but indirectly also media literacy.

⁴⁵ See http://www.biblioteka.lv/ekursi/mans_draugs_dators/

⁴⁶ http://www.sif.lv/index.php?option=com_content&view=article&id=2873&Itemid=134&lang=en&skats=1

⁴⁷ See

http://www.viaa.gov.lv/lat/muzizglitiba_programma/comenius/comenius_pieredze/comenius_partneribas_pieredze/?text_id=15293

⁴⁸ See <http://www.goethe.de/ins/lv/rig/kul/mag/bib/lef/lvindex.htm>

⁴⁹ See <http://www.teachingenglish.org.uk/train/learning-technologies-classroom-online>

Development of electronic teaching and methodological aids and their accessibility are facilitated also by the Association of the quality of electronic teaching aids (e-MLKA)⁵⁰ that unites legal and natural persons. The aims of the organization are wider than media literacy because they include also information literacy and application of information technologies at schools. The organization has its portal www.skolotajs.lv (“teacher”), by registering in which one can get access to different teaching and methodological aids part of which have been developed by teachers. There is also a forum where participants exchange their opinions and information, as well as experience. One of the discussions “Do teachers use social networks in their work?” is devoted also the issues of media literacy and represents the teachers’ own initiative to use social networks during the study process:

“[...] I recommend facebook.com to school students to learn English (beginning with games and up to following and registration in the british.council home page; or quite simply – to facilitate that students learn to be friendly, polite and positive in the internet environment – at least by clicking the icon "like" if they like a photo, video and so on)”;

“Through draugiem.lv I send the topical info or publish it in the section "diary"; students send to me project works or the work done during a class in a Word document format, as well as their home tasks in the attachments of letters or by e-mail (www.inbox.lv).”

The portal www.skolotajs.lv can be accessed also from the portal www.latvija.lv that offers categorized links to Latvian Internet resources and access to various electronic services. www.skolotajs.lv twitter account @SKOLOTAJS_LV has close to 700 followers and the number of followers has a tendency to grow.

A number of significant projects facilitating information literacy and also media literacy are implemented by Latvian Information and Communications Technology Association (LIKTA) uniting over 85 ICTE product and service providers and educational institutions, as well as about 130 individual professional members.⁵¹ Together with the Ministry of Environmental Protection and Regional Development LIKTA are the national coordinators for Get Online Week events in Latvia,⁵² in this area Latvia is one of the most active countries in Europe. 42,690 inhabitants took part in

⁵⁰ See <http://www.emlka.lv/>

⁵¹ See <http://www.likta.lv/EN/Pages/home.aspx>

⁵² See <http://eprasmes.lv>

these events in 2013, 855 events were organized that was possible with the support by more than 300 partners, among whom the main ones were Lattelecom Ltd. and stock company RIX Technologies. Activities for children and youngsters had events organized in entire Latvia in 2013 and they were aimed at security in internet, search of information and the use of the portal www.pasakas.net (fairy-tales), newspaper publications and others. Teachers had activities to facilitate more efficient use of tablet PCs and smart phones. During this week events were organized also for senior persons to promote their computer literacy and many other events, all together about 250.⁵³

Latvian Internet Association is the second largest public organization that unites professionals of IT and internet and implements information literacy programmes. Together with partners the State Inspectorate for Protection of Children’s Rights and the Local Governments Training Centre of Latvia and *Net-Safe Latvia* Safer Internet Centre has been established, which is a representative of European network of Awareness Centres (Insafe) in Latvia and receives 75 % of funding from the European Commission’s Safer Internet Programme. The home page of the Centre www.drossinternets.lv is both a contact platform and also resource data basis. The information has been structured in two parts “For children and youngsters” and “For parents and teachers”. An education resource for children is the web page www.macies.drossinternets.lv (learn.safeinternet), which contains advice, examples about different risk situations, as well as additional aids for the work in classroom – study plans, cases, test assignments and the like.

IT companies have also got involved in facilitation of knowledge about internet technologies and internet. Telecommunications company Lattelecom Ltd. (51 % of its shares belong to the state) has been implementing a project since 2008 entitled “Log on, Latvia!” (www.piesledzieslatvijai.lv) which is a three level training programme – for beginners, individuals with skills (who are able to switch on and use computer) and experts (they know how to work in internet, are able to use e-mail). The programme is free of charge and very popular, more than 20,000 senior individuals have been participating in it. Many partners have been involved in the project – LIKTA, State Employment Agency, Ministry of Welfare, Ministry of Education and Science, Ministry of Culture and Association of Local and Regional Governments.

⁵³ See

<https://docs.google.com/spreadsheet/lv?key=0AuPQ0Nwg0mGZdEtGMkVpZ0wwN3lsSXhaUjZSRzZ2OUE>

Samsung Baltic Electronics implements digital training for teachers “Samsung School for Future” (www.samsung.com/lv/skolanakotnei/), in which school teams can participate (the school principal and three teachers) and who are instructed in digital skills of creating and using in the study process at school social networks, blogs, infographics, photos, video and animation. At the same time the teams compete for the prize of 10,000 EUR for purchasing new technologies for their school. The project is being implemented in cooperation with the education quality facilitation programme “Mission possible” (www.iespejamamisija.lv) (its founder and supporter is Swedbank in cooperation with other companies).

Microsoft Latvia organizes for students of forms 7 – 9 of the general education schools (age 13 till 16) “Microsoft software developing school” (www.microsoft.com/lv-lv/programmetaju-skola/default.aspx).

Appreciation and comments

Information literacy and media literacy projects in Latvia are implemented by information technology and internet companies and their professional associations that successfully cooperate also with other actors. They are operating more actively than the State and that provides good contribution but certainly the focus is on their interests and does not provide the full scope of needs. The co-participation of the State in these projects is to be evaluated positively but a critical evaluation concerns the fact that the public institutions have no clear plan about media literacy development priorities and a respective policy of action in cooperation with the private sector.

The Latvian National Library and the public libraries contribute significantly in promotion of media literacy but they mainly focus on the use of books.

5. Dimension	Evaluation mechanisms (inside and outside school)
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There are no successive and complex mechanisms of testing and evaluation media, information, computer and digital literacy development in Latvia. It is typical that understanding about literacy is mainly based on quantitative characteristics – how often and for how long representatives of various groups use internet and if they use mobile appliances to access media contents.

The major factor influencing habits of media use and also the media competence is the age of the students. School students of the senior forms are characterized by more critical approach to media and the media are more increasingly used for the purposes of

studies, information and knowledge acquisition. Media information is evaluated critically by 33 percent of students and 67 percent admit that it is important to compare information provided about the same theme by different media.⁵⁴

A technological adaptation and access to technologies among university and university colleges students in Latvia is outspokenly high - there are only 3% who have only table computer and have no access to other new technologies, 32% have a portable computer but have no smart phones or tablets, about 1/2 of students in Latvia use smart phones on daily basis. Comparatively large percentage - 17% are those who already today have access to iPads.⁵⁵

Yet as it has been shown by EU Kids Online III survey data, the children in Latvia by their activity of internet use are above the average EU rate but they lag behind in internet safety skills.

There are no clear criteria of knowledge and skills for teachers in Latvia that would enable identification of the problems and solve them with adequate training programmes.

Not solving these issues may deepen generation divides between users of internet and mobile technologies – children and parents.

In April of 2014 the Lattelecom, one of the largest communication services company in Latvia, Ministry of Environment and Regional Development, the local governments in Latvia, the Latvian Association of Information and Communication Technologies signed a Memorandum on a new activity – to develop a national scale e-governance measurement instrument for public institutions and local governments – *Latvian e-index* that will give an insight “how actively and how adequately for their situation the public institutions and municipalities use the solutions offered by contemporary information and communication technologies, as well as e-services to improve their work efficiency and quality of services and their accessibility to inhabitants.”⁵⁶

Unfortunately media get very little involved in the critical assessment of media and in facilitation of media literacy; their participation usually is limited by providing

⁵⁴ BISS. (2011). *Mediju lietošanas kompetence skolēnu un skolotāju mērķa grupā*. (Media use competence in student and teacher target group). Retrieved from http://www.bilingvals.lv/uploads_docs/BISS_Mediju_komptence_2011_1323249632.pdf

⁵⁵ Department of Communication Studies University of Latvia (2012, 2013). *Research project “Students and internet”*.

⁵⁶ Paraksta Memorandu par Latvijas e-indeksa veidošanu (April 9, 2014). Retrieved from <http://www.piesledzieslatvija.lv/lv/jaunumi-par-piesledzies-latvija!/11551/>

informative support to events of other organizations. Successful development of media education is hampered also by the fact that journalists’ organizations in Latvia are quite weak and they mainly focus upon their professional community and not upon media users.

6. Dimension	Main concepts and legitimizing values
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There is no unified understanding about media literacy in Latvia and consequently there is no policy to facilitate it. The leading trends in promotion of knowledge and skills and in their acquisition are information literacy, computer literacy, internet literacy and e-skills. There is no coordination among these trends and an understanding about a common context. But during the last years it must be positively evaluated that at least the documents of strategic development of the State include media literacy.

7. Dimension	General appreciation (and recommendations)
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Ministry of Culture is responsible for the European Union audio-visual policy but it has no structural entity to deal with these issues in a comprehensive way which would enable it to coordinate also activities of other public authorities.

State as a partner has successfully been involved in a number of successful projects by public organizations and business organizations but the state itself does not undertake either political or financial initiative in none of the above mentioned trends of development.

Media literacy research and training in HEI in Latvia is fragmentary, more focusing on the study of media. There is a number of studies in Latvia on media use by children, youngsters and adults but they are poorly aimed at media literacy.

Media do not pay attention to media literacy issues even though National electronic media council emphasizes this area as significant in media activities.

8. Dimension	Good practices
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The oldest project that is widespread in Latvia using the network of public libraries is Latvian National Library literacy project for children – www.lasamkoks.lv .

The local projects have good experience in raising regional and local government financial resources. This project is aimed at promotion of literacy and interest in reading.

The most sustainable computer, internet and digital literacy programmes in Latvia are implemented in cooperation among public institution, private enterprises, professional associations, NGO’s and private persons.

Samsung digital training programme “Samsung School for Future” – <http://www.samsung.com/lv/skolanakotnei/> includes both teachers, as well as school students and it keeps expanding – resources are being accumulated, teaching aids are developed. The education programme “Mission Possible” whose aim by involving higher learning establishment graduates is to facilitate their return to school as teachers and strengthen education as a value in Latvia takes part in the project as well — www.iespejamamisija.lv/en/.

Lattelecom in co-operation with the Ministry of Environment and Regional Development, the local governments in Latvia, the Latvian Association of Information and Communication Technologies is implementing the project “Log on, Latvia!” – <http://www.piesledzieslatvija.lv/lv/> for seniors with different skills.

9. Dimension	References and resources
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