OECD Skills strategy LATVIA

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**OECD Centre for Skills**
https://www.oecd.org/skills/centre-for-skills

OECD
BETTER POLICIES FOR BETTER LIVES

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Agenda for this meeting

1. **Why do skills matter for Latvia?**

2. **What is the OECD Skills Strategy Latvia project?**

3. **What are the assessments and recommendations of the OECD Skills Strategy Latvia project?**

4. **What additional suggestions are there for the implementation of the Education Development Guidelines?**

WHY DO SKILLS MATTER?

What do we mean by **skills?**
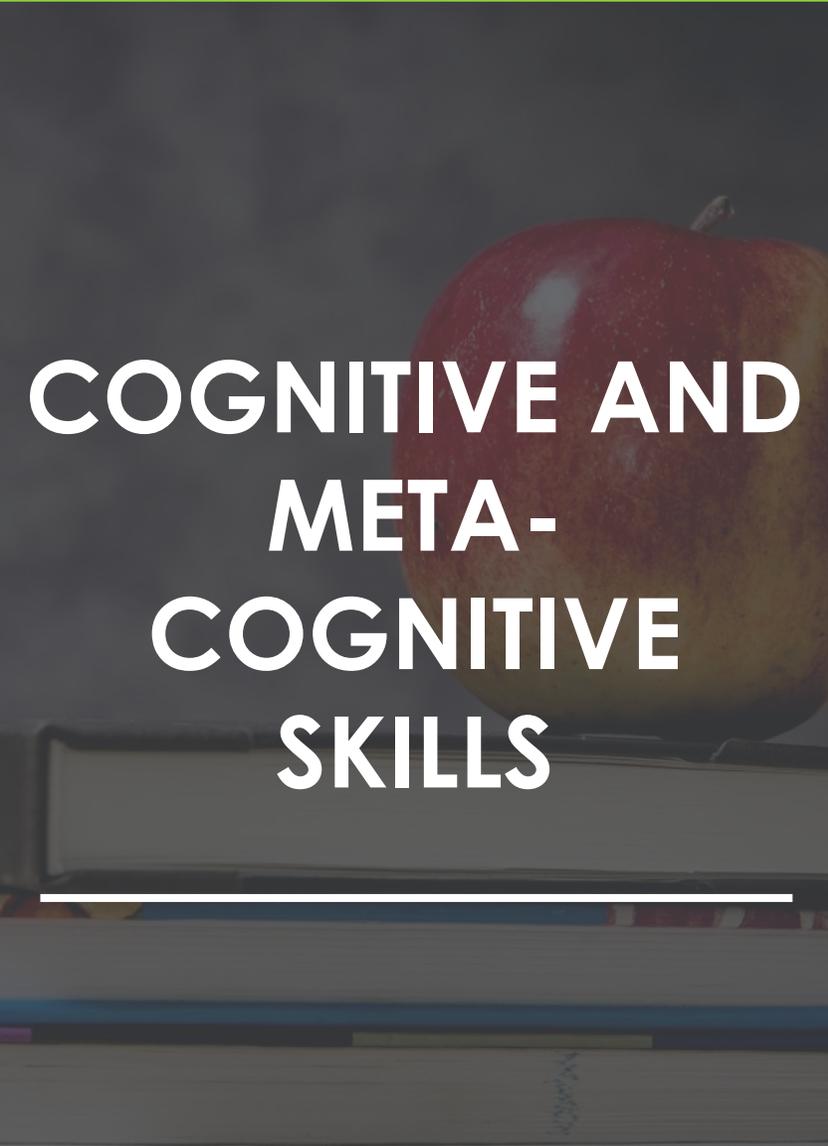
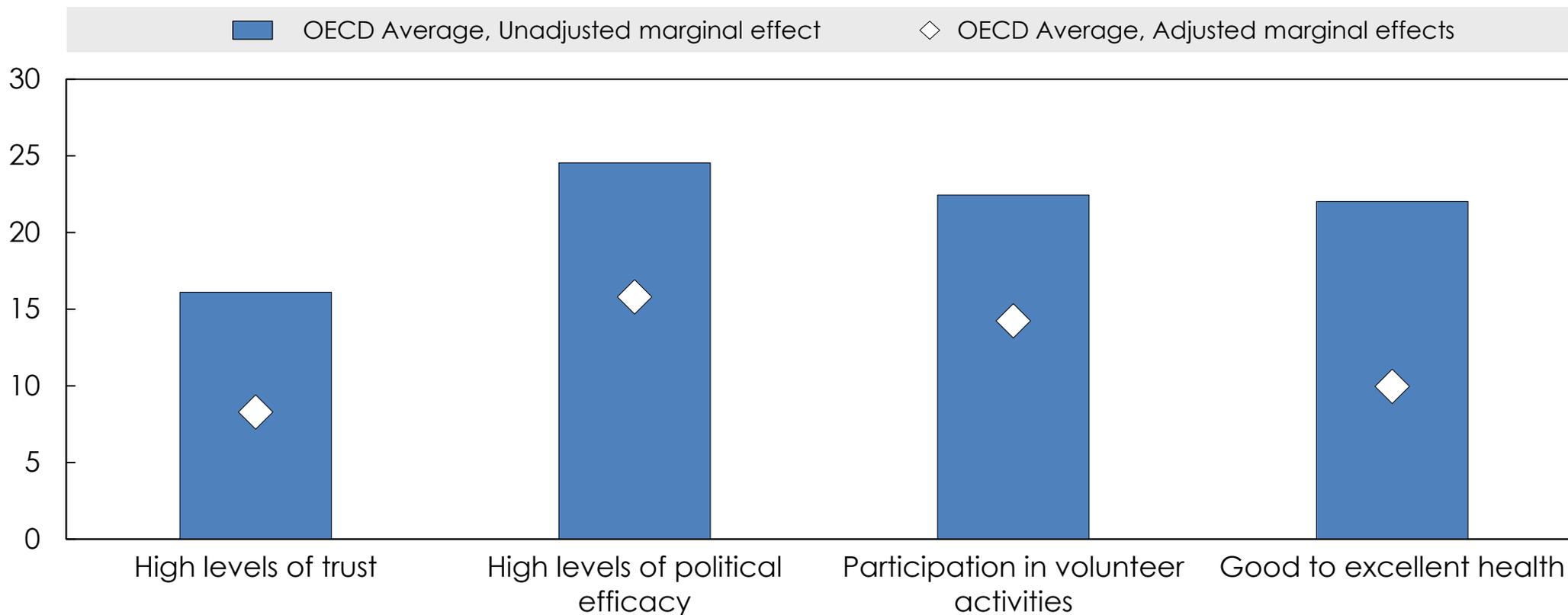## COGNITIVE AND META-COGNITIVE SKILLS

TECHNICAL, PROFESSIONAL SKILLS

SOCIAL AND EMOTIONAL SKILLS

Skills are important for social well-being

Positive social and economic outcomes
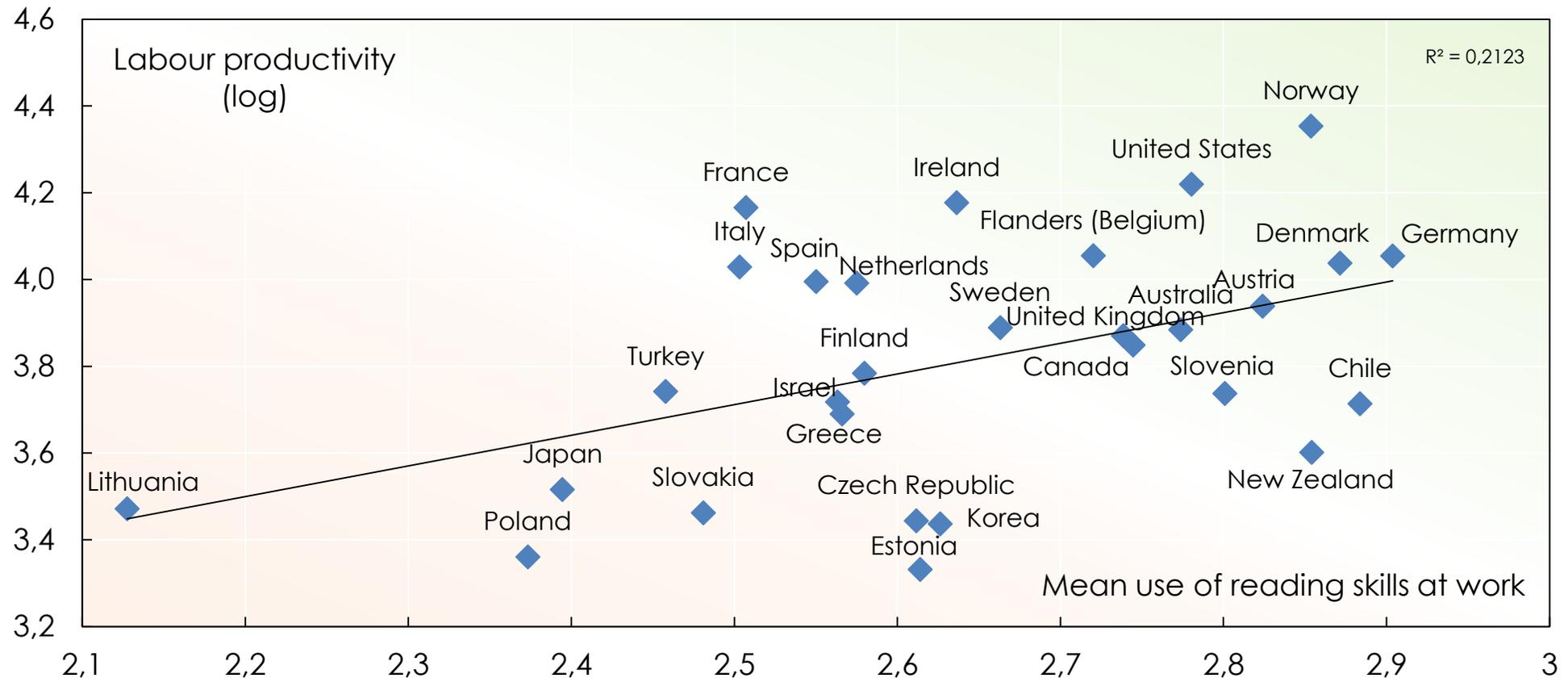difference between share of adults with high and low literacy proficiency, 2012/2015

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

Skills matter for economic 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).

Mega trends are changing and increasing the skills needed for success in work and life

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
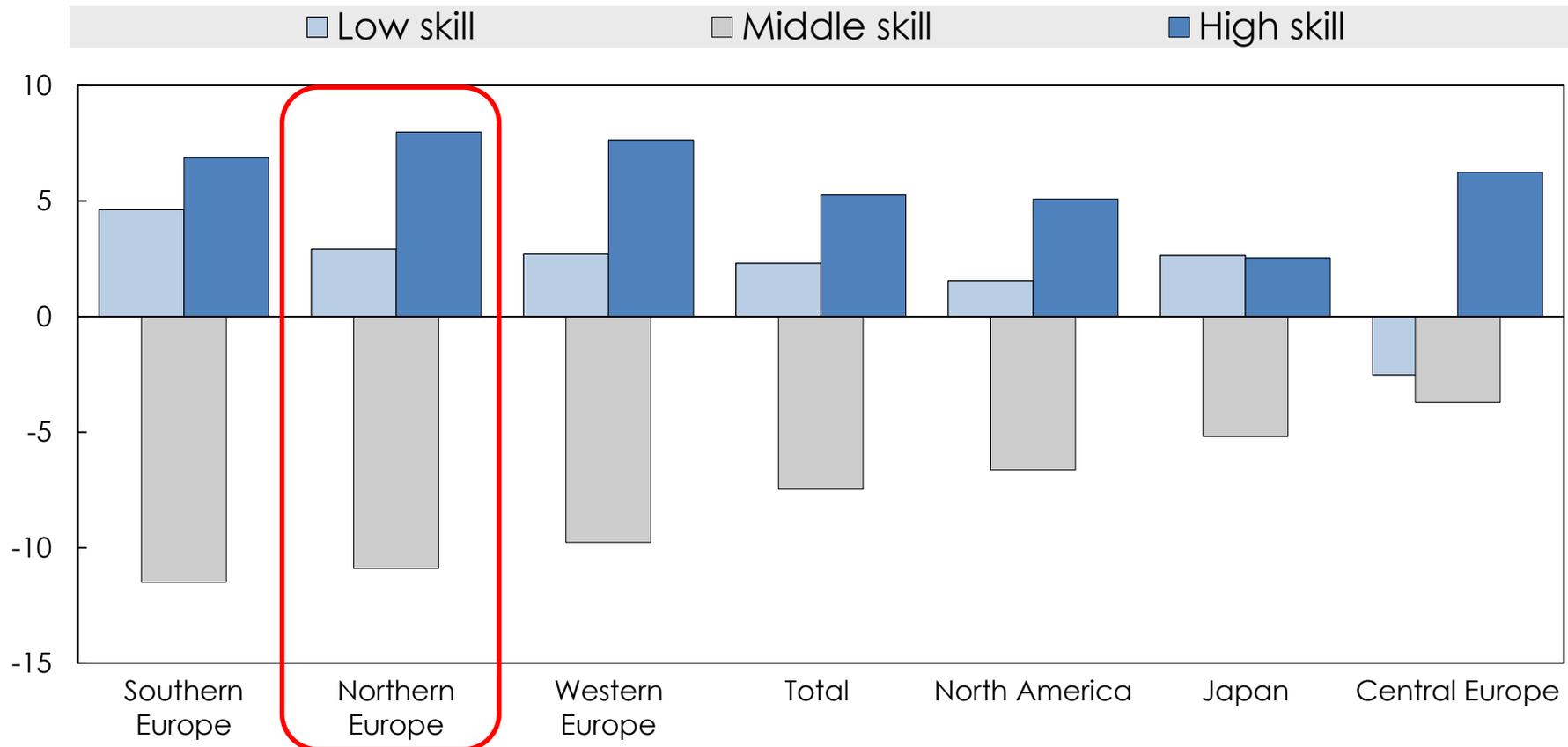
DEMOGRAPHIC CHANGE

Large expected decline in working-age population

Important reallocations towards care services

Need to ensure youth have the right skills

# The impact of these megatrends is already evident

Job polarisation in the past two decades
%-point change share of total employment, 1995-2015

Source: OECD(2017), Employment Outlook 2017.

More and more, people of all skills levels will need to upskill and reskill

OECD workers reporting the need for further training for their job
Share of total workers, by education level, 2012/2015
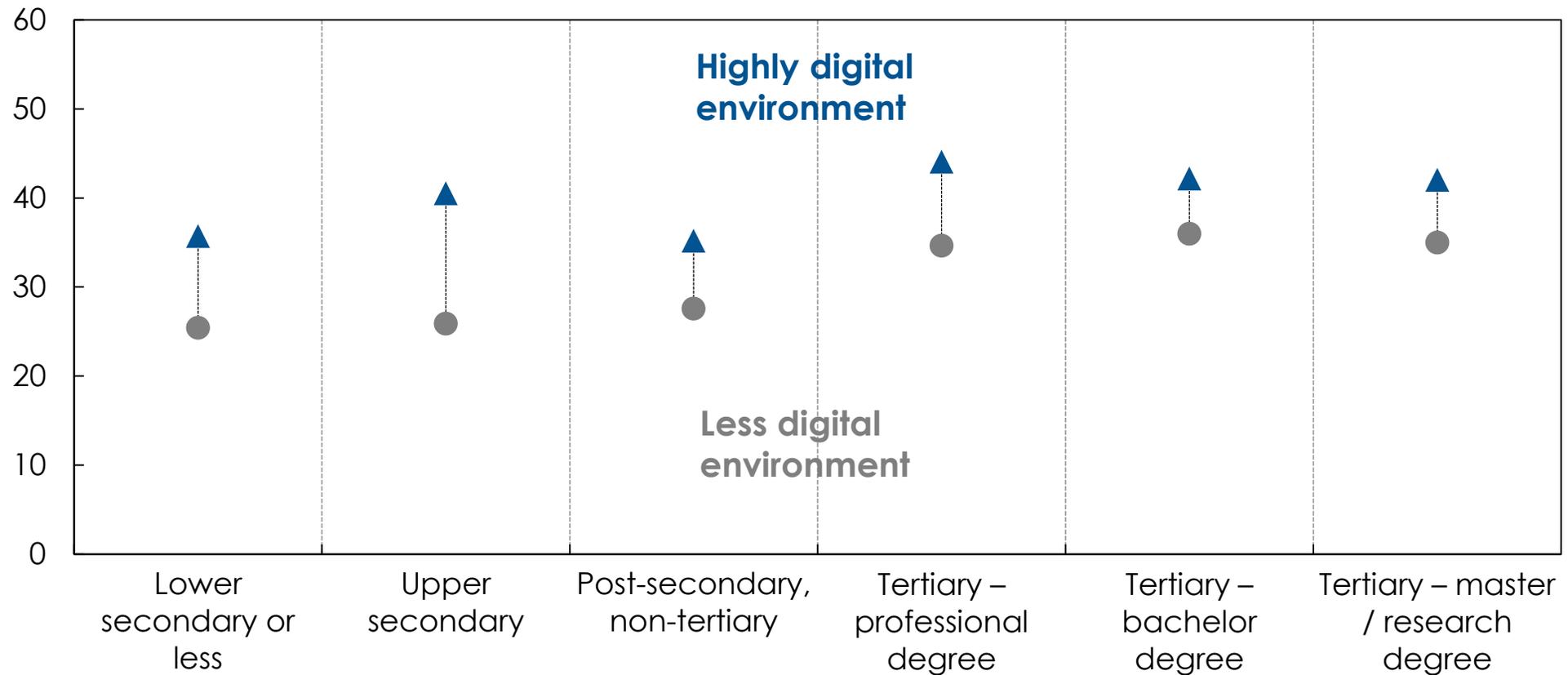
Source: OECD (2016), Skills Matter: Further Results from the Survey of Adult Skills.

The crisis has **disrupted skills development** across the life course

Childhood and youth

- Widespread closures of schools have led to significant learning losses

  - Remote learning and the use of technologies may exacerbate existing socioeconomic and gender gaps in attainment and achievement

- Lockdowns have disrupted VET systems, especially work-based learning and apprenticeships

Adulthood

- Closures of HEI and increased online delivery may impact on real or perceived quality, and could lead to declining and/or deferred enrolments and severe financial pressure

  - Job-related adult learning has been disrupted due to firm closures and training cuts.

- Millions of adults have had their main form of learning disrupted – informal learning in the workplace

And has had a **massive impact on whether and how skills are used**

Activation of skills

- There have been deep declines in employment that could be long lasting – the low-skilled, women and migrants are especially vulnerable

- Graduating youth case bleak job prospects

- Older graduates are experiencing their second major crisis in just over 12 years

Patterns of skills use

- Firms have accelerated of the adoption of new technologies and work innovations – requiring new skills and new ways of using skills

- There has been a sudden, massive rise in remote working – which is especially challenging for parents of young children, and women especially

- Low-skilled workers are less likely to be in jobs in which they can work remotely – and risk furlough or lay off – and are less adaptable to workplace change

Resulting in **decreased overall demand for skills**

The Evolution of Job Postings
Job postings ratio by country
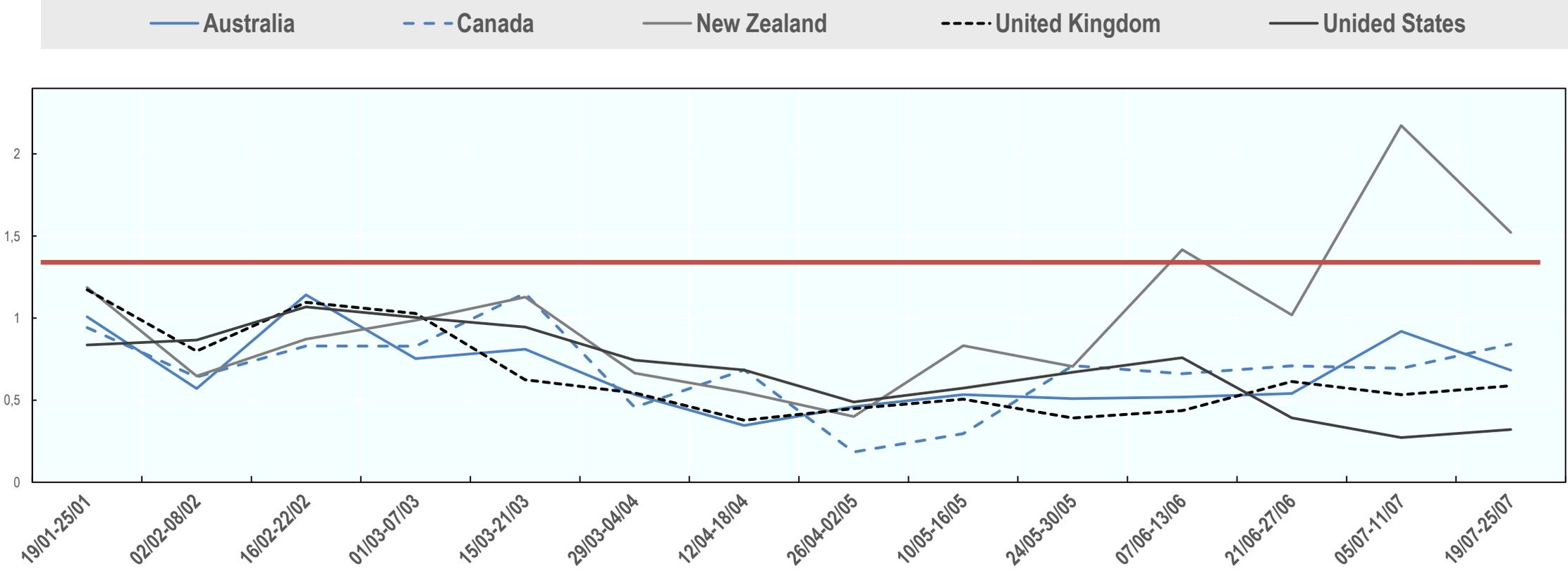
Note: Job postings ratio is the total number of new vacancies each week in the Burning Glass Technologies' online postings database divided by the average weekly postings in January 19-February 29, 2020.

THE SKILLS STRATEGY LATVIA PROJECT

What the project is about

Phase 1 – Assessment and recommendation	Phase 2 – Implementation guidance
Analyse the performance of Latvia's education and skills system	Guidance on developing Latvia's EDG and selecting EDG policy actions.
Identify priority areas for action	Guidance on improving Latvia's indicator system and selecting EDG indicators.
Provide concrete recommendations in improving performance in priority areas	

OECD Skills Strategy Poland
FIRST PHASE

OECD Skills Studies
OECD Skills Strategy
Implementation Guidance
for Latvia
DEVELOPING LATVIA'S EDUCATION DEVELOPMENT
GUIDELINES 2021-2027

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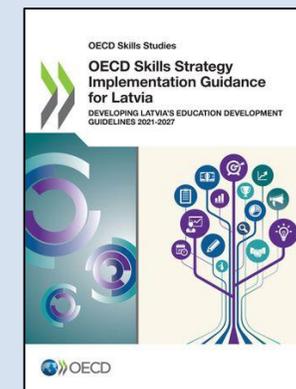
Project Milestones and Timeline

Phase 1 – Assessment and recommendation

Skills Strategy Seminar

- Identify 4 priority areas

- Select opportunities

Assessment mission

Good practices mission

- Refine draft recommendations

- Present final recommendations

First Report

Phase 2 – Implementation guidance

- Present final guidelines and recommendations

Second Report

Strategy development Workshop

- Elaborate the strategy document

- Discuss aim, policy priorities and overall framework and structure of the MTS

Prioritisation Workshop

Foresight workshop

- Reflect upon current and future scenarios for Latvia

A whole-of-government and whole-of-society approach was applied

OECD

- OECD Centre for Skills
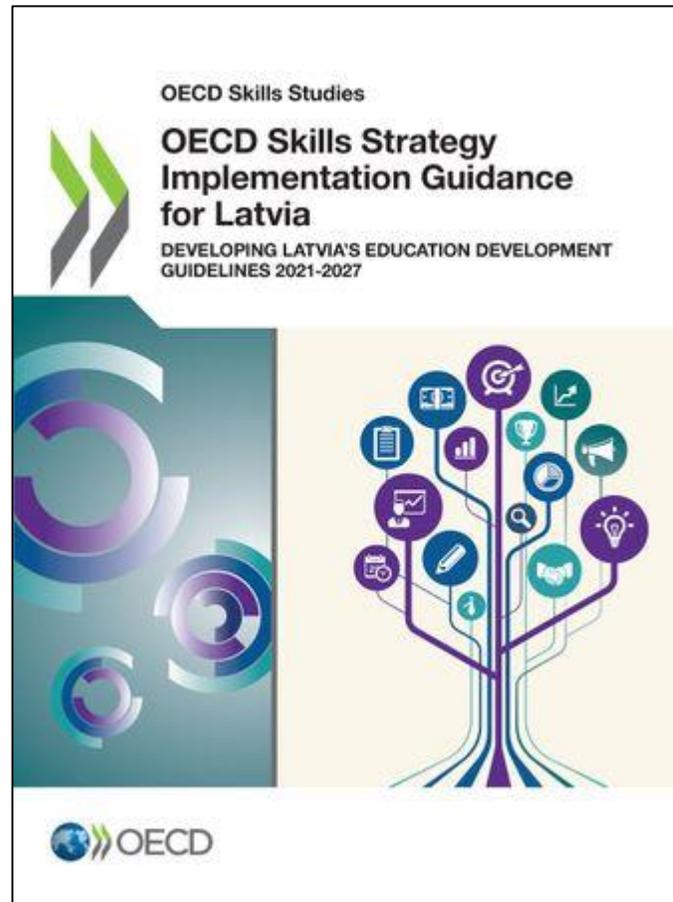- Directorate for Education and Skills
- Directorate for Employment, Labour and Social Affairs
- Directorate for Science, Technology and Innovation
- Local Employment, Skills and Social Inclusion
- Economics Department
- Centre for Tax Policy and Administration

OECD Skills Studies

OECD Skills Strategy Implementation Guidance for Latvia

DEVELOPING LATVIA'S EDUCATION DEVELOPMENT GUIDELINES 2021-2027

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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…

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Government and stakeholder representatives were engaged during six missions

Skills Strategy Seminar
September 2018

Assessment Mission
February 2019

Good Practices Mission
May 2019

Foresight Mission
October 2019

Prioritisation Mission
November 2019

Strategy Development Mission
February 2020

The final report – more than 28 assessments and recommendations

For example

Develop a cross-sectoral funding agreement for lifelong learning, and allocate state funds towards adult learning.

Include occupational standards that relate to health and safety in order to provide and maintain a safe work environment.

Provide state financial incentives for inter-municipal and public-private partnerships to deliver skills services.

Establish a legal framework for work-based learning in higher education and carry out pilot projects.

Strengthen the management and pedagogical capacity of Vocational Education Competence Centers to deal with more adult students,

Update guidance information with the latest labour market data, as short-term to long-term projections will have been impacted by COVID-19. Provide information on most promising VET tracks.
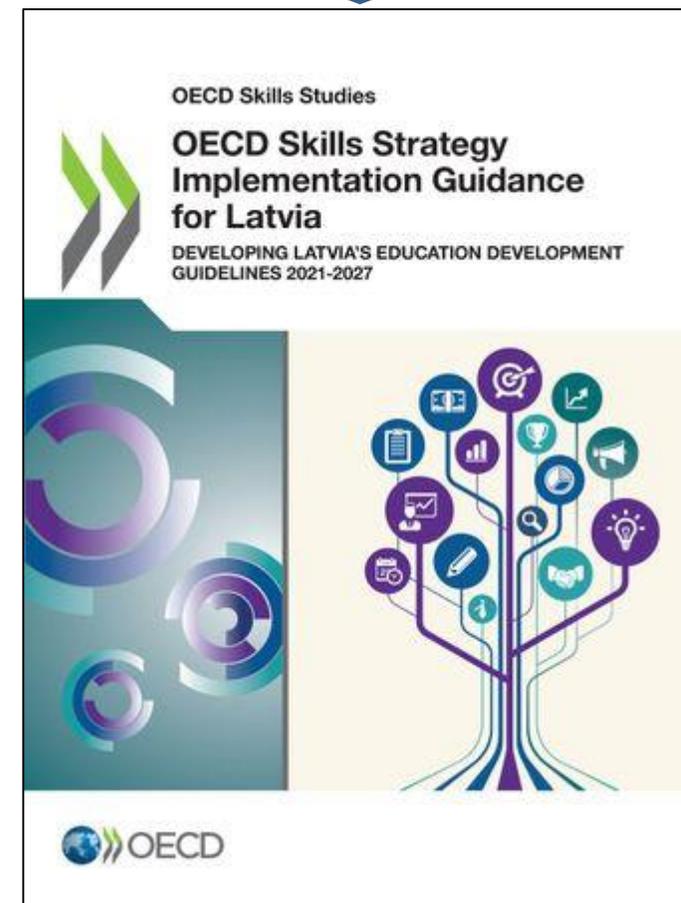
Develop a comprehensive skills assessment and anticipation system with input from, and shared oversight by, social partners.

Provide means-tested support from municipalities to reduce the financial burden associated with ECEC for disadvantaged families not able to access public institutions

Consider how teacher associations could support teachers dealing with the pandemic.

Appoint a whole-of-government and cross-sectoral body with decision-making capacity to oversee the Strategy for Education and Skills 2021-2027

See final report for the full list:

OECD Skills Studies

OECD Skills Strategy Implementation Guidance for Latvia
DEVELOPING LATVIA'S EDUCATION DEVELOPMENT GUIDELINES 2021-2027

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ASSESSMENT AND RECOMMENDATIONS: EARLY CHILDHOOD EDUCATION AND CARE

Early childhood education and care:
Improving the governance of skills financing

Key findings: effective governance

Assessment

Shortage of public places for ECEC in urban areas.

Recommendation Phase I

Provide means-tested support from municipalities to reduce the financial burden.

Recommendation Phase II

Review access to ECEC places, in light of the COVID-19 pandemic.

Early childhood education and care:
Strengthening quality and excellence

Key findings: high quality education

Assessment

There is no national assessment instrument to monitor child development and ECEC quality.

Recommendation Phase I

Develop occupational standards for school leaders and ECEC staff.

Recommendation Phase II

Track in the national assessment tool students' physical health as well as social and emotional needs.

Key findings: teacher excellence

Assessment

Absence of national standards for school leaders and ECEC staff

Recommendation Phase I

Develop occupational standards for school leaders and ECEC staff.

Recommendation Phase II

Include occupational standards that relate to health and safety.

ASSESSMENT AND RECOMMENDATIONS: GENERAL EDUCATION

General education:
Supporting teaching excellence

Key findings: teacher excellence

Assessments

initial teacher education and professional development for teachers need to be aligned with the new curriculum requirements

Recommendations Phase I

Engage professional teacher associations to raise the quality of teaching and promote the teaching profession.

Recommendations Phase II

Support teachers dealing with the pandemic (e.g. ICT use for teachers, hygiene measures)

General education:
Promoting quality and equity

Key findings: high quality education

Assessment

No centralised monitoring mechanism to identify educational institutions with low student learning outcomes

Recommendation Phase I

Finalise and implement the currently being developed comprehensive monitoring system.

Recommendation Phase II

Monitor how schools are coping with the pandemic.

Key findings: equity

Assessment

Schools in small rural municipalities face challenges attracting young talented teachers.

Recommendation Phase I

Design incentives to motivate highly competent teachers to teach in rural areas.

Recommendation Phase II

Explore how to use technology to equip teachers in rural areas.

ASSESSMENT AND RECOMMENDATIONS:
VOCATIONAL EDUCATION AND TRAINING

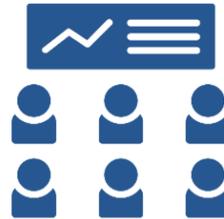# Vocational Education and Training: Supporting teaching excellence

Key findings: teacher excellence

Assessment

Only about 39% of students are entering VET after completing basic education.

Recommendation Phase I

Expand existing promising initiatives (e.g. "Effective management for VET schools project")

Recommendation Phase II

Strengthen VET schools' capacity to use online platforms.

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Vocational Education and Training:
Promoting equity and quality

Key findings: equity in education

Assessment

In the 2017/2018 school year, 19% from upper secondary vocational education dropped out.

Recommendation Phase I

Develop a VET tracking system to improve the tracking of drop-outs.

Recommendation Phase II

Track drop-outs due to COVID-19.

Key findings: quality education

Assessment

Only certain companies could participate in the work-based learning project.

SME

Recommendation Phase I

Continue strengthening work-based learning implementation.

Recommendation Phase II

Consider wage support programmes to maintain work-based learning.

ASSESSMENT AND RECOMMENDATIONS:
HIGHER EDUCATION

Higher education:
Promoting teaching excellence
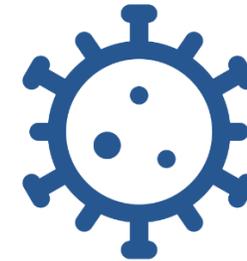
Key findings: teacher excellence

Assessment

Employers in Latvia report that skills shortages and skills imbalances are a major obstacle to long-term investment decisions.

Recommendation Phase I

Raise awareness among higher education management of the importance of career guidance services.

Recommendation Phase II

Provide guidance to students on what COVID-19 means for the higher education experience.

Higher education:
Strengthening quality and governance

Key findings: High quality education

Assessment

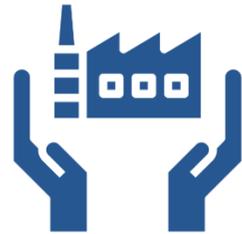Work-based learning has yet to be introduced in higher education.

Recommendation Phase I

Establish a legal framework for work-based learning and carry out pilot projects.

Recommendation Phase II

Introduce pilot projects for work-based learning in sectors less affected by COVID-19.

Key findings: effective governance

Assessment

Sectoral Expert Councils (SEC) face capacity and financial constraints to their participation in the development of occupational standards.

Recommendation Phase I

Build the capacity of Sectoral Expert Councils (SEC) to update and design curricula.

Recommendation Phase II

Engage the SEC in updating and designing curricula taking COVID-19's ramifications into account.

ASSESSMENT AND RECOMMENDATIONS:
ADULT LEARNING

Adult Learning:
Improving equity

Key findings: equity

Assessments

Vocational Education Competence Centres (VECC) and Higher education (HE) programmes could better target and respond to the needs of adults.
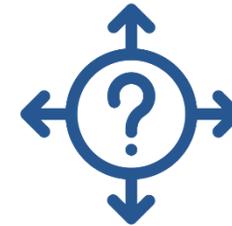
Low motivation and significant barriers in participation in adult learning

Recommendations Phase I

Strengthen VECC and HE capacity in AL provision.

Provide ongoing training for guidance counsellors

Recommendations Phase II

Strengthen institutions' capacity to deal with uncertainty and distance learning

Update guidance and counselling services with the latest labour market information.

Adult Learning:
Strengthening governance of skills financing

Key findings: effective governance

Assessment

There is a need for better targeting of financial incentives for employers.

Recommendation Phase I

Explore piloting a shared training fund in some sectors that employers contribute to and can draw from.
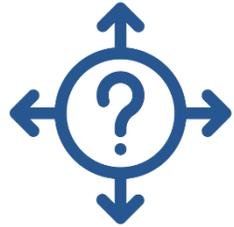
Recommendation Phase II

Review the timing of such a shared training fund in the current situation.

ADDITIONAL SUGGESTIONS FOR THE
EDUCATION DEVELOPMENT GUIDELINES

Recommendations for **implementing Latvia's Education Development Guidelines**

Key findings: adopt a strategic planning approach

Foresight

Consider multiple possible future scenarios, anticipate possible changes, and explore their potential skills implications

Risk analysis

Assess risks of possible future scenarios and identify vulnerabilities in the current skills system in adapting to such changes.
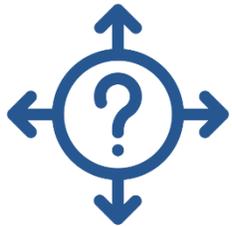
Resilience systems analysis

Identify most affected parts of the skills system by COVID-19 crisis and are most vulnerable to future shocks.

Recommendations for **strengthening Latvia's indicator system for the Education Development Guidelines**

Key findings: generate better data and make more effective use of data

Indicator databases

Use a unique identification number to link data on individuals across various databases.

Data validation process

Conduct regular quality checks of the data collection system and adopt digital technologies.

Research capacity

Raise capacity of research institutions to use available national and international indicators.

Dissemination

Disseminate information generated by indicators through a user-friendly platforms.

Thank you!

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

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samuel.kim@oecd.oeg, Project Leader, OECD Skills Strategy Projects

To access the Skills Strategy Latvia report visit: **oe.cd/il/SSImplementationGuidanceLatvia**
To learn more about the OECD's work on skills visit: **www.oecd.org/skills/**