

Road Map

Country: Latvia



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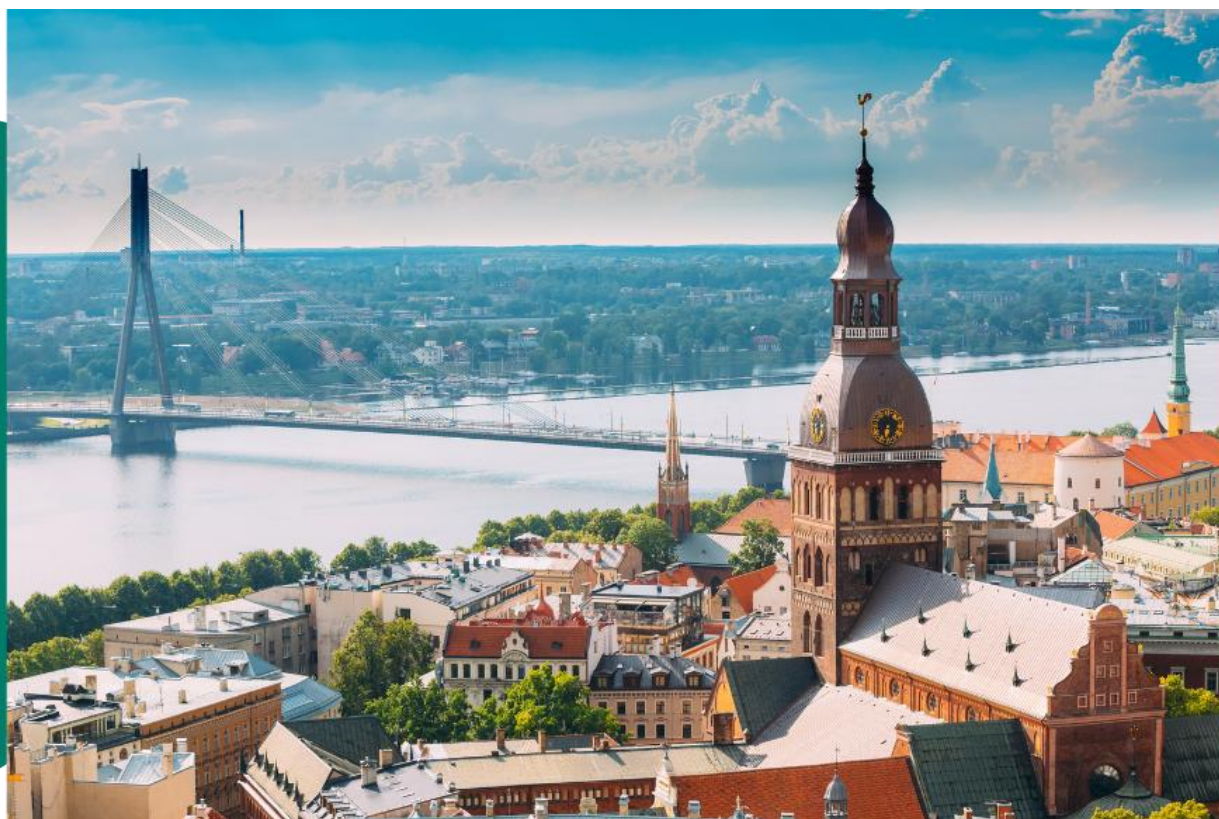


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Partner organization: Latvian Adult Education Association and The State Education Development Agency



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1. Stakeholders involved in developing the Road Map

What types of stakeholders participated in developing the Road Map, and what are their roles? Please provide detailed information about their roles in implementing the Road Map.

The Road Map development process was coordinated by the project partners in Latvia - the Latvian Adult Education Association (LAEA) and the State Education Development Agency (VIAA), using their rich experience in adult skills development, as well as involving other stakeholders.

Latvian Adult Education Association (LAEA) is a non-governmental, non-profit organisation, that unites adult education providers in Latvia. With more than 60 members from different types of adult education institutions (incl. 14 training centers and institutes, 3 regional adult education centers, 5 universities and their further education centers, 1 college, 11 NGOs, 5 municipalities/ municipal boards of education, 1 competence development center, 1 Vocational secondary school, 1 folk high school) and 23 individual members (adult education trainers), the association operates in different ways: represent their members and non-formal adult education sector in the EU Structural Fund and Cohesion Fund Monitoring Committee, in AE management board, provides opinions to ministries for improvement of legal acts; exchanges with actual information and experience, shares new methodological materials within their member organizations, in a network of European Adult Education Association, in Nordic-Baltic AE network; organizes seminars, conferences, summer schools, discussions and visits to European adult education institutions.

The State Education Development Agency (VIAA) is a direct administration institution which is subordinated to the Ministry of Education and Science. The aim of the activities of VIAA is to implement the national policy in the field of education development and implement projects financed by European Union (EU) Structural Funds and other financial instrument programmes, projects and initiatives. It has provided significant support for improving the skills and qualifications of employees during the implementation of ESF project "Improving the professional competence of employed persons". In the development of the Road Map, VIAA used its experience gained in the implementation of the ESF project "Improving the professional competence of employed persons" in 2017-2023, including the experience and insights on the necessary changes in the development of adult skills development pathways gained in cooperation with educational institutions involved in adult education and in cooperation with municipalities (adult education coordinators in municipalities). VIAA also carried out extensive surveys and in-depth interviews with participants to find out the level of satisfaction of the adult education service recipients with the skills and knowledge they have acquired and the barriers to participation in adult education. A survey of employers on their attitudes towards skills development of employees was also carried out, as well as an analysis of project data to evaluate the project implementation process.

Within the WP 2 of the project the partners in Latvia – the Latvian Adult Education Association (LPIA) and the State Education Development Agency (VIAA) – carried out **3 online focus group discussions as well as several individual interviews with the adult education experts**. The



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findings, conclusions and recommendations of the discussions and interviews have been taken into account in the Road Map.

In focus group discussions representatives of local municipal bodies and education institutions participated to learn about the process about the implementation of adult education policy and initiatives in the local community. Representatives of public and private adult education providers, employment and social sector specialists participated in focus groups to learn about the adult education training provision processes and services. Training of digital skills was discussed in focus groups with adult educators from private and public institutions.

The views, recommendations and conclusions of the **development groups** on priorities and tasks to be achieved were also taken into account in developing the Road Map. State Education Development Agency and Latvian Adult Education Association implemented four development group meetings in Riga and in Limbaži municipality, with the total number of 105 participants. In all events implemented online participation opportunities (ZOOM) were provided, thereby 18 participants out of 105 participated online. Participants represented different types of stakeholders:

- Representatives from the project partner - State Education Development Agency, implementing ESF project Nr. 8.4.1.0/16/I/001 «Improving the professional competence of employed persons» (2017 – 2023) – and Ministry of Education and Science of Latvia - 8 participants;
- Latvian Adult Education Association - promotes development of non-formal education system in Latvia - 4 participants;
- Municipalities, mainly represented by officials, responsible for adult education development in their territory - 33 participants;
- Private and public adult education providers - 37 participants;
- Non-governmental organisations, involved in adult education - 12 participants;
- Libraries - 5 participants;
- As well as 6 entrepreneurs, 3 representatives of social services providers in municipalities, 1 hospital and 1 local newspaper representative.



2. Planning the Implementation Plans/ Road Map

List and describe how you plan to develop the Road Map. Who will start drafting it, who will be consulted further, the timeline, methods to be used, etc. Which methods were most successful in engaging participants, generating actionable and specific suggestions, and supporting collaboration between stakeholders?

Partner organizations - the Latvian Adult Education Association and the State Education Development Agency - carried out the stakeholder analysis through research and analysis (desk analysis and focus group discussions with stakeholders). Based on the desk analysis and focus-group discussions on the existing challenges and gaps in the cooperation of stakeholders in Upskilling Pathways, four main priorities were defined for Development groups: promotion of good practice, information exchange, communication, and publicity for greater involvement of low-skilled adults, digitalization strategy for the development of adult education, support for local adult engagement initiatives and involvement opportunities of planning regions in promotion of adult education development.

During four development group discussions in Riga and in Limbaži municipality, with a total number of 105 participants (representatives from State Education Development Agency, Ministry of Education and Science of Latvia, Latvian Adult Education Association, municipalities, mainly represented by officials, responsible for adult education development in their territory, private and public adult education providers, non-governmental organisations, involved in adult education, libraries, as well as 6 entrepreneurs, 3 representatives of social services providers in municipalities, 1 hospital and 1 local newspaper representative), opportunities, main challenges were discussed and proposals for possible solutions for those challenges were developed, as well as long-term goals and short-term goals were discussed for development of implementation plans.

3. Successful Cooperation Mechanisms

Please provide 2 examples of good practices which could be a source of inspiration for other countries.

The Human Capital Development Council has established an inter-sectoral **Joint Coordinating Commission for Adult Education**. The Commission is an inter-sectoral collegial expert body established by the Ministry of the Economy in 2024 to ensure a coherent offer of training in the field of adult education, to implement coherent activities and management coordination of the institutions involved in the field of adult education in order to achieve the strategic objectives of human capital development. The Commission is composed of representatives of several ministries (Ministry of Economy, Ministry of Education and Science, Ministry of Welfare, Ministry of Smart Administration and Regional Development), the State Chancellery's Department for Cross-Ministerial Coordination and representatives of sub-ministerial institutions (Investment and Development Agency of Latvia, State Employment Agency, State Education Development Agency, State Education Quality Service and the State Education Content Centre), as well as representatives of employers (the Employers' Confederation of Latvia and the Latvian Chamber



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of Commerce and Industry) and employees (the Free Trade Union Confederation of Latvia), as well as representatives of the Latvian Union of Local Governments.

The Commission's responsibilities also include:

- regular analysis of the results and performance indicators of adult education and implementation of impact assessments at national and international level to achieve the objectives set out in policy planning documents;
- development of proposals for the improvement of regulatory acts and policy planning documents on adult education and governance of adult education;
- development of quality criteria for adult education providers;
- propose areas of adult education training, priority target groups for adult education, principles for the distribution of the state budget for adult education and funding from the European Union Recovery Fund, the European Social Fund plus, the Just Transition Fund and additional necessary funding;
- make proposals to institutions involved in the management of adult education, e.g. including, employers' representatives and sectoral associations, how to involvement adults in adult education, how to promote sectors to attract new recruits and how to enlarge inter-institutional cooperation and information exchange in the field of adult education with the responsible sectoral ministries.

This Erasmus+ project “**National coordinators for the implementation of the European Agenda for Adults Learning**” is implemented by the Ministry of Education and Science with the main emphasis (but not limited to) on the collaboration with municipalities on the development of lifelong learning opportunities. It contributes to promoting adult learning, providing policy advice, gathering and disseminating best practices to national authorities. The network of adult education coordinators has been established in all municipalities, a competency development program for adult education coordinators has been developed and numerous trainings and seminars, as well as program piloting (*DigComp*, *FinComp*, *GreenComp*, *EntreComp*, *LifEComp*) and methodology materials developed.

4. Development of an Implementation Plan/Road Map

What are the short-term and long-term goals for upskilling initiatives, and how can they be aligned with the objectives of the stakeholders? What is the timeline for implementation, and what are the key milestones that need to be achieved? How will responsibilities be distributed among the various stakeholders, and what governance structures will be put in place? What strategies will be in place to adapt and evolve the implementation plan as circumstances change or new challenges arise? What contingency plans can be developed to mitigate unforeseen challenges or disruptions in UP?



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The long-term goal of skill development initiatives is to create a sustainable adult education system in Latvia, which, based on the coordinated cooperation of the stakeholders involved, promotes higher adult involvement in education, provides adults with continuous learning opportunities and diverse life long and life wide skills development pathways, contributing to the country's economic growth and cultural prosperity, social security and integration of society.

The short-term goals of the initiatives are focused on the implementation of priorities that contribute to the achievement of the long-term goal:

1. **Partner specialization and institutional cooperation.** The goal is to achieve higher adult involvement and expansion of upskilling pathways by developing cooperation mechanisms among all stakeholders.
2. **Support for local (regional, municipal) initiatives of adult involvement in education.** The goal is to develop adult engagement and learning initiatives with creating conditions for cooperation of institutions, associations, entrepreneurs and education providers on municipality and regional levels.
3. **Information exchange, communication, and publicity.** The goal is to expand stakeholder involvement and collaboration opportunities by developing information exchange among stakeholders of all levels and ensuring publicity of their activities.

Long-term goals concern all stakeholders because they are related to common benefits.

Short-term goals are based on different activities, the performance of which will ask additional effort and work or reduction of it. This could be assessed by partners in different ways. However, the potential benefits of achieving the goals justify these investments.

Long-term and short-term goals cover national, regional, and local levels and all stakeholders involved in adult education - ministries and governmental agencies, municipalities, all types of education institutions, universities, organisations of entrepreneurs, and non-governmental organizations.

5. Summaries of the Implementation Plans

Please summarize the four pages to be included in the international report.

implementation plans in Latvia mainly focus on

Increase stakeholder engagement by:

- **Raising awareness** among various stakeholders (including policymakers, employers, municipalities, as well as adults with low basic skills);
- **Promoting dialogue** (for example organizing events like Career Week, which provides a platform for stakeholders to engage in discussions, share experiences. Regular feedback from stakeholders allows continuous improvement. EPAL Latvia Platform facilitates online discussions, knowledge sharing, and networking among adult education stakeholders);



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- **Coordinating outreach efforts** (coordinating communication among different stakeholders, organizing seminars for career key stakeholders, which provides them with the necessary information).

Improve cooperation and coordination by:

- establishing inter-sectoral bodies, (Joint Coordinating Commission for Adult Education, comprising representatives from various sectors like government, education, employers, and trade unions, ensure a coordinated approach to adult education policy and its implementation, facilitate information sharing, identify and address common challenges, and promote collaboration among stakeholders);
- strengthening regional and local networks, (collaboration with Regional Planning Administrations will ensure that regional development plans align with adult education needs and will promote active involvement of local stakeholders, such as municipalities and community organizations. It will help to engage low-skilled adults in education);
- developing a framework for work-based learning.

Enhance data-driven decision-making by:

- collecting and analyzing data on adult education needs and learning outcomes, (it will provide valuable insights into the effectiveness of programs and identify areas for improvement. Regular analyses of skills demand in the labor market will promote the development of relevant and responsive adult education programs);
- developing a Skills Management Platform (this platform will serve as a centralized hub for information on available training programs, career guidance services, and other relevant resources);
- conducting research on the effectiveness of adult education programs (research will generate evidence-based insights that can promote policy decisions and program improvements. Evaluating the impact of adult education programs will help assess interventions' effectiveness and identify areas for improvement.).

By implementing these strategies, it is possible to significantly improve the accessibility, quality, and effectiveness of adult education. Increased stakeholder engagement, improved cooperation, and a data-driven approach will ensure that adult education programs are responsive to the needs of learners, employers, and the labor market, ultimately contributing to a more skilled and competitive workforce.

6. Lessons Learned

Summarize the main lessons learned. This includes not only the outcomes (implementation plans) but also the development and elaboration of the plan.

During 2024 all major **national-level** stakeholders from the public and private sectors are successfully involved in the Upskilling Pathways in Latvia, however, continuous and active participation of all parties involved requires continuous coordination efforts. There is reason to believe that the recently established Joint Coordinating Commission for Adult Education will succeed in implementation of these tasks. At the same time, it should be noted that a lot of work

still needs to be done in order to ensure effective involvement of all stakeholders at the **municipal and regional** levels.

The main target group of the project partner the State Education Development Agency are adult educators providing formal education programs for adults, at the same time project partner the Latvian Adult Education Association is mainly dealing with a variety of non-formal education forms, including civic participation, democracy, gender equality, environment, and other horizontal themes. Thereby collaboration of both organisations involved creates a valuable synergy.



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7. Annex – Road Maps

Challenge/Obstacles: Insufficient motivation of stakeholders to engage adults with low basic skills in education.

Objective : To raise awareness among stakeholders of the necessity, opportunities, and benefits of involving adults with low skills

Priority 1: Coordination of outreach activities

	ACTION	RESPONSIBILITY	PARTNERS	INDICATORS	TIMEFRAME
1	Integrated communication campaign focusing on the need to involve adults with low levels of education and skills in learning	VIAA	Municipalities, educational institutions involved in adult education	Activities carried out, materials prepared	2025-2029 (each year)
2	Information and methodological support seminars for career counsellors in State Employment Agency of Latvia, educational institutions and municipalities, and municipal adult education coordinators, with a particular focus on the participation of adults with low educational level in education (Summary presentation from seminars for career counsellors - Annex 2 to this report).	VIAA	Local governments, State Employment Agency of Latvia , Euroguidance network , educational institutions	Number of seminars implemented (2 online seminars, 5 face-to-face seminars in Riga and 4 regions of Latvia, November - December 2024)	2024-2029
3	Developed in cooperation with other stakeholders “A conceptual solution to outreach, inform and motivate low qualified adults to engage in learning, and	VIAA	Ministry of Education (MoES), Adult education coordinators in local municipalities,	Develop a solution and implementation plan in 2024	2024-2029



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its annual implementation plan”, accepted by Ministry of Education (Annex 1 to this report)		career counsellors, incl. State Employment Agency, education institutions, employers, sector associations, trade unions etc.	Implement and update the plan annually from 2024 to 2029.	
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Priority 2: Expanding opportunities for discussion and exchange of opinions

4	Raising adult education issues during the annual Career Week , organised by the VIAA in cooperation with municipal education administrations, career counsellors, including discussions, involving employers, representatives of local communities, etc.	VIAA	Local governments, educational institutions	Number of events, discussions	2024-2029
5	Receiving feedback from those involved in adult education projects: educational institutions, training participants, career counselors, adult education coordinators in municipalities, etc.	VIAA	Educational institutions, municipalities	Surveys, discussions, interviews	2025-2029
6	Organising discussions and exchanges of views of adult education stakeholders on the EPALE Latvia platform	EPALE Latvia			2024-2026

Challenge/Obstacle: Project based approach in implementation of adult education activities

Priority 1: Approbation of the national level partners' cooperation model

	ACTION	RESPONSIBILITY	PARTNERS	INDICATORS	TIMEFRAME
1	Creation of the Joint Coordinating Commission for Adult Education, an inter-sectoral collegial body of experts established to ensure a coherent offer of training in the field of adult education, to implement coherent activities and management coordination of the institutions involved in the field of adult education aimed to achieve the strategic objectives of human capital development.	Ministry of Economics	MoES, Ministry of Welfare, VIAA, State Employment Agency, Employers' Confederation of Latvia , Free Trade Union Confederation of Latvia , universities etc.	Regular meetings of the Commission	2024-2029
2	Ensuring the exchange of information and experience between LAEA, national NGOs and adult education providers to improve adult education work	LAEA	NGOs and adult education providers	Informative emails	2025 - 2029

Priority 2: Developing a model of cooperation between partners at regional level

3	To organise information and methodological support seminars, experience exchange, best practice seminars for adult education coordinators	VIAA	LAEA, MoES (Erasmus+ project " National coordinators for promoting participation ")	Number of seminars organised	2024-2029
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	in municipalities on the development of local networks		in adult education in Latvia ”), municipalities		
4	Involvement of career counsellors from educational institutions and municipalities in career guidance for adults, in priority for adults with low educational attainment, in addition to State Employment Agency career counsellors, in order to make career support more accessible	VIAA	State Employment Agency, municipalities, educational institutions	Availability of career support, number of career counseling sessions provided	2024-2029

Priority 3: Developing networks at local level

5	To organise information and methodological support seminars, experience exchange, best practice seminars for adult education coordinators in municipalities on the development of local networks	VIAA	LAEA, MoES (Erasmus+ project “ National coordinators for promoting participation in adult education in Latvia ”), municipalities	Number of seminars organised	2024-2029
6	Involvement of career counsellors from educational institutions and municipalities in career guidance for adults, in priority for adults with low educational attainment, in addition to State Employment Agency career counsellors, in order to make career support more accessible	VIAA	State Employment Agency, municipalities, educational institutions	Availability of career support, number of career counseling sessions provided	2024-2029



Priority 4: Developing a cooperation model for work-based learning

7		In cooperation with the MoES, employers, vocational education institutions, develop the implementation of work-based learning in adult education	VIAA	MoES, educational institutions, employers	Providing work-based learning in adult education	2025-2029
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Challenge/Obstacle: Uncertainty of the cooperation mechanism of the involved parties.

Objective: Creating the information conditions for coordinated cooperation

Priority 1: Consolidation of information into a single web platform for adult education opportunities

	ACTION	RESPONSIBILITY	PARTNERS	INDICATORS	TIMEFRAME
1	Regular data analysis of adult education projects, surveys of participants in training (immediately after completion of training and 6 months after completion of training to assess satisfaction with training services and impact of training), regular	VIAA	Educational institutions, municipalities	Survey data and conclusions	2025-2029

surveys of representatives of educational institutions, municipalities, career support providers to assess the current situation and gather recommendations for process improvement

Priority 2: Development of proposals to improve the quality of the skills demand and the methodological work of sectoral expert councils to generate data-based labour market demand for adult learning provision

2

Monitoring participants in adult education programs

Central Statistical Office

VIAA, State Employment Agency, [Central Finance and Contracting Agency](#)

Monitoring carried out

2025 - 2029

3

Contribution to implementation of National Research Program project "[Development of evidence-based solutions for effective professional competence development of adults and evaluation of its transfer to practice in Latvia](#)"

Latvian Science Council

[University of Latvia](#)
[University of Liepaja](#),
[Ventspils University College](#)

Developed and approbated practical solutions for the effectiveness of the impact of adult professional competence development on practice for the evaluation of the effectiveness of

2024 - 2026

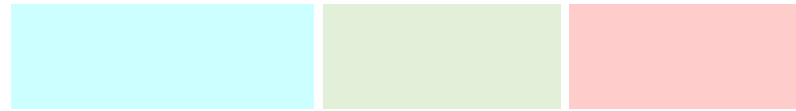


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			learning outcomes in Latvia		
4	Contribution to implementation of Study " Assessing the effectiveness and progress of human capital development policy in Latvia "	University of Latvia	MoES, Ministry of Welfare, Ministry of Economics	Results of the research have been disseminated and discussed	2024 - 2026
5	Regular data analysis of adult education projects, surveys of participants in training (immediately after completion of training and 6 months after completion of training to assess satisfaction with training services and impact of training), regular surveys of representatives of educational institutions, municipalities, career support providers to assess the current situation and gather recommendations for process improvement	VIAA	Educational institutions, municipalities	Survey data and conclusions	2025-2029
6	Development of proposals to improve the quality of the skills demand and the methodological work of sectoral expert councils to generate data-based labour	VIAA	MoES, Ministry of Economics, Ministry of Welfare	Proposals to improve the quality of skills demand	2024-2025



market demand for adult learning provision





To learn more about the Partner UP project and the results from other countries, visit the **Partner UP Virtual Map**.



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Valsts izglītības
attīstības aģentūra

«PartnerUP» dissemination and thematic seminars

«Challenges for adult educators and the
collaboration mechanisms needed to
address them engaging adults in
learning, particularly those with low skills
and learning difficulties»

November – December 2024, Latvia

Jelgava - Rīga – Liepāja – Valmiera - Daugavpils



Series of seminars "Strengthening the capacity of career counselors to work with adults"



- ✓ **The purpose of the seminar cycle:** Using lessons learned during «PartnerUP» implementation for highlighting the necessary skills and experience of **career counselors** with the use of new tools in the provision of individual career counseling for adults, incl. hard-to-reach groups (people with a low level of education, etc.), promoting cooperation in improving professional knowledge and offering materials in Latvian.
- ✓ **The target audience of the seminar series:** career counselors who plan to work with adults, incl. career counselors of general and professional educational institutions.
- ✓ **Venues of the seminar cycle:** Professional educational institutions in the regions of Latvia: Zemgale - Jelgava Technical School; In Riga - Riga State Technical School, in Kurzeme - Liepāja State Technical School, in Vidzeme - Valmiera Technical School, in Latgale - Latgale Industrial Technical School in Daugavpils, **with a total number of 129 participants.**



Themes of seminars



- ✓ «PartnerUP» project and its impact on overall discussion of upskilling pathways in Latvia, lessons learned from seminars and focus groups
- ✓ Overview of opportunities, offered by ongoing adult education projects, implemented by VIAA
- ✓ Role and essential aspects of adult counseling in promotion of adult learning
- ✓ Methodological resources available in adult counseling
- ✓ The use of artificial intelligence tools in the work of a career counselors
- ✓ Necessary support in working with employees with low education and skills levels
- ✓ Vocational educational institutions as a resource in adult education

PARTNERUP

PARTNERSHIPS AND STAKEHOLDER
ENGAGEMENT FOR UPSKILLING PATHWAYS

The project “Partnerships and stakeholder engagement for Upskilling Pathways” – an opportunity to internationally share good practice in the development of adult education opportunities



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[Project Number: 101087193]



Project "Stakeholders' involvement and cooperation in the implementation of skills improvement paths"

- ✓ Project partners - 11 full and 4 associate partners - institutions and non-governmental organizations from **Ireland, Croatia, Romania, Greece, Belgium, Italy, Cyprus, and Latvia** (LPIA and VIAA).
- ✓ **Project coordinator**– [European Association for Adult Education](#) (EAEA)
- ✓ **The purpose of the project**– to promote the implementation of skills improvement paths by increasing the participation of adults in the use of lifelong learning opportunities and to promote cooperation between the organizations and institutions involved in this process
Special **emphasis of** the project - identification of good practice involving adults with low skills and the risk of exclusion in adult education.
- ✓ **Main planned results**– summarised good practices from the project countries in the field of effective stakeholders cooperation, developed of a roadmap for the implementation of upskilling pathways based on the cooperation mechanisms discussed.

Project webpage as the main dissemination source

<https://partnerup-project.eu/lv/>

Stakeholders involved in coordinated cooperation:

- ✓ state institutions (ministries, agencies, etc.);
- ✓ municipalities (including various structural units of the municipalities);
- ✓ educational institutions (private and public, municipal, vocational and higher education institutions);
- ✓ employers (including employers' organizations);
- ✓ non-governmental organizations.

Concerted, purposeful actions:

- ✓ in communication and addressing people (corresponding to different target groups);
- ✓ in the provision of support for the reduction of obstacles for learning adults (including in the provision of career guidance);
- ✓ in providing educational opportunities (developing educational programs, training teachers) for various groups of adult learners.



The screenshot displays the PARTNERUP project website. At the top left is the logo 'PARTNERUP'. The navigation menu includes 'Home', 'About', 'Partners', 'Virtual Map', 'News', 'Contact', and a language selector 'EN'. The main visual is an illustration of three people in business attire working together to assemble large, colorful puzzle pieces. Below this, the website features three white rounded rectangular boxes with icons and text:

- Objectives:** Represented by a target icon with a ribbon. Text: "Partner UP strives to improve the implementation of Upskilling Pathways, increase adult learners' participation in lifelong learning opportunities, and promote cooperation among relevant stakeholders."
- Results:** Represented by a checklist icon with a target. Text: "The project will conduct stakeholder analysis and consultations, organize study visits for peer learning, and develop implementation plans for new cooperation mechanisms that address the gaps and opportunities in adult learning and support adults with low qualifications."
- Methodology:** Represented by a flowchart icon. Text: "Partner UP's methodology is guided by the principles of democracy and participation, efficiency, sustainability and transferability, evidence-based research and analysis, achievability, and flexibility to ensure that partners work together effectively and create solutions that are relevant and transferable."

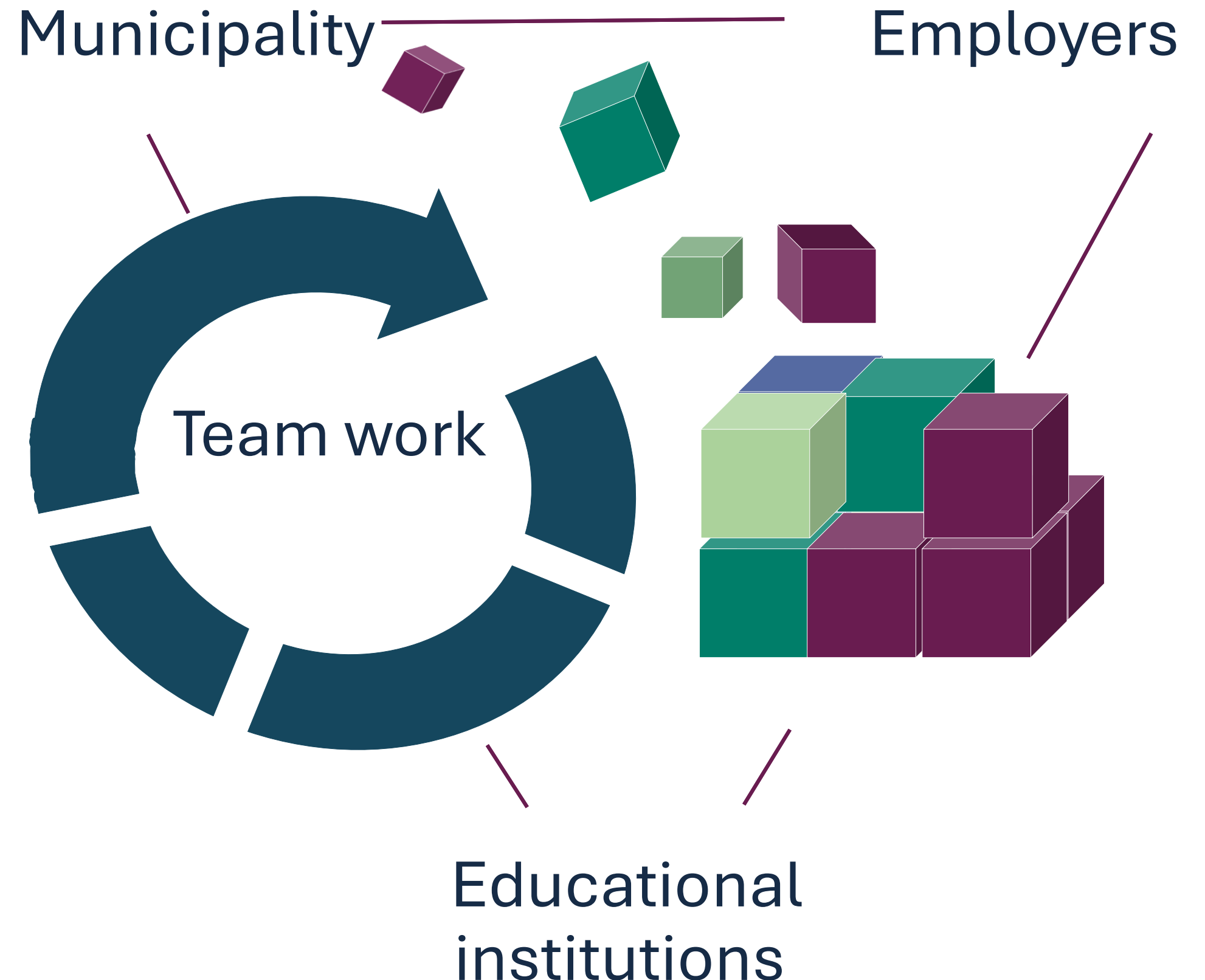
<https://partnerup-project.eu/lv/>



Educational ecosystem creator, coordinator, resource and quality manager in the particular municipality

Cooperation

Cooperation of the municipality, employers, educational institutions and the local community of adults, incl. employees with a low level of education achievements



Ongoing adult
education projects
implemented by the
State Education
Development Agency



Līdzfinansē
Eiropas Savienība



Nacionālais
attīstības plāns

Planned adult education projects in the skills management platform in December 2024



WE CAN

«Development of society's digital skills»

Digitālās pamatprasmes (implemented by the The Ministry of Smart Administration and Regional Development)

Recovery fund project no. 2.3.2.1.i.

Purpose- to promote the development of digital self-service skills in society.

By April 2026, 40,000 have deepened their digital skills

Adults aged 16-74 will be able to learn digital skills, including self-care, according to DigComp levels 1-3

VIAA

«Development of the approach of individual learning accounts»

Digital skills for advanced users/experts

Recovery fund project no. 2.3.1.4.i.

Purpose - to develop and approve the approach of individual learning accounts appropriate to the Latvian context (further -**IMK** approach), creating wider opportunities and rights for persons aged 18 and over to receive an individualized training offer according to the priorities of the labor market.

Adults aged 18 and over can receive funding of EUR 500 for learning digital skills at DigComp level 4-6

European Social Fund Plus project 4.2.4.2.

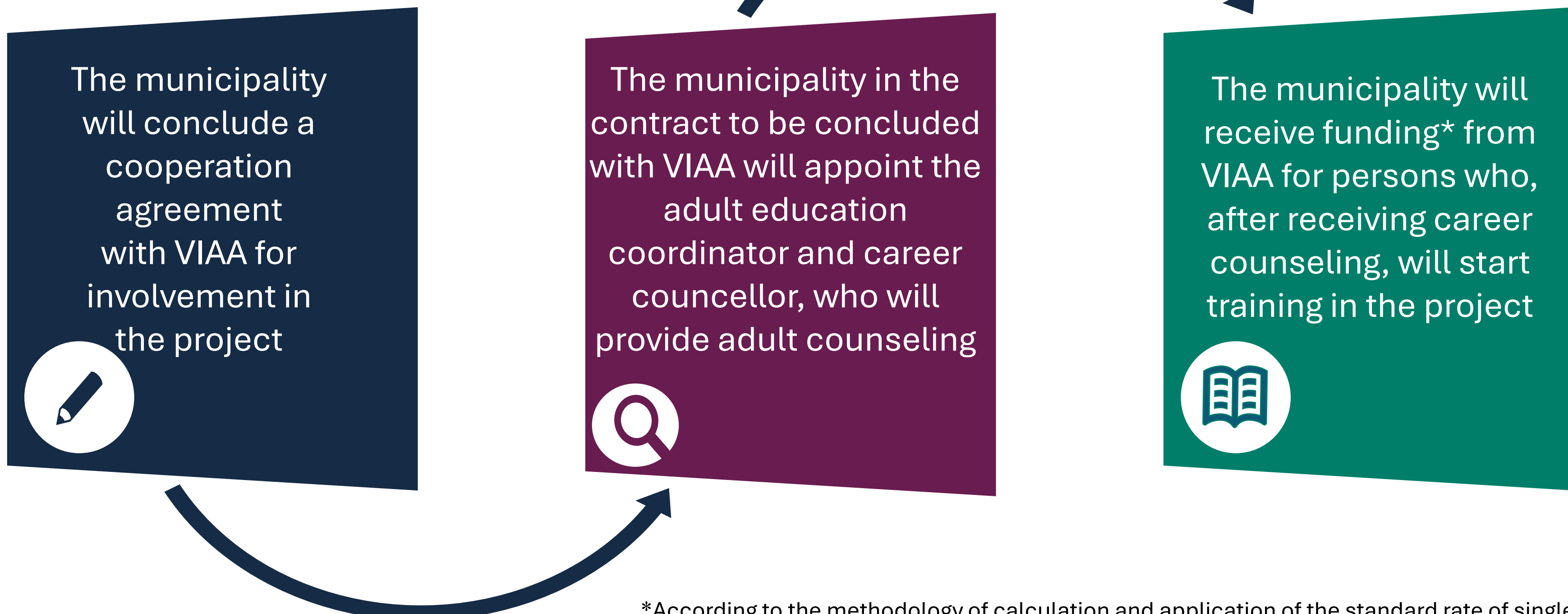
Purpose - improvement of employed skills and the acquisition of qualifications or retraining, ensuring the stability of the employed in the labor market.

By December 2029, 24,118 have obtained the qualification

Employees aged 18 and over can learn a profession, improve skills useful for work, including digital skills at DigComp 4-6 level. The employee's co-payment is 5-50% of the total tuition fee

Opportunities for career counselors to get involved in the project

«Support for adult education based on the individual needs of adults»



*According to the methodology of calculation and application of the standard rate of single unit costs



Support for a
career
counselor



Essential aspects of adult counseling



The role of adult education in overcoming social exclusion

The most pressing challenge is the motivation of adults to engage in learning

Shifting focus in the counseling process

The role of adult education in overcoming social exclusion

Adult learning -
modern
societies
actuality

The need to use the
full potential of
adult education

Basic
skillsensuring
learning

New forms of
illiteracy

If you had to describe the differences between two people in a few words?....



1. a person who has stayed where he got his first education document and never studied again



2. a person who is right there and has learned a lot, has improved and accumulated a lot of learning experience



What are your life/career goals? How does he feel/behave? How much do you earn? What information space is used? etc.

Barriers of involvement in adult education

Insecurity

Inadequate
self-esteem

Lack of
positive
personal
experience

Career self-
management
skills are
lacking

Insufficient
understanding of
educational
opportunities, their
impact on improving the
working situation and
promoting well-being.

The most pressing challenge – adult motivation for involvement in learning



Low education - low
qualification - low
motivation

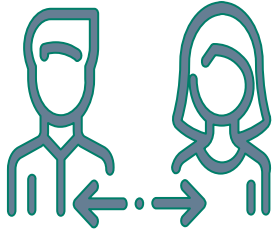
Lack of
understanding of
the impact of
lifelong learning on
personal well-
being

Expanding career
support to
promote
awareness and
motivation

Support planned in the project for promoting motivation and engagement



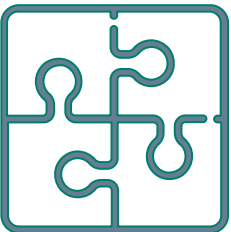
The results of the study reveal motivations for learning, information channels, obstacles and necessary support



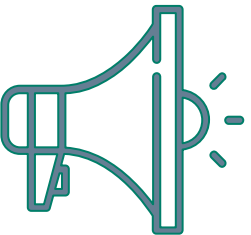
It is important to receive adequate counseling in order to choose the most suitable study program



The employer's support for training is important



It is essential to arrange a learning process that is compatible with employment

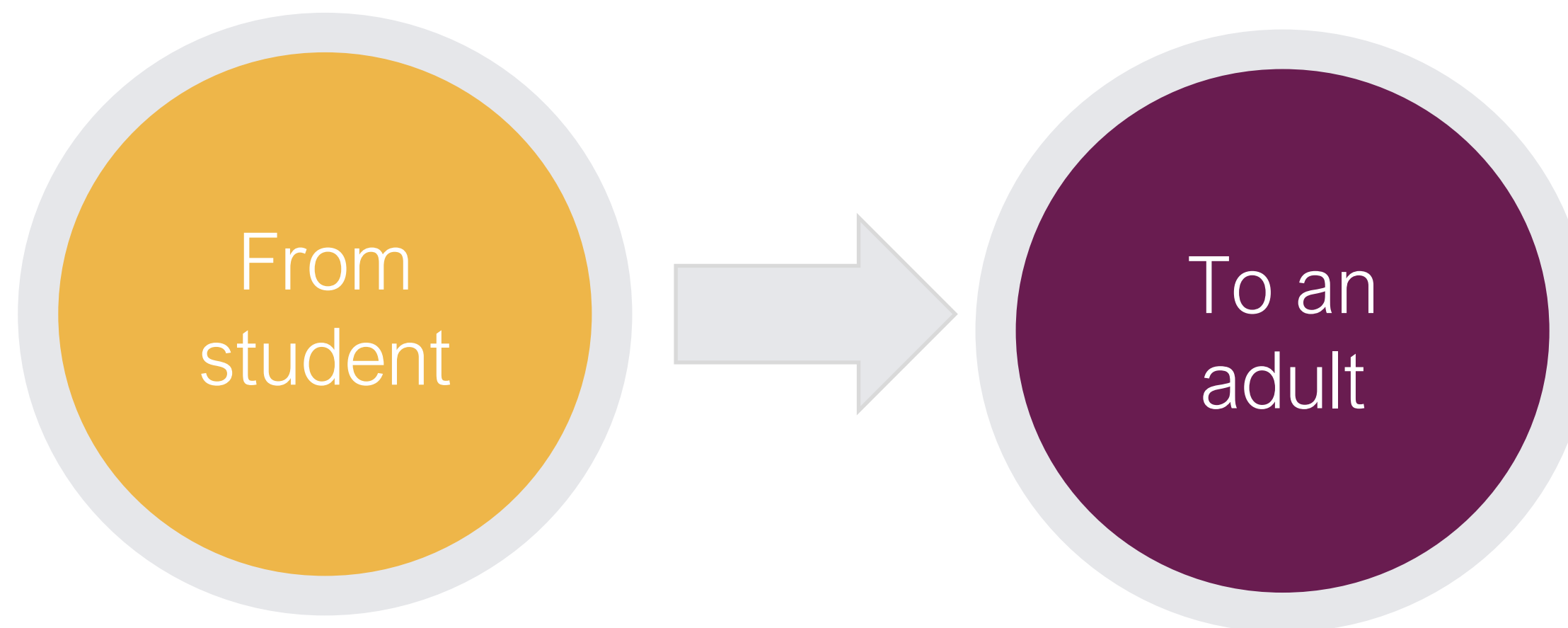


Personal contact is especially motivating



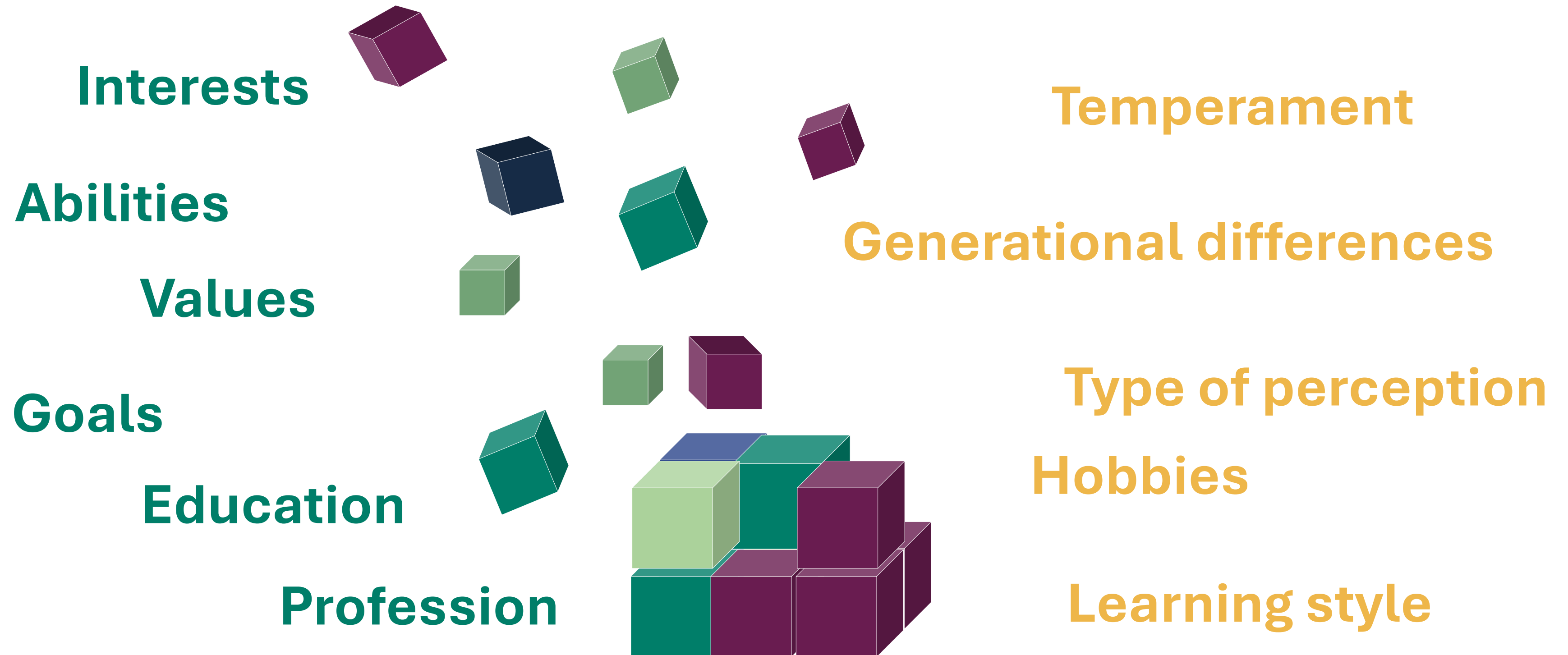
Effective involvement of local governments is essential

Shifting focus



- ✓ **Learning target is affected by the extended experience**
- ✓ **Identifying and evaluating skills, abilities**
- ✓ Learning is connected **with life/work situations**
- ✓ **Conscious** improving existing skills
- ✓ Constant emphasis on **digital skills**

What does a career counselor consider?



A person can have a characteristic



Fixed thinking



Growth thinking

What is artificial intelligence?

- ✓ There is no one specific definition
- ✓ Digital systems trained to deal intelligently with large amounts of data, with applications ranging from generating new data to motives predicting
- ✓ «*Artificial intelligence is perfect mediocrity*»
/Mārcis Auziņš, physicist, member of Latvia Academy of Sciences/

Predictive AI and Generative AI

Due to the imperfections of the large language model, the answers may be inaccurate
(*MI hallucinations*)



Why use artificial intelligence?



Internet



Smart
devices

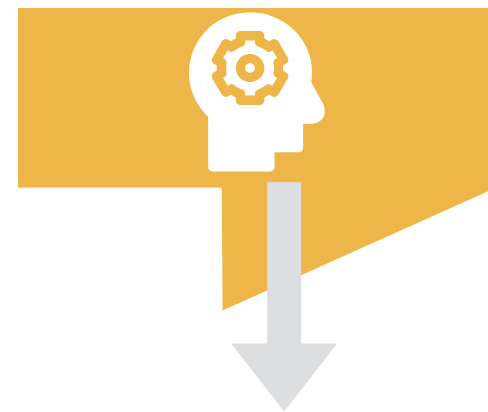


Artificial intelligence
the next big change

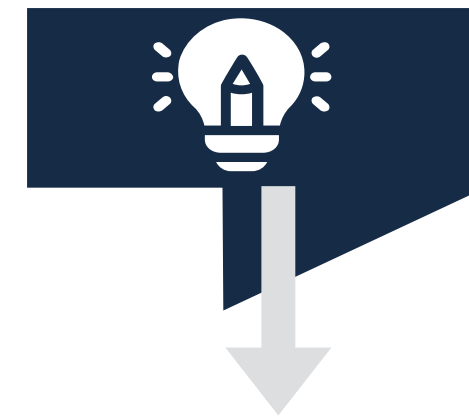
Opportunities for using AI for higher productivity



Content **summary**,
knowledge
gathering and
analysis



Content **learning and
understanding**,
new information



Content **creation**,
visualizing and
generating new
ideas



Task **automation**,
Reduction of
manual tasks

How to create a good prompt?



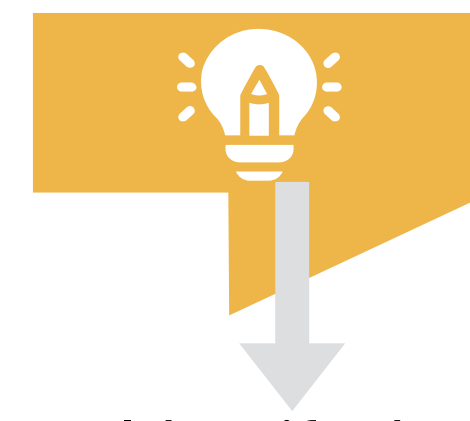
Creates
The role of MI,
what the
AI model should
pretend to be



As accurate as
possible
**defines the
goal**



Customize
the audience,
to which the
answer is
intended



Identify the
answers **style**



Identify the
answers **format**

- ✓ Give enough information and context
- ✓ Many small prompts one after the other
- ✓ Plan well how you want to see the result
- ✓ Try asking in different ways, refine your query
- ✓ You can ask in English

Our task is to check that the answers are correct!!!

MI for safe use (suggestions from cert.lv)



1. **Cautiously** treat yourself to the results *Google* and other search engines.
2. Before downloading anything and giving it access to your PC, the developer **should be checked** -its reputation, other users' comments about the tool.
3. **Do not upload to** MI processes personal data and other sensitive or restricted information.
4. If there is a possibility, it is necessary to **disable** saving query history.
5. Do a data and fact check, **make sure**, that the answer is logical and true.
 - Note that the answers provided by the tool may be biased.
 - The AI training material and output may contain copyrighted information.
6. In companies and organizations internal rules for the use of AI for work purposes **should be developed**.
7. There is a possibility **run your own** MI language model (Large Language Model) instance, which would potentially provide greater privacy guarantees if the model were denied access to the Internet.
8. Recommended for paid versions of MI, like other online purchases, to use **a separate bank payment card**.

European Union AI Act



Minimal or no risk

ES MI act this *does not regulate* and does not affect

Limited risk

User *must be informed*, that content is generated by AI to enable further decisions.

High risk

Strict requirements, to gain access to the EU market. This includes rigorous testing, transparency and human supervision.

Unacceptable risk

AI systems that threaten people's safety, rights or livelihoods, *It is prohibited to use in the European Union*, or may be used with very large restrictions and exceptions.

Needs of Career Counselor



Worksheet - Necessary support for a career counselor working with employees with low education

Valsts izglītības attīstības aģentūra

What kind of support is needed for a career counselor

to work with employed adults, incl people with a low level of education

to motivate adults to start the learning process.

Long term support

Barriers to involvement in education

- Insufficient skills
- Lack of positive learning experience
- insecurity
- low self-esteem
- Insufficient information

Challenges



- ✓ A unified approach in the municipality in providing individual support to different population groups.
- ✓ Flexible offer of adult education according to the labor market demand in the municipality and the needs of the region.
- ✓ Building and strengthening the cooperation network, using the resources available in the municipality and encouraging the active participation of the local community.
- ✓ The motivation of employers to involve their employees in training in order to improve their qualifications.
- ✓ Support team for adults, incl. with a low level of education (mentor, psychologist, career counselor, adult education coordinator, etc.).
- ✓ Psychological and professional support in working with adults involved specialists.
- ✓ Support mechanisms for adults to overcome obstacles to involvement in learning (mobility, scholarships, babysitter and caregiver services, etc.)

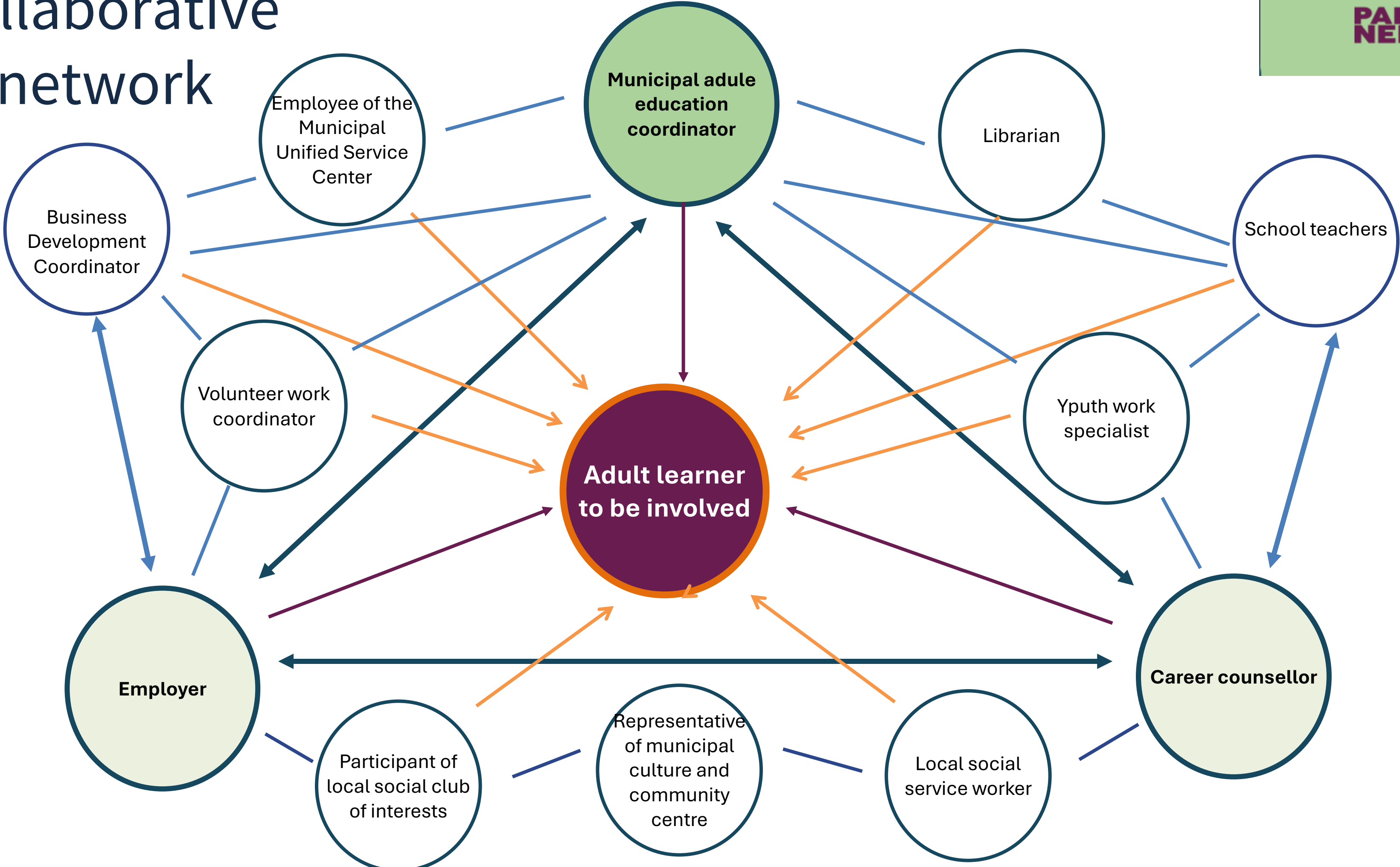


COMMUNICATION

COOPERATION

ACTION

Collaborative network



The support you need



- ✓ Methodical support in using the available resources to work with different population groups.
- ✓ Experience exchange events, professional development courses, supervision and coaching in working with adult professionals.
- ✓ Diverse and appropriate communication for different population groups.

COMMUNICATION

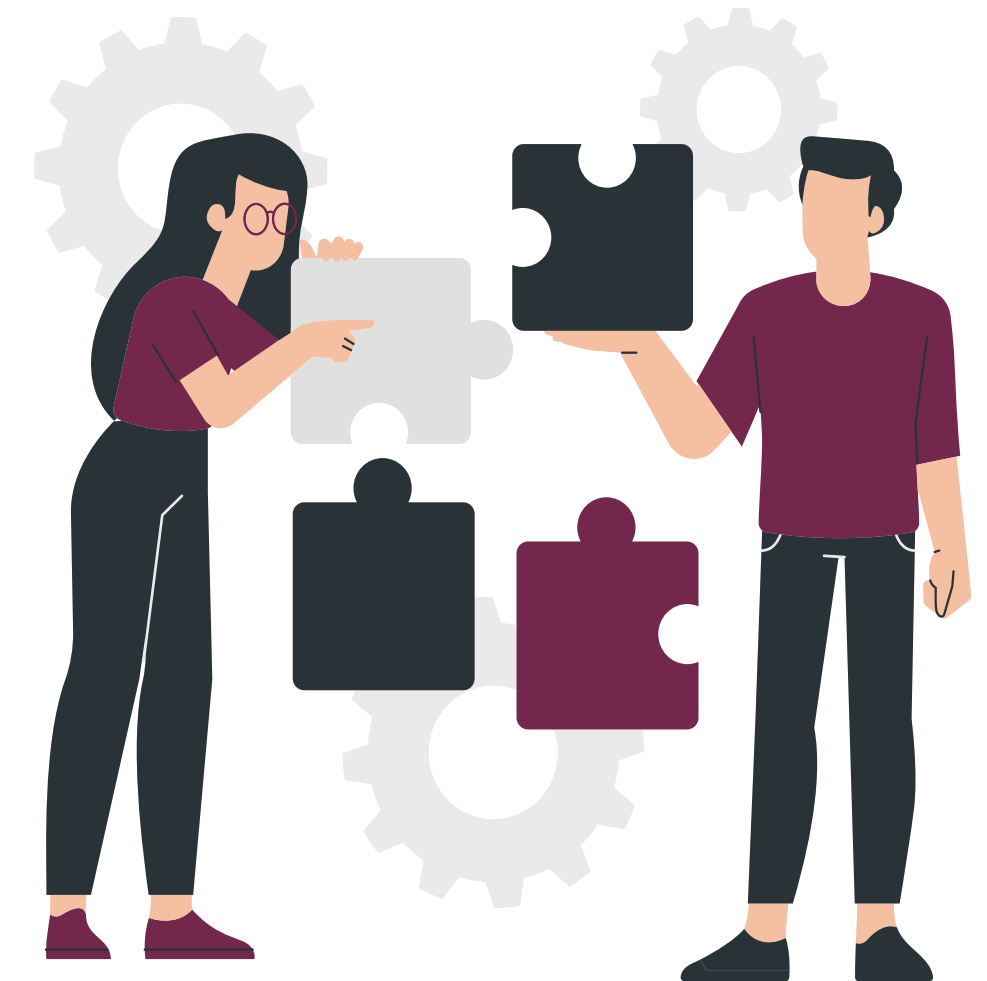
COOPERATION

ACTION

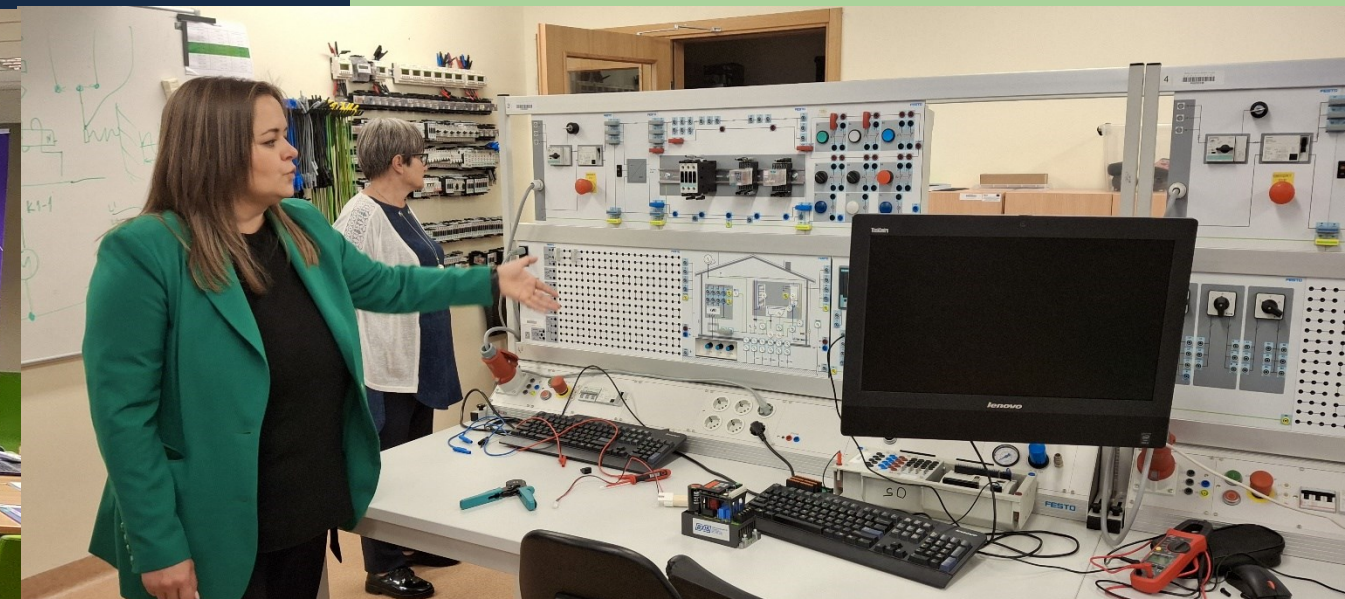
Good adult learning practice in vocational educational institutions in Latvia

- ✓ **Jelgava Technical School** - vocational development courses are organized for industry specialists.
- ✓ **Riga State Technical School** - the Adult Education Center is actively operating, systematically implementing various adult education programs.
- ✓ **Liepāja State Technical School** - non-formal education programs for adults are widely promoted and implemented.
- ✓ **Valmiera Technical School** - close cooperation with employers has been established, developing educational programs that offer to learn occupations relevant to the labor market, promoting more successful retraining of people, in order to provide companies with professionals that meet the demand.
- ✓ **Latgale Industrial Technical School** - implements continuing education, professional development, non-formal education programs. The Technical school n has extensive experience in adult education, which is highly valued by employers.

All technical schools offer an opportunity to evaluate the competences acquired in non-formal education.



Photos from the seminar cycle





CONCEPTUAL SOLUTION AND ITS IMPLEMENTATION PLAN FOR REACHING, INFORMING, AND MOTIVATING EMPLOYED PERSONS WITH LOW LEVEL OF EDUCATION TO ENGAGE IN ADULT LEARNING AND EDUCATION

Developed by the State Education Development Agency in 2024 within the ESF Plus project "Support for Adult Education Based on the Individual Needs of Adults", project No. 4.2.4.2/1/24/I/001, accepted by the Ministry of Education and Science, Republic of Latvia

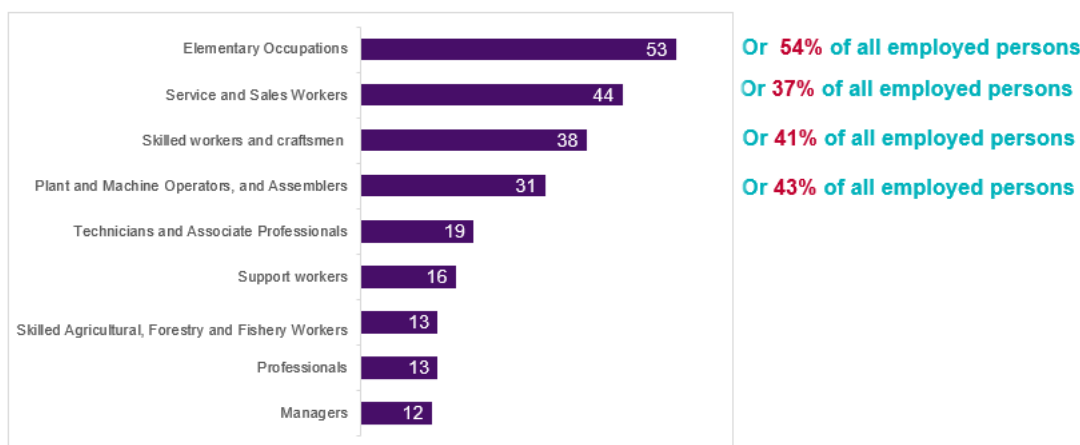
Today's changing socio-economic environment and labor market create the need to acquire new knowledge and skills regularly, as well as improve existing ones. Therefore, in the Latvian National Development Plan for 2021-2027, adult education is defined as one of the sub-goals of the action line "Quality, accessible, inclusive education".

The need for new goods and services caused by technological development, automation, and competitive pressure requires investments in a skilled workforce open to learning new knowledge. Due to demographics and other factors, the risk of a shortage of a medium-skilled workforce with vocational education continues to grow. The latest Eurostat data for 2023 show that approximately 239 thousand (29%) of employed persons aged 20 to 64 still have an insufficient level of education (with general secondary education, primary education or lower education level) ¹to successfully integrate into the labour market, therefore it is essential to provide them with opportunities to return to the education system, expand their professional skills and obtain qualifications. According to the According to Eurostat data, the largest number

¹ Data source: https://ec.europa.eu/eurostat/databrowser/view/lfsa_egised_custom_12023245/default/table?lang=en, excluding national armed forces professions

Jobs of the employed with low education level in 2023

Total in 2023: 239,3 thousand persons, or 29% of all employed persons



Data source: Eurostat, persons aged 20-64 in major occupational groups (excluding occupations of the national armed forces) and by education level (thousands)

of employed persons with a low level of education are in the 9th main occupation group (elementary occupation workers) - 53 thousand or more than a half (54%) of the employed are working in this main occupation group.

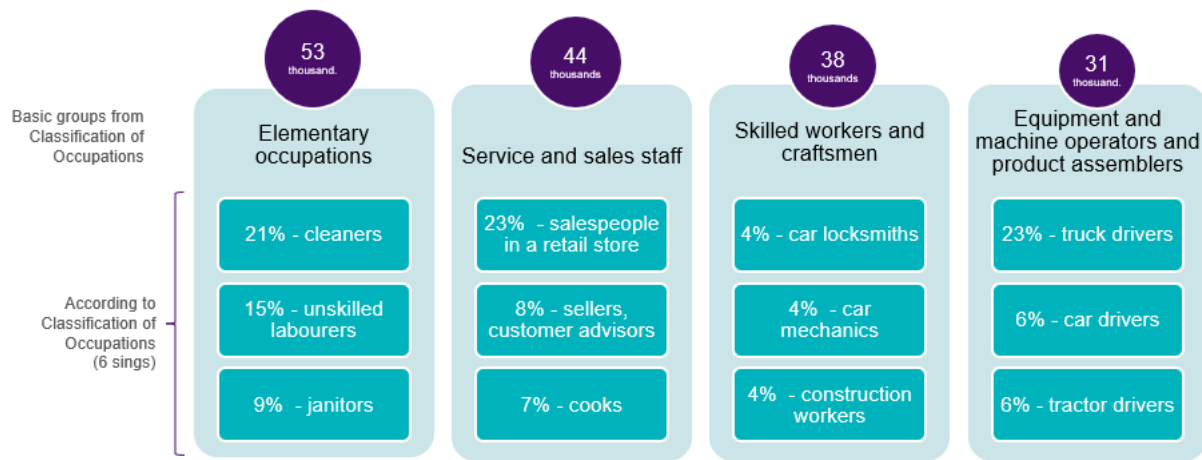
Looking at the most represented professions in the main occupational groups with the largest number of persons with a low level of education, it can be observed that out of 53 thousand employed persons with low education in the main occupational group 9 (elementary occupations), 21% work as cleaners, 15% work as [unskilled workers](#) (relevant to [“Manufacturing Labourers Not Elsewhere Classified”, code 9329](#)) and 9% work as janitors. Out of 44 thousand employed persons with low education in the basic occupational group 5 (service and sales workers), 23% work as retail store salespeople, 8% work as salespeople, or consultants, 7% work as cooks. Out of 38 thousand employed persons with low education in the basic occupational group 7 (skilled workers and craftsmen), 4% work as car locksmiths, 4% - as car mechanics, and 4% - as construction workers. At the same time, out of 31 thousand employed persons with low education in the 8th basic occupation group (equipment and machine operators and product assemblers), 23% work as truck drivers, 6% as car drivers, and 6% as tractor drivers.

Although awareness of regular skill development and acquisition of new skills is gradually increasing among residents and employers, Latvia still has a relatively low level of participation in adult education. According to the Central Statistical Office, in 2022, 83.1% of adults do not want to learn, i.e., the motivation to engage in learning is low. Therefore, it is necessary to increase adult participation in education - especially in population groups with lower involvement in learning, which is consistent with the national education guidelines for 2021-2027².

² Cabinet Order No. 436 “On the Guidelines for the Development of Education for 2021-2027”.

Jobs for employed persons with low education level in 2023

The most represented occupations with the largest number of persons with a low level of education



Data source: Eurostat, persons aged 20-64 in basic occupational groups (excluding occupations of the national armed forces) and by education level (thousands), data from Latvia State Revenue Service

By compiling the motivation of employed adults with low qualifications³, their experience of learning, their benefits, as well as the information channels that have been used so far and will be used in the future to address the target group, the foundation “Baltic Institute of Social Sciences” (hereinafter – BISS) commissioned by the Ministry of Finance on 18.08.2020. developed evaluation report “[Evaluation of more effective engagement of employed adults with low qualifications in learning](#)” focuses on several aspects.

First of all, it is evident that motivation to learn is increased by specific, quickly visible benefits, among which future prospects, for example, job retention or skill maintenance, appear relatively rarely. Higher motivation is observed among employed persons aged 25 to 44, motivation to learn decreases with age. The report concludes that those employed persons with low qualifications are not aware that an overall change in the employment paradigm is taking place in society, thereby it is not possible to successfully integrate into the labor market throughout life, based only on initial education. The employer plays a certain role in the formation of extrinsic motivation according to his requirements or incentives.

Second - thereby under the influence of the motivating factors described, low-qualified employed persons are more likely to be interested in acquiring skills or a qualification that is related to their current occupation.

The results of the study of motivation to learn, information channels, barriers and necessary support demonstrate the following. Firstly, support for financing training costs is a factor of significant positive importance, secondly, it is important to receive adequate consultations to choose the most suitable training

³Employed persons in occupations of occupational groups 8 and 9 from the Classification of Occupations (updated on December 9, 2023)

program, and thirdly, employer support for training and the organization of training that is compatible with employment is important.

Based on these conclusions, for the involvement of low-educated residents in education, great importance should be paid to both external support instruments (covering education-related expenses, support for travel expenses for learners, etc.), as well as to the promotion of internal motivation, which should be assessed both from the individual and employer perspectives, as well as from the opportunities to access and receive educational services. Effective involvement of local governments is essential for the performance of the tasks described.

The BISS report also indicates that personally reaching out to people with low qualifications is particularly important and that this can best be done by municipalities that are closest to their residents, therefore the capacity of municipal adult education coordinators needs to be strengthened.

In order to individually address people with low levels of education, it is also important to involve employers, who must be educated and therefore aware about the need to support training of employed persons.

Promoting targeted cooperation with the Ministry of Education and Science of Latvia (hereinafter – MES) and the currently ongoing EU Erasmus+ project “National Coordinators for Promoting Participation in Adult Education in Latvia” (grant agreement No. GAP-101144108), where one of the four activities is promoting adult participation in education, including strengthening the network of adult education coordinators (hereinafter –AE coordinators), 4.2.4.2. in the project “Support for Adult Education Based on the Individual Needs of Adults” (hereinafter – the Project) a special **attention will be paid to the competences of adult education coordinators related to addressing, motivating and engaging employed persons with low levels of education.**

In order to effectively ensure a consistent and comprehensive offer of support measures, it is essential to also include expanded career development support, which provides diverse and easily understandable information for target groups , including employed persons with a low level of education, about career development opportunities, educational opportunities, skills, assessment, determination of additional necessary skills to be acquired, and individual career counselling accessible to everyone.

It should be noted that career counselors must also be able to psychologically motivate adults, especially those with low educational levels, who need to be prepared before applying for educational activities to overcome various obstacles, including insecurity and inadequate - lowered or elevated - self-esteem.

It is important to promote responsible choice of educational programs by employed adults that are maximally consistent with the individual's professional development goals and are in line with the labor market development needs determined in the country.

By promoting the involvement of adults in education, especially among those residents who are currently significantly less involved in learning activities, the Project has identified priority groups of persons to be involved (Cabinet of Ministers Regulation No. 283 of 7 May 2024 “Regulations on the implementation of the specific support objective 4.2.4. of the European Union Cohesion Policy Programme 2021-2027 “Promoting lifelong learning, in particular by providing flexible upskilling and reskilling opportunities for all, taking into account digital skills, better anticipating changes and new skills requirements based on labour market needs, facilitating career changes and promoting professional mobility” 4.2.4.2. measure “Support for adult education based on the individual needs of adults” (hereinafter – Cabinet Regulations) 3. paragraph ⁴), including employed persons with a low level of education, and additional support measures are provided for their involvement in order to overcome learning barriers. for overcoming, for example, relief from study-related costs or mobility support.

The State Audit Office's 2023 performance audit report "State support for adult education - state or personal benefit" (hereinafter - the SAO report) found that the level of involvement of persons who lack the knowledge and skills necessary for the labor market is low, therefore, a major challenge is the fulfillment of the national indicator (Clause 4.3.1 ⁵of the Cabinet of Ministers' Regulations) - to involve 14,000 (fourteen thousand) employed persons with a low level of education in training, which is a half of all persons (50%) to be involved in the Project (28,000 – twenty-eight thousand). This is a significantly higher proportion of employed persons with a low level of education than was previously managed to attract under the specific support objective 8.4.1. "Improve the professional competence of employed persons" of the European Social Fund Project No. 8.4.1.0/16/I/001 “Improvement of professional competence of employed persons” (hereinafter - project 8.4.1), where 23% of those involved had a low level of education. In addition, in accordance with paragraph 41.1 of the Cabinet of Ministers' Regulations, it is initially planned to involve employed persons with a low level of education in the acquisition of a professional further education program, including a modular professional further education program, which will give employed persons the opportunity to obtain a professional qualification or part of a professional qualification, or in the acquisition of a module or set of modules of a modular professional education program, which will allow the employed persons to acquire systematized professional knowledge and skills that meet the requirements of the labor market. These programs are significantly longer, require greater investments, and there are no visible quick results that are essential for the aforementioned target group.

⁴ 3. The target group of the measure is employed persons who have reached at least 18 years of age, with priority support provided to employed persons with a low level of education (completed or incomplete primary education or general secondary education), employed persons aged 50 and over, as well as refugees and persons with alternative status.

⁵ 4.3.1. employed persons with a low level of education (completed or incomplete primary education or general secondary education) who have received support from the European Social Fund Plus (number of persons) – 14,000. The indicator is included in the total value of the outcome indicator specified in Subsection 4.1 of these Regulations;

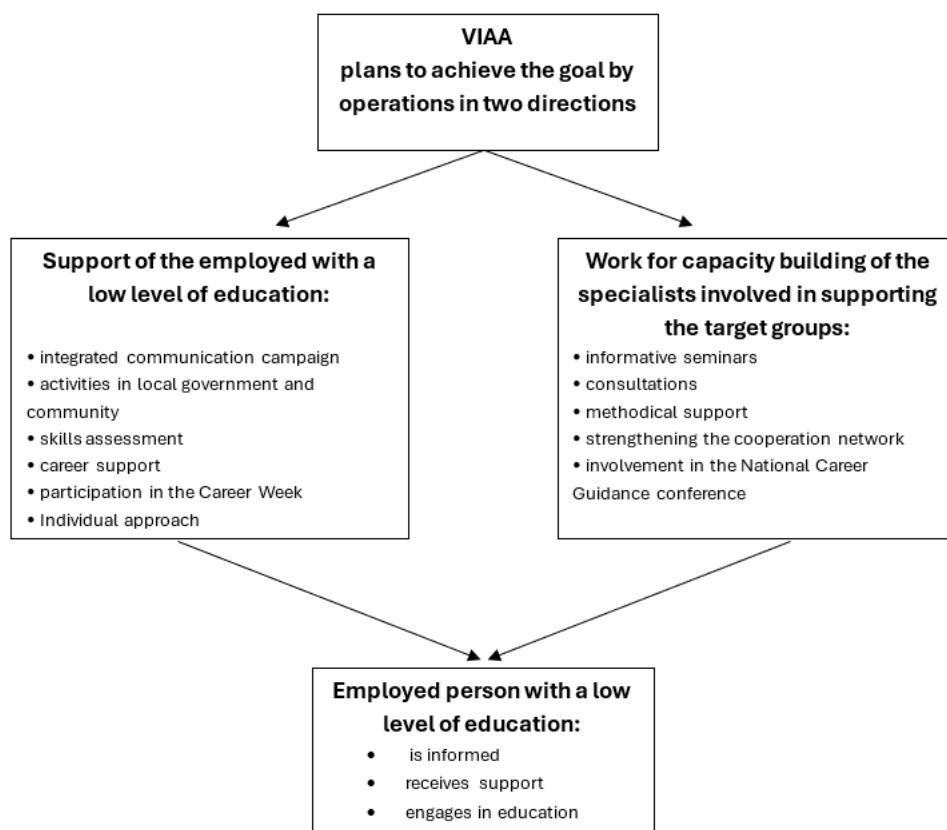
Compared to the European Social Fund project No. 8.4.1.0/16/I/001 “Improvement of professional competence of employed persons”, in order to more effectively reach, inform and motivate employed persons with a low level of education to engage in training, this Project plans to:

- significantly extended Project implementation personnel resources and the planned budget for methodological support;
- targeted and needs-based support for specialists who will work with employed persons with low education;
- more activities to promote good practices and exchange experiences in working with specialists involved in the target group;
- systematic cooperation with the Erasmus+ project “National Coordinators for Promoting Participation in Adult Education in Latvia”;
- Addressing the project target group in an easily understandable language, using the channel closest to the person as possible;
- differentiated communication and motivational measures, including information campaigns for various groups of society, with particular emphasis on measures within the local community;
- promoting cooperation with entrepreneurs, labor market and industry representatives, providing informative and methodological support for more effective addressing of the Project's target group;
- expanded career development service offering:
 - individual career counseling not only in the Employment Agency, but also in municipalities and educational institutions,
 - the opportunity to create an **individual career development plan** during consultations,
 - the opportunity to use **the Learning Pathways template** created on the Platform as a support tool in the process of creating an individualized career development plan,
 - the opportunity to use the **digital skills assessment tools** available on the Platform to assess a person's knowledge, competences and skills,
 - the opportunity to develop a **competence development plan** for acquiring skills and competences missing in an educational institution, based on the analysis of the results obtained in the assessment;
- a diverse range of events both to address and motivate the target group and to strengthen the capacity of specialists involved in working with the target group. For example, annual participation in Career Week events and the National Career Guidance Conference in cooperation with the Euroguidance program, improving cooperation with [sector expert councils](#), visits to local companies and discussions with entrepreneurs, popularization of good practice examples, regular experience exchange events within the framework of the project "National Coordinators for Promoting Participation in Adult Education in Latvia", etc.

The State Education Development Agency (hereinafter – VAA) has prepared proposals for a conceptual solution on how to reach employed persons with a low level of education as effectively as possible, inform them about education and employment opportunities, about the support available in the Project, as well as involve them in activities to promote learning motivation. In this Project, training will be purposefully planned especially for those persons who need it to obtain or improve qualifications in order to increase competitiveness in the labor market and reduce the risk of unemployment, including this need has been identified in the SAO report.

To reach, inform and motivate people with low education to engage in learning, VAA plans activities in two directions:

- to support employed persons with low levels of education,
- to support specialists involved in working with the target group (municipal AE coordinators and career counselors, State Employment Agency (hereinafter – SEA) career counselors, career counselors of vocational education institutions).



The planned conceptual solution description will be tested and improved during the Project so that after the Project is implemented, it can be used as a component of the implementation of a sustainable adult education policy.

I Planned activities to support employed persons with low educational levels

- 1. Identifying, reaching and informing the target group.**
- 2. Promoting understanding of the importance of lifelong learning and motivation for engagement in learning - individualized approach, including career counseling, individual conversations in local communities according to age and interest groups.**
- 3. Creating a career development plan.**
- 4. Support for obtaining professional qualifications.**
- 5. Additional support to reduce barriers.**

1. Identifying, reaching and informing the target group.

Considering that employed persons with a low level of education most often do not consider engagement in adult education, due to a lack of positive personal experience, lack of acquired career self-management skills (e.g., information search, time planning, goal formulation, assessment of one's skills, etc.), and do not understand the impact of the offered opportunities on improving a person's work situation and promoting well-being, significant emphasis should be placed on the effective involvement of representatives of local governments and local communities (local government adult education coordinators, business development coordinators, employer organizations, industry associations, etc., career counselors of local governments, branches of State Employment Agency, and educational institutions, coordinators of municipal unified customers service centers in the regions, social service specialists, youth work specialists, volunteer work coordinators). Local governments are the closest to the target group mentioned and can most effectively use the most diverse channels for reaching people (meeting and addressing, calling, sending individualized e-mails, including informative messages in local community events, etc.).

The BISS report indicates that, according to the data from the survey of municipal employed persons, the most popular channel for disseminating information about adult education opportunities in the municipality, mentioned by almost all municipalities (98%), is the municipal website. This is followed by the municipal accounts on social networks (87%), the local newspaper, radio, television channels (84%), informative indoor posters (80%), informal conversations with residents (78%) and dissemination of information through other municipal institutions (social services, educational institutions, libraries, etc.) (77%). Approximately half of all municipalities also use the following information dissemination channels - informative outdoor posters (56%), consultations by municipal adult education coordinators (48%), and personal remote communication with residents using telephone or electronic mail (52%).

Analyses of project 8.4.1 participants (application data of persons of the 6th - 9th round of the project 8.4.1 who applied for training and were approved, n = 52360) shows that participants most often learned about the opportunities to apply for training in project 8.4.1 on the website www.macibaspieaugusajiem.lv (30%), from work colleagues or managers (28%), in social media (25%), from relatives, friends, acquaintances (24%), from an educational institution that offers training for adults within the Project (9%), in the media (TV, newspapers, news portals, radio) (7%), in Internet search engines (7%), on the VAA website (3%) or from a career counselor, AE coordinator (2%). It should be noted that employed persons with a low level of education more often than average indicated that they learned about the opportunities to apply for training in Project 8.4.1 from relatives, friends, and acquaintances, therefore, direct outreach is more important for this group of employed persons than for employed persons with a higher level of education, so this will be taken into account and used in this Project.

The project's target group will be addressed through the most accessible channel possible, targeting different groups in society, and in an easily understandable language.

Local government AE coordinators, business development coordinators, career counselors of local governments, educational institutions and the State Employment Agency, coordinators of single service centers in the regions (aimed to address people over 50 years of age), social service specialists (will address new mothers, people with special needs, etc.), youth work specialists (will address young employed persons), volunteer work coordinators (will address those involved in care professions without qualifications, part-time workers, etc.), employers (will address graduates of primary and general secondary education institutions who work without qualifications, etc.):

- direct communication channels: emails, prepared mailings for municipal AE coordinators;
- socialization contact points for residents, including those with a low level of education, especially in regions, such as: libraries, cultural centers, hunting groups, associations, residents' interest clubs, social service or day centers in parishes, youth centers, primary and general secondary education institutions, etc.;
- online **skills management platform** (hereinafter referred to as the Platform) ⁶;
- digital communication channels (social media, internet platforms), especially for persons aged 18 and over;
- communication campaigns or coverage of promoted content (media relations) in mass media, including regional newspapers, as well as in the outdoor environment (public transport,

⁶ The information system - Skills Management Platform, created under the measure "Development of the Individual Learning Account Approach" (hereinafter - investment 2.3.1.4.i.) of the 2.3.1.4.i. reform of the Recovery and Resilience Mechanism Plan's component 2 "Digital Transformation" and the investment direction "Digital Skills" - will be used as a support tool for the Project Management and Adult Education Implementation System. The platform will be used for registering persons, accumulating data and using analysis.

infrastructure of public sector institutions - libraries, primary and secondary education institutions, municipalities, medical and other service institutions).

Additional opportunities will also be used to identify and inform:

- Teachers and career counselors from general education institutions will be invited to engage in informing parents of general education students who are part of the potential target group. For example, at parent meetings, general education institution council meetings, [e-class](#)⁷(or other similar platforms), Parents' Days, special events are planned during the annual Career Week⁸;
- Collaboration with employers in municipalities and regions will be promoted, local labor market information will be updated, taking into account that the survey of project participants 8.4.1 shows that the second most frequently indicated way of obtaining information about training opportunities is information provided by employers;
- Employers' organizations and industry associations ([Employers Confederation of Latvia](#), [Latvian Chamber of Commerce and Industry](#), etc.) will also be informed about training opportunities and invited to get involved in informing and involving employed persons.

2. Promoting understanding of the importance of lifelong learning and motivation for engagement in learning.

Considering that individuals with low educational levels need to overcome various obstacles before applying for educational activities, including insecurity and inadequate - lowered or increased - self-esteem, it is very important to promote understanding of the importance of lifelong learning by providing information about specific benefits. One of them is the opportunity to stay in the changing labor market and receive sufficient salaries.

Both local government AE coordinators and career counselors will be involved in promoting understanding of the importance of lifelong learning and motivation. It is planned that after the approval of the training offer, i.e. before the start of training, the employed persons involved in the Project will be provided with career counseling support, which is especially important for the involvement of persons with a low level of education. Accordingly, a wide range of career support providers will be provided, so that a person can familiarize themselves with the learning opportunities planned in the Project and apply for career counseling

⁷ E-class is a digital learning management system, used daily by 25,000 teachers (90% of schools) and 150,000 families throughout Latvia.

⁸ Career Week is an annual cycle of events organized by the Ministry of Education, Culture and Sports in cooperation with the education boards and educational institutions of Latvian cities and counties, as well as career counselors working there. During Career Week, young people have the opportunity to learn about topics related to career education, such as labor market trends, the most in-demand professions in the future, and the application of knowledge and skills acquired at an educational institution in the chosen sector. Traditionally, parents of students of educational institutions, who are the target group of the potential project 4.2.4.2., are also involved as participants in Career Week. Employers are also actively involved in Career Week activities, and it is planned to address them to inform the target group.

in the closest and most convenient place for them, i.e. at the SEA branch, their local government or educational institution :

- career counseling for the Project target group will be provided by the SEA based on the concluded intersectoral agreement;
- educational service providers will offer career counseling services as cooperation partners in vocational education institutions;
- Local governments, as cooperation partners, will ensure that employed persons have access to career development support services, including individual career counseling.

VIAA, in cooperation with employer organizations and industry associations and emphasizing the role of employers, will invite them to engage in creating external motivation and understanding of the importance of lifelong learning:

- Informative materials will be prepared and distributed to employers about the opportunities for employed persons to receive support under the Project to improve their qualifications or retrain;
- employers and employer representatives will be invited to participate in events organized by VIAA (for example, Career Week, seminars, discussions, etc.);
- with the methodological support provided by VIAA, local government AE coordinators will be invited to cooperate with local business center coordinators and local business organizations, involving employers in informing, attracting and motivating employed persons, especially in attracting and motivating employed persons with a low level of education.

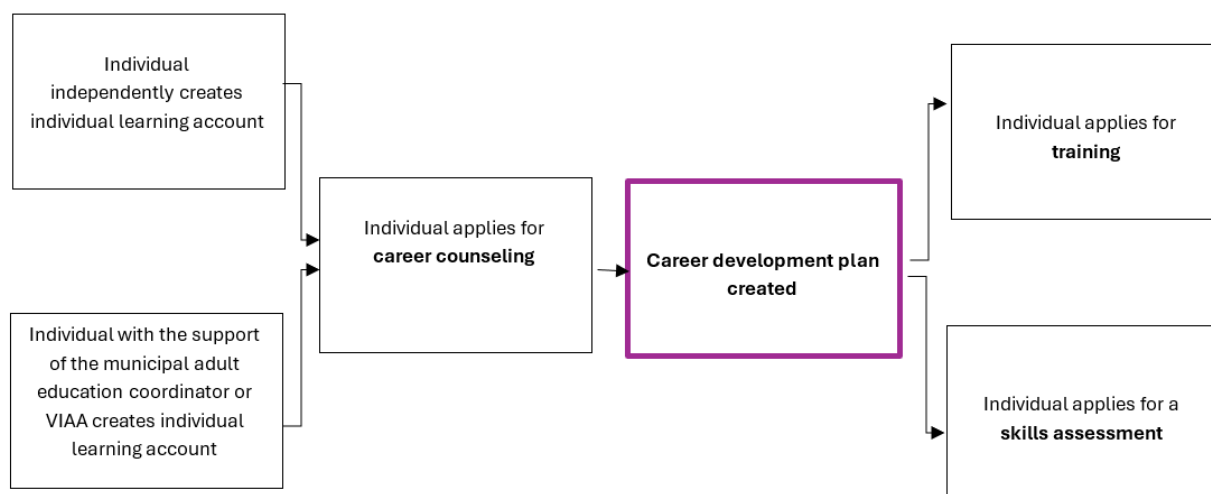
3. Creating a career development plan.

As part of career counseling, every employed person will be given the opportunity to create an individual career development plan:

- To apply for career counseling and receive career support, a person will independently or with the assistance of a municipal AE coordinator or VIAA official create an individual learning account (hereinafter - IMK)⁹ on the Platform by filling out an application form;
- During career counseling, the person will create a career development plan, which will include information about the person's purpose of participating in training, work experience, previously acquired education, acquired skills and competencies, as well as the necessary training support for the person's further development of professional competence in accordance with the needs of the labor market and the person's career development goals;

⁹ Individual learning account of a natural person – a virtual account on the Platform, where the person accesses a personal profile, training offers with state support, support services and funding in accordance with state support measures and priorities.

- As a support tool in the process of creating an individualized career development plan, a person, together with a career counselor, will be able to use the Learning Pathway Template created on the Platform ¹⁰.



When developing a career development plan, employed persons with a low level of education will primarily be provided with recommendations for acquiring a module or set of modules of a professional continuing education program, including a modular professional continuing education program and a modular professional education program, or for assessing professional competence acquired outside the formal education system.

4. Support for obtaining professional qualifications.

The project envisages that employed persons with low education will initially be involved in:

- in the acquisition of continuing professional education programmes, including modular continuing professional education programmes, which provide the opportunity to obtain a professional qualification or part of a professional qualification,
- or in the acquisition of a module or set of modules of a modular vocational education programme, which provides the opportunity to acquire systematised professional knowledge and skills that meet the requirements of the labour market,
- or in the assessment of professional competence acquired outside the formal education system.

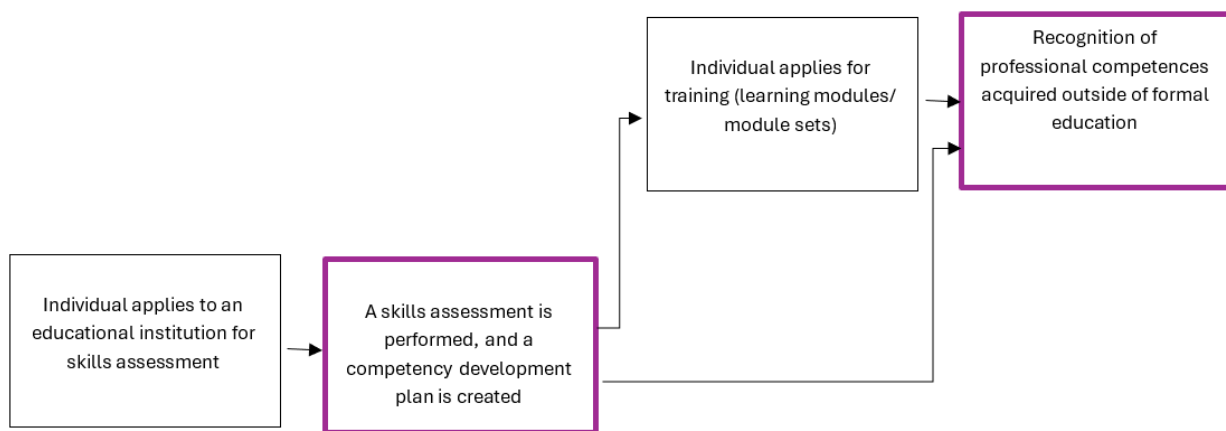
The assessment of professional competence will enable a person to certify the professional competence acquired during their lifetime and, by passing the professional qualification exam, obtain a state-recognized

¹⁰ Preparation of the learning path on the Platform, where the person enters information about education, profession, learning goals and its implementation plan.

document certifying professional qualifications, which would increase the person's competitiveness, ability to adapt to changing labor market demand, and increase the opportunity to integrate into the labor market.

Assessment of professional competence:

- By implementing an individualized approach, i.e. support provided by a career counselor in accordance with the goals set in the person's career development plan, employed persons, primarily those with a low level of education, will be provided with the opportunity to apply to an educational institution to have their knowledge, competencies and skills assessed by vocational subject teachers.
- The assessment of individuals' knowledge, competencies and skills will include the use of available digital skills assessment tools, and based on the analysis of the results obtained, **a competency development plan** will be created to achieve the planned learning goals.
- The competence development plan will include information about the person's previous education, acquired skills and competences, testing of acquired skills and competences, as well as about missing skills and competences. The plan will enable the person to choose the most appropriate path to obtaining a professional qualification.



Individuals who have received a state-recognized professional qualification will be able to submit an application for reimbursement of costs.

5. Additional support to reduce barriers.

To reduce obstacles to the involvement of employed persons with low education in training activities, various support measures within the Project are planned:

- Financial support for regional mobility (compensation of transport expenses when visiting an educational institution or internship in person) for employed persons representing a household that has been granted

the status of a low-income or deprived household, employed persons with a low level of education, as well as refugees and people with alternative status.

- Financial support for the compensation of expenses related to renting a residential space of a person's choice or living in a service hostel for the acquisition of a professional further education program, for employed persons who represent a household that has been granted the status of a low-income or needy household, for employed persons with a low level of education, as well as for refugees and persons with alternative status, (when attending an educational institution or place of practice in person and if at the time of the study application the person's declared place of residence is more than 40 kilometers from the educational institution or place of practice).
- Financial support for acquiring educational programs: the costs of further education vocational programmes will be covered in the amount of 50 to 95 percent, while the costs of other training and the costs of assessing professional competence acquired outside the formal education system will be covered in the amount of 50 to 90 percent. For employed persons representing a household that has been granted the status of a low-income or deprived household, as well as for refugees and persons with alternative status, the costs of training and the costs of assessing professional competence acquired outside the formal education system will be covered in full. Employed persons with a low level of education will be able to receive financial support for training more often: they will be able to re-engage in training already 1 month after the date of completion of the previous participation, and 6 months after the date of termination of participation (for other employed persons, these periods are 6 months after the date of completion of participation and 12 months after termination of participation, respectively).
- When recruiting training groups, educational institutions must ensure that employed persons with a low level of education, employed persons aged 50 and over, refugees and persons with alternative status, as well as employed persons who are participating in the event for the first time, are primarily admitted.
- The selection of educational institutions will include a requirement for educational institutions to ensure that training will be organized at times available to employed persons (for example, on weekday evenings and or weekends); it is not permissible for training to be planned to be organized only on weekdays during working hours (in accordance with the regulation of “normal” working hours included in Article 131 of the [Labor Law of Latvia](#)).
- Employers will be invited to provide supportive solutions for their employed persons' involvement in training, for example, covering their co-payments for training, adjusting working hours, etc.

II Planned activities to support and strengthen the capacity of specialists involved in working with the target group

1. Informing and consulting about Project opportunities.

2. Methodological support.

3. Strengthening cooperation networks.

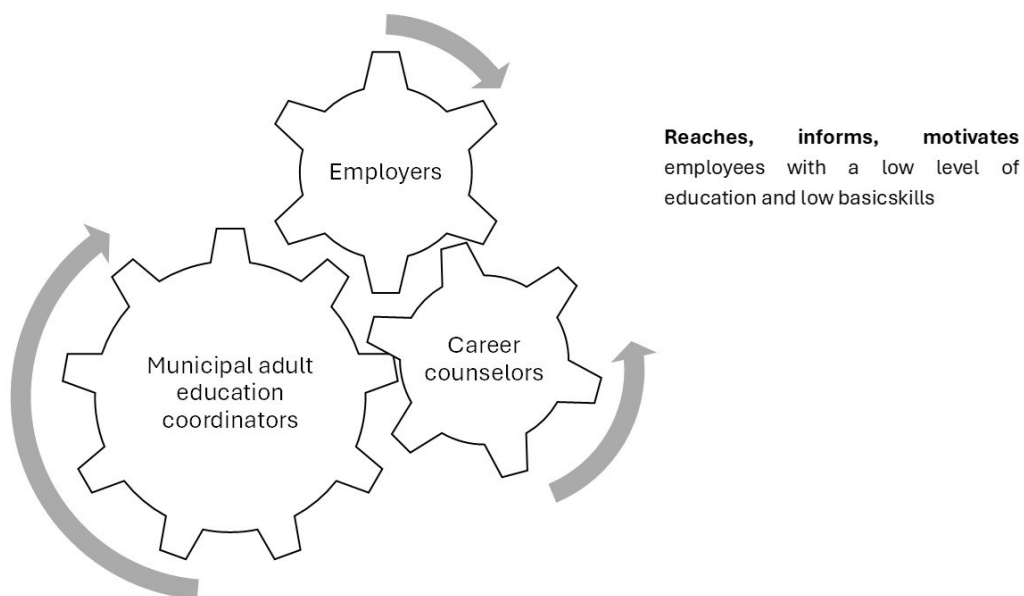
Since employed persons with low educational levels must be addressed primarily individually, specialists involved in adult education, who are most often AE coordinators in municipalities, as well as career counselors of municipalities, educational institutions and the SEA, must know and master methods for working with the target group and overcome several challenges:

- In order to reach the target group as accurately as possible and provide it with the necessary support, one of the key tasks of adult education coordinators is to promote diverse cooperation with social partners in the city, region, and county, including social service specialists, youth work specialists, volunteer work coordinators, library and culture center organizers, business organizations, associations, etc.
- When advising employed persons with a low level of education, career counselors (both in SEA branches, general education institutions, and lifelong learning centers and career centers) will have to work in conditions where special attention should be paid to the motivation of the target group to engage in education (under normal circumstances, clients are motivated) and to providing psychological support to individuals to overcome barriers of personal insecurity and uncertainty.
- In order help employed persons with a low level of education to choose the most appropriate educational programs, career counselors involved in the implementation of the Project at vocational educational institutions will provide significant support by assessing the level of skills and competencies of the target group and providing support in creating an individualized development plan.

This individualized and methodological approach, taking into account the learning needs of each client, requires a high level of specialist training, as well as time and emotional resources to fulfill their duties.

Therefore, VIAA will provide informative, consultative, and methodological support to strengthen the capacity of AE coordinators and career counselors.

The role of employers should also be emphasized, whose approach and support for their employed persons (e.g., positive attitude, evaluation of changes, adjustment of working hours, etc.) can provide strong motivation for engagement in learning, while the lack of a positive attitude and responsiveness of employers can become a significant obstacle to adults' desire to engage in learning.¹¹



Aware that the previous work of local governments in involving adults in learning has not been fully sufficient and effective ¹², in this Project, compared to previous Project 8.4.1, special attention has been paid to methodological support for the above-mentioned specialists, providing significantly larger budget and Project implementation personnel resources for ensuring methodological support, as well as for transferring good practice and experience. Thereby much more targeted and methodically prepared support for specialists who will work with employed persons with low education will be possible. At the same time, the already mentioned project “National Coordinators for Promoting Participation in Adult Education in Latvia” should be taken into account, which has made a significant contribution to the establishment and strengthening of the network of AE coordinators, therefore VIAA will maintain cooperation with this project.

1. Informing and consulting on Project news.

Informative support for AE coordinators in municipalities, as well as career counselors of municipalities, educational institutions and the SEA on the current events, opportunities and conditions of the Project will be provided using informative materials and organizing informative seminars. This will take place in accordance with the progress of the Project implementation and the developed Communication Activities Plan.

¹¹ Data source: <https://epale.ec.europa.eu/lv/blog/ka-motivet-pieaugusos-iesaistities-izglitiba> Year 2021

¹² Opinion of the State Audit Office of 10 July 2024 on the draft action plan “Human Capital Development Strategy for 2024-2027” as specified by the Ministry of Economics

Some of the informative seminars will be planned in cooperation with the project "National Coordinators for Promoting Participation in Adult Education in Latvia", within the framework of which AE coordinators will also receive information about various types of adult education and educational opportunities.

Consultative support for AE coordinators and career counselors will be provided by VIAA specialists upon request. (AE coordinator in the municipality, career counselor of cooperation partners contacts VIAA; VIAA career support specialists help to find solutions).

Information will be prepared for employer organizations and industry associations about the Project opportunities and the importance of their support in reaching out to and engaging people with low education in training. In cooperation with these organizations and AE coordinators in the regions, employers will be invited to individually reach out to the Project target audience in their companies and motivate them to start training.

2. Methodological support.

Methodological support will be provided, i.e. methodological support materials for consulting, motivating, engaging the target group, informing and educating employers, as well as educational events on the use of existing and developed materials and seminars for the transfer of good practice and experience. The events will mainly involve AE coordinators in municipalities, as well as career counselors from municipalities and educational institutions, paying attention to the specific needs of adults with low levels of education, methods for working with specific target groups, including intercultural skills, transition stages in career, providing services that meet the needs of clients. AE coordinators will be invited to address and organize events together with local employers as necessary. One of the events initiated by VIAA in municipalities will be "Conversations about the common" within the framework of the Career Week, which will be organized by AE coordinators, inviting career counselors and employers. In these conversations, using materials prepared by VIAA, all involved parties will create common ideas for addressing the Project target group.

3. Strengthening cooperation networks.

- In cooperation with the project "National Coordinators for Promoting Participation in Adult Education in Latvia", experience exchange events will be organized, which will focus on the competences of adult education coordinators related to addressing, motivating and engaging employed persons with a low level of education.
- The role of AE coordinators in engaging employers will be emphasized and examples of good practice will be popularized. For example - a situation where a municipal AE coordinator or career counselor visits a company together with a learner and gets acquainted with the duties and tasks of the profession in person, thereby developing career counseling in the work environment.
- In cooperation with the European Community Career Guidance and Information Network *Euroguidance* opportunities will be created to gain experience of career specialists from other

countries, the latest insights and methods for working with adults, strengthening the capacity of AE coordinators and career counselors.

- Adult education professionals, including AE coordinators and career counselors, will be invited to participate in the National Career Guidance Conference and use other *Euroguidance resources*. the opportunities provided.

The planned activities aimed at reaching, informing and motivating the target group to engage in training are summarized in the table.

ACTION PLAN

Part 1 “Measures to directly reach, inform and motivate employed persons with low educational levels”

Activity	Description	Implementation	Activities to be supported by the project in accordance with the regulations of the Cabinet of Ministers
Activities to reach and inform employed persons with low levels of education.			
1.1. Communication measures to reach and inform employed persons with low educational levels	<p>In order to <u>reach and inform</u> the target group, various events are planned, taking into account groups of people with different ages, educational levels, places of residence and other differences. The emphasis in communication events will be on providing information, including various informative materials, in an easily understandable and accessible language.</p> <p>1.1.1. Reaching the target group, including introducing the target group to information and information materials, also involving <u>local government adult education coordinators</u>, cooperating with local government and educational institution career counselors, specialists from SEA branches, coordinators of single service centers in the regions, social service specialists, youth work specialists, volunteer work coordinators, etc., using a diversified approach:</p> <ul style="list-style-type: none"> - <u>Individual conversations</u> <ul style="list-style-type: none"> • with the employer (reaches people with insufficient skills working in low-low qualified occupations); • with a career counselor at a general education institution (has access to information about the 	<p>The whole project period (until November 2029).</p>	<p>21.2.</p>

	<p>further education of graduates, can identify young people aged 18 and over who are not obtaining a qualification, can be informed about the learning needs of parents);</p> <ul style="list-style-type: none"> • with a youth worker (daily meets young people who have not made a career choice yet) • with a social service/day center specialist (reaches parents of large families, young mothers, low-income individuals) • with a culture center/library specialist (could reach people without qualifications, but who have acquired skills and competencies outside of formal education, as well as young people, families, etc.) • with the leader of an NGO or interest group (for example, a fishermen's association reaches men of different ages, a parents' association reaches different groups, charity foundations reach the individuals they support) <p>- <u>Personalized emails</u> - the AE coordinator sends them to support individuals in their collaboration network who have access to email addresses of individuals relevant to the target group, including specific information.</p> <p>- <u>Information prepared in various forms</u> (printed, digital, audio) according to the different information-seeking habits of the Project's target group.</p> <p>1.1.2. Employers are involved in informing and motivating the target group.</p> <p>1.1.3. Various <u>communication activities</u> to attract the attention of both the target group and the media (media events, information seminars, conferences, experience stories in video format, participation in regional events, etc.).</p> <p>1.1.4. Information <u>on the Skills Management Platform</u>, including information on available career support, explaining in easy-to-understand language what career support is, why adults need career counseling, what are the benefits, as well as information on current career counselor contacts and instructions on how to apply for counseling in the most convenient way for the person (closest to their place of residence, in person, remotely).</p>	<p>The whole project period</p> <p>The whole project period</p> <p>The whole project period.</p> <p>It is planned that at least 5,000 people will participate.</p>	<p>21.2</p> <p>21.4</p>
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	<p>1.1.5. <u>Advertisements</u> on radio, in public transport, outdoor advertising at bus stops, information at residents' social contact points.</p> <p>1.1.6. Information <u>in regional media</u> .</p> <p>1.1.7. <u>Targeted communication campaigns</u> to attract the attention of the target group and engage them in the Project, which will take place once a year, in accordance with the communication plan, for example, in the period before the start of application for training. Various communication channels will be used within the framework of the campaigns, including a strong emphasis on channels through which to reach employed persons with a low level of education, especially direct communication channels.</p>	<p>The whole project period.</p> <p>The whole project period.</p> <p>Six times during the project period (one campaign per year, with activities tailored to the course of the project).</p>	
Activities to motivate and engage employed persons with low levels of education in learning.			
<p>1.2. Activities in the municipality within the framework of local community events</p> <p>(municipal AE coordinators are invited to organize with the methodological support of the VIAA)</p>	<p>In each municipality, in accordance with the current situation and taking into account the events most actively attended by the local community, AE coordinators, in cooperation with career counselors of the municipality and educational institutions , day center employed persons, librarians, cultural work and youth affairs specialists, etc., provide Project information within the framework of the aforementioned events and promote the motivation of individuals to use career support events and engage in training, for example:</p> <ul style="list-style-type: none"> • inspirational stories and promotion of good practices at local community events (discussions, meetings with adult education service providers, employers, people with positive adult education experiences organized both in cultural centers, libraries and youth centers, as well as in business support centers , company open days, Career Week events, etc.), • stories in video format, published on the VIAA website, social media accounts, and the Platform. 	<p>In accordance with the planned activities of local governments, but at least one event per year in each Project cooperation municipality</p>	21.2.
<p>1.3. Career support to motivate residents with low education to engage in learning</p>	<p>Career counseling will be offered both in the SEA, municipalities and educational institutions, and employed persons will be able to apply for them to create a career development plan, which will primarily provide recommendations for employed persons with a low level of</p>	<p>The whole project period, upon request.</p> <p>It is planned that at least 5,000 people</p>	21.2., 21.4.

	education to acquire professional continuing education programs, modules or sets of modules of a modular professional education program , or to assess professional competence acquired outside the formal education system.	will use career counselling opportunities.	
1.4. Individualized approach	The opportunity will be provided to apply to an educational institution to have knowledge, competencies and skills assessed by vocational subject teachers in order to develop a competency development plan and receive consultations on choosing the most suitable training.		21.3.
1.5. Participation in Career Week	<p>Career Week is organized annually by the Latvian Education and Training Agency in cooperation with the municipal education authorities and educational institutions of Latvian cities and municipalities, as well as career counselors working there. Traditionally, parents of students from educational institutions are also involved in Career Week as participants, and employers are also actively involved in Career Week activities.</p> <p>During the project implementation, one day of Career Week will be dedicated to lifelong learning issues, and several events will be organized with the involvement of AE coordinators, career counselors, and employers.</p> <p>1.5.1. Employers' "open doors" events: <u>"Learn and come to work with us!"</u> Career counselors of general education institutions, in cooperation with employers, are invited to organize such events with the methodological support of the VIAA.</p> <p>During Career Week, local employers invite not only students, but also their parents to their companies, informing them about vacancies, learning needs and opportunities within the Project, as well as introducing them to the potential work environment, thus motivating adults to consider the opportunity to study.</p> <p>As part of the event, a career counselor, together with the potential student, visits a company and learns about the duties and tasks of the profession in person, thereby essentially developing career counseling based on the work environment.</p> <p>1.5.2. Events in educational institutions on the topic -</p>	<p>Career Week 2024: October 7-11.</p> <p>It is planned that career counselors of educational institutions will involve at least one entrepreneur each</p> <p>It is planned that 200 educational</p>	21.2., 21.14.

	<p>“Parents also learn” (career counselors of educational institutions are invited to organize with the methodological support of VIAA).</p> <p>Informative educational events for parents of students in educational institutions (lectures, forums, workshops).</p> <p>Career counselors of educational institutions identify the potential target group and organize events of various formats according to the situation.</p> <p>1.5.3. <u>Public online discussion</u> (organized as part of VIAA communication events).</p> <p>Its participants, such as local government representatives, AE coordinators, career counselors, employers and industry representatives, adult education service providers, employed persons providing positive experience stories about involvement in adult education, etc., will highlight the challenges for lifelong learning culture of in Latvia and good practices in involving employed persons in adult education.</p>	<p>institutions will participate.</p> <p>Every year in October, it is planned that 5 experts and at least 350 participants will participate</p>	
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Development of proposals for necessary additional support measures

The action plan described for reaching people with low levels of education includes the following additional support measures:

- increased involvement of local communities, which has not been realized so far;
- linking information and motivation activities with Career Week;
- involvement of employers in reaching individuals;
- cooperation with the project “National Coordinators for Promoting Participation in Adult Education in Latvia”, providing enhanced, expanded support to specialists for the involvement and motivation of the target group;
- Cooperation with the *Euroguidance* program and involvement in the Latvian National Career Guidance Conference, promoting career counselors' understanding of methods in working with employed persons with a low level of education.

By analyzing and evaluating the results of these and other diverse measures included in the plan and their effectiveness after the involvement of individuals in the training and the feedback provided by AE coordinators and career counselors, conclusions will be drawn about the additional support measures needed for the target group in the future. New proposals for additional support measures will be developed and coordinated with the Ministry of Education and Science once a year and included in the plans for the next years.

Part 2 “Measures to support specialists involved in working with the target group”

Activity	Description	Implementation	Activities to be supported by the project in accordance with the regulations of the Cabinet of Ministers
2.1. Informative seminars	<p><u>Organized online seminars</u></p> <p>2.1.1. about current events of the Project - information about the launch of the Project, about cooperation opportunities, about news and other issues;</p> <p>2.1.2. on the importance of cooperation with employers.</p>	At least twice a year (11 seminars)	21.14.
2.2. Consultations	VIAA experts provide consultations on current issues - both by phone, in writing, and on the Skills Management Platform	Regularly, upon request	21.14.
2.3. Methodological materials	<p>2.3.1. VIAA experts <u>evaluate and update existing methodological materials</u> on working with adults, including methods for motivating, involving and consulting employed persons with a low level of education, and informing employers.</p> <p>2.3.2. VIAA experts <u>create and publish new materials on the Skills Management Platform</u> on methods for motivating, engaging and consulting employed persons with a low level of education, informing and educating employers according to current needs.</p>	At the beginning of the project and according to current needs during the project implementation, at least 3 methodological materials – one for AE coordinators, one for career counselors and one for employers to be developed.	21.14.
2.4. Educational seminars	<p><u>In-person or online seminars</u> to provide targeted methodological support by identifying the needs of specialists involved in working with the target group:</p> <p>seminars for AE coordinators *;</p> <p>seminars for career counselors employed in municipalities and vocational education institutions, and career counselors of the SEA.</p> <p>* Organizing seminars for AE coordinators in cooperation with the European Union Erasmus+ program project “National Coordinators for Promoting Participation in Adult Education in Latvia”.</p>	At least twice a year (10 seminars)	21.14.

<p>2.5. Participation in Career Week</p>	<p><u>“Conversations about the common”</u> - AE coordinator, employer and career counselor (municipalities and educational institutions that participate in Career Week are invited to organize with the methodological support of VIAA). Regional events - tripartite conversations (<i>BREAKFAST - AFTER WORK CONVERSATIONS - COFFEE BREAK</i> etc.), where local government-employed AE coordinators, career counselors (from all sectors) and employer representatives meet to create a common vision of the opportunities and roles of each party in reaching and engaging every resident in adult education.</p>	<p>One event is planned in each municipality.</p>	<p>21.2., 21.14.</p>
<p>2.6. Cooperation with Euroguidance program*, incl. involvement in the Latvian National Career Support Conference.</p> <p>* The tasks of the European Community Career Guidance and Information Network <i>Euroguidance</i> are carried out in Latvia by the Information and Career Guidance Department of the Higher Education and Vocational Training Authority. <i>Euroguidance</i> promotes the exchange of experience of career guidance specialists, collects and disseminates information on the latest working methods and tools.</p>	<p><u>Involvement in the National Career Guidance Conference</u></p> <p>“Career Support in Latvia: European Context”, in which the main target audience is career counselors. In one of the conference topics, <i>European investments in the development of career counseling in Latvia</i>, participants will be informed about the Project's contribution to career counseling for adults, as well as promoting career counselors' understanding of methods for working with employed persons with low educational levels. Information about the Project will be provided by VIAA experts in the Project.</p> <p>In collaboration with <i>Euroguidance</i> an opportunity to gain experience from career specialists from other countries, the latest insights and methods for working with adults, strengthening the capacity of AE coordinators and career counselors.</p>	<p>Once a year</p> <p>For the first time on October 1, 2024</p>	<p>21.14.</p>
<p>2.7. Measures to strengthen the internal AE coordinators' cooperation network</p> <p>Planned in collaboration with the European Union Erasmus+ program project “National Coordinators for Promoting Participation in Adult Education in Latvia”.</p>	<p>In-person or online events have been organized, such as co-creation workshops, forums, experience exchange events, where all specialists meet together in small groups (for example, by region), as well as only coordinators or consultants separately, to address current issues regarding cooperation within the municipality, between institutions, etc., to share experience, thus increasing the work capacity of employed persons with a low level of education in reaching and engaging them.</p>	<p>Scheduled once a year</p>	<p>21.14.</p>

Feedback, analysis of results and updating of the conceptual solution

This is the initial description of the conceptual solution and its implementation plan, which is submitted together with the Project application before the start of the Project. During the implementation of the Project, the skills management platform will accumulate information on both the career support provided to individuals, their involvement in training, and the support measures used. Surveys of education service providers, AE coordinators, as well as other career support staff who have created a profile (job) on the platform will be conducted. The specific measures mentioned in this conceptual solution description will be evaluated by conducting participant surveys and preparing reports on each implemented measure. Based on the above information, VIAA will regularly evaluate the progress of the project implementation, the progress and effectiveness of the activities planned in this conceptual solution description in order to reach, inform and motivate employed persons with a low level of education to engage in training.

As necessary, in cooperation with adult education specialists, including AE coordinators, career counselors, employers, cooperation partners, etc. involved in adult education, VIAA will develop proposals for other necessary support measures for the involvement of this target group and will update the description of the conceptual solution and implementation plan once a year, and coordinate it with the Ministry of Education and Science. Conclusions on the implemented activities and their progress will be presented both in the Joint Adult Education Coordination Commission and by other interested parties: policy makers, implementers, employers, etc. to the wider public.

The evaluation of the activities mentioned in the description of the conceptual solution and the feedback obtained from the Project participants will be useful for the improvement and development of the sustainable adult education system in the future.

RESULTS AND PERFORMANCE INDICATORS OF PLANNED MEASURES

No.	Result of the operation	Performance indicators	Result	Conceptual solution plan measure no.	Deadline	Responsibility/ Co-responsibility
I Reach, inform and motivate employed persons with low education to engage in learning.						
1.	Implementing communication activities to reach and inform employed persons with low education.	Integrated communication activities ensured	6 times	1.1.1. , 1.1.2., 1.1.3., 1.1.4., 1.1.5., 1.1.6., 1.1.7. 1.5.2., 1.5.3.	November 2029	VIAA

2.	Providing career support to motivate employed persons with low education.	Career counseling and career information provided	5000 persons	1.3., 1.5.1.	2029 November	VIAA/municipalities, SEA, Educational institutions
3.	Implementing an individual approach to assessing skills and knowledge	Ensured assessment of skills and knowledge in educational institutions	1500 persons	1.4.	2029 November	VIAA/educational institutions
4.	Promoting cooperation with local governments to reach, inform and motivate employed persons with low education	Informative activities have been implemented to engage the target group within the framework of local government events.	Once a year in each municipality in accordance with the concluded cooperation agreements	1.2.	2029. November	VIAA/municipalities
II To support specialists involved in working with the target group and strengthen their capacity, to promote employers' understanding of their role in involving individuals in lifelong learning.						
5.	Providing informative support	Informative seminars organized	11 seminars	2.1.1., 2.1.2.	2029. November	VIAA
6.	Providing methodological support	Methodological support materials developed	3 materials	2.3.2.	2029. November	VIAA
		Organized educational seminars	10 seminars	2.4., 2.5.	2029. November	VIAA/ MES*
7.	Strengthening cooperation networks	Events organized to strengthen the cooperation network of AE coordinators	5 events	2.7.	2029. November	VIAA/ MES*
		The involvement of career counselors in National Career Support Conferences has been promoted within the framework of the Euroguidance program.	5 conferences	2.6.	2029.XI	VIAA

*Planned in collaboration with the European Union Erasmus+ program project "[National Coordinators for Promoting Participation in Adult Education in Latvia](#)".

Collaborative network

