

OECD Skills strategy LATVIA

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OECD Centre for Skills

<https://www.oecd.org/skills/centre-for-skills>



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THE SKILLS STRATEGY LATVIA PROJECT

What the project is about

Phase 1 – Assessment and recommendation

Analyse the performance of Latvia's education and skills system

Identify priority areas for action

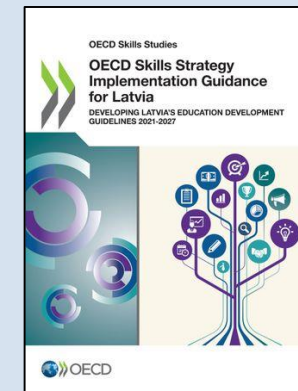
Provide concrete recommendations in improving performance in priority areas



Phase 2 – Implementation guidance

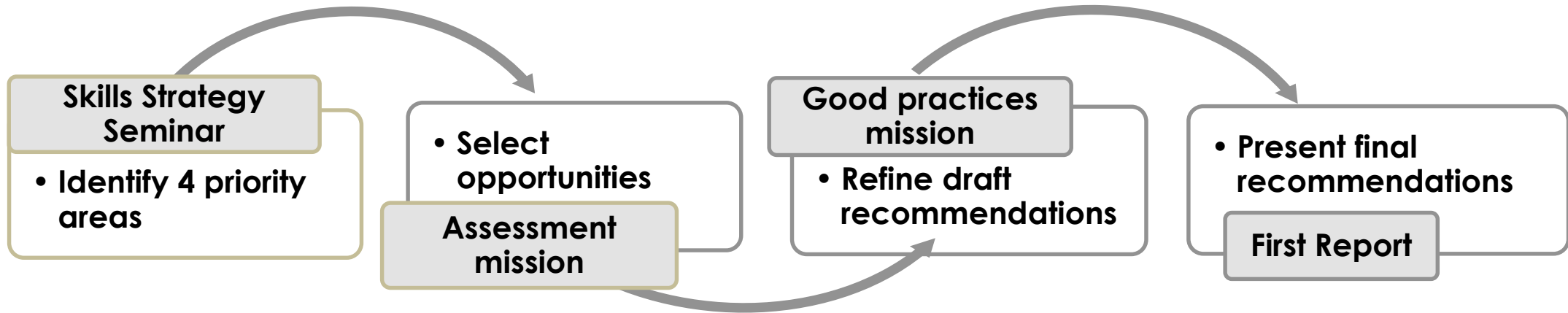
Guidance on developing Latvia's EDG and selecting EDG policy actions.

Guidance on improving Latvia's indicator system and selecting EDG indicators.

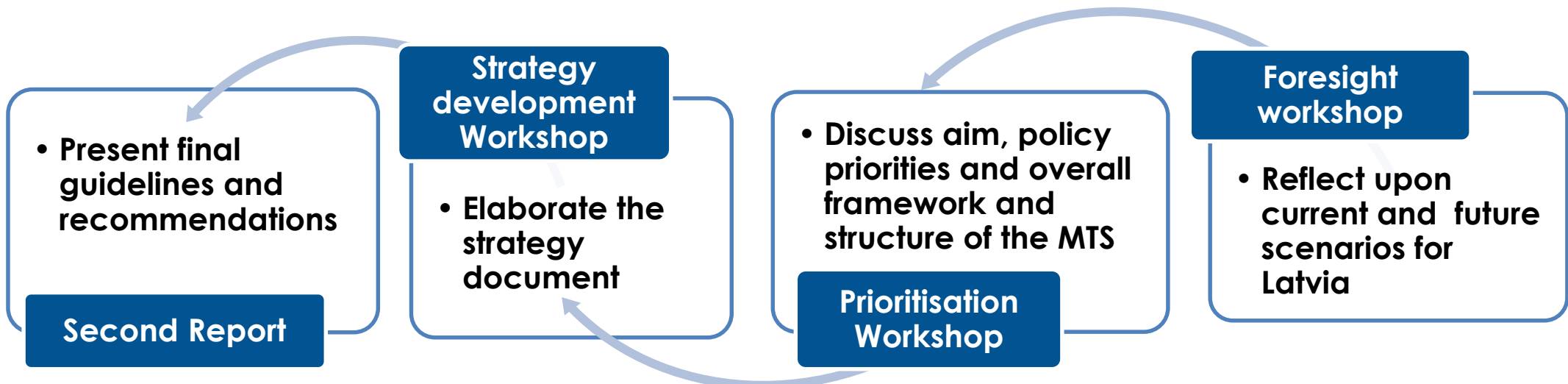


Project Milestones and Timeline

Phase 1 – Assessment and recommendation



Phase 2 – Implementation guidance



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

OECD

OECD Centre for Skills

Directorate for
Education and Skills

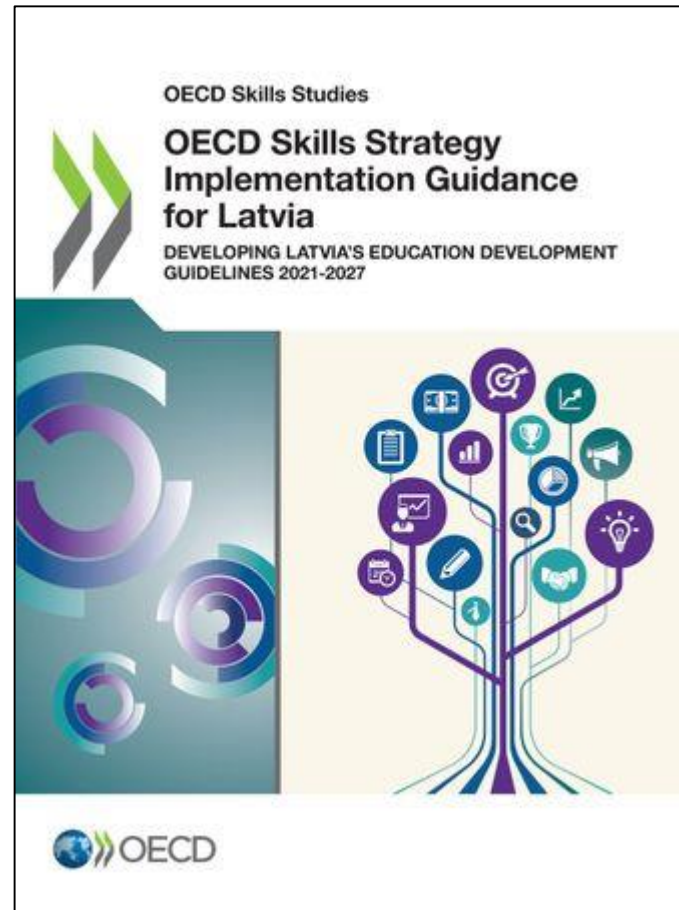
Directorate for
Employment, Labour
and Social Affairs

Directorate for Science,
Technology and
Innovation

Local Employment, Skills
and Social Inclusion

Economics Department

Centre for Tax Policy
and Administration



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...

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.

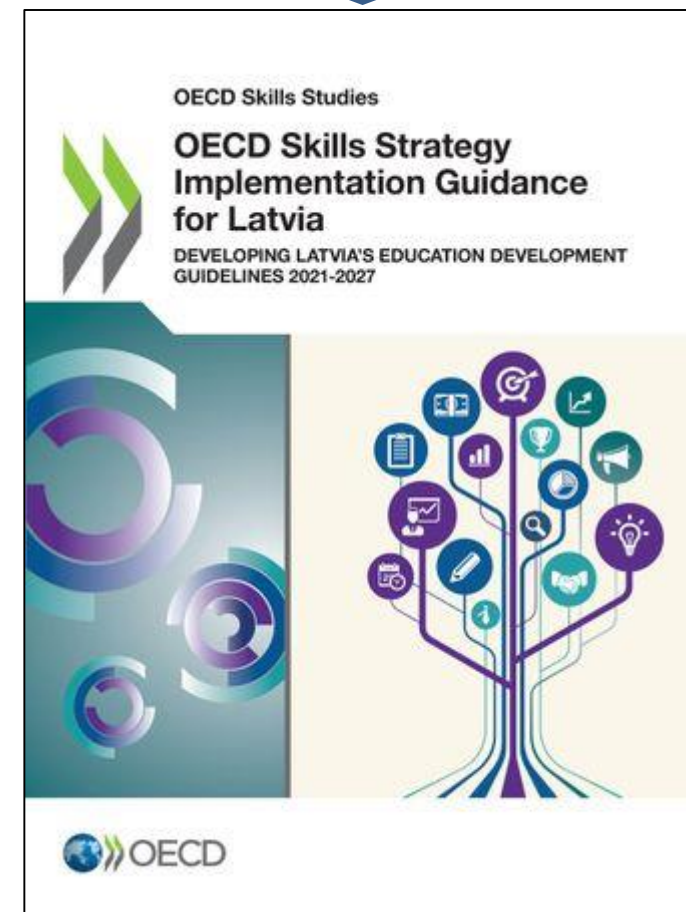
Develop a comprehensive skills assessment and anticipation system with input from, and shared oversight by, social partners.

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:



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

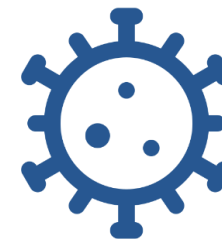


initial teacher education and professional development for teachers need to be aligned with the new curriculum requirements



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.

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.



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



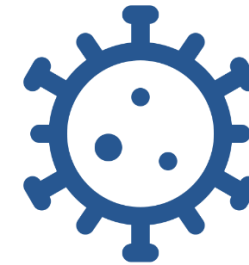
Employers in Latvia report that skills shortages and skills imbalances are a major obstacle to long-term investment decisions.

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.

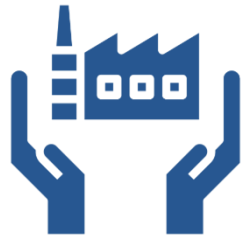


Recommendation Phase I

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

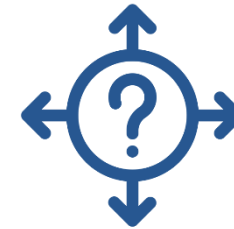


Recommendations Phase I

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.

Thank you!

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

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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/

