Towards an Evidence-Based Framework for Adult Professional Competence Development in Latvia: Elaboration and Evaluation

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Reserach Problem

Adult education challenges in Latvia:
Ensuring systematic alignment with rapid labour market changes and digital transformation demands.

Governance gap:
Fragmented governance and weak cross-sector coordination hinder consistent implementation.

Transfer to workplace:
Participation increases do not translate into effective practice without robust evaluation mechanisms.

Identified systemic shortcomings:

- ▶ Fragmented governance
- ▶ Limited availability of provision
- ▶ Low motivation & engagement
- ▶ Weak learning transfer
- ▶ Absence of ROI assessment

Research Questions

Q1
Which are the most relevant indicators for assessing the effectiveness of adult professional competence development at the organisational and system level in the Latvian context?

Q2
What processes need to be implemented and /vor put in place to ensure and support effectiveness at the individual, organisational and system levels?

Methodology

A mixed-methods study (Aug 2025 – Jun 2026)

15 studies (2008–2023)
Qualitative analysis of adult education studies in Latvia

14 focus groups (129 participants)
28 experts
33 providers
68 users

1000 participants
Nationally representative survey of employed adults

Elaboration of Theoretical Framework for Adult Professional Competence Development

Theoretical framework project for evaluating the effectiveness of adult professional competence development (PCD)

Processes / activities for providing effectve adult PCD	Key indicators for assessing the effectiveness of adult PCD			
	Financial	Socio-economical	Structural / organizational	Quality
National level				
Building strategic cooperation and coordination between sectors Implementation of investment and policy instruments Improving accessibility and information Evaluation and monitoring	Investment in adult education) (% of DGP) Human Capital ROI Municipalities' contribution to adult education (% of budget)	Employment rate (%) Unemployment rate (%) The proportion of low-skilled individuals in adult education (%) Participation in adult education (% of the economically active population) Changes in employment status of residents (%)	Alignment of workers' qualifications with the labor market (in thousands) Availability of PCD programs in the regions (% of total PCD programs)	Adults' motivation to participate in the PCD Adult satisfaction with the range of PCD programs PIAAC skills dynamics
Organizational level				
Management of employee PCD Strategic employee PCD planning Promoting employee motivation and cooperation Providing feedback on the implementation of the PCD Implementation of PCD results in practice; assessment of professional development	Funding for PCD per employee (EUR) ROI (SROI) from employee PCD (%)	Proportion of employees who participated in PCD (%) Proportion of employees with career development / growth changes after PCD (%)	Proportion of PCD training compared to mandatory training (%) Proportion of employees participating in PCD relative to those participating only in mandatory training (%) Proportion of PCD training in the workplace (excluding mandatory training) (%) Level of manager (employer) support for employee participation in PCD Level of organizational support for the transfer of PCD results	Level of employee motivation to participate in PCD Employee satisfaction with the range of PCD programs Level of employee self-efficacy PCD transfer efficiency (%)
Individual level				
Professional development planning Providing feedback on the relevance of PCD to professional needs and goals Evaluation of the transfer of PCD results	Personal investments in professional development (EUR) Income change (%)	Changes in employment status Changes in career development / growth	Number of certificates (including micro-certificates) / attestations Management support level for PCD Level of organizational support for transferring PCD results	Satisfaction level with PCD Level of self-efficacy PCD transfer efficiency (%)

Evaluation of Theoretical Framework for Adult Professional Competence Development

Evaluation Criteria

Evaluated using an instrument developed by the authors

C1: Conceptual Validity
Theoretical soundness and direct alignment of indicator domains with core adult competence development needs in digital transition.

C2: Structural Coherence
Logical interconnectivity connecting systemic processes, 4 indicator domains (financial, socioeconomic, structural, quality), and impact.

C3: Practical Applicability
Operational feasibility for implementation in national policy oversight and organizational human capital tracking.

Evaluation Results

23 / 8
Experts / Sectors
(Public & Private)

7.26 / 8.0
Mean / Median Score
(10-point scale)

Expert-Appreciated Strengths:

Multi-Level Architecture:
Coherent systemic alignment across National, Organisational, and Individual tiers.

Empirical Grounding:
Solid evidence base from 15 studies, 14 focus groups (n=129), and national survey (n=1000).

Policy Contribution to adult education policy development:
Significant practical value for evidence-based adult education policy planning and reform.

Key Recommendations from Experts

- ▶ **Indicator Prioritization & Reduction**
  Focus on core indicators to prevent institutional data collection burden and reporting overload.
- ▶ **Data Availability & Measurability**
  Establish standardized administrative data sources, transparent calculation methods, and fixed collection intervals.
- ▶ **Development of practical tools and guidelines for using the Framework in daily practice**

This research is funded by the Ministry of Education and Science of the Republic of Latvia, project No. VPP-IZM-Izglītība-2023/4-0001

SRP State Research Programme

Ministry of Education and Science Republic of Latvia

Latvian Council of Science

Follow the project activities on the website of the Scientific Institute of Pedagogy of the Faculty of Education Sciences and Psychology of the University of Latvia (UL FESP SIP)

The 18th Asian Conference on Education (ACE2026)
November 14, 2026 to November 18, 2026