



OECD SKILLS STRATEGY: **LATVIA** DIAGNOSTIC WORKSHOP

Samuel Kim
Project leader

OECD Centre for Skills

14 February 2019, Riga



Overview

- 1. Context** Why do skills matter?
- 2. Diagnostic evidence** What is the situation in Latvia?
- 3. Project** How can the OECD Skills Strategy support Latvia?



What do we mean by **skills**?



**COGNITIVE AND
META-
COGNITIVE
SKILLS**



**TECHNICAL,
PROFESSIONAL
SKILLS**



**SOCIAL AND
EMOTIONAL
SKILLS**

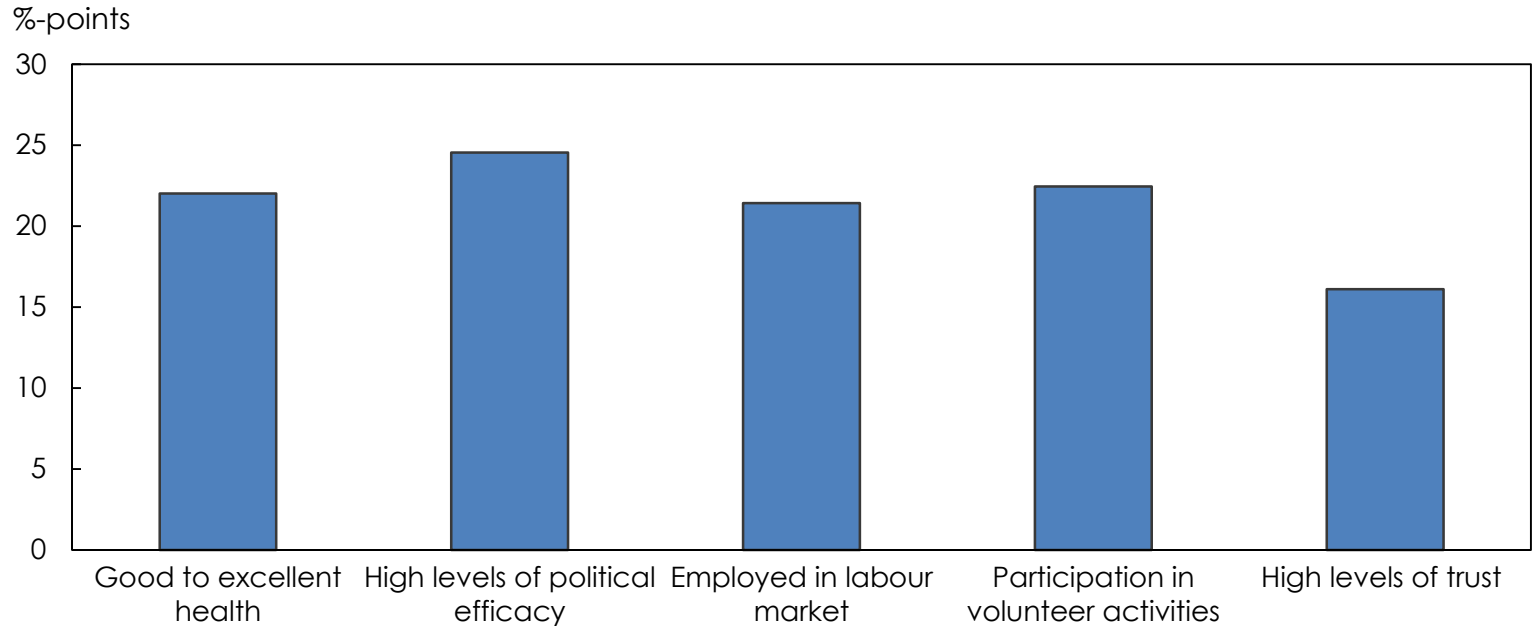


1. CONTEXT: WHY DO SKILLS MATTER



Skills matter for individual well-being

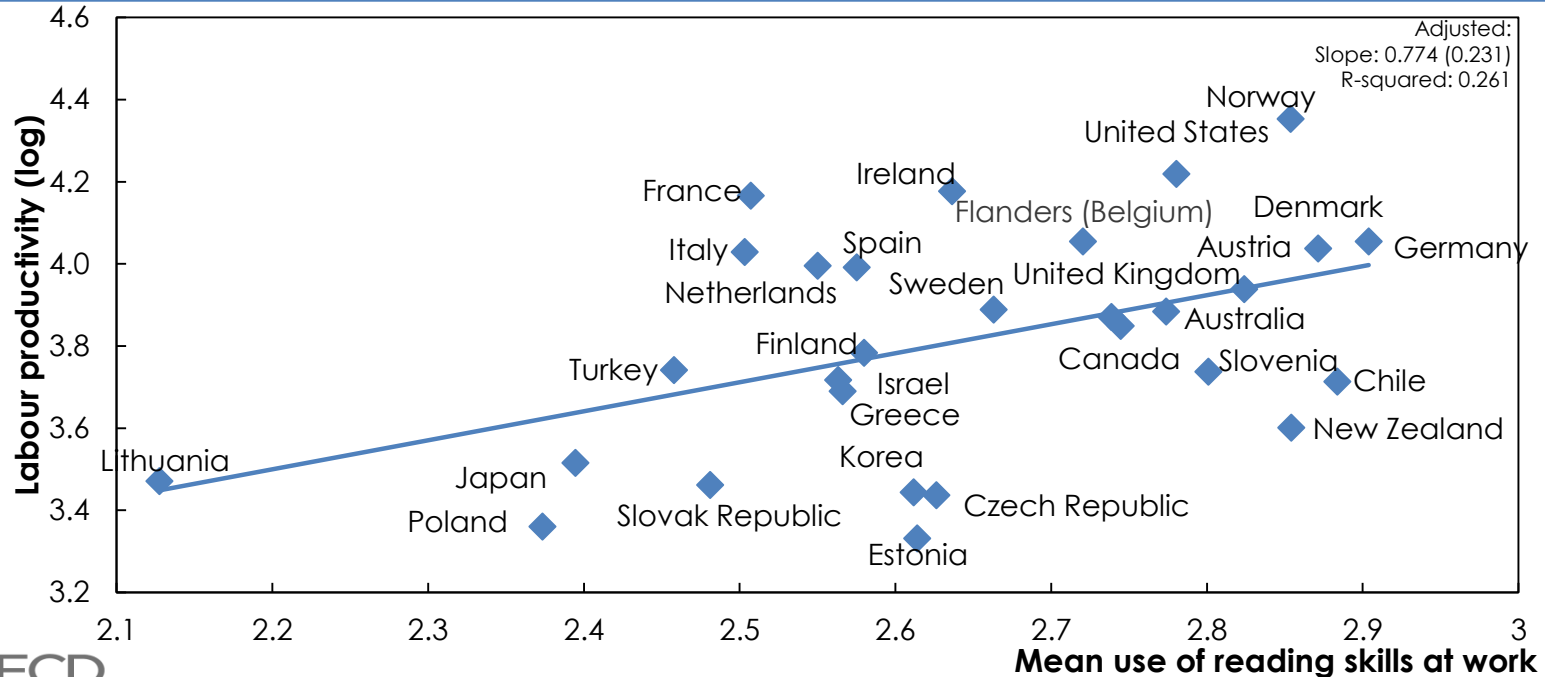
Unadjusted differences between the % of adults with high and low literacy proficiency reporting strong social outcomes, OECD average





And skills matter for national prosperity

Labour productivity and the use of reading skills at work, PIAAC 2012/2015 Adjusted for literacy and numeracy proficiency



Source: Survey of Adult Skills (PIAAC) (2012, 2015).



Several megatrends are affecting skills

GLOBALISATION

More integrated world economy than ever

Emergence of global value chains, offshoring and outsourcing

Increased vulnerability of some workers

TECHNOLOGICAL CHANGE

Rapid development of new technologies

Emergence of new forms of work

Expansion of sources of learning, especially online

DEMOGRAPHIC CHANGE

Large expected decline in working-age population

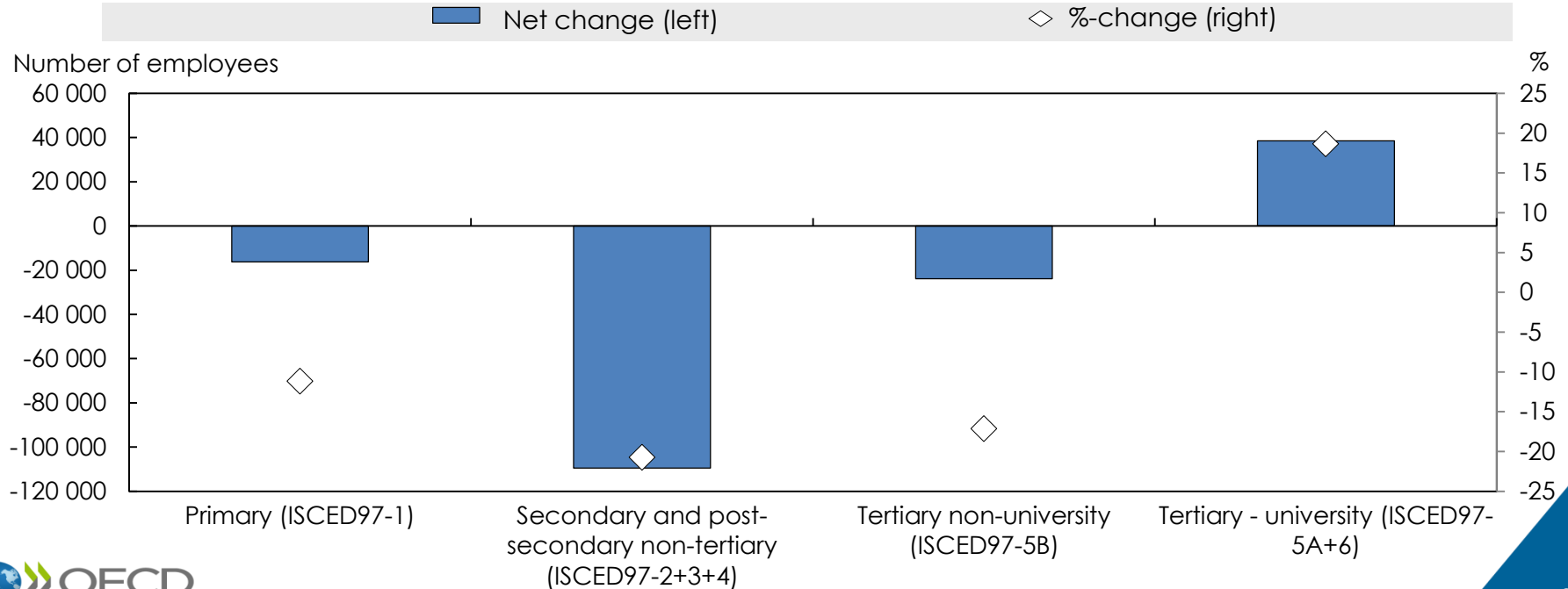
Ageing population

Growing number of immigrants



The economy increasingly demands higher levels of skills

Employment trends in Latvia by typical education requirements of occupations, net and %-change 2005-2015

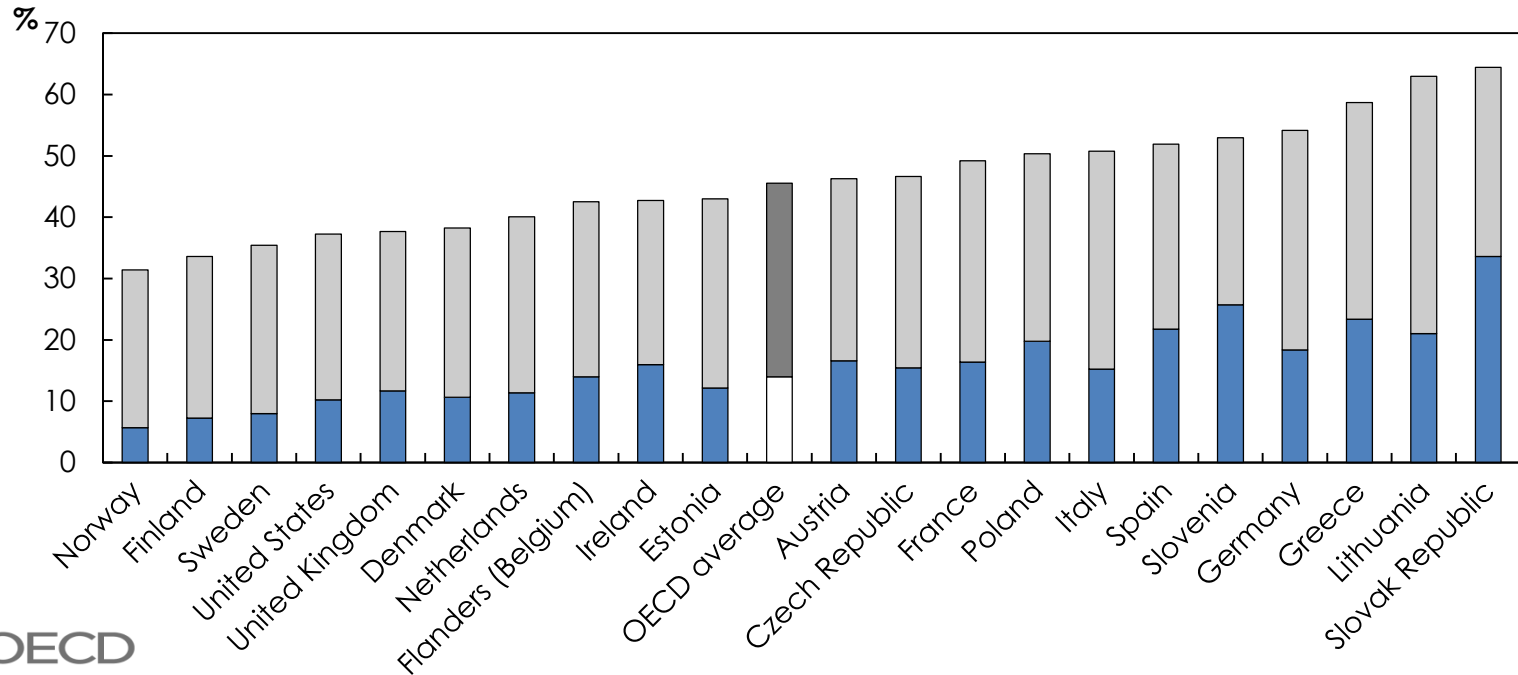




And a large share of jobs could be impacted by automation in the future

Jobs at risk of Automation

Share of jobs at **HIGH RISK (>70%)** of automation and at **SIGNIFICANT RISK (50-70%)**

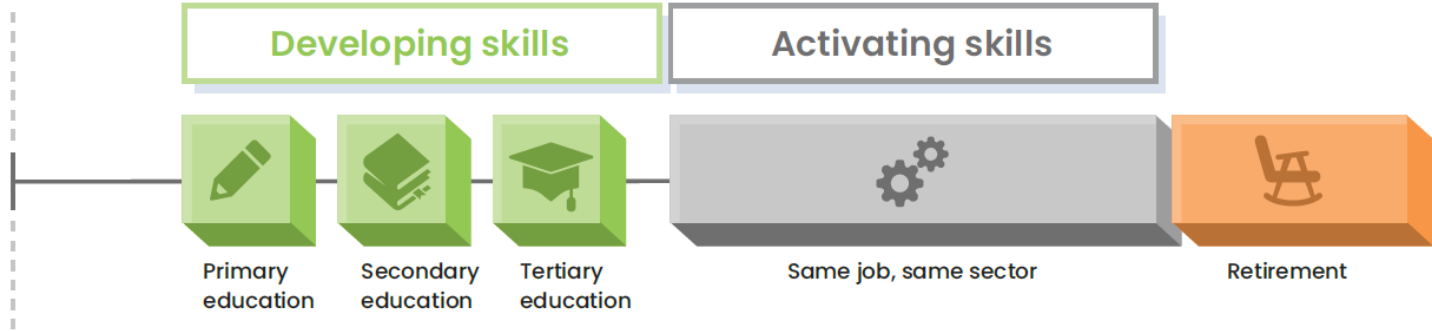


Source: Nedelkoska and Quintini (2018)



Moving towards a new model for skills development and use

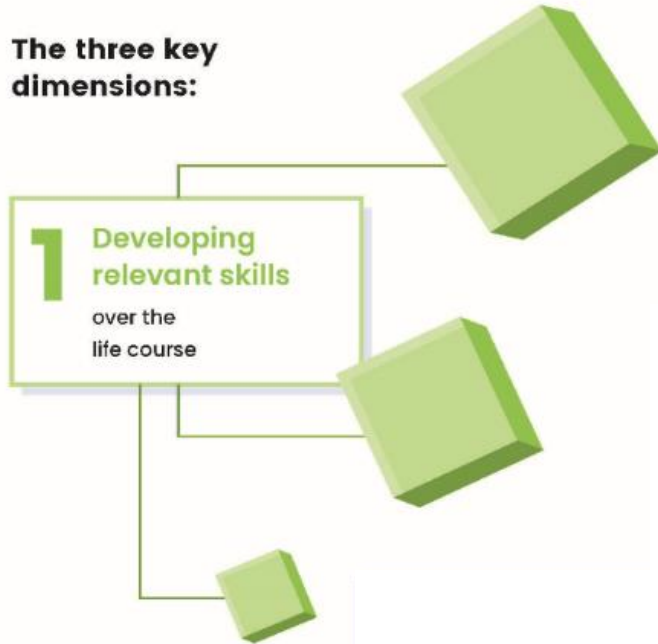
From this:





2019 OECD SKILLS STRATEGY FRAMEWORK

The three key dimensions:





2. DIAGNOSTIC EVIDENCE: WHAT IS THE SITUATION IN LATVIA?



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?	Top 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%	Bottom 20%	Bottom 20%	Bottom 20%	Top 20%	Top 20%	Bottom 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%	Bottom 20%	Top 20%
How inclusive is tertiary education?	Top 20%	Top 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?	Top 20%	Top 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

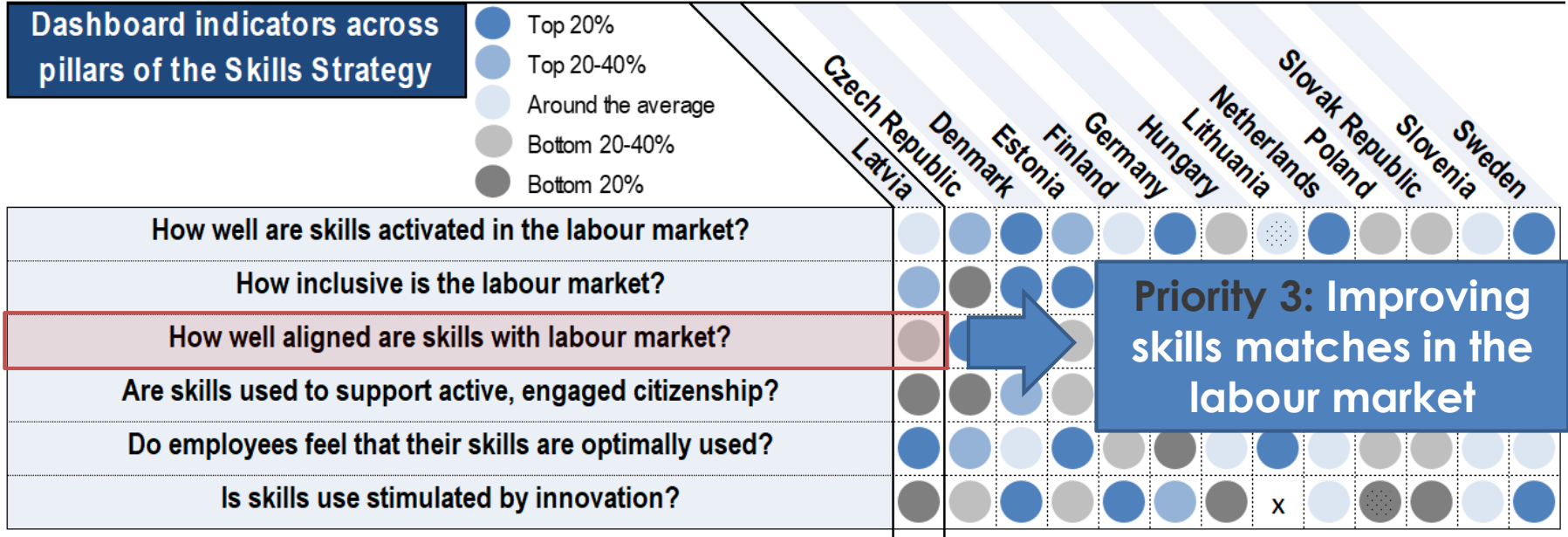
Priority 2: Fostering a culture of lifelong learning



The OECD Skills Strategy Dashboard: Putting skills to effective use

Dashboard indicators across pillars of the Skills Strategy

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



Priority 3: Improving skills matches in the labour market

Priority 4: Strengthening governance of the skills system



PRIORITY 1:

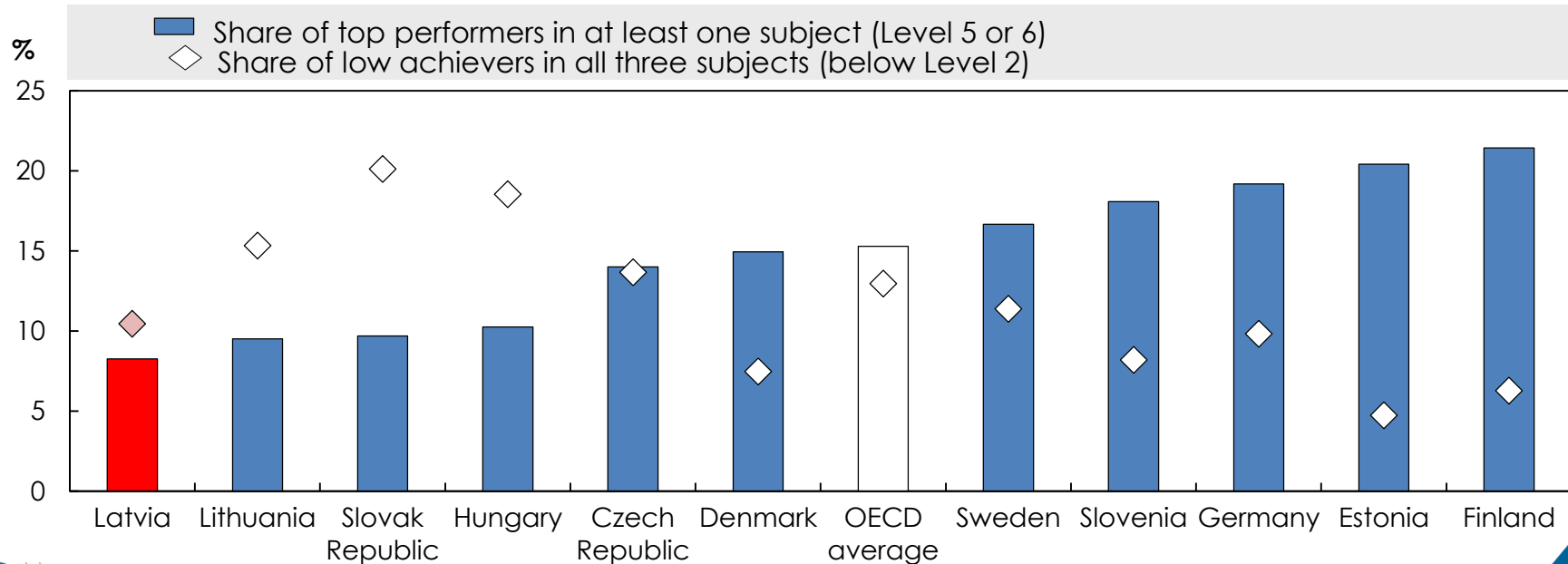
Strengthening the
skills outcomes of
students





Student outcomes are close to the OECD average but Latvia has a low share of top-performers

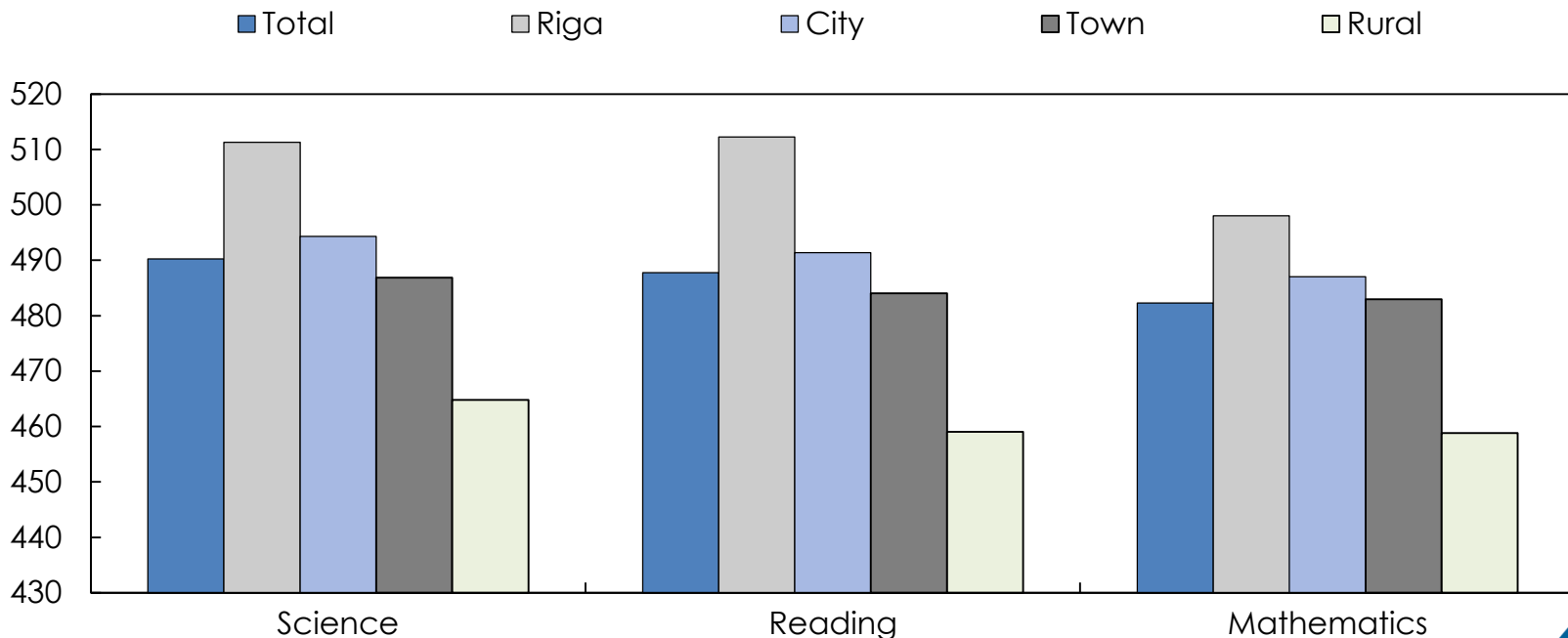
PISA outcomes Latvia, neighbouring countries and OECD average, 2015





Equity is relatively high but there are some persistent disparities between urban and rural areas

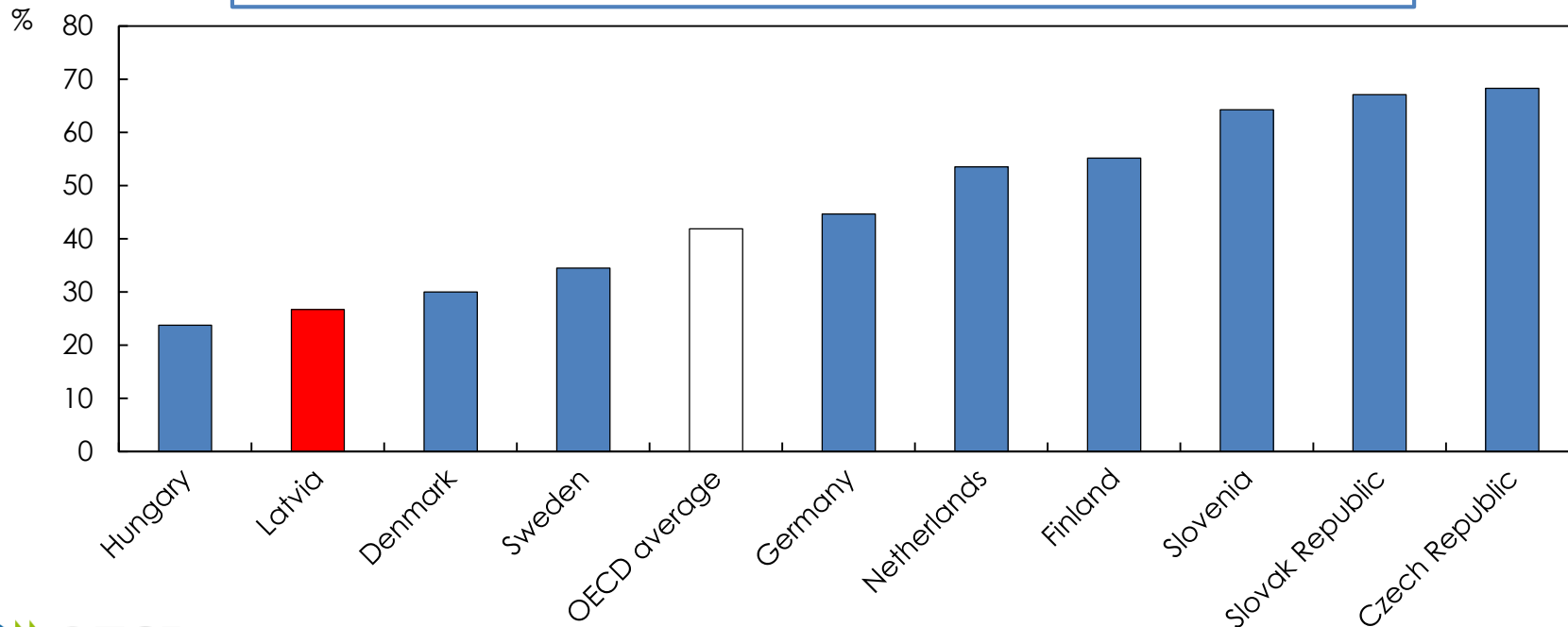
PISA 2015 outcomes in Latvia according to school location





The shares of students choosing vocational education is low

Share of first-time upper secondary graduates who obtained a vocational qualification, 2016





There are some challenges concerning the teaching workforce



Average age is 47

Lack of teachers with adequate skills for special needs children

New teaching skills needed for competency based curriculum

Low entrance requirements

Low professional development



PRIORITY 2:

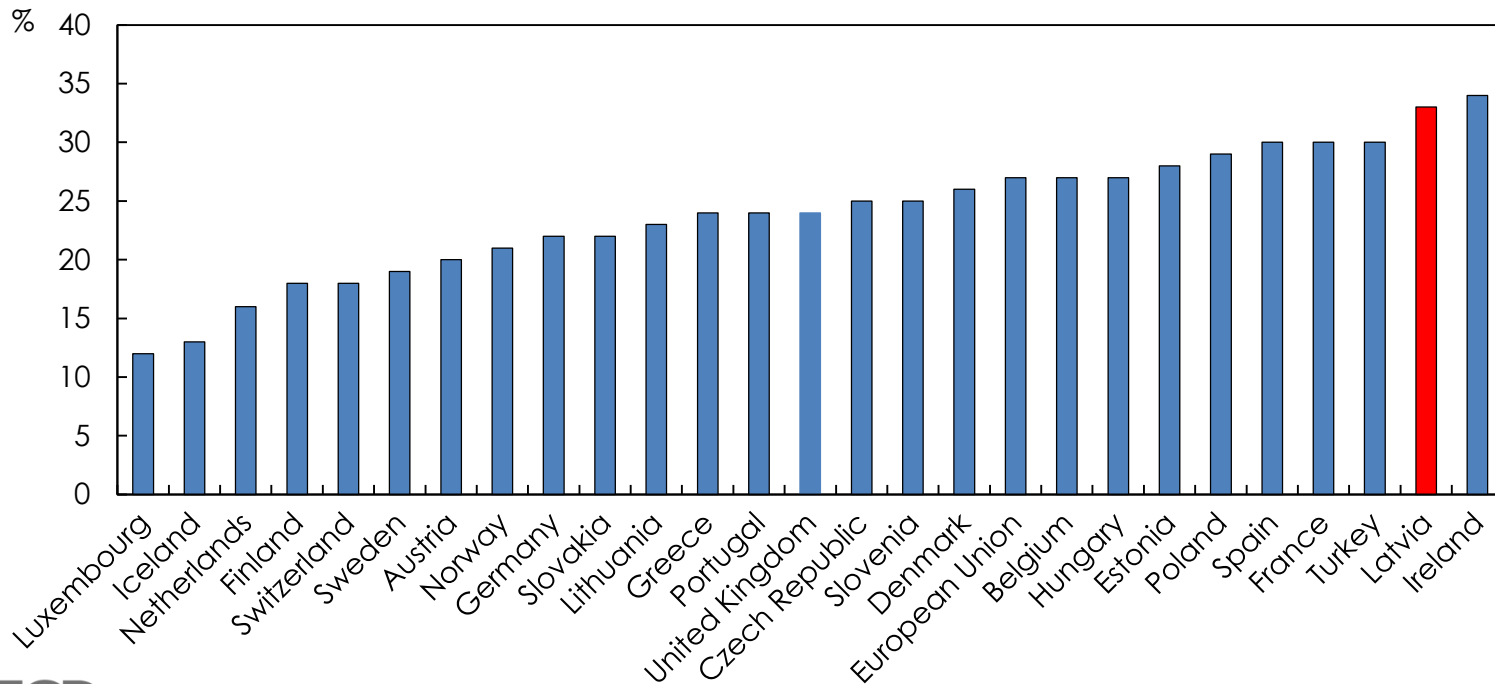
Fostering a culture
of lifelong learning





A large share of adults has no or low digital skills

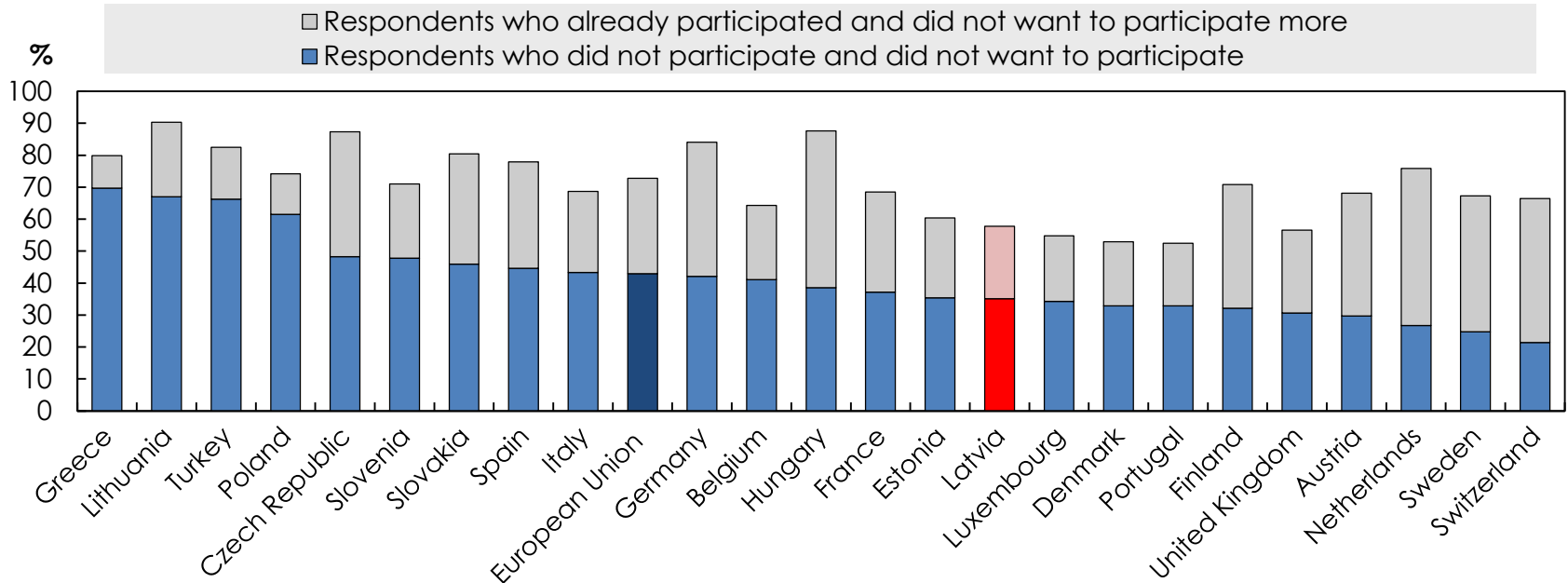
% of adults who have no or low overall digital skills, 2017





Interest in learning among adults is low

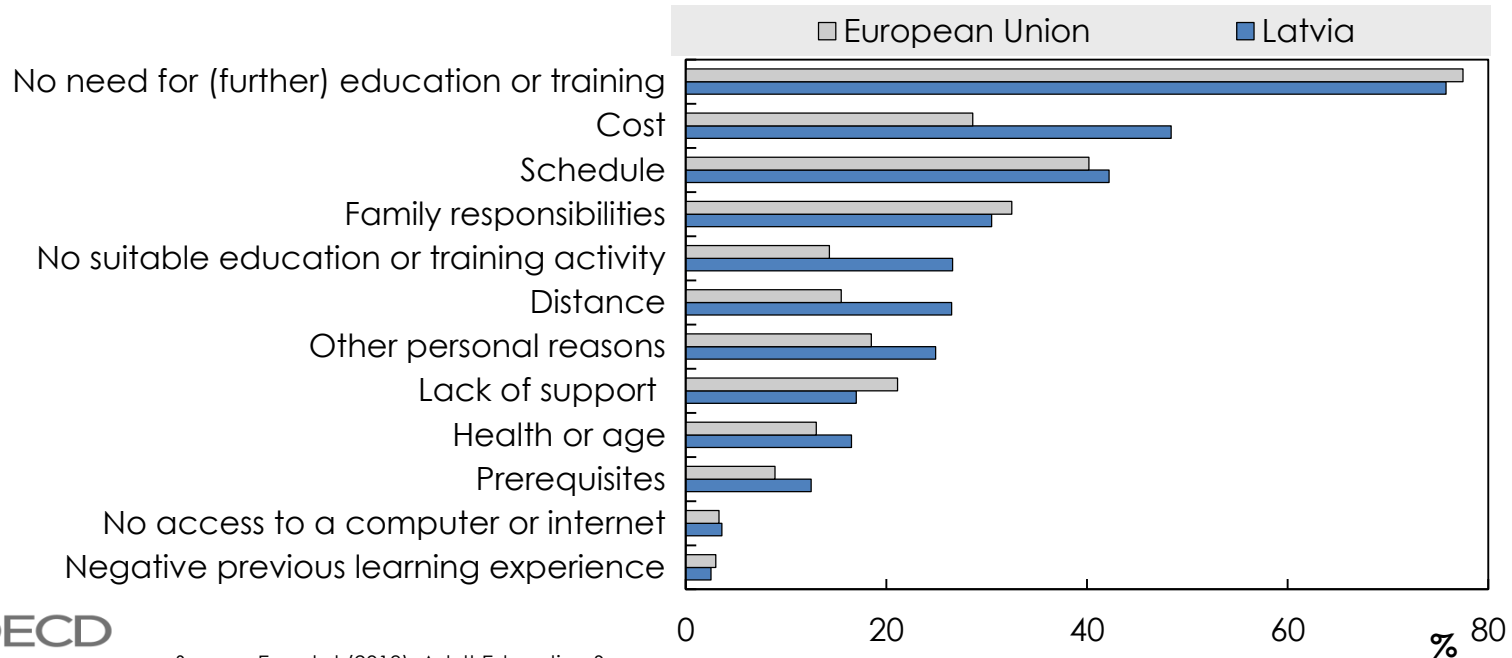
Participants who are not willing to participate (further) in education and training, 2016 (Adult Education Survey)





Adults in Latvia also face other barriers to participate, most notably **financial barriers**

Barriers to participation for available EU countries,
Share of adults not participating, 25-64 year-olds, 2016

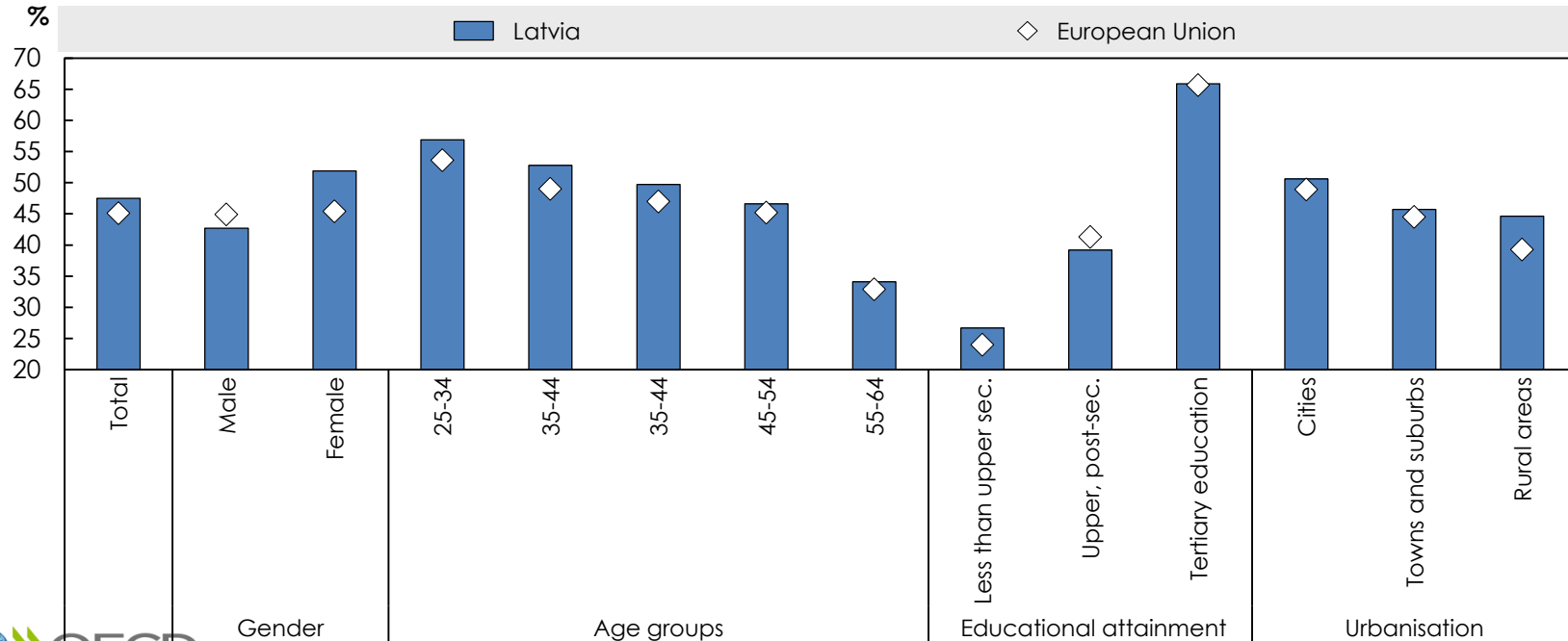




Not all groups are participating equally in adult learning

Participation in formal or non-formal education, 2016

By gender, age, educational attainment, and urbanisation, Latvia and EU, 25-64 year-olds

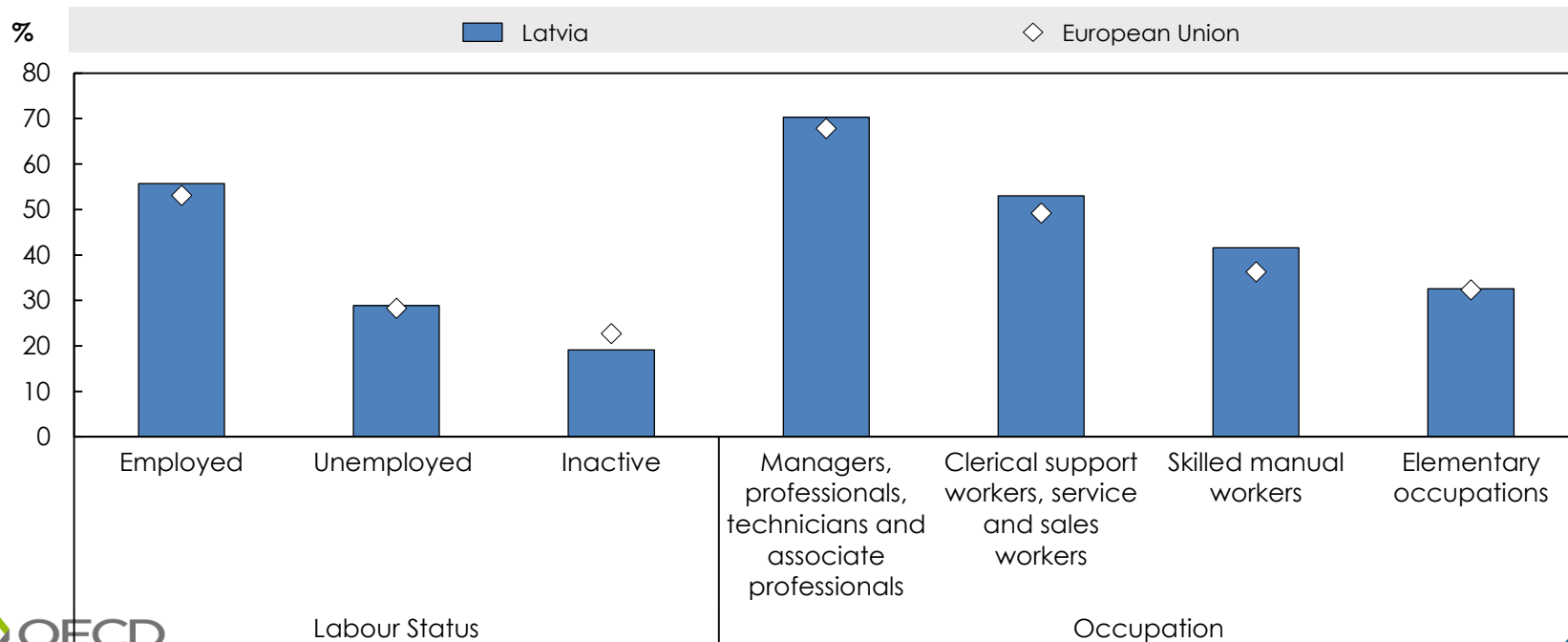




And participation strongly depends on employment status and occupation

Participation in formal or non-formal education, 2016

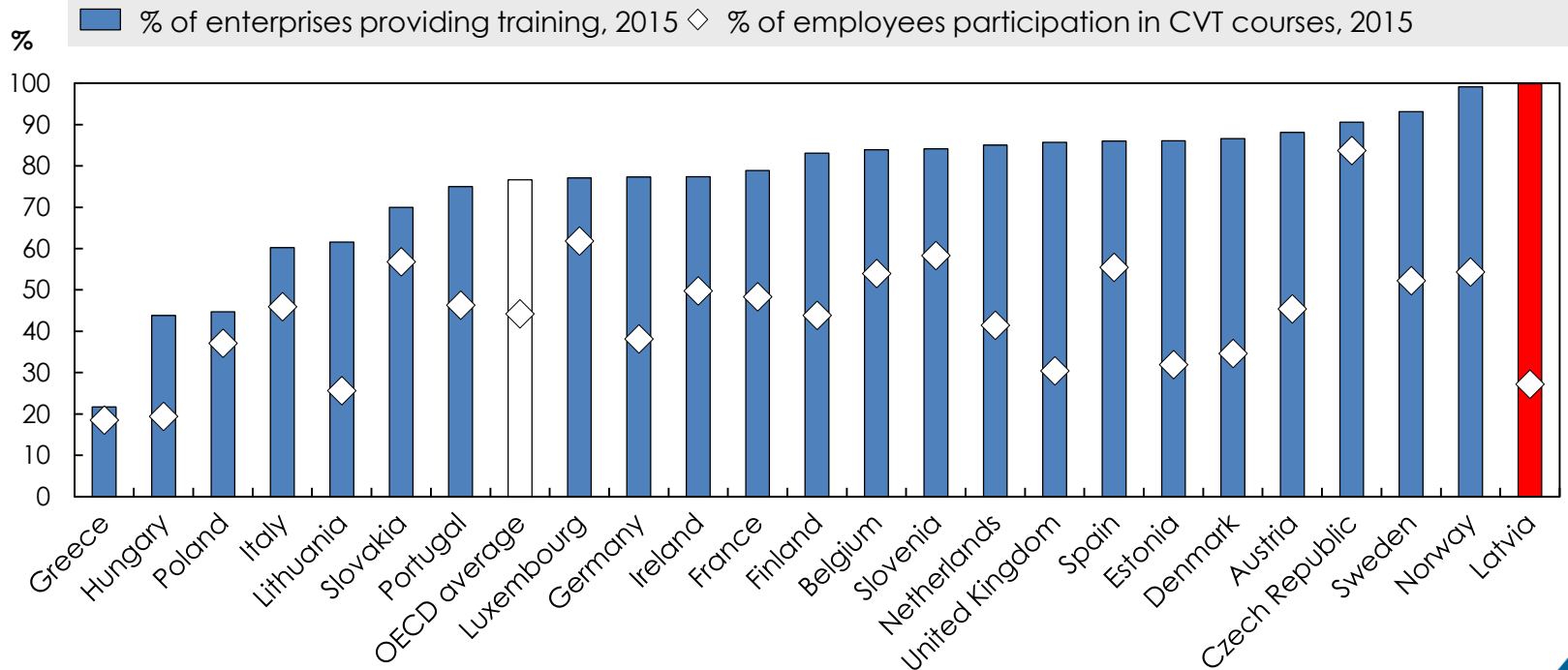
By employment status and occupation, Latvia and EU, 25-64 year-olds





The share of employees participating in adult learning is relatively low

Continued vocational training, enterprises and employees participating, 2015





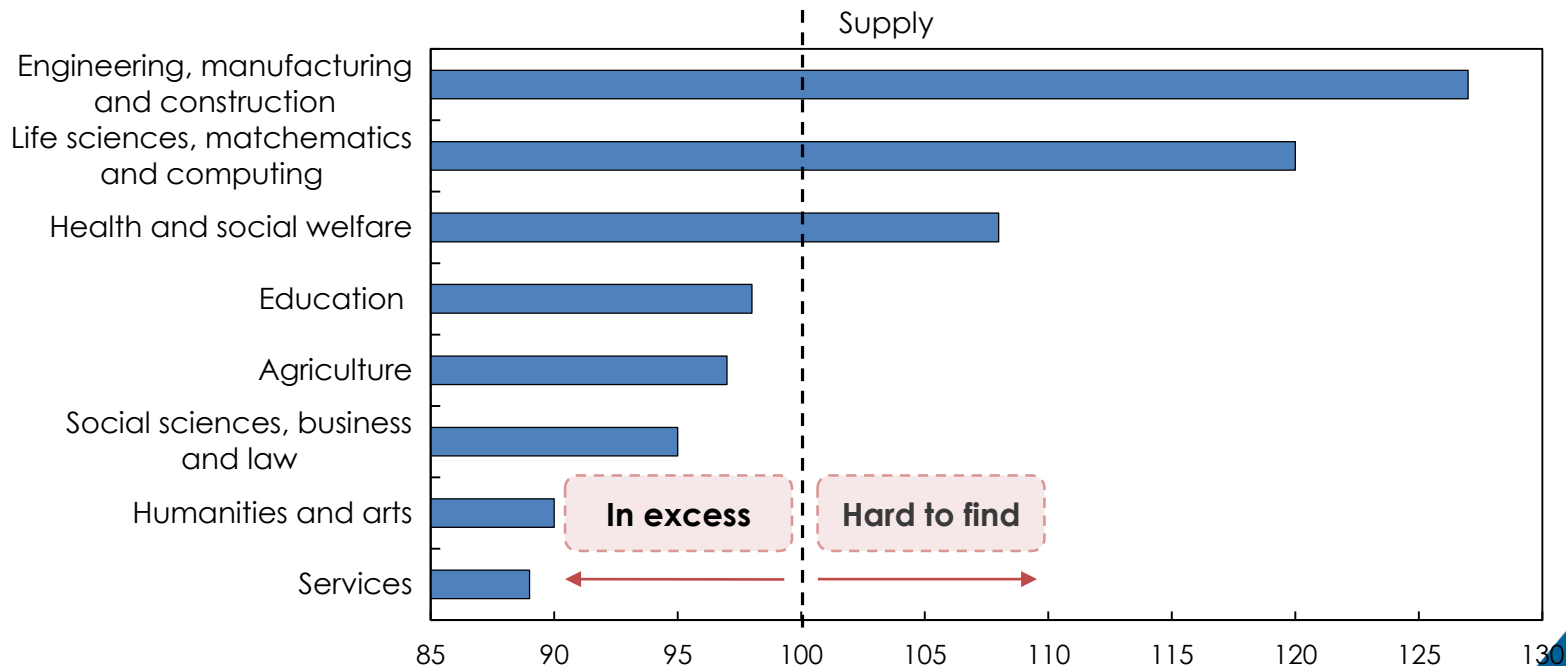
PRIORITY 3: Improving skills matches in the labour market





Latvia faces skills shortages in various occupations, including STEM and Health

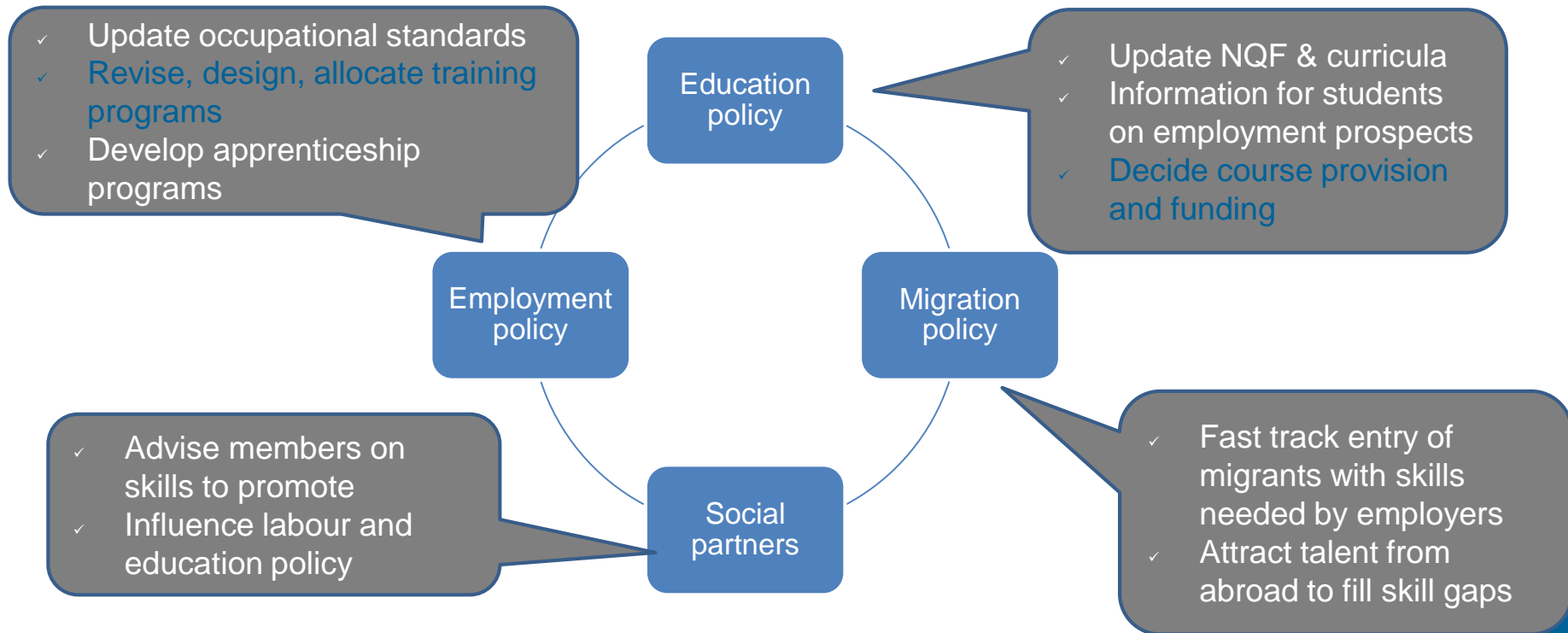
Forecasts of the labour force demand compared to supply in 2025, by higher education fields of education



Source: Latvian Ministry of Economy (2018), Medium and Long term Labour Market Forecasts.



Use of information about current and future skills needs

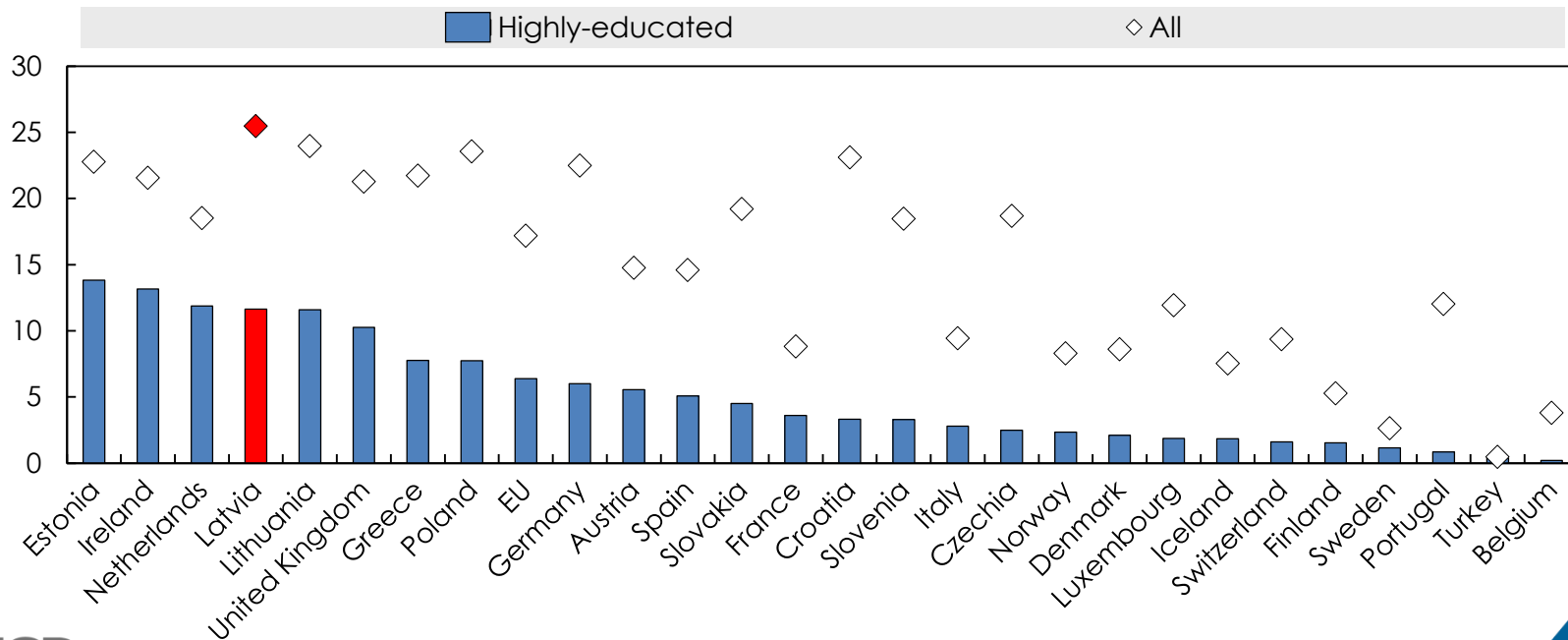




Many highly-educated workers earn low wages

Low-wage earners, share of tertiary educated and all employees, 2014

Share of employees earning less than two-thirds of the median gross hourly wages

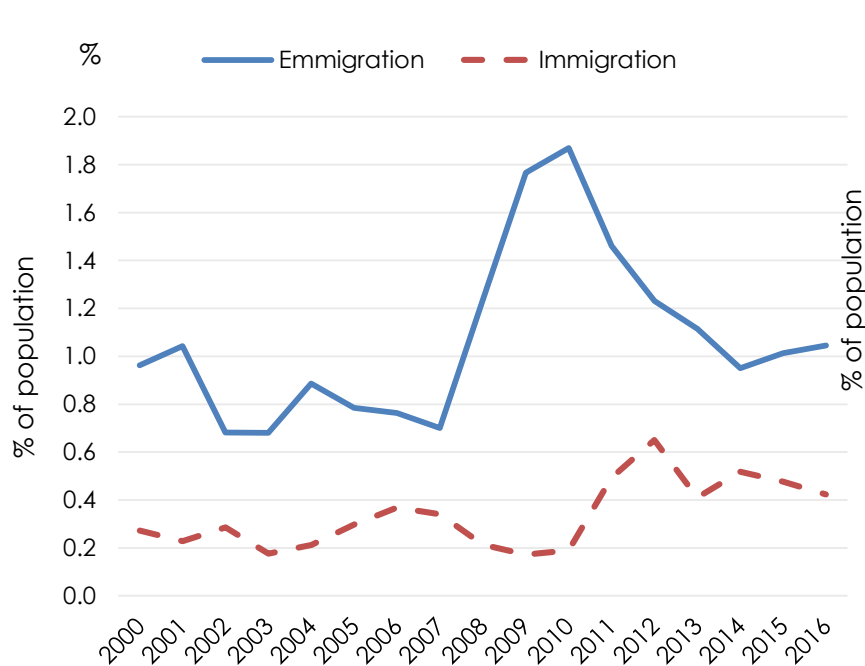


Note: Includes employees in firms with 10 employees or more. Highly-educated employees are those with a tertiary education (levels 5-8).
Source: Eurostat, Low-wage earners as a proportion of all employees (excluding apprentices) by educational attainment level

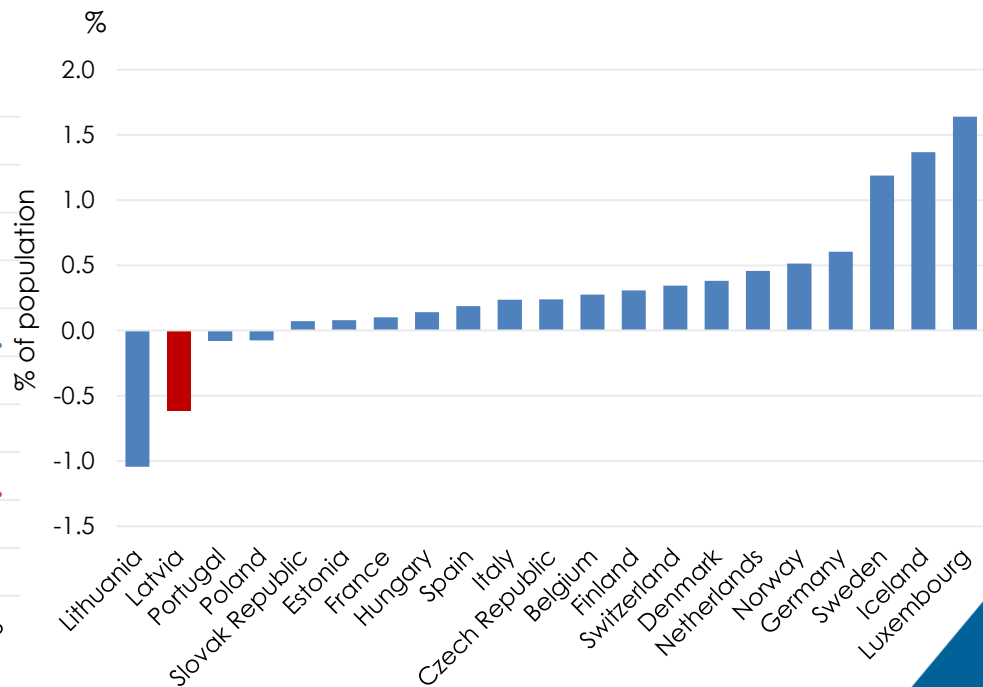


Latvia faces a declining population because of high emigration rates

A. Emigration and immigration (2016)



B. Net immigration (2016)





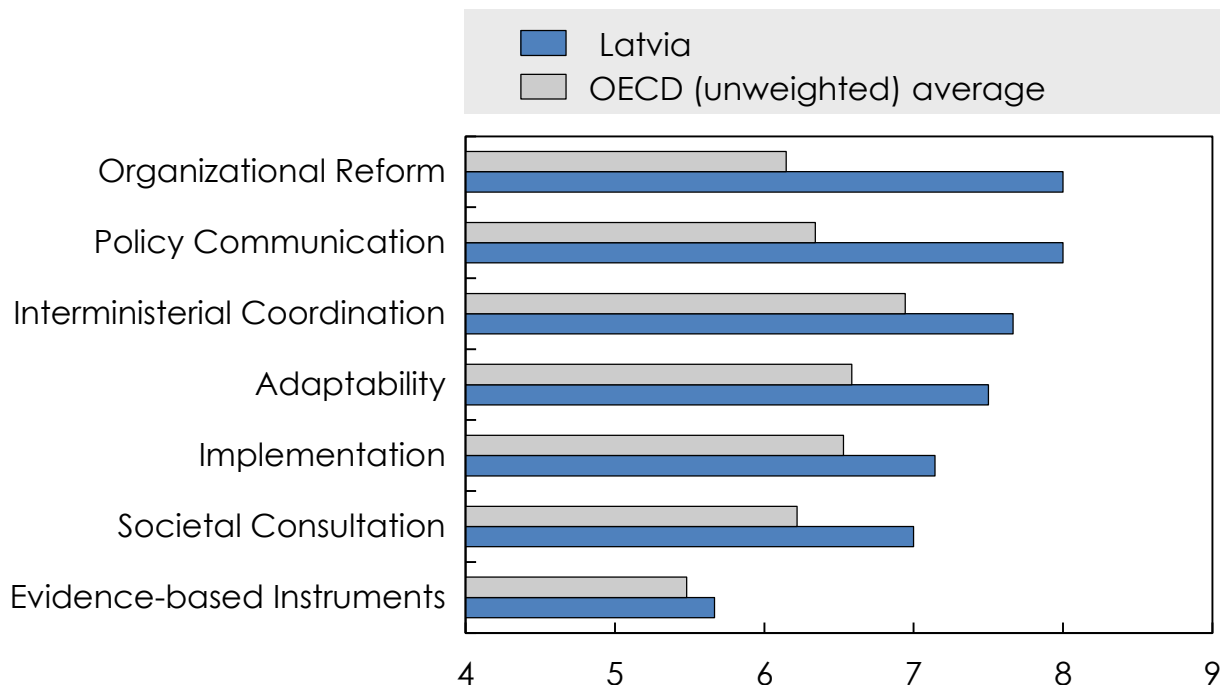
PRIORITY 4:
**Strengthening
governance of
the skills system**





Governance in Latvia is well developed compared to the OECD average

Executive capacity, SGI-score 0-10, 2017





A **WHOLE-OF-GOVERNMENT** approach is needed for skills policies

Promoting co-ordination,
co-operation and collaboration
across the whole of government



- Mapping the skills system
- Building the right institutions
- Improving monitoring and evaluation processes



Stakeholders need to be engaged

Engaging stakeholders
throughout the policy cycle



- Identifying and engaging all relevant stakeholders in the skills system
- Providing stakeholders the possibility to play a role in policy design, policy implementation, monitoring and evaluation
- Building trust



Skills policies should be evidence-based

Building integrated information systems



- Mobilising data
- Improving data processing and information dissemination and tailoring
- Enhancing management and evaluation processes



Financing arrangements should be aligned and co-ordinated

Aligning and co-ordinating financing arrangements



- Mobilising and diversifying resources
- Assessing financial needs and identifying priorities
- Matching funding with needs

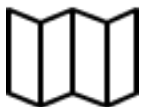


3. PROJECT

HOW CAN THE OECD SKILLS STRATEGY SUPPORT LATVIA?



Making unique contributions in...



Mapping the
skills system



Aligning
policies



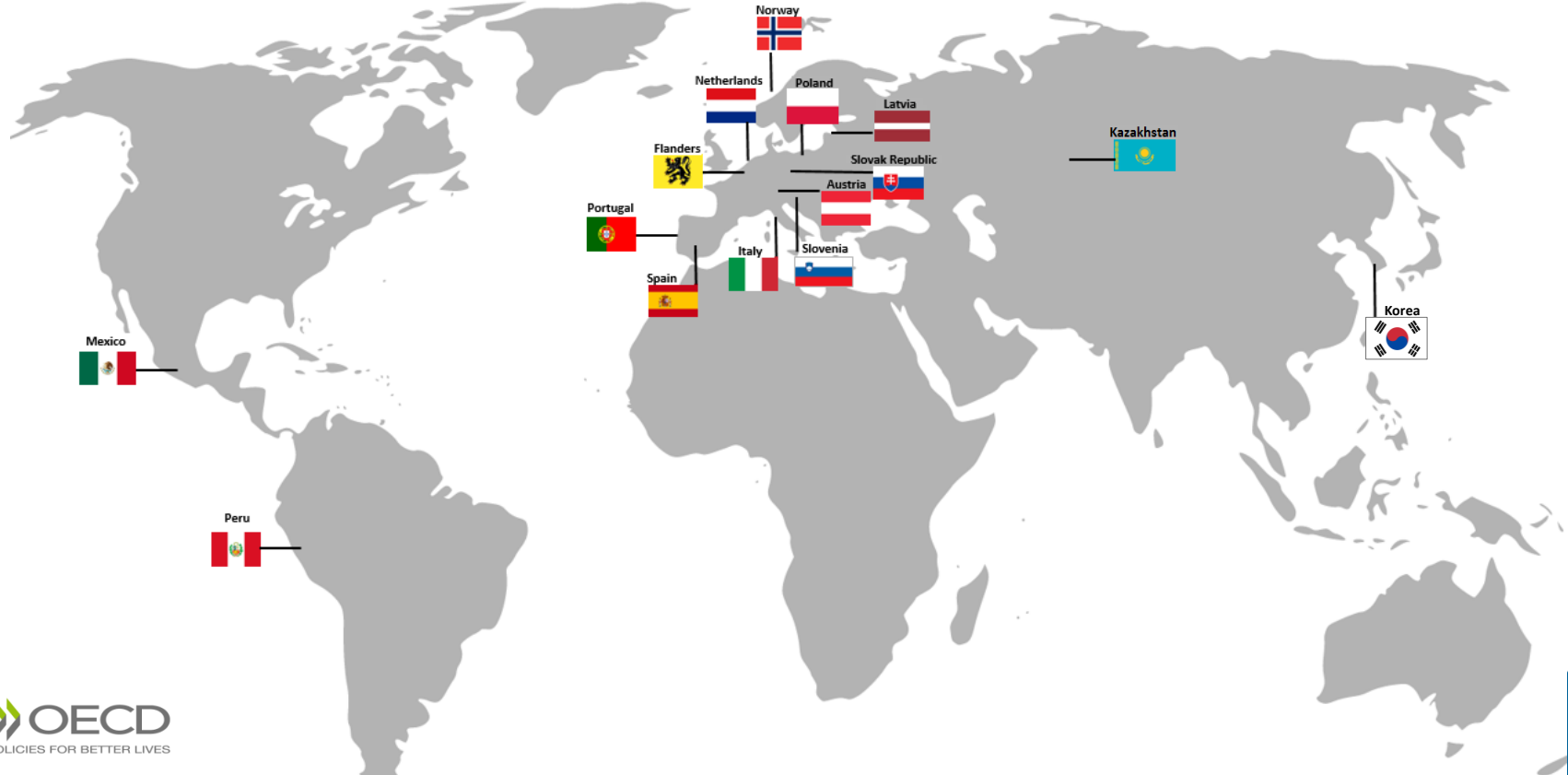
Identifying
policy priorities



Making **policy**
recommendations



Applied in 13 diverse countries...and counting





Employing a whole-of-government approach for OECD Skills Strategy projects

OECD

Directorate for Education and Skills

Directorate for Employment, Labour and Social Affairs

Directorate for Science, Technology and Innovation

Local Employment, Skills and Social Inclusion

Economics Department

Centre for Tax Policy and Administration

Directorate for Public Governance and Territorial Development



National project team

Ministry of Education and Science

Ministry of Economics

Ministry of Welfare

Cross-sectoral Coordination Centre

Employers' Confederation of Latvia

Latvian Confederation of Free Trade Unions.

And more...



Engaging stakeholders




 **Diagnostic Workshop**
Vienna, Austria
24 April 2013



 **Regional Workshop**
Madrid, Spain
3-4 November 2014




 **Active Learning Workshop**
Seoul, South Korea
15 December 2015



 **Diagnostic Workshop**
Mexico City, Mexico
9 June 2016



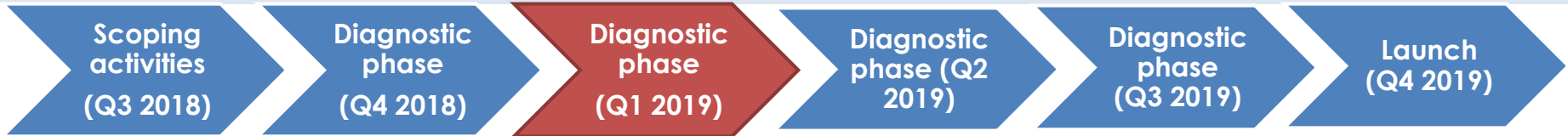
 **Diagnostic Workshop**
The Hague, Netherlands
12 May 2016



 **Diagnostic Workshop**
Brussels, Belgium
15 May 2018



Project elements and timelines



Skills Strategy Seminar

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

Technical Project Team Meeting

- Discuss roles, responsibilities
- Discuss information sharing
- Create operational plan

Data Analysis

- Reviewing the questionnaire
- Following up in specific areas

Workshop 1

- “Briefing pack” presenting key data
- Identify key determinants of skills policy priorities
- Tailored exercises and presentations by OECD experts

Workshop 2

- Focus on good practices
- Refine recommendations
- Identify considerations for implementation

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



For more information

To discuss OECD's work from the **Centre for Skills** and/or the **National Skills Strategies**, please contact:

Samuel.kim@oecd.org

To learn more about the OECD's work on skills visit:
www.oecd.org/skills/



OECD SKILLS STRATEGY: LATVIA DIAGNOSTIC WORKSHOP

Katharine Mullock
Labour market economist

**OECD Directorate for Employment
and Social Affairs**

14 February 2019, Riga



Diagnostic Workshop

Time	Activity
1. REGISTRATION	
09:00-09:30	Registration, tea and coffee
2. WORKSHOP INTRODUCTION AND PRESENTATIONS	
09:30-09:40	Welcoming words Latvia
09:40-09:50	European Commission Speech (tbc)
09:50-10:35	OECD welcoming words and presentation
10:35-10:45	OECD explaining the day & dynamics
3. WORKSHOP SESSIONS	
11:00-12:00	Session 1a: Developing recommendations - Relevant factors In small groups around tables outcomes the main factors affecting the priority area are discussed.
12:00-13:00	<i>Lunch</i>
13:00-14:05	Session 1b: Developing recommendations - Policy responses Continuation of session 1a with focus on responding to these factors by developing recommendations
14:10-15:00	Session 2: Critical friends Participants have the opportunity to respond to developed recommendations on different priority areas
15:05-16:00	Session 3: Refining recommendations Based on input from the critical friends, groups from session 2 refine the developed recommendations for their priority area
16:00-16:20	<i>Coffee break</i>
4. WORKSHOP CLOSING	
16:20-16:55	Plenary discussion: sharing conclusions Share recommendations for each priority
16:55-17:00	OECD Reflections and closing Latvia



SESSIONS

1

- React to diagnostic findings (briefing pack, presentation)
- Developing recommendations – relevant factors (1a)
- Developing recommendations – policy responses (1b)

2

- Critical friends – providing feedback to another priority area

3

- Refining recommendations

P

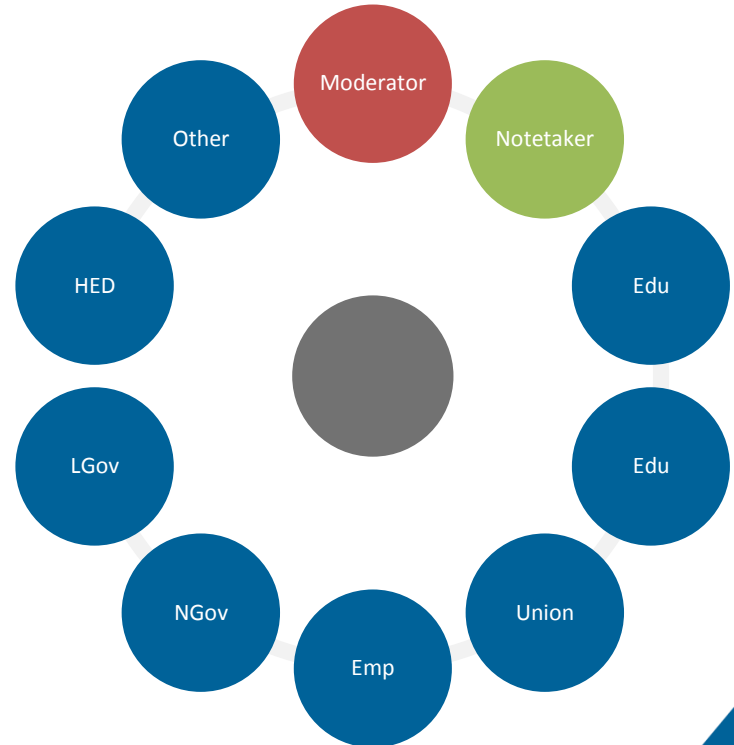
- Present group-specific recommendations and receive feedback

- a) *What are the main factors affecting the priority area?*
- b) *How would you recommend to respond to the main factors affecting your priority area?*
- *What are your views on the recommendations developed by the other group?*
- *How does the feedback from critical friends and new perspectives affect the developed recommendations?*



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





Logistical arrangements

**Introductions
Presentations**

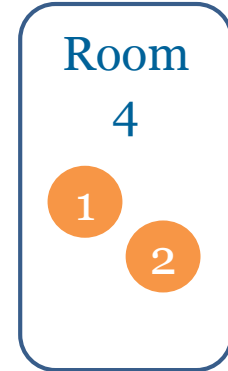
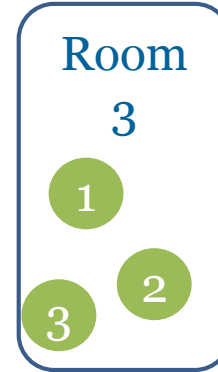
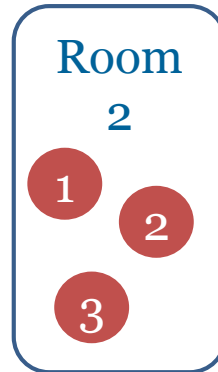
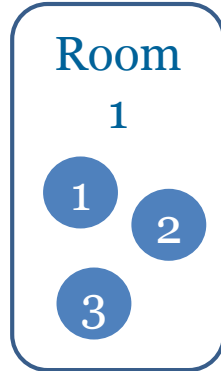
Plenary

**Student
outcomes**

**Lifelong
learning**

**Skills
imbalances**

Governance



Sessions 1, 2, 3

Closing

Plenary



Logistical arrangements

Student outcomes

Room 1

1

2

3

Lifelong learning

Room 2

1

2

3

Skills imbalances

Room 3

1

2

3

Governance

Room 4

1

2

Latvijas izglītības un prasmju stratēģijas attīstība
OECD Diagnostikas Seminārs

Jānis Bērziņš

Izglītības un zinātnes ministrija

1

2

NG

14.02.2019.

Latvijas izglītības un prasmju stratēģijas attīstība
OECD Diagnostikas Seminārs

Jānis Bērziņš

MODERATORS

2

14.02.2019.



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