



# OECD SKILLS STRATEGY: LATVIA GOOD PRACTICES WORKSHOP

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**OECD Centre for Skills**

# The 2019 OECD Skills strategy framework

## The three key dimensions:

**1** Developing relevant skills across the life course

**3** Strengthening the governance of skills systems

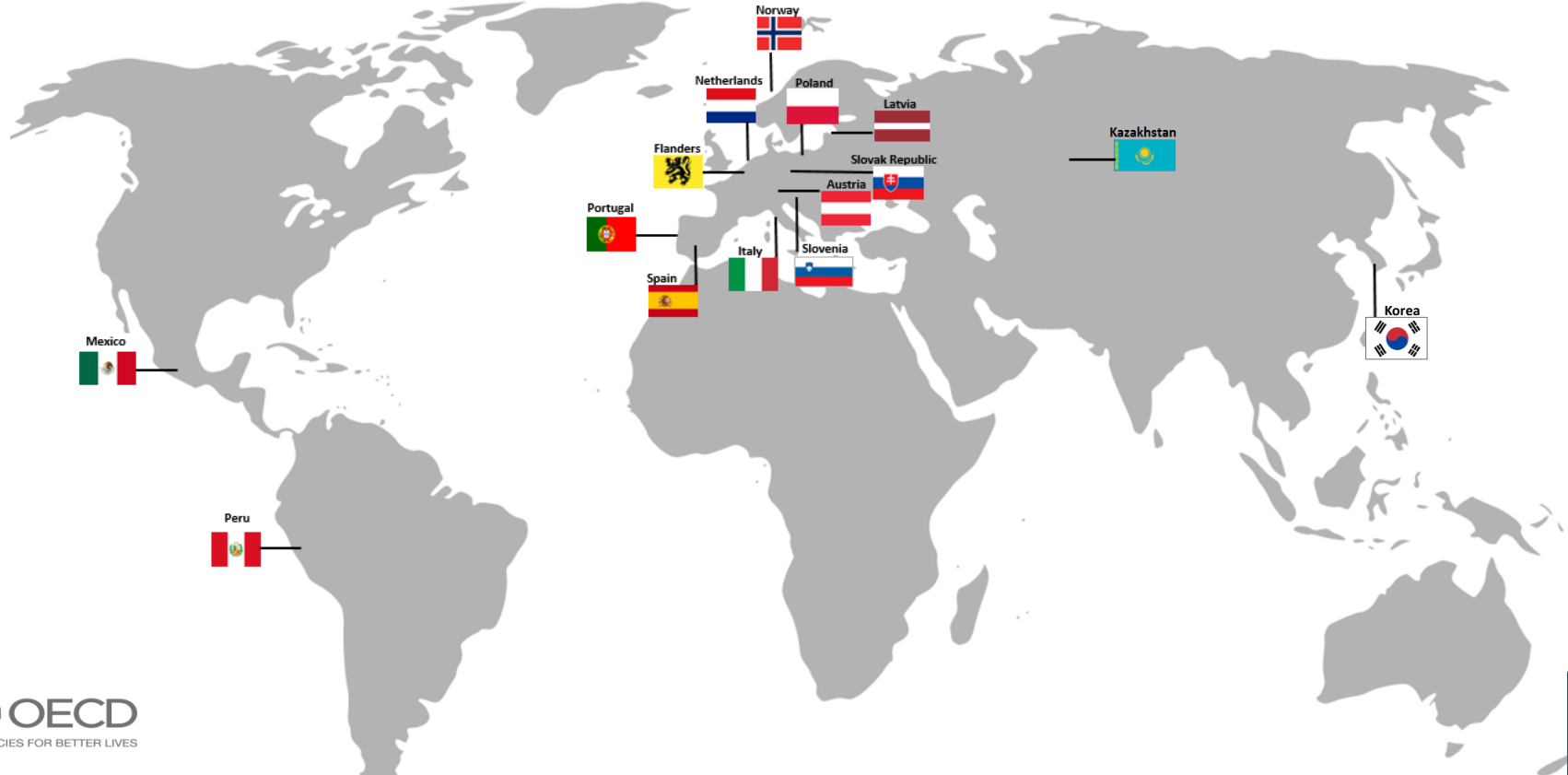
**2** Using skills effectively in work and society

Developing and using skills work cumulatively to build human capital

The building blocks of developing and using skills, supported by strong governance arrangements.



# Applied in **14 diverse countries** so far





# The OECD Skills Strategy Dashboard: Developing relevant skills

## Dashboard indicators across pillars of the Skills Strategy

- Top 20%
- Top 20-40%
- Around the average
- Bottom 20-40%
- Bottom 20%

	Czech Republic	Denmark	Estonia	Finland	Germany	Hungary	Lithuania	Netherlands	Slovak Republic	Slovenia	Spain
How skilled are youth?	Bottom 20%	Bottom 20%	Bottom 20%	Bottom 20%	Bottom 20%	Bottom 20%	Bottom 20%	Bottom 20%	Bottom 20%	Bottom 20%	Bottom 20%
Are skills of youth improving	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
Are skills of youth being developed inclusively?	Bottom 20%	Bottom 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
How many young adults attain tertiary education?	Bottom 20%	Bottom 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
What is the quality of tertiary education?	Bottom 20%	Bottom 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
How inclusive is tertiary education?	Bottom 20%	Bottom 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
How strong are digital skills of adults?	Bottom 20%	Bottom 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
Is there a strong culture of adult education?	Bottom 20%	Bottom 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
Are employees and enterprises involved in continued vocational training?	Bottom 20%	Bottom 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
How inclusive is adult education?	Bottom 20%	Bottom 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%

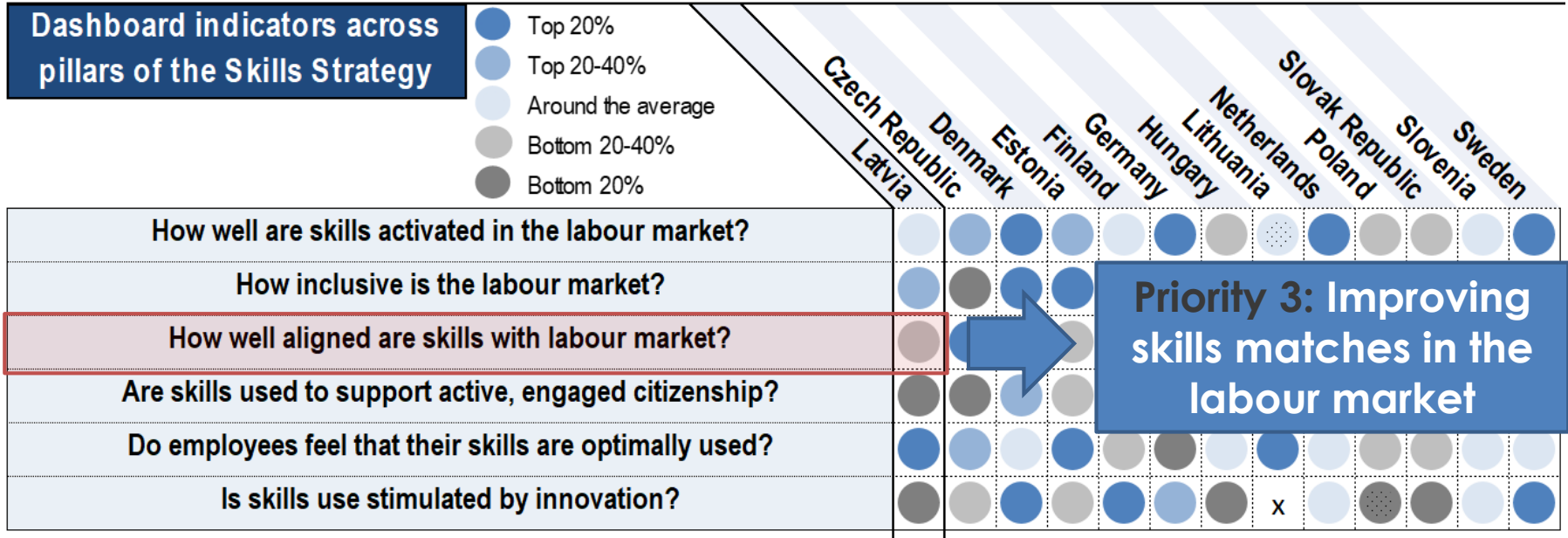
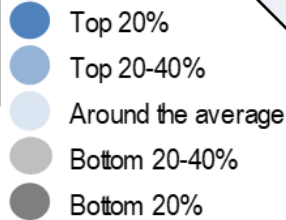
**Priority 1: Strengthening the skills outcomes of students**

**Priority 2: Fostering a culture of lifelong learning**



# The OECD Skills Strategy Dashboard: Putting skills to effective use

## Dashboard indicators across pillars of the Skills Strategy



**Priority 3: Improving skills matches in the labour market**

**Priority 4: Strengthening governance of the skills system**



# Project elements and timelines



## **Skills Strategy Seminar**

- Introduce skills strategy
- Present scoreboard
- Discuss reforms and priorities

## **Data Analysis**

- Reviewing the questionnaire
- Following up in specific areas

## **Workshop 1**

- Diagnostic Workshop
- Identify key skills challenges and opportunities
- Actions to overcome challenges and seize opportunities

## **Workshop 2**

- Good practices workshop
- Refine and improve recommendations
- Prioritise recommendations

## **Drafting of report**

- Review draft outline report
- Review full draft
- Approve final version

## **Public event**

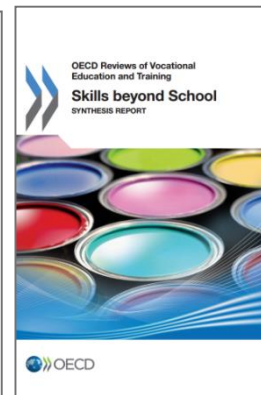
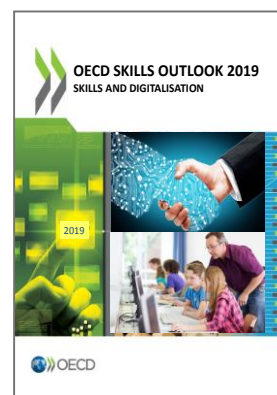
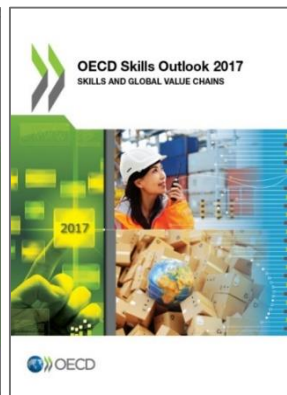
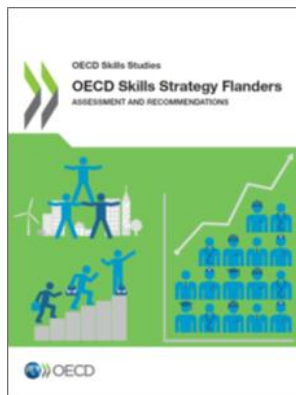
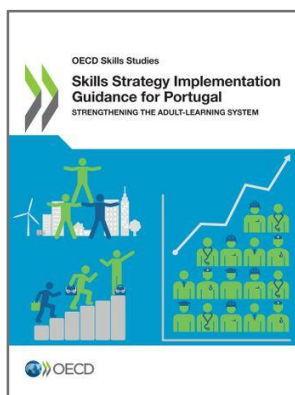
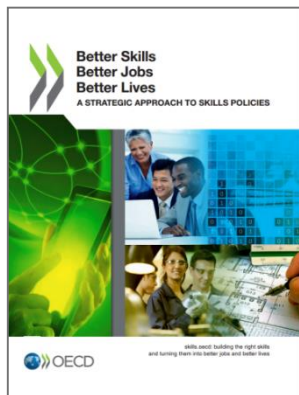
- Launch of *Diagnostic Report*
- Raise public awareness
- Develop broad base of support for future action



# THANK YOU!

To discuss OECD's work on **National Skills Strategy** projects, please contact:

[andrew.bell@oecd.org](mailto:andrew.bell@oecd.org)





# OECD SKILLS STRATEGY: LATVIA GOOD PRACTICES WORKSHOP

**Samuel Kim**  
Project Leader

**OECD Centre for Skills**





# Good Practices Workshop

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## 1. REGISTRATION

09:00-09:30 Registration, tea and coffee

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## 2. WORKSHOP INTRODUCTION AND PRESENTATIONS

09:30-09:35 Welcoming words Latvia

09:35-09:40 European Commission Speech

09:40-09:45 OECD welcoming words and presentation

09:45-09:55 OECD explaining the day & dynamics

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## 3. WORKSHOP SESSIONS

09:55-10:40 OECD presentation: International good practices priority 1 and 2

10:40-11:10 National good practices: Priority 1 and 2

11:10-12:00 **Session 1:** In small groups around tables discuss specific national and international practices refining recommendations

12:00-13:00 *Lunch*

13:00-13:45 OECD Presentations: International good practices priority 3 and 4

13:45-14:15 National good practices: Priority 3 and 4

14:15-15:10 **Session 2:** In small groups around tables discuss specific national and international practices refining recommendations

15:10-15:40 *Coffee break*

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## 4. WORKSHOP CLOSING

15:40-16:30 **Plenary discussion: sharing conclusions**

Share recommendations for each priority

16:30-16:40 OECD Reflections and closing Latvia

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# SESSIONS

Dynamic of the seminar	Tables 1 to 5 will discuss (each table):
Session 1 (before lunch)	1 2 3 4 5
Session 2 (after lunch)	Priority 1
	Priority 3

<b>1.Prioritāte</b> <b>Izglītojamo mācību rezultātu</b> <b>uzlabošana</b>	<b>3.Prioritāte</b> <b>Prasmju atbilstības uzlabošana</b> <b>darba tirgū</b>
<b>2.Prioritāte</b> <b>Mūžizglītības kultūras</b> <b>veicināšana</b>	<b>4.Prioritāte</b> <b>Prasmju sistēmas pārvaldības</b> <b>stiprināšana</b>

Latvijas izglītības un prasmju stratēģijas attīstība  
Labas prakses piemēru seminārs

Latvijas Universitāte


HED  
16.05.2019.



Latvijas izglītības un prasmju stratēģijas attīstība  
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Moderators

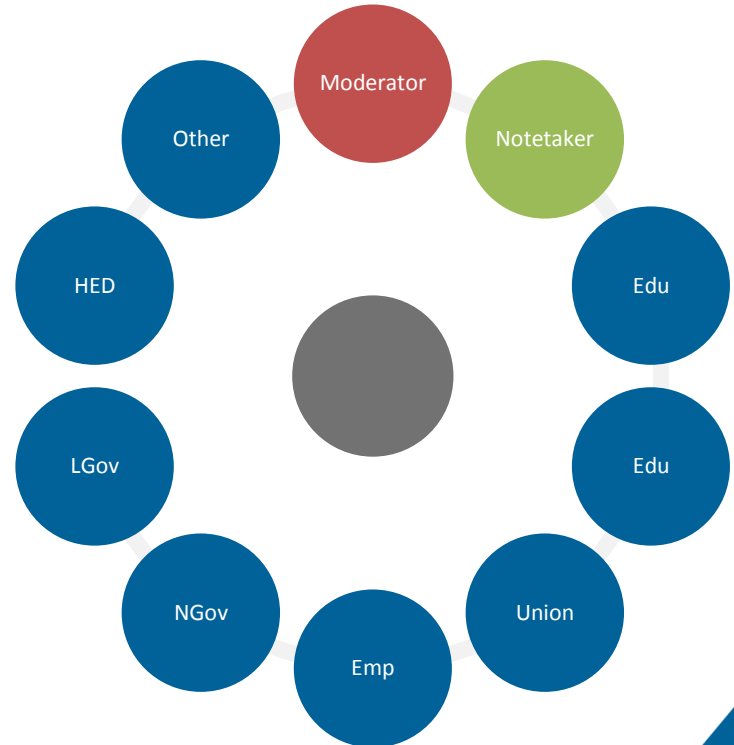
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# Table arrangements

- **NGov:** National government and subsidiary institutions
- **LGov:** Local government
- **Emp:** Employers and employers associations
- **Edu:** Education institutions
- **HED:** Higher education institutions, researchers, student representatives
- **Union:** Trade unions
- **Other:** non classified





# SESSIONS

## Session 1

	<b>1.Prioritāte - Izglītojamo mācību rezultātu uzlabošana</b>
<b>1. galds</b>	<b>VET</b>
<b>2. galds</b>	<b>Quality improvement</b>
<b>3.galds</b>	<b>Equity between urban and rural areas</b>
<b>4.galds</b>	
<b>5.galds</b>	<b>Teaching workforce</b>



# Opportunities for fostering adult learning

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- **Opportunity 1:** Raise awareness about adult learning
- **Opportunity 2:** Reduce barriers to participate in adult learning
- **Opportunity 3:** Expand provision of adult learning opportunities
- **Opportunity 4:** Raise the quality of adult learning opportunities



# Recommendations for Opportunity 4

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- Involve employers in adult learning provision
- Introduce quality standards and monitoring of adult learning
- Ensure a sustainable funding model for adult learning



# Introduce quality standards and monitoring of adult learning

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- Define with all relevant stakeholders what the **quality standards** in adult learning are (in particular non-formal adult education), how they will be measured and how they will be used. Assign responsibility to an entity to implement quality assurance.
- Make the results of measuring the quality standards publicly available, **disseminated** to the providers and end-users and be taken into account in policy-making.
- Provide initial training and professional development of **adult education staff** to meet those standards.
- **Monitor** and regularly evaluate the effectiveness of adult learning policies, based on those standards.



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