



LATVIA

Output PR1 Study: Current application of games in adult education, description of benefits, methods and approaches from different countries

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General information

1. The concept of adult education

Adult education is the lifelong learning process based on the changing needs to acquire knowledge, skills, experience to increase or change qualifications according to the requirements of the labor market, own needs, and requirements. Lifelong learning combines non-formal learning with formal education, developing innate abilities alongside new competencies.

The goals of adult education are:

- to ensure access to lifelong learning for the population regardless of their age, gender, previous education, place of residence, income level, ethnicity, functional disorders.
- to create an offer of quality education for adults, which ensures sustainable competences for work, civic participation, personal development and promotes the development of a competitive knowledge economy and democratic society based on high skills in Latvia.
- to create a harmonized system of regulations and efficient resources management (including finances), considering the principles of interaction of shared responsibility and sectoral policies, for the development of a unified system of lifelong learning.

Competences are provided in the form of lifelong **informal** learning (eg mother tongue, learning to learn), as well as through initial **formal** education (pre-primary, primary, secondary, university) and **non-formal** education (offered by various public, municipal and private educational institutions, eg language courses).

Formal and non - formal education

According to the Education Law (1998) adult education is implemented by formal and non-formal education programs. Formal and non-formal education is provided to people during all their life cycle. The implementation of adult formal education programs is regulated by regulatory enactments, while the content of adult non-formal education programs is determined by the interests of the parties involved, as well as there are no requirements for previous education. Similarly, interest education is voluntary, without imposing specific requirements on the previous education of learners.



Adult education is not linked to a specific age, but to a person's motivation to return to education after completing or leaving primary education to acquire new or improve existing knowledge, skills and competences (including attitudes) for competitiveness in the labor market and / or self-development.

Educational institutions offering adult education programs do not need a license to implement non-formal adult education or interest education programs. Other institutions or persons who are not registered in the Register of Educational Institutions must first obtain a license from the municipality. In turn, it is not necessary to obtain a license to implement interest education programs.

On the one hand, such an approach shows that adult education is integrated into the unified education system, on the other hand, there is a lack of explanation about the educational opportunities available to adults, as well as about the qualifications available as a result of education and the rights granted to them.

Adult education policy in Latvia

The adult education policy in Latvia is determined by:

- the Latvian Sustainable Development Strategy Latvia 2030,
- the Latvian National Development Plan 2021-2027 and
- the Education and Skills Development Guidelines 2021-2027.

By developing national regulations, directions and priorities of the European Union (EU) and the recommendations of the EU and the European Center for the Development of Vocational Training (Cedefop) are taken into account. The Department of Vocational and Adult Education (PPID) of the Ministry of Education and Science develops policy, organizes and monitors the implementation of policy in the field of vocational education and adult education, and subordinates the institutions subordinate to the Ministry: State Education Development Agency.

Implementers of adult education

The Ministry of Education and Science is the leading public administration body in the field of education, including adult education and policy. The Ministry of Economics is responsible for economic development policy, while the Ministry of Welfare is responsible for employment and social protection policy. To this end, synergies are important on issues that fall within the remit

of several institutions, such as the development of human resources. However, it should be noted that primarily state support for adult education is provided by co-financing of various EU structural funds and other foreign financial instruments.

At present, the project “Improvement of Professional Competence of Employed Persons” of the State Education Development Agency (VIAA), also known as “Learning for Adults”, which will be increasingly developed by 2023, makes an ambitious contribution to adult education. The training priorities are based on extensive analytical material on the sectors, qualifications and skills needed for the labor market, with a final list agreed with both the employer and the employee, as well as representatives of the regions and municipalities. It is possible for a working person with minimal self-financing (5% –10%) to acquire really demanded skills and competencies in the labor market. In addition, tuition is free for people with low-income or needy status, and workers with disabilities are reimbursed for the cost of an assistant or sign language interpreter.

80 Latvian municipalities have adult education coordinators who can be contacted for information on the training offered, the support available and how to receive it, as well as on applying for training or competence assessment.

In various Latvian municipalities, adult education programs are implemented by municipal training centers, vocational education institutions, university lifelong learning departments, private education providers and non-governmental organizations.

Adult education is provided by:

- Educational institutions incl. vocational secondary education institutions and higher education institutions
- Vocational education competence centers
- Municipal adult education centers
- Private education centers
- Non-governmental organizations, companies

The Ministry of Economics coordinates training for employees who are applied for training by their employer. This training is organized by industry associations.

The Latvian Information and Communication Technology Association (LIKTA) organizes training in the field of digital technologies for self-employed persons, small and micro enterprises.

The State Employment Agency organizes training for the unemployed, jobseekers, people with disabilities, refugees and people with alternative status.

Financing

There is no single state budget financing and never has been in adult education. It is mostly financed through projects (Structural Funds) and there are separate sectors (teachers, health, agriculture) that have their own funding.

Various sources are available to support adult learning for the next seven years: € 79.8 million from the Recovery and Sustainability Facility for digital skills development; 13.5 million from the Fair Restructuring Fund to support the development of skills related to the transition to climate neutrality. Support is also available from certain EU structural funds - 59.1 million euros for training for working adults and sectors, as well as 46.7 million for training for the unemployed.


The Ministry of Education and Science is implementing the EU Erasmus + project “National Coordinators for the Implementation of the European Program in Adult Education” (2020-2021). Within the framework of the project, it organized various events for the implementation of quality criteria for adult non-formal education (discussions, seminars, working groups), as well as annual adult education forums, adult education day, competition and various workshops. The target group of these measures is the organizers, implementers and policy makers of adult education at the state and municipal level.

The Ministry of Education and Science is also implementing the project “EPALE National Support System” (2019-2020) within the framework of the Erasmus + program. EPALE is an international information platform for adult education in 26 European languages. It contains all the latest information on adult learning in Europe, including the exchange of good practice, partner-finding opportunities, information on tools and methods, the latest research and trends, and more. EPALE Latvia regularly implements various trainings and seminars both online and in person.

State Education Development Agency implements adult education project “Improvement of Professional Competence of Employed Persons” co-financed by the European Social Fund. Several times a year, applications for studies in areas important to the Latvian economy are announced.

Surveys, statistics, conclusions, future plans

According to the Adult Education Survey conducted within the framework of the co-operation project “Development of the Latvian Education and Skills Strategy” of the Organization for Economic Co-operation and Development (OECD) and the Ministry of Education and Science, the most important barriers to engaging in adult education are finance, time and family responsibilities.



Factors that hinder adult learning:

- Tuition fees are too high
- Training is not compatible with the work schedule
- The need to devote time to family
- There is no suitable training or education offer
- The place of study is difficult to reach
- No employer support

Latvia's Sustainable Development Strategy until 2030 sets an ambitious goal - to become one of the leaders in the European Union (EU) in terms of access to and use of adult education. It was thought that already in 2020, 15% of all people of working age would be regularly involved in some training. However, only about half of the planned number currently do so, and the Ministry of Education and Science (MES) plans to double this involvement by 2027.

- At present, the demand for highly qualified labor exceeds supply, while many people of working age, due to a lack of knowledge and skills, find it difficult to find a good job or keep their current job.
- According to statistics, the shortage of labor will no longer be compensated only by new specialists and graduates of formal education institutions due to demographic and other processes. This is the problem of the country's economic development.
- Adult education is necessity not only for the low-skilled. The higher the professional qualification, the more effort is needed to maintain and develop it.
- Groups of people who do not see the point in learning cause not only economic but also social problems. It is often a difficult target for state aid as well.
- In the next planning period, it is planned to move towards the improvement and development of a sustainable adult education system by allocating more funding and introducing new learning models.

According to forecasts from international organizations, in the next five years, about half of workers will need retraining, and 90% of jobs will require digital skills.

Adult learning has always played an important role in focusing on the acquisition or improvement of people's knowledge and skills for employment, but it is equally useful for the individual growth of each individual.

However, if we look back ten years ago, it can be seen that the development of high technology and the digital transformation have marked both a faster exchange of information and a demand for new knowledge and skills. It is no longer possible to work in one job until retirement without acquiring additional knowledge. The time of Covid-19 also highlighted this, especially with regard to digital skills, which became extremely necessary in remote working and living conditions.

Closer cooperation between the public and private sectors is envisaged. In parallel with the continuation of support for training, at the request of employers, it is also planned to develop the concept of Skills Funds, in which part of the funding for employee training would be invested by the state, and the other part by employers. The main responsibility for spending this money would be on the industries themselves - what training and how to use it. In the form of a pilot project, this model will be tested with interested industries.

In some Asian countries and France, the idea of individual study accounts has already been implemented, it is gradually gaining support in the EU as a whole, and it is planned to introduce it in Latvia as a pilot project. A person is given a certain state funding to meet their learning needs - an individual learning account, similar to Internet banking. He can use it immediately or sequentially to accumulate more expensive training. If the cost of education exceeds the amount of the account, he or his employer could pay the difference. Also, a person will be able to manage their learning account by accumulating information about the acquired knowledge and skills. As a pilot, a small-scale digital skills project is first planned.

A paradigm shift in education is needed. A paradigm shift in education is needed to increase the human capital at our disposal and to make full use of others, such as cultural, natural or economic capital. Quality and lifelong learning is a necessity of the 21st century, as only an educated and creative society can work productively. Indicators 2030 - participation of the population in adult education 14% of the 25-64 age group.

A solution needs to be found as soon as possible to establish a link between the formal education system and non-formal and informal learning, so that those who have not gone

through the traditional path of education have equal opportunities not only within the education system but also in the labor market.

- According to the interview with Baiba Baškere from Department of Vocational and Adult Education of Ministry of Education and Science some conclusions:
 - on national coordinators: every municipality should have one full-time coordinator, but the reality is that not everywhere these employees work full-time. This issue severely restricts possible activity and efficiency. Basically, these coordinators work in the Education Boards and combine adult education national coordinator responsibilities with others. In adult education coordinators project in municipalities, we identify coordinators, we teach them how to address the population, find people, how to advertise adult education (a guide has been developed). But this do not go easy, because the biggest challenge is to change the mindset, and this is long term question. There are open programs for educators themselves - to learn methods and approaches.
 - on adult education project of the State Education Development Agency co-financed by the European Social Fund "Improvement of Professional Competence of Employed Persons": National coordinators are involved in this project as well, but the coordinators in particular are not motivated, because a lot of work has to be invested before they get paid, that happens only after the person involves. The overall trend in project - people's interest has greatly increased. More and more people are interested in studying, about 23,000 are involved (about 30,000 people were interested). Now the offer is more targeted, as an analytical service has been set up to assess the market and needs. The main target is low-income people, but it is these low-skilled people who find it most difficult to persuade them to learn, as they have adapted to low incomes and are not ready to retrain without a guaranteed certainty that they will get a job in a new higher-income qualification.
 - On surveys:

1) "Have you been involved in training in the last 4 weeks?" This indicator looks bad and does not grow. As we were on 6% on average we are still there. Maybe there are some unclarities with methodology or explanations because people sometimes do not think that courses and seminars also are considered as adult learning. In Europe on average this indicator is 15%, in Estonia 20%.

2) "Have you been involved in training in the last 12 months?". In this figure results

are relatively good 46% now (in 2011 it was 34%).

3) “What main things should be done in the next 3 years?”

- more work in local municipalities, planning regions should work more active. Ministry cannot influence everything. There are cities where people are active in municipality and naturally more citizens are interested in learning. It is important to attract local investors to boost local life and promote a better economy.
- there must be something in the state that encourages everyone to learn (for example, Estonia, digital skills - electronic voting, driving, etc.). Consequently, it created necessity to learn those important skills.
- Promoting a better life to make people want to live better.
- Improvement of methods and quality.

4) “What are some examples of good practice from the field of adult education.” Some municipalities - Jelgava Competence Center, Dobele. In Latgale LLU lifelong learning center. Good motivation is also the Adult Non-Formal Education Award “Sun Boat”.

5) At present, non-formal education has been paused in Latvia due to problems in ensuring quality. Amendments to the law and quality criteria for licensing have now been developed. The law is currently in the 2nd reading in the Saeima.

2. Life-long learning in Latvia

<http://muzizglitiba.gov.lv/pieauguso-izglitiba/15>

Lifelong learning is a comprehensive concept that includes both learning and teaching, formal and non-formal education, and the accumulation of skills, competences and knowledge acquired in daily contact with other people, or daily (informal) learning.

A lifelong learning process based on the changing needs to acquire knowledge, skills, experience in order to upgrade or change one's qualifications in accordance with the requirements of the labor market, one's interests and needs. Lifelong learning combines non-formal learning with formal education, developing innate abilities alongside new competencies. (*Latvia's Sustainable Development Strategy until 2030*).

Formal education

A system that includes basic education, secondary education and higher education degrees, the acquisition of which is confirmed by a state-recognized educational or professional qualification document, as well as an education and professional qualification document
(*Education Law, 1998*).

Informal learning

Education that takes place consciously or unconsciously, acquiring new or supplementing existing knowledge, skills, competencies, attitudes and values in everyday life and work experience, which enriches and improves personality (*adapted from AIC, 2016*).

Non-formal education Educational activities in accordance with interests and demand organized outside formal education
(*Education Law, 1998*).

Non-formal learning

Education that meets the interests and needs of the person, as a result of which it is possible to obtain a certificate of learning (*AIC, 2016*).

Learning

The process by which a person acquires information, develops and develops new knowledge, skills, competences, attitudes, values and patterns of behavior that can occur in a variety of educational, work and / or life situations. See the term “training” (*AIC, 2016*).

Learning outcomes

A set of knowledge, skills, competencies that a person has acquired in the learning process and is able to demonstrate. The results to be achieved are the planned learning outcomes (*AIC, 2016*).

Eight Key Competences for Life-long Learning

Everyone acquires or develops knowledge and skills throughout their lives, from kindergarten to retirement, according to their interests and needs. It characterizes the modern

understanding of education, as opposed to the outdated belief that education is acquired once in a lifetime - in youth.

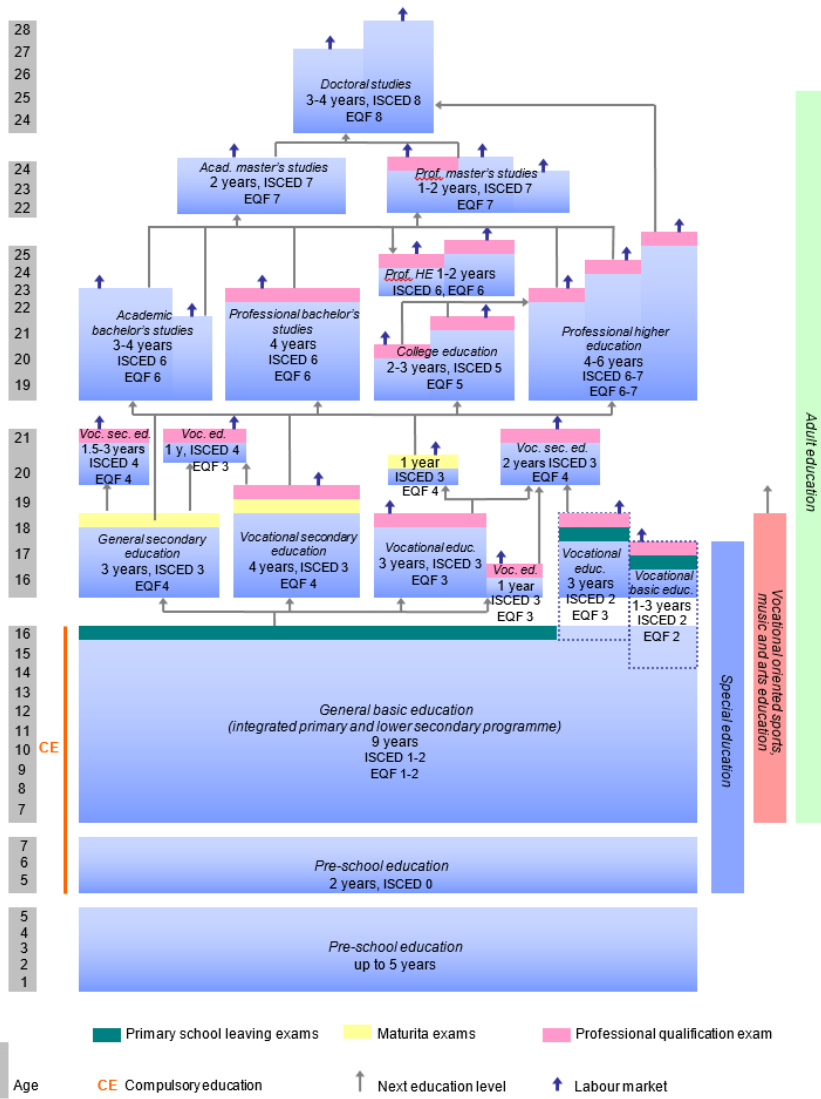
Basic skills are defined as a set of knowledge, skills, attitudes that correspond to each person's personality and sphere of occupation. The key competences are those needed by individuals for self-improvement and development, employment, civic engagement and social inclusion.

3. Education in Latvia

The Latvian education system consists of pre-school education, basic education, secondary education and higher education. General education in Latvia in total lasts 12 years consisting of compulsory 9-years basic education and 3-years secondary education. Additionally pre-school education at age of 5-6 is compulsory in Latvia.

Basic education stage comprises general basic education (grades 1-9) and vocational basic education. Secondary education stage comprises general secondary education, vocational secondary education and vocational education. Higher education comprises both academic and professional study programmes.

The education system of the Republic of Latvia (2018)



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Resource: <https://aic.lv/en/izglitiba-latvija>

4. Games in Adult Education

In recent years, the integration of game elements into educational processes and the use of games in adult learning have become increasingly popular. However, it must be acknowledged that the majority of adult educators, especially those providing education through public agencies, still use generally accepted formal education methods - lectures, Powerpoint presentations, etc. - which do not provide an interactive learning process and do not encourage active participation. In particular, the use of games and the integration of gaming approaches

more take place in companies in the business sector, both international and local. Especially those, who are open to the new ideas and care about their employees.

However, it should be noted that the choice of teaching style and the inclusion of appropriate methods in the teaching process depends more on the willingness and particular skills of adult educators. Adult educators who are developing their professional skills and willing to learn new methods also in their work use interactive methods in teaching but still part of adult educators approach learning process formally.

In the last 5 years many organisations and educators developing their own educational games and Association of Education games and Methods organize seminars for educators to introduce with different games. So far 15 seminars were organized and more that 1500 visitors attended these parctical seminars to learn how games can be included in educational processes. In some seminars more than 40 different methods/ games were presented what are developed in Latvia.





Field research

1. List of the Interviews

<i>Name, Surname</i>	<i>Represented organisation</i>
Baiba Baskere	Department of Vocational and Adult Education of Ministry of Education and Science
Sanda Roze	EPALE coordinator in Latvia
Krista Grike	Ary games LTD
Ketija Fogele	ERGO assistant of the board
Ilze Usacka	Adult educator
Liene Babure-Sabane	HR manager Circle K
Zane Veinberga	Psychologist, adult educator
Sandra Cirule	Organizer of the adult Education in Riga Municipality
Lasma Polikevica	Adult education center IDĀRTO

2. Summary of the Interviews

Questions:

1. Do you use games for education? (teachers/educators) / Do you have experience with games as a teaching material (students)

Basically, the interviewed participants note that they use games in the learning process or have encountered their use as learners. Although some responses show that the interviewees had no idea that these were game-type techniques that had been used. Because sometimes the term game is taken very directly and concretely, referring to entertaining games or board games.

Sometimes games are used more as a moment of relaxation and entertainment between learning processes, without using them directly for learning.

2. Why do you use games for education? And if not, why don't you use games?

As the main argument for the use of games in the learning process, the interviewees mention increasing the involvement of learning participants through gaming.

Another argument in favor of games is that the game works with 3 types of perception - audio, visual, kinesthetic. If all 3 perceptions are employed, a person retains longer in memory.

The game changes people's roles, there is not one leader and the rest of the audience, all participants are active. Are included in the process. The role of trainers/leaders is to monitor what is happening and provide support. Similar to a sports coach. Thus, the effect of the learning process is greater.

Games allow you to make mistakes, which is very important in the learning process. Formal education says that making mistakes is bad, so people become afraid to try. The game allows you to make mistakes and repeat the process by playing again and again.

What is described in the 10 books can be learned faster through the game (for example, work safety, legislation, etc.) By incorporating it methodically and correctly into the game, the content can be learned quickly.

Knowledge sticks by itself, learning takes place unforced and natural.

On the other hand, when mentioning the reasons why games are not used, the basic answer is insufficient information about the possibilities of using games in the learning process, insufficient popularity of the game method, lack of habit.

3. Which games do you use?

Basically, various card games, associative or metaphorical cards, as well as cards of various topics, value cards, task cards, etc. are used. Specially created games are also used for learning a specific topic, for example, work safety, etc. There is less customization of already created board games. Different energizers, different movement games are also used.

4. Where do you look for games? Where do you get your information about which game to use?

Information about the games is mainly obtained from social networks and various events that bring together local game and method creators who present the practical application of their games. Information is also received from friends, acquaintances, and colleagues.

5. Are there parts of the curriculum that provide a better context for games than other parts?

The games are most used in the introductory section, the reflection section. As well as for relaxation from an intensive learning process.

6. What do you need if you already use games / if you're thinking about using games-> for example more games, more knowledge about why to use games in education etc.

Several interviewees responded that it would be very useful to have a games library where games could be rented or borrowed, and it would also be valuable to have a game testing lab where games could be tried out in practice before implementing them in daily work. It would also be useful to have a single resource where all information about games that can be used directly in the educational process would be collected. Video tutorials on how to use the games would also be helpful if it's not possible to try it out hands-on.

7. How do you deal with students and colleagues who don't like games?

Basically, all the interviewees answered that the games should not be forced, that participants should be involved gradually and voluntarily. Perhaps a longer introduction is needed for the particularly skeptical, perhaps one should be allowed not to engage and observe.

The main skepticism comes from older participants who simply have no experience using games for serious learning purposes. Therefore, a culture must be formed, gradually more and more games must be used in the educational process, so that the attitude of the society as a whole changes as well. The benefits of the gamification process should be shown more.

8. What requirements do you set for a game to use it for educational purposes?

Easy to understand, easy to integrate, easy to adapt to different audiences, situations, group size. Transformable. Quality materials, reusable.

9. Do you discuss the learning outcome of a game? And if you do, how do you discuss it?

Gamification is based on debriefing after the gamification process to capture the benefits and key learnings that have emerged. Getting feedback depends on the size of the group. In a smaller group, let everyone express themselves, in larger groups or in pairs. This process can also use gamification elements, such as associative cards, to describe the benefits or key insights that have emerged.

10. How do you think games and other teaching materials like books and exercises relate to each other?

Conventional learning materials and games definitely do not exclude each other, rather they complement each other and, if used wisely, can increase the effectiveness of learning.

11. Do you think there should be a policy (or some coordination) around the use of games in education?

The opinions of the interviewees are divided on this issue, some believe that any regulation would kill creativity, which is very important in gaming, but some believe that regulation is necessary, especially in studies that affect deeper work with people. But the unifying factor for all interviewees is that game producers would still need regulation so that the games produced meet the quality requirements of the industry.

From the answers obtained in the interviews, we can see that the use of games in Latvia is still at an early stage, when individual people or organizations use them, but in general, it is not a stable part of the adult education process in society. We also see that the depth of using games (only as an energizer or reflection assistant, or already as part of the learning process) depends on each lecturer and the institution itself. There is also no single place for gaming enthusiasts to learn about new gaming opportunities. And there is not a completely clear opinion in society about the benefits of introducing gaming in education.

3. Examples of the good practices

As it was written above, the use of the games and gamification approaches are increasing in Latvia and more and more companies and adult education institutions are using them in training. In order to promote adult education “EPALE National Support System” what is under the Ministry of Education and Science of the Republic of Latvia every year is giving the Adult

Non-Formal Education Award “Sun Boat” (in latvian - Saules laiva).



Business companies

- Pricewaterhouse Coopers

Company developed a game for employees to train specific competences to acquire standards of the accountant program “IFRS16”.

- Rimi Latvia

Company has 125 shops in Latvia and more than 5 years implement activities with gamification approaches and educational games. Especially to promote lifelong learning and competences development in customer services.

Training centers

- Nordic training International - www.nti.lv

The company specializes in the development of the individual simulation games for companies and public sector.

SmartEdu - <https://www.smartedu.lv>

Online learning platform with gamification elements. Companies can buy subscription and create their own content.

About Association of Educational Games and Methods

The Latvian Association of Educational Games and Methods (Izglītojošo spēļu un metožu asociācija (ISMA)) is a non-governmental association which has a significant experience in the

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GAMES & LEARNING



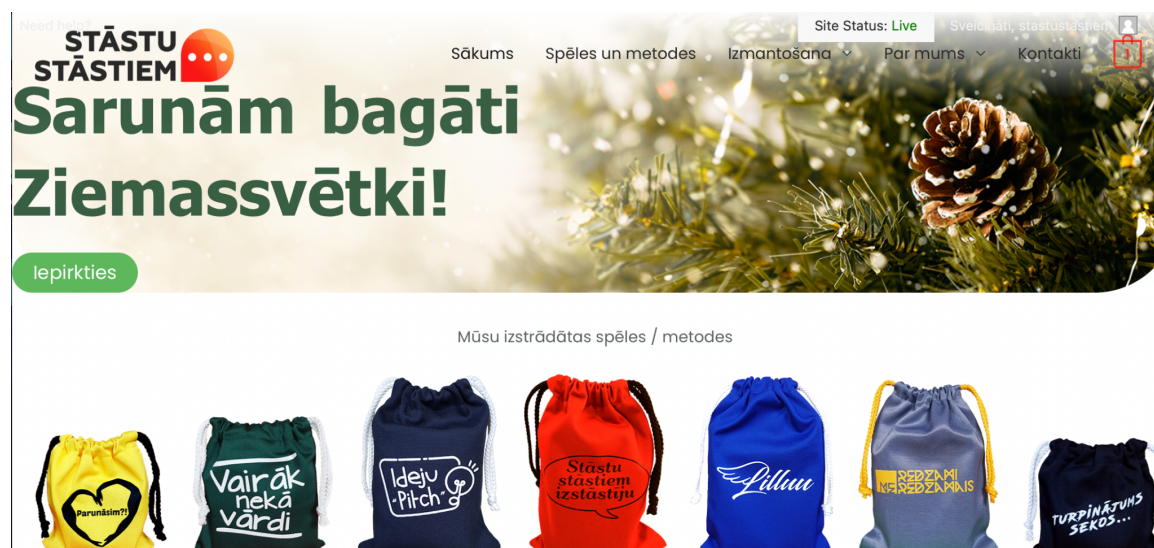
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development of educational games and gamification. Since its establishment, the organisation has been actively involved in the activities and projects related to educational games, development of games and their adaptation to learning and occupational processes, promotion and integration of gamification approaches into the educational and work-related processes. The use of games in the educational process in Latvia is a relatively new experience that has been developing more rapidly in the last 5-7 years. Currently, some educators are familiar with the games and methods created in Latvia and also outside Latvia that can be integrated into the learning process, yet there is still a considerable need for materials to explain the benefits of using games and also to provide some guidelines on how games can be used for educational purposes and processes. The association unites different educational game's developers and organizes seminars in all Latvia about games, gamification and their role in educational processes.

Examples of the educational games' developers

www.stastustastiem.lv



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CONCLUSIONS of the RESEARCH REPORT FROM LATVIA

- 1) In Latvia there is no single state budget financing (and never has been) adult education. It is mostly financed through projects (Structural Funds) and there are separate sectors (teachers, health, agriculture etc.) that have their own funding.
- 2) At present, the project “Improvement of Professional Competence of Employed Persons” of the State Education Development Agency (VIAA), also known as “Learning for Adults”, which will be increasingly developed by 2023, makes an ambitious contribution to adult education.
- 3) According to the Adult Education Survey conducted within the framework of the co-operation project “Development of the Latvian Education and Skills Strategy” of the Organization for Economic Co-operation and Development (OECD) and the Ministry of Education and Science of the Latvia, the most important barriers to engaging in adult education are finances (tuition fees are too high, no employer support), time (training is not compatible with the work schedule, place of study is difficult to reach) and family responsibilities (need to devote time to family).

- 4) Closer cooperation between the public and private sectors is envisaged. In parallel with the continuation of support for training, it is also planned to develop the concept of Skills Funds, in which part of the funding for employee training would be invested by the state, and the other part by employers. The idea of individual study accounts has already been implemented in some countries. As a pilot, a small-scale digital skills project is first planned.
- 5) A paradigm shift in education is needed to increase the human capital at our disposal and to make full use of others, such as cultural, natural or economic capital. Quality and lifelong learning is a necessity of the 21st century, as only an educated and creative society can work productively. Indicators 2030 - participation of the population in adult education 14% of the 25-64 age group.
- 6) In recent years, the integration of game elements into educational processes and the use of games in adult learning have become increasingly popular. However, it must be acknowledged that the majority of adult educators, especially those providing education through public agencies, still use generally accepted formal education methods - lectures, Powerpoint presentations.
- 7) From the answers obtained in the interviews, we can see that the use of games in Latvia is still at an early stage, when individual people or organizations use them, but in general, it is not a stable part of the adult education process in society. We also see that the depth of using games (only as an energizer or reflection assistant, or already as part of the learning process) depends on each lecturer and the institution itself. There is also no single place for gaming enthusiasts to learn about new gaming opportunities. And there is not a completely clear opinion in society about the benefits of introducing gaming in education.

In this document, we have summarized ISMA's perspective on the issues discussed in the document, and we have also included both publicly available information and information provided to us by the people interviewed. We would like to emphasize that this is our point of view and our interpretation of the discussed issues.

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