



GOOD PRACTICES: IMPROVING THE GOVERNANCE OF SKILLS IN LATVIA

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Opportunities

- **Opportunity 1:** Strengthening strategies and oversight bodies for skills policy
- **Opportunity 2:** Ensuring Latvia's whole-of-government approach improves skills policies
- **Opportunity 3:** Engaging stakeholders effectively for skills policies
- **Opportunity 4:** Building an integrated monitoring and information system on skills
- **Opportunity 5:** Raising, targeting and sharing investments in lifelong learning



Opportunity 1

Strengthening strategies and oversight bodies for skills policy



Opportunity 2

Ensuring Latvia's whole-of-government approach improves skills policies



Opportunity 3

Engaging stakeholders effectively for skills policies



Recommendations for Opportunity 1

- Ensure Latvia's next medium-term Strategy for Education and Skills 2021-2027 has a significant impact on skills outcomes
- Strengthen cross-sectoral oversight and accountability mechanisms for skills to drive policy coherence, partnerships and tangible results



Recommendations for Opportunity 2

- Strengthen inter-ministerial co-ordination and co-operation on skills policy
- Strengthen central-local government co-ordination on skills policy
- Strengthen co-operation between municipalities on delivering education and employment services
- Review and invest in the awareness, skills and resources of civil servants

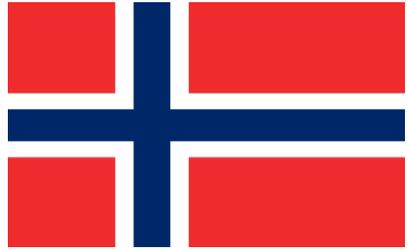


Recommendations for Opportunity 3

- Raise awareness about “skills”, “skills development” and “skills use”
- Expand successful employer engagement practices from VET education to higher education
- Undertake a survey of stakeholders to identify opportunities for improved engagement on skills
- Build stakeholders’ trust in government and willingness to engage
- Systematically engage with the groups targeted by skills policies during the policy/service, and monitor end-user satisfaction with skills services



Strengthening strategies and oversight for skills policy in Norway



Context:

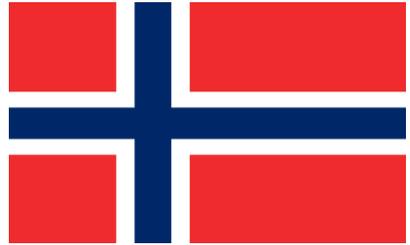
- Norwegian Strategy for Skills Policy 2017-2021 incorporates a whole-of-government approach and strong stakeholder involvement
- It is a binding agreement among the Strategy Partners, namely the government, employer associations, trade unions, the voluntary sector and the Sami Parliament.

Who is responsible:

- Ministry of Education and Research, the Sami Parliament, Ministry of Labour and Social Affairs, Ministry of Justice and Public Security, Ministry of Local Government and Modernisation, Ministry of Trade, Industry and Fisheries, The Employers' Association Spekter, The Norwegian Association of Local and Regional Authorities (KS), The Confederation of Norwegian Enterprise (NHO) and the Enterprise Federation of Norway (Virke), The Federation of Norwegian Professional Associations (Akademikerne), The Norwegian Confederation of Trade Unions (LO), The Confederation of Unions for Professionals (Unio) and The Confederation of Vocational Unions (YS)



Strengthening strategies and oversight for skills policy in Norway



Results:

- The Norwegian strategy is overseen by the Skills Policy Council and includes a Future Skills Needs Committee
- Different stakeholder involvement in oversight for skills in Norway
- Skilled workforce



Links

Norway:

- <https://www.regjeringen.no/en/dokumenter/norwegian-strategy-for-skills-policy-2017---2021/id2527271/>



Opportunity 4

Building an integrated monitoring and information system on skills



Recommendations for Opportunity 4

- Create an “information strategy” covering the collection and use of skills and learning information
- Collect consistent, detailed information on learners and their education and training, at all levels of education.
- Link existing education and training databases, or construct a centralised database
- Invest in national research and evaluation capacity for skills policy
- Use research as an evidence base for lifelong learning



Building an integrated monitoring and information system in Estonia



Context:

- The Estonian Education Information System (EHIS) is a state database since 2005 that brings together all the information related to education: educational institutions, students, teachers and lecturers, graduation documents, study material and curricula

Aspect of interest:

- Detailed information about education and who is providing it
- Authorities can monitor education system and make sure it prepares people for labour market

Who is responsible:

- Estonian government, Education institutions



Building an integrated monitoring and information system in Estonia



Results:

- 85% of schools use e-school solutions
 - Data has been store in EHIS since 2005
 - Estonia scores high in PISA
 - Every 10th student sets out to study IT every year
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Education monitoring system in the Netherlands



Context:

- The overall performance of the Dutch education system is monitored in several ways. Information is collected from international surveys, national monitoring sample surveys, the longitudinal Cohort Survey School Careers, standardized test results reported by schools and results from the secondary school-leaving examinations

Aspect of interest:

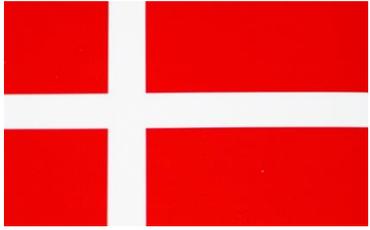
- Monitoring system which provides information from different sources

Who is responsible:

- Schools, Ministry of Education, Science and Culture



Education monitoring in Denmark



Context:

- Quality assurance in Danish early childhood and school education is characterised by external as well as internal quality assurance. The National Agency for Quality and Supervision plays an important role in quality assurance in school education and has both an evaluative and advisory function.

Aspect of interest:

- Agency that evaluates school performance, publishes the results and engage in dialogue to better the situation

Who is responsible:

- Ministry of Education, National Agency of Quality and Supervision, municipalities



Links

Estonia:

- <https://e-estonia.com/solutions/education/estonian-education-information-system/>

Netherlands:

- <https://www.oecd-ilibrary.org/docserver/9789264211940-5-en.pdf?expires=1558353963&id=id&accname=guest&checksum=1CABDFE84D77530D50F98BBA812AA31C>

Denmark:

- https://eacea.ec.europa.eu/national-policies/eurydice/denmark/quality-assurance-early-childhood-and-school-education_en



Opportunity 5

Raising, targeting and sharing investments in lifelong learning

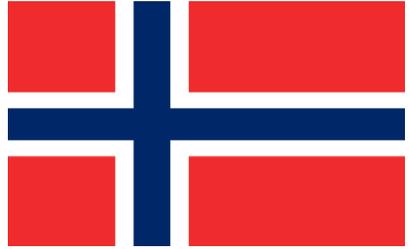


Recommendations for Opportunity 5

- Develop a high level “funding agreement” to share the costs of skills investments between government, employers and individuals
- At all levels of education and training, partially link public funding to the outcomes that institutions achieve for their learners (e.g. measured skills development, employment outcomes, transitions to higher levels of education etc.).
- Review, streamline and improve national tender processes for accessing and allocating EU funds



Norway's shared funding model for skills



Context:

- Norway's shared funding model for adult learning seeks to assign responsibility for funding to the party that is expected to benefit from the education or training.
- Norway distinguishes between programmes that provide basic skills, enhance job performance or support worker mobility.
- It considers that government and society benefit most from increasing basic skills, employers benefit from job-specific training, and individuals from training that raises their employability or mobility in the labour market.

Aspect of interest:

- High level cost sharing

Who is responsible:

- Ministry of Education and Research



Sharing the costs of skills investments in Netherlands

**Context:**

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- Sector Plans (*sectorplannen*) are temporary plans to help overcome specific education and training challenges in certain sectors or regions up to 24 months
 - The money goes to training, guidance of dismissed employees, extra workplaces and apprenticeships for young people, amongst other instruments.
 - The social partners are heavily involved in drafting and implementing these plans. The government and sectors have set aside about 600 million euros each to co-finance the plans

Aspect of interest:

- Shared planning and funding between government and social partners

Who is responsible:

- Ministry of Labour and one or more professional branches
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Links

Norway:

- https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-54_en
- <https://www.oecd-ilibrary.org/docserver/9789264308459-en.pdf?expires=1558354613&id=id&accname=ocid84004878&checksum=0CC8A26E5E42EBC4D12D2742E3862C95>

Netherlands:

- <https://www.sectorplannen.nl/>
- <https://www.oecd.org/publications/financial-incentives-for-steering-education-and-training-acquisition-9789264272415-en.htm>