

# OECD SKILLS STRATEGY LATVIA

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

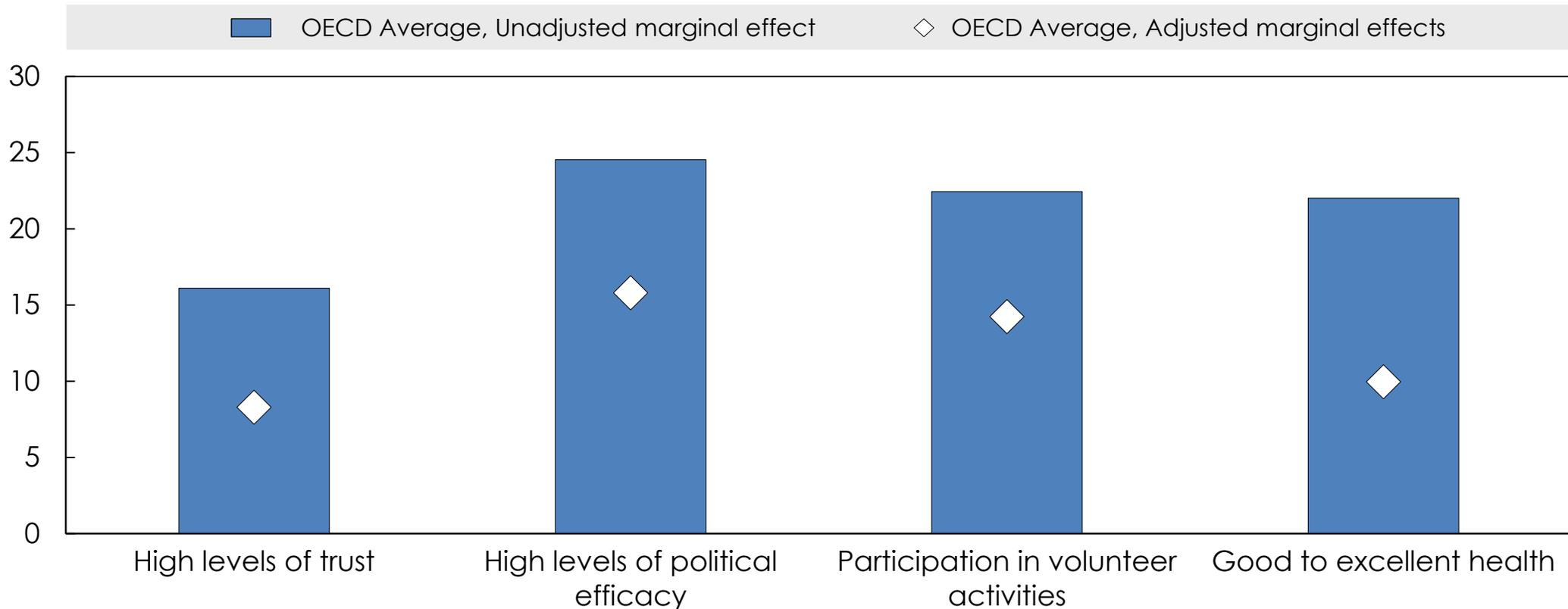


# WHY DO SKILLS MATTER?

# Skills are important for social well-being

## Positive social and economic outcomes

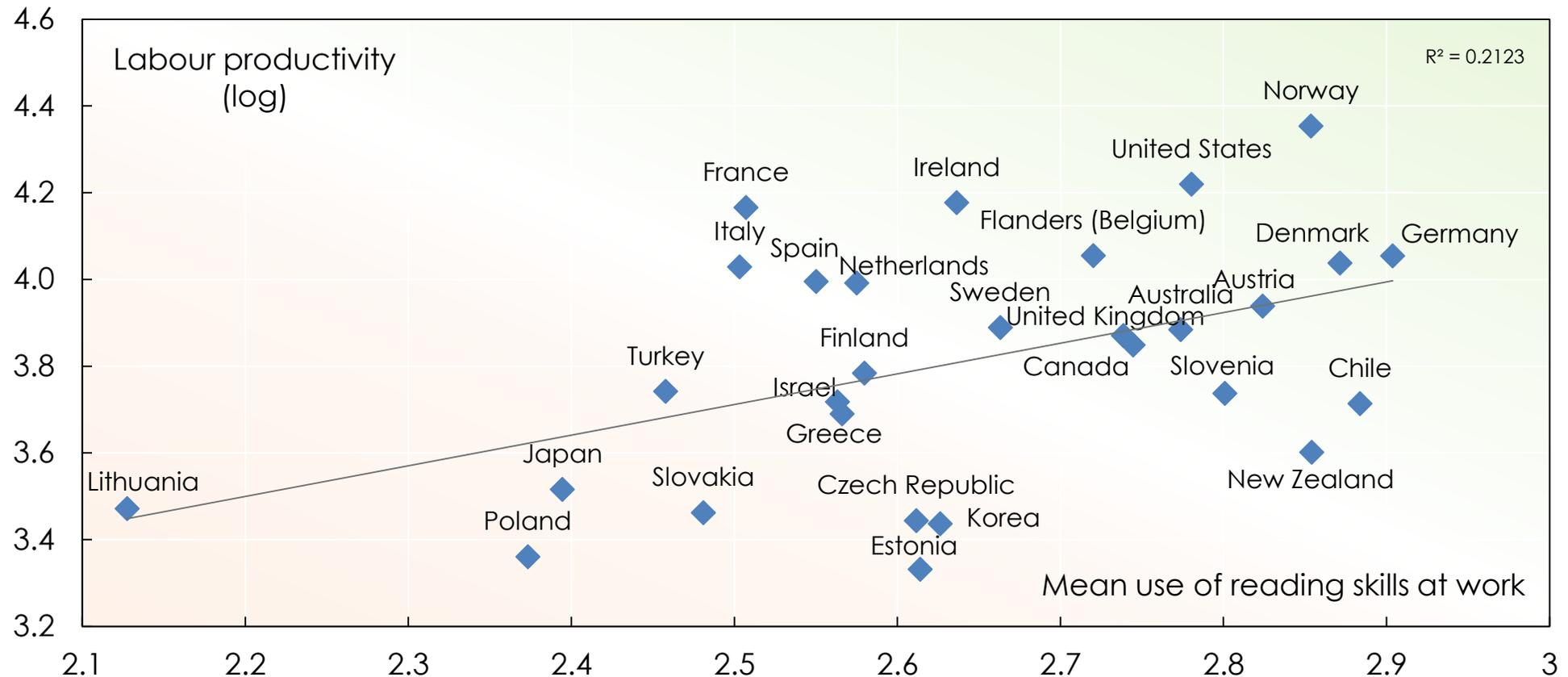
difference between share of adults with high and low literacy proficiency, 2012/2015



# 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

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More integrated world economy than ever

Emergence of global value chains, offshoring and outsourcing

Increased vulnerability of some workers

## TECHNOLOGICAL CHANGE

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Rapid development of new technologies

Emergence of new forms of work

Expansion of sources of learning, especially online

## DEMOGRAPHIC CHANGE

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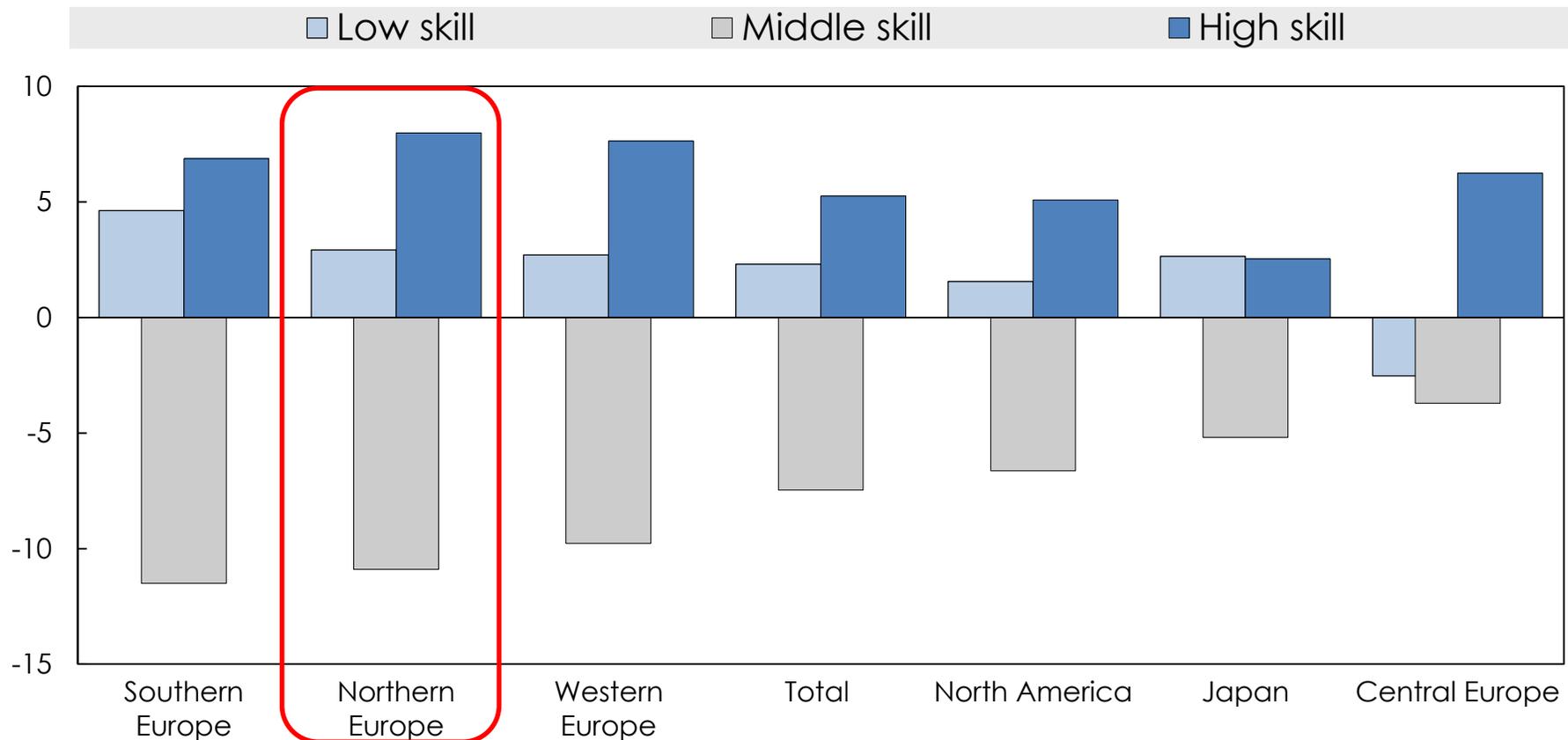
Large expected decline in working-age population

Important reallocations towards care services

Need to ensure youth have the right skills

# The impact of these megatrends is already evident

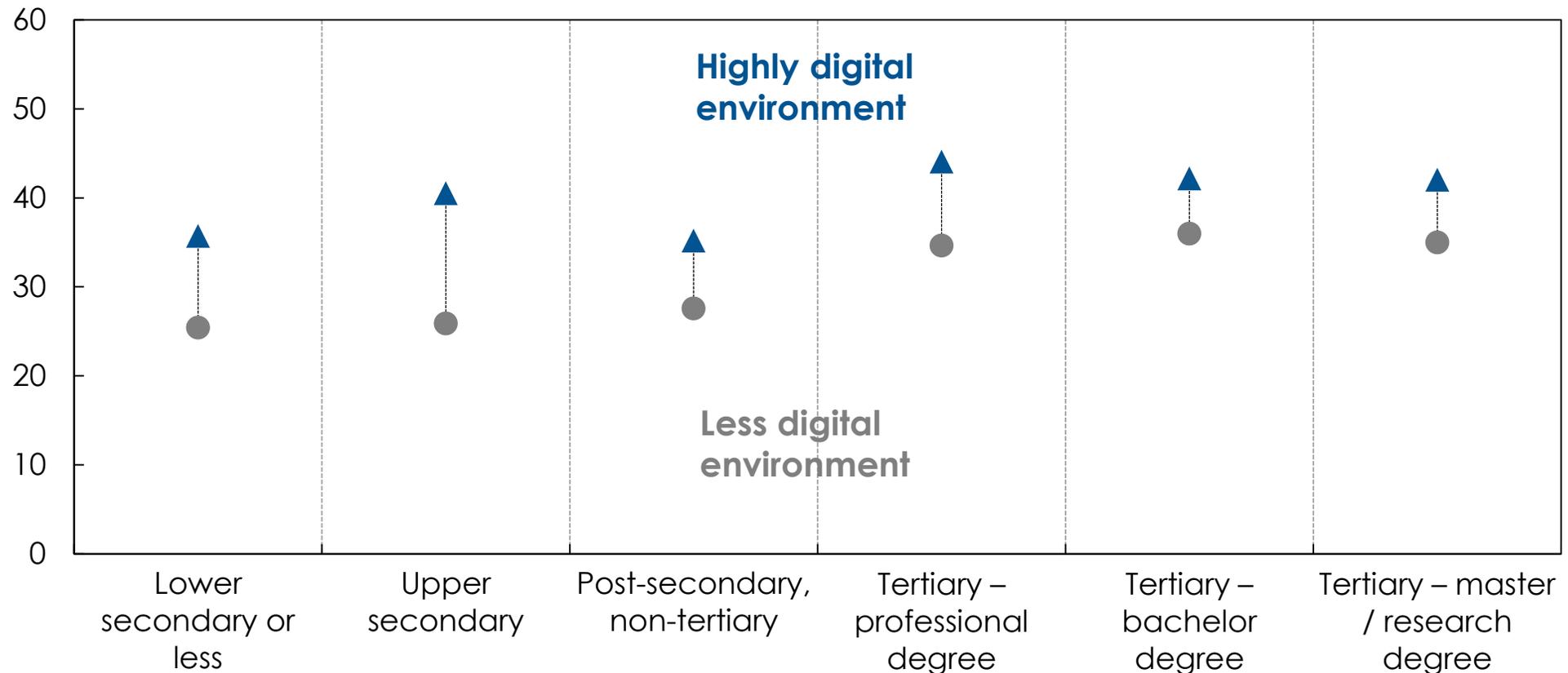
## Job polarisation in the past two decades %-point change share of total employment, 1995-2015



# 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

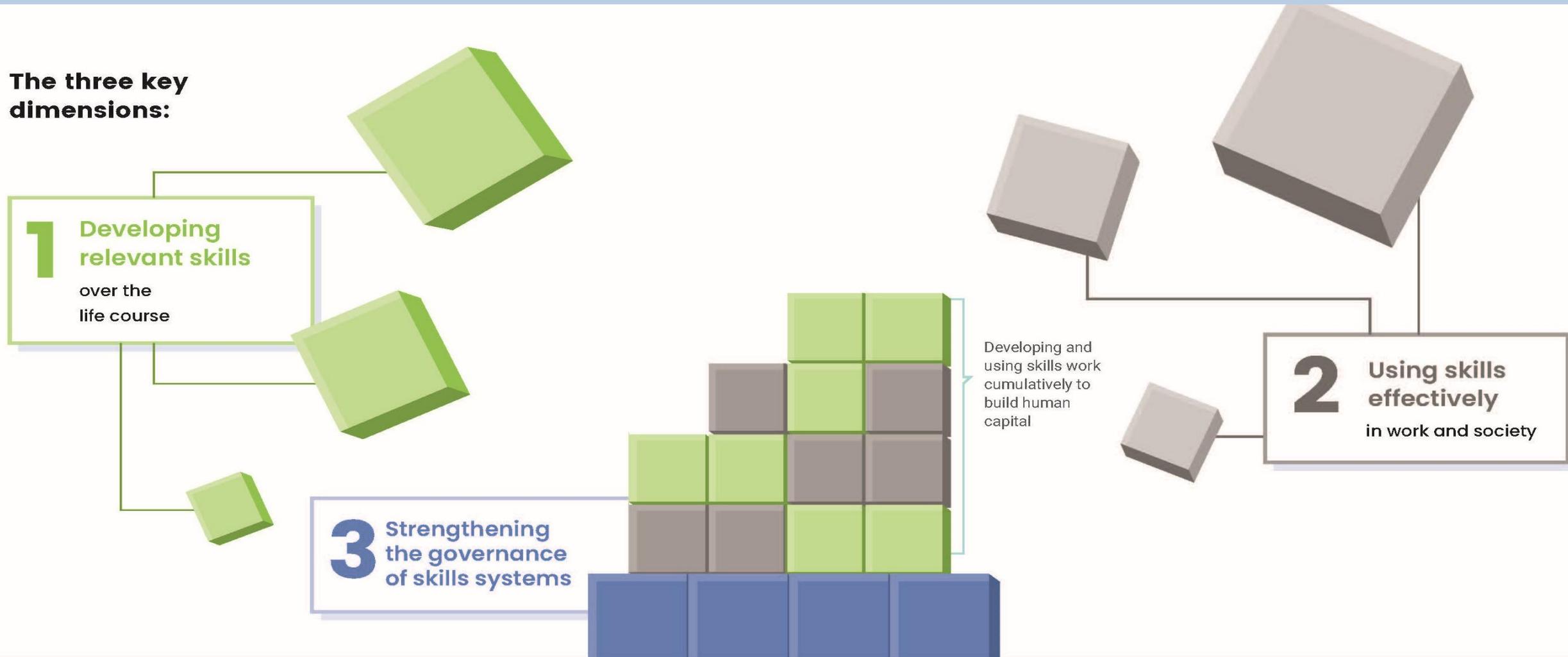


Source: OECD (2016), Skills Matter: Further Results from the Survey of Adult Skills.

# WHAT IS THE OECD SKILLS STRATEGY

# OECD Skills Strategy 2019

The three key dimensions:



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

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

## 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...

# Engaging stakeholders in several workshops and meetings

**Skills Strategy Seminar**  
*September 2018*



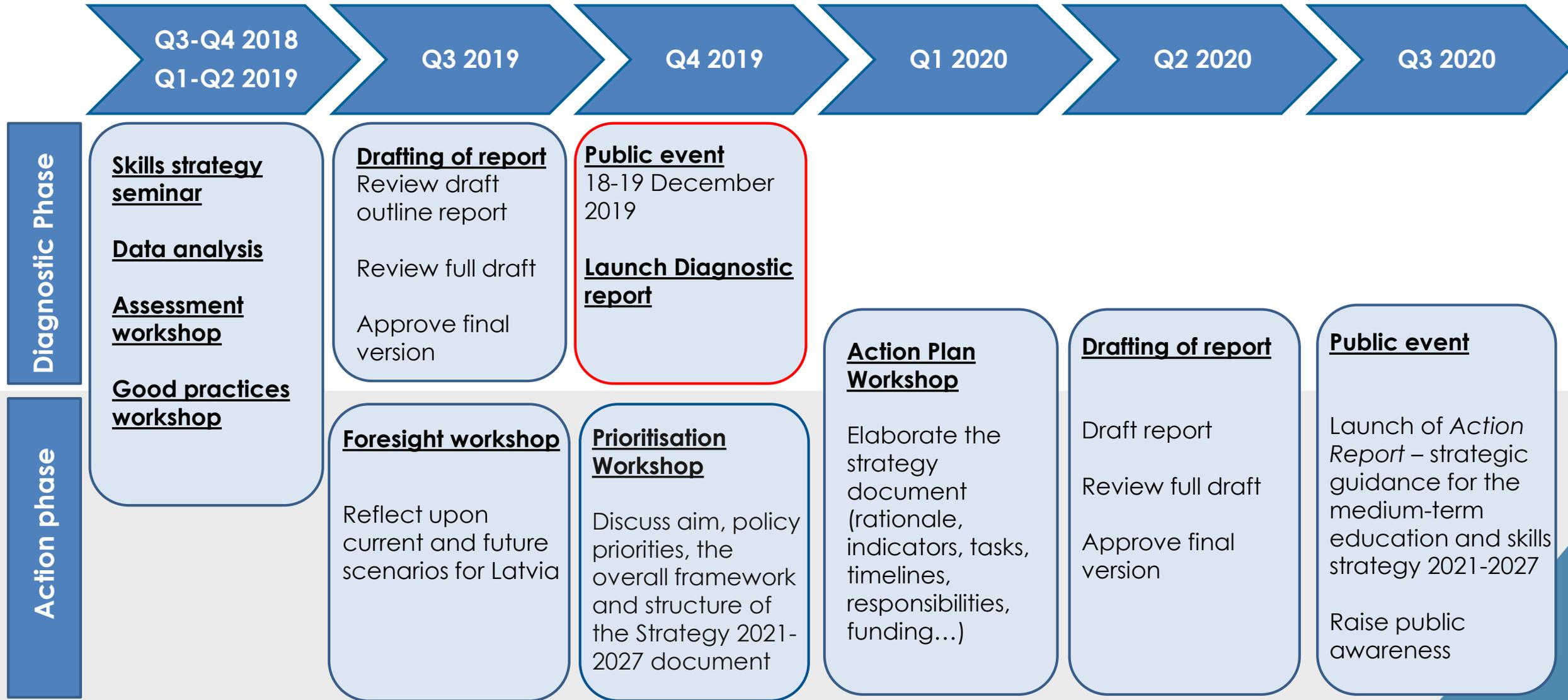
**Assessment Workshop**  
*February 2019*



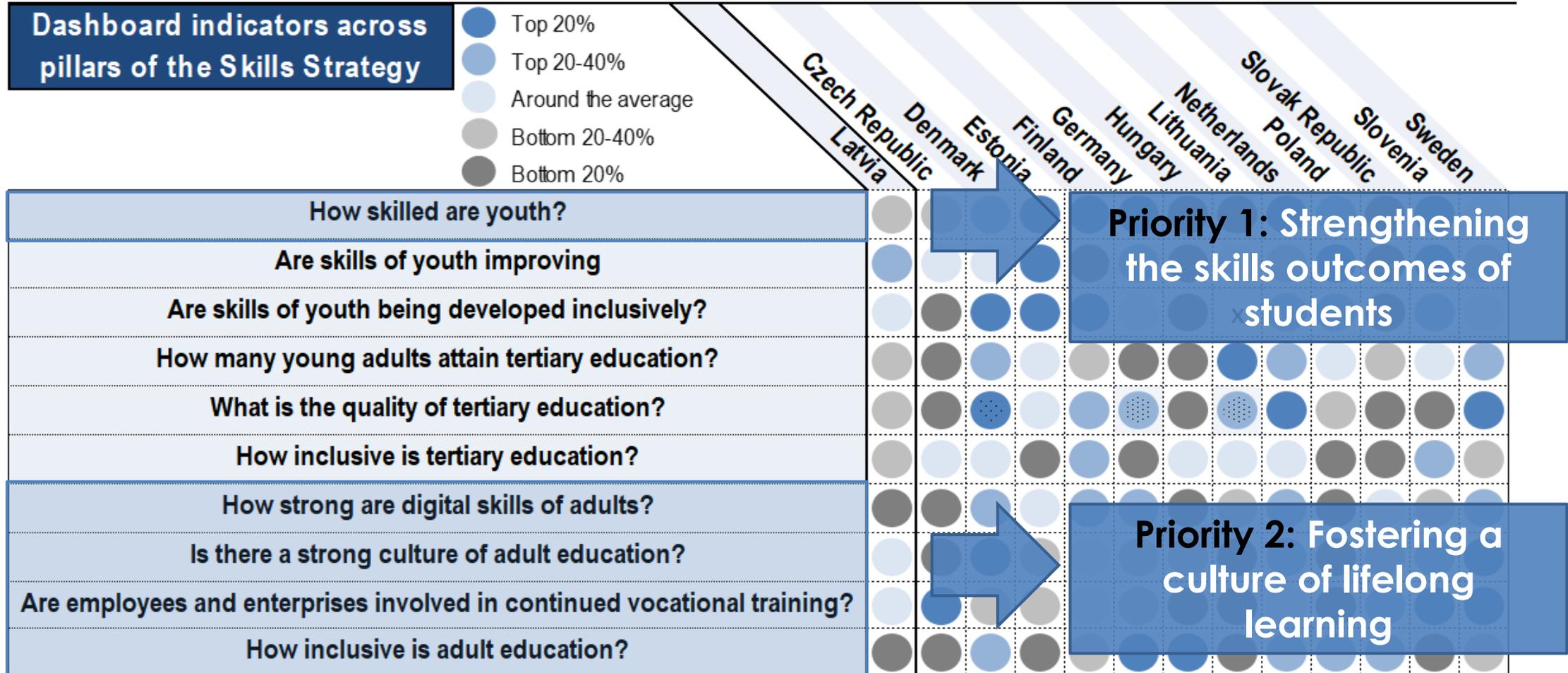
**Good Practices Workshop**  
*May 2019*



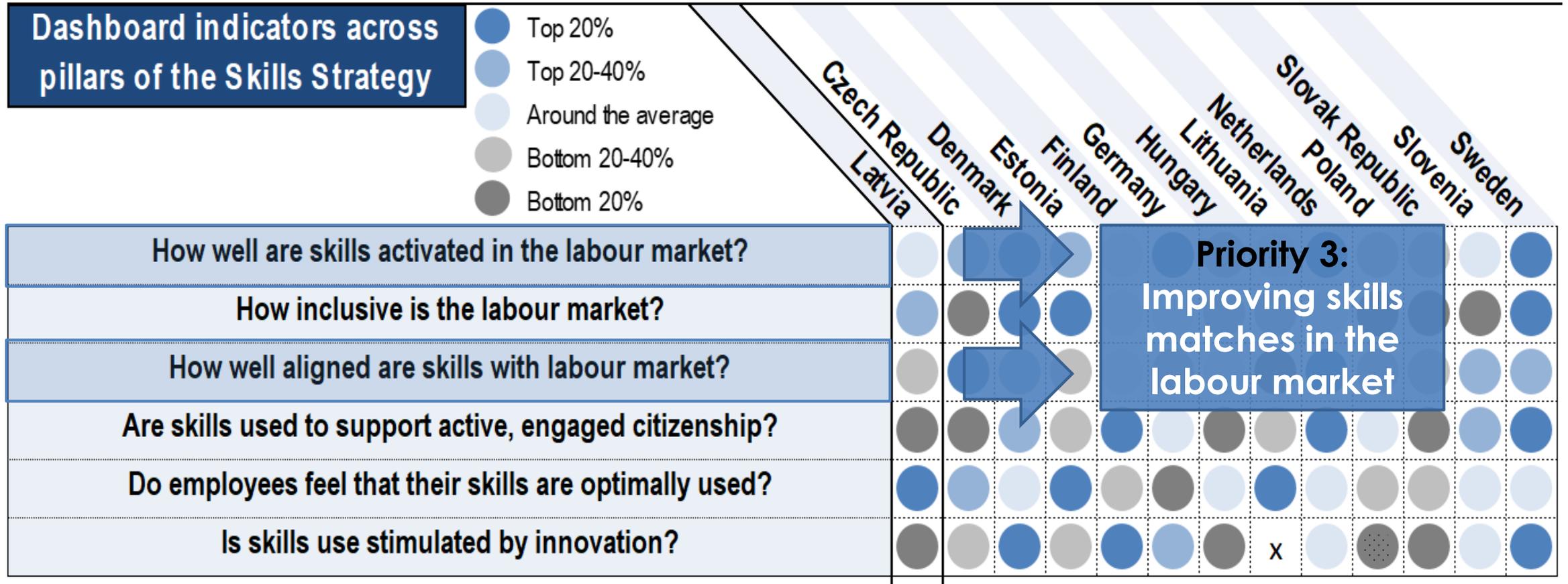
# Projects Milestones and Timeline



# Skills Strategy Dashboard: Developing relevant skills



# Skills Strategy Dashboard: Using Skills Effectively

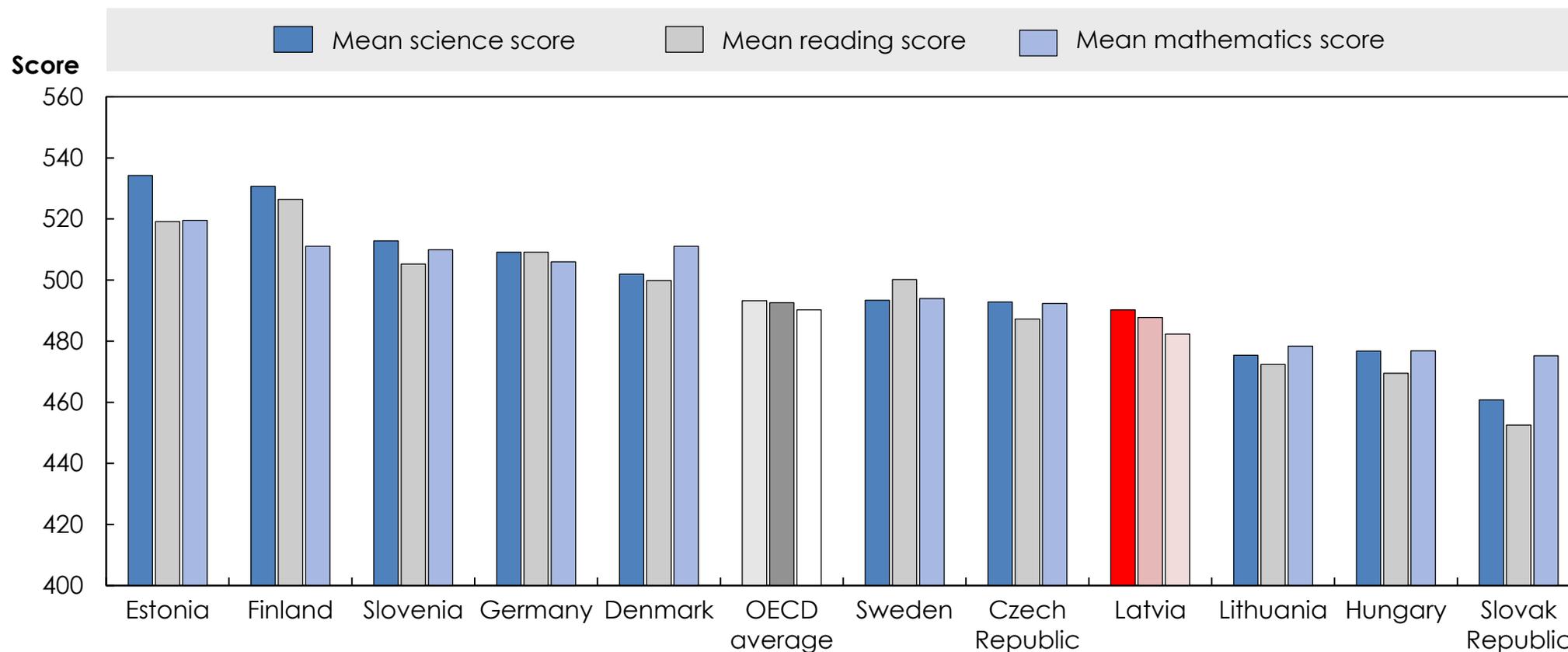


**Priority 4: Strengthening the Governance of Skills Systems**

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

# Skills of students are slightly below the OECD average

## Student performance across all subjects, PISA 2015



# Opportunity 1: Building capacity to improve the teaching workforce

## Key findings: teaching workforce



- In primary and secondary, 46% of teachers are over 50-years-old.
- almost 80% of lower secondary teachers in Latvia (strongly) disagree that the teaching profession is valued in Latvian society.

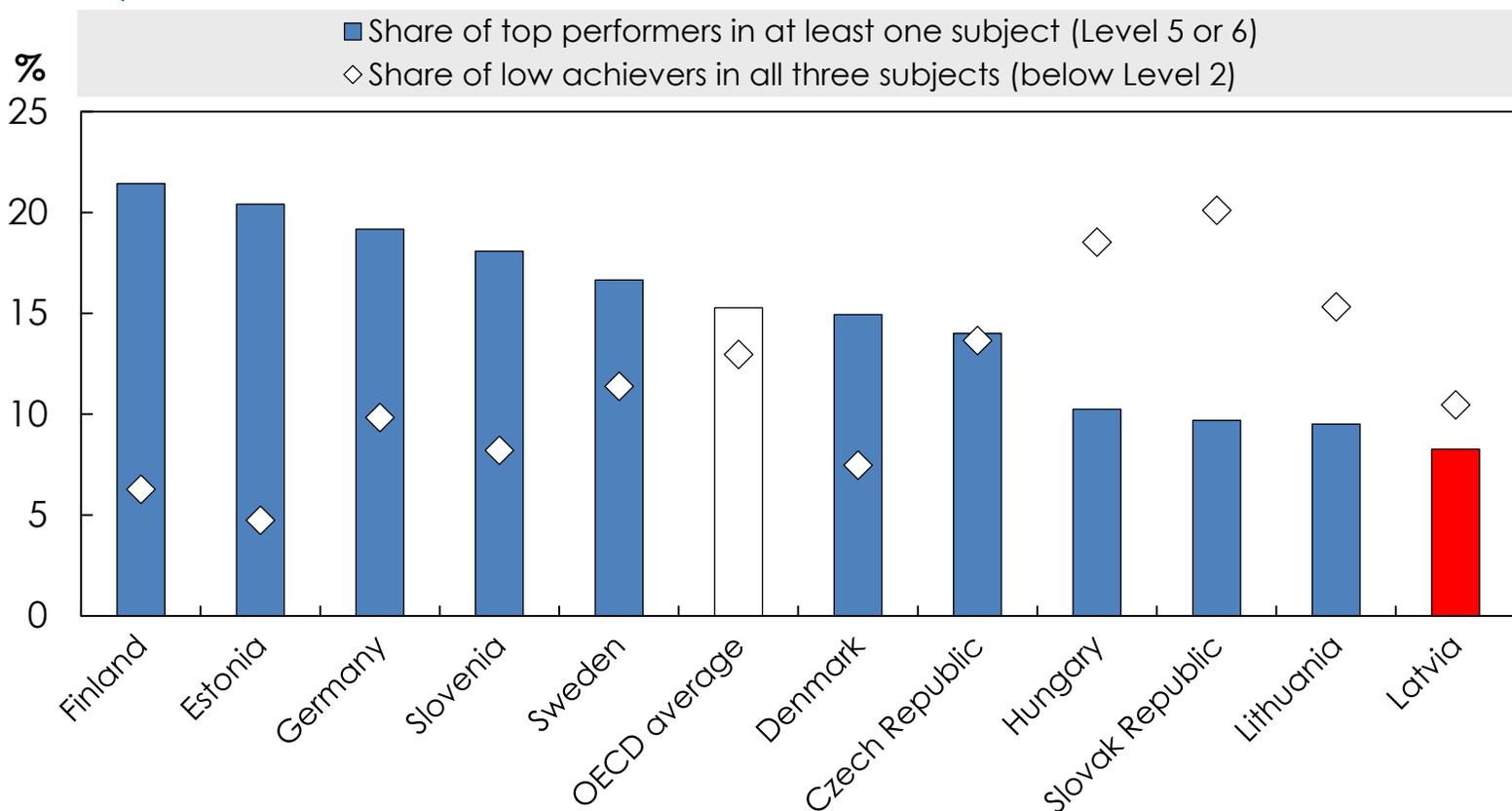
## Recommendations

- Fully Implement the reviewed teaching standards.
- Establish a separate body to raise the quality of teachers and promote the teaching profession.
- Develop schools as learning organisations.

Source: OECD (2019), TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners.

# Opportunity 2: Fostering continuous quality improvement from ECEC to secondary education

## Key findings: Low achieving and top performing students in PISA, 2015

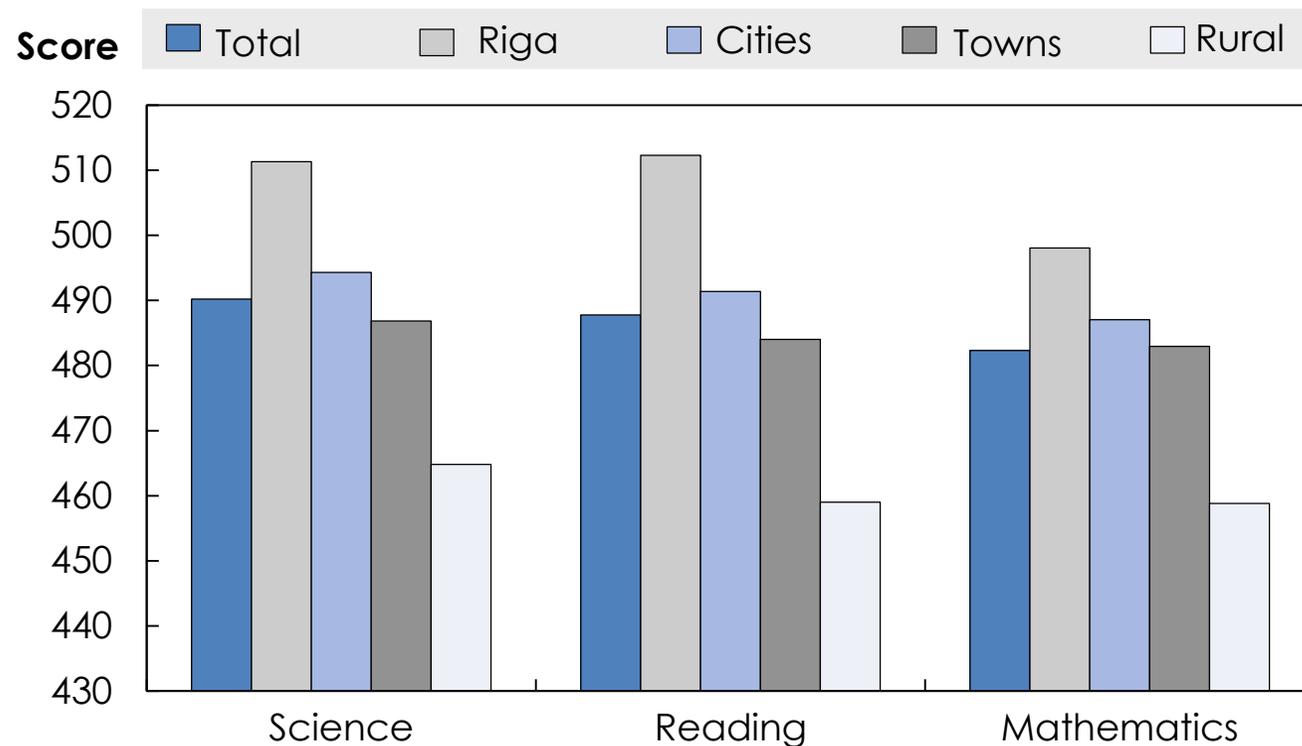


## Recommendations

- Review the appraisal system.
- Strengthen school evaluation.
- Strengthen system level monitoring.

# Opportunity 3: Improving equity between urban and rural areas

## Key findings: Student performance in Latvia according to geographical location, PISA 2015



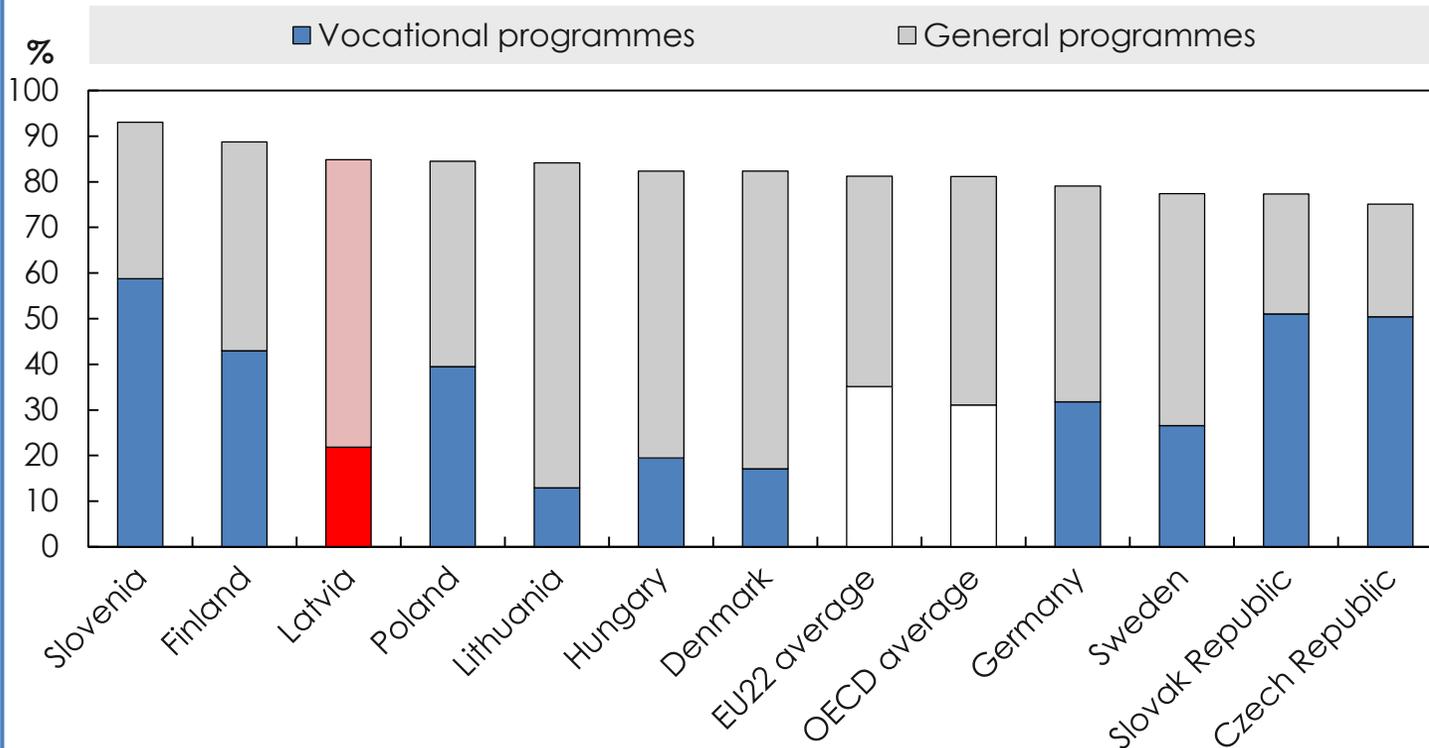
## Recommendations

- Review the school consolidation process to strengthen the school founder's responsibility in establishing and operating an efficient school network.
- Ensure more equal access to quality ECEC.

Source: OECD (2015), Programme for International Student Assessment (PISA) 2015, [www.oecd.org/pisa/](http://www.oecd.org/pisa/).

# Opportunity 4: Strengthening vocational education and training (VET)

## Key findings: First-time upper secondary graduation rates



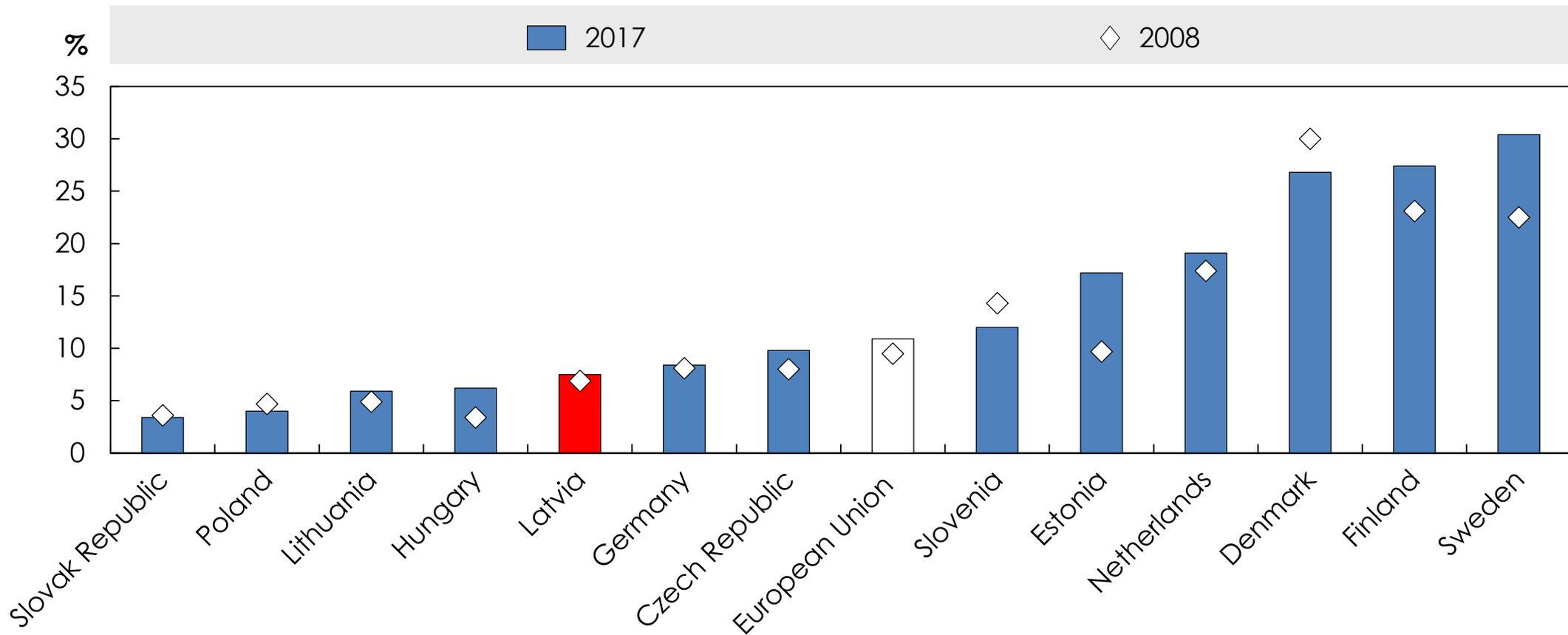
## Recommendations

- Embed career and learning guidance for students and their parents in the education system.
- Monitor drop-outs.
- Mainstream the projects promoting school leader training and continue to implement work-based learning

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

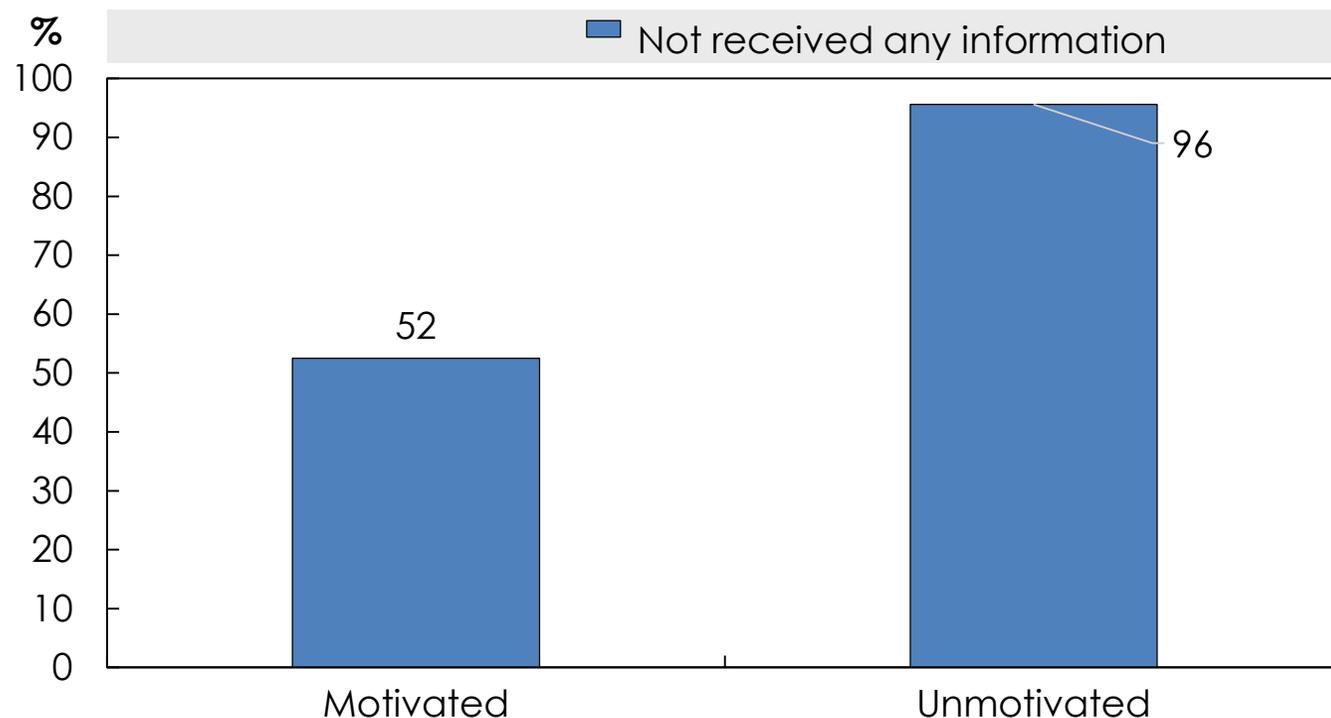
# Participation rates in adult learning are relatively low

Participation rate in adult education or training, 25-64 year-olds, 2017



# Opportunity 1: Raising awareness about adult learning

## Key findings: Information about adult learning reaching adults by motivation level

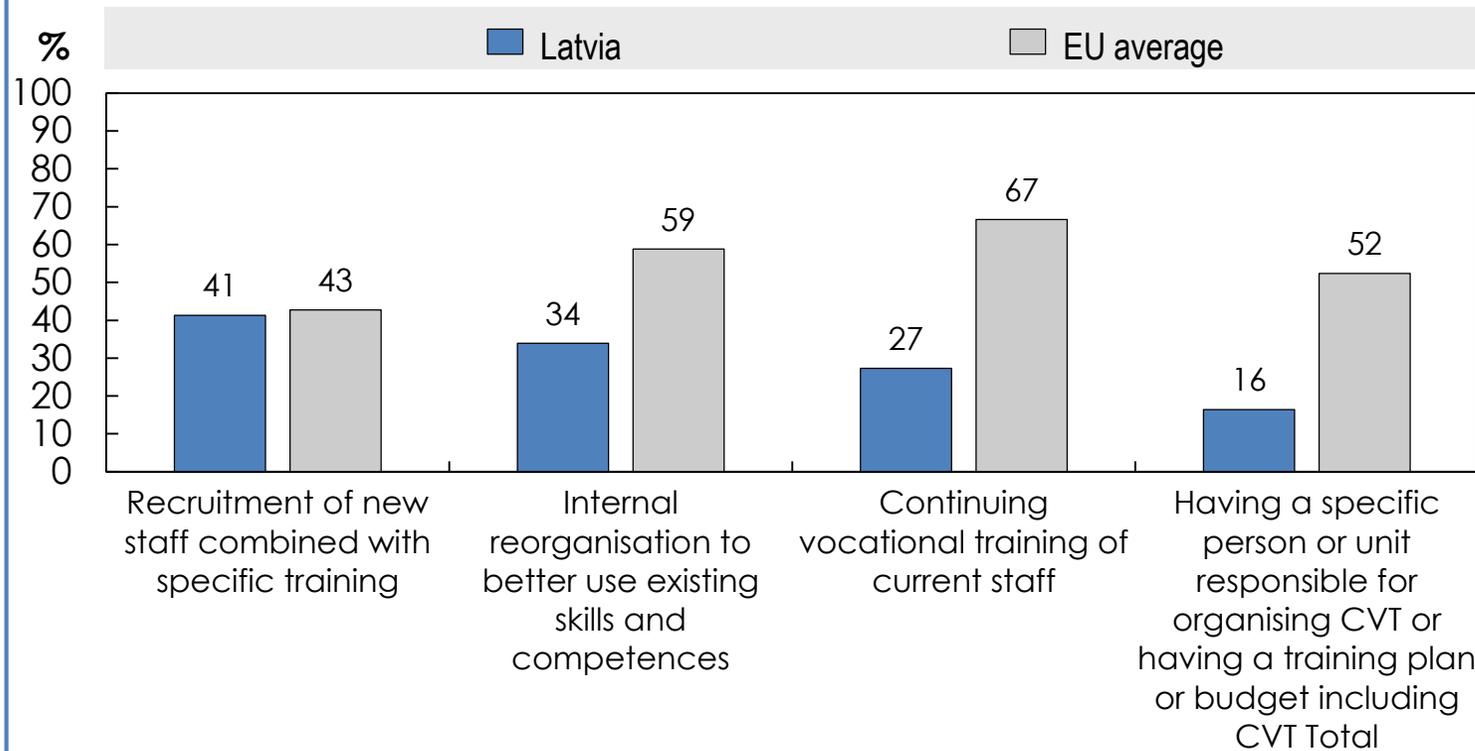


## Recommendations

- Co-ordinate awareness raising campaigns.
- Make guidance and counselling services financially sustainable.
- Improve guidance and counselling services through training for guidance counsellors.

# Opportunity 2: Reducing barriers to adult learning

## Key findings: Latvian business' commitment in adult learning is low, 2015



## Recommendations

- Design a sustainable shared-funding mechanism with the private sector.
- Encourage employers allow adults to learn during working hours.
- Provide complementary social policies (e.g., targeted ECEC) to make adult learning feasible for those with family responsibilities

Source: Eurostat (2019) Continuing Vocational Training Survey (2015), <https://ec.europa.eu/eurostat/data/database> (accessed on 5 August 2019).

# Opportunity 3: Expanding the provision of adult learning

## Key findings: formal provision of Adult Learning in VET and tertiary education institutions



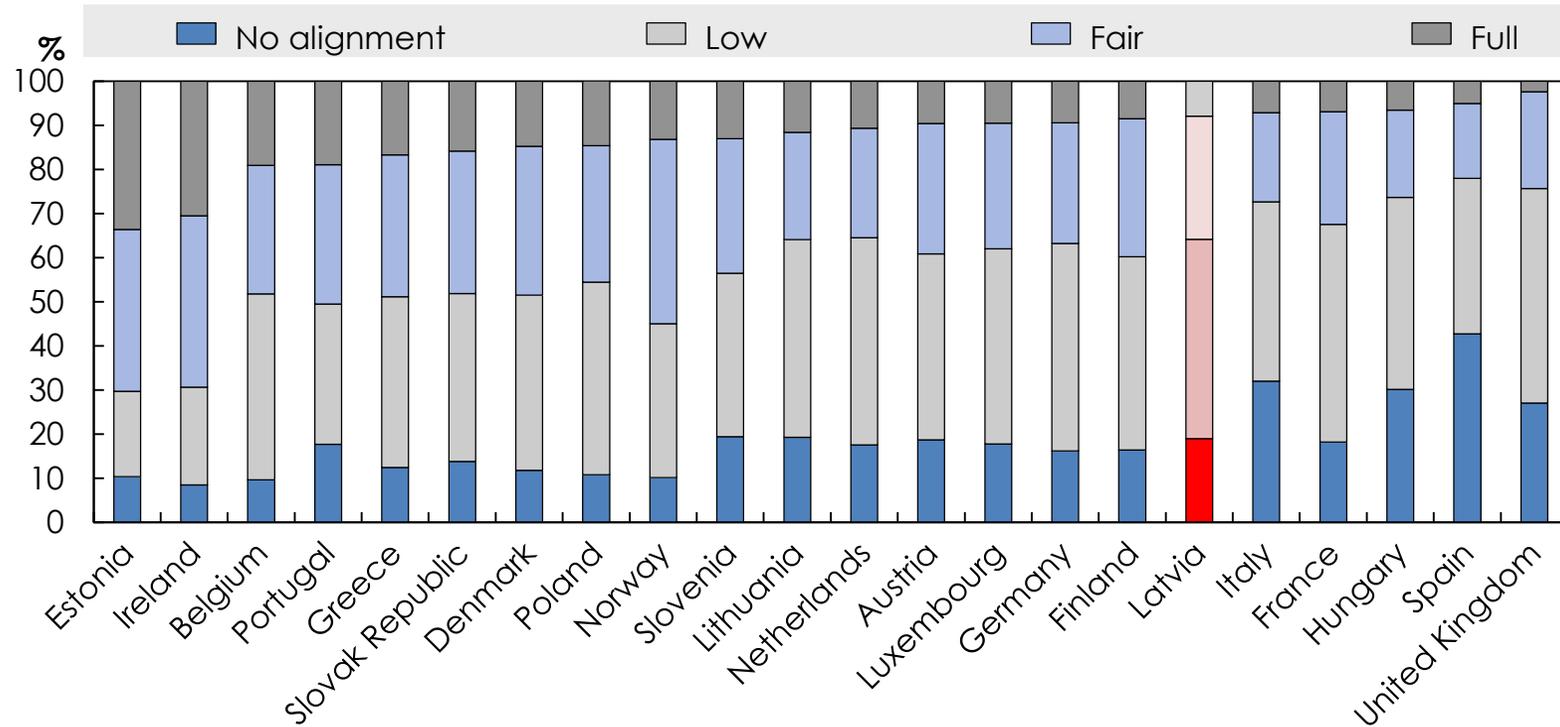
- VECCs lack the management capacity to assist with adult learners.
- Financial support is not available for tertiary education students studying part-time

## Recommendations

- Strengthen the management and pedagogical capacity of the VET schools to support adult students.
- Promote a strategic role of tertiary education institutions to engage adult learners.

# Opportunity 4: Raising the quality of adult learning

## Key findings: Employers' views on aligning training to skill needs



## Recommendations

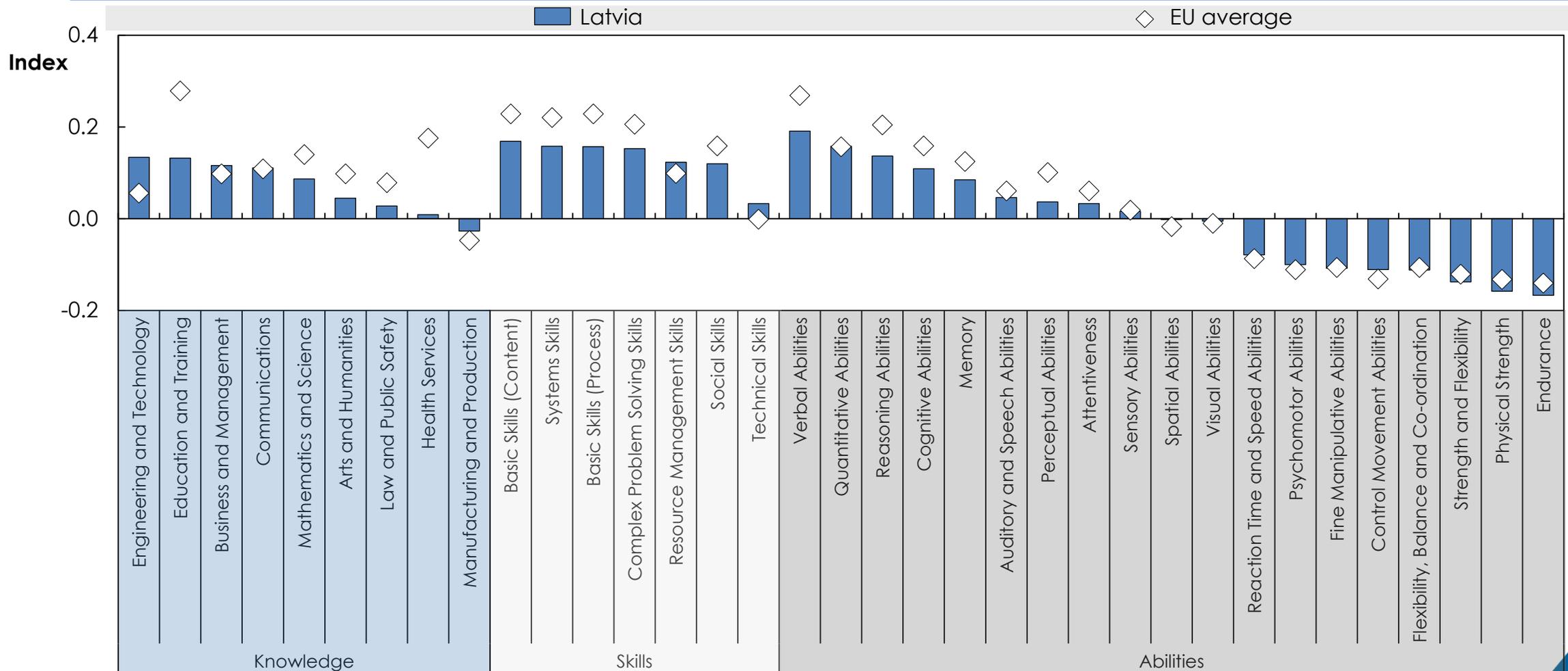
- Work with relevant stakeholders to define quality standards, particularly in non-formal adult education.
- Consider transferring responsibility for the licensing of adult learning providers from municipalities to the state.

Source: OECD (2019) Getting Skills Right: Future Ready Adult Learning Systems.

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

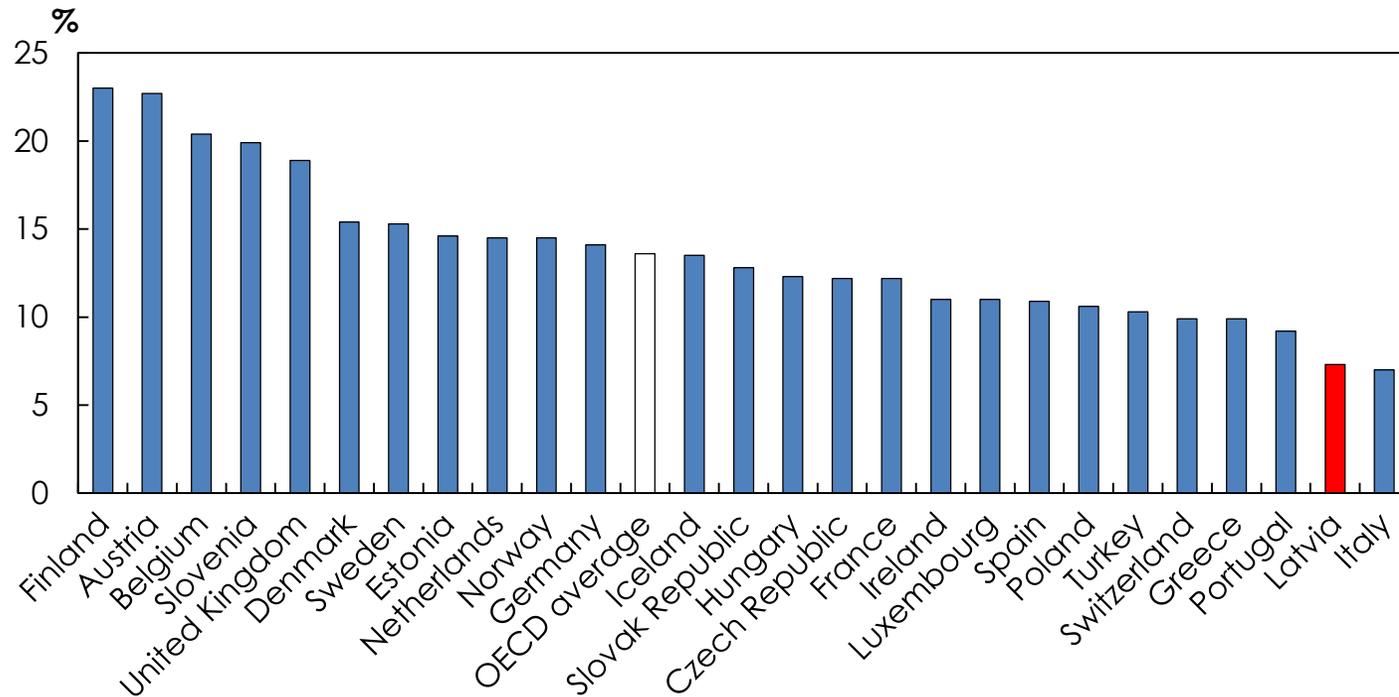
# Significant skills mismatches are evident in the Latvian economy

## Skills shortage and surplus, Latvia and EU, 2015



# Opportunity 1: Strengthening the responsiveness of the tertiary education system to changing skills demand

## Key findings: Share of enterprises cooperating with the tertiary education sector or research institutes, 2014

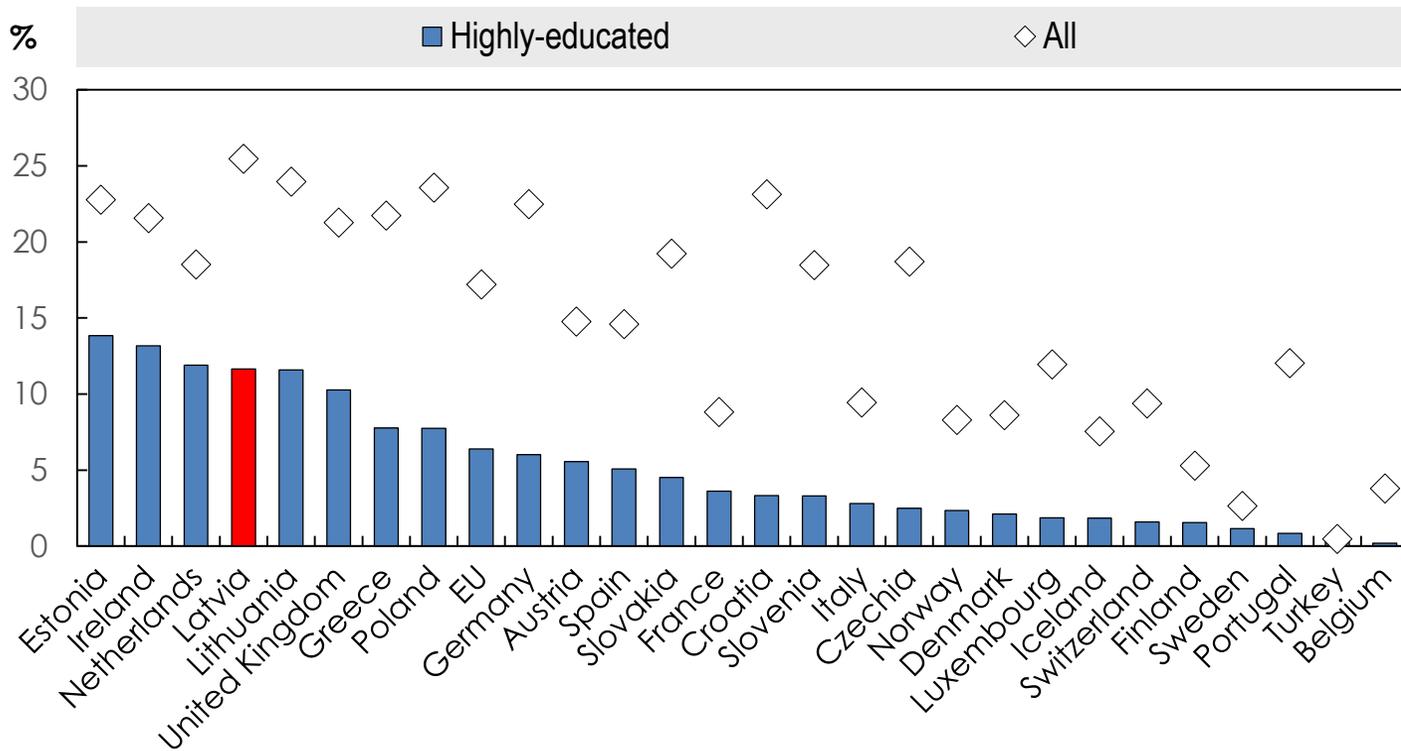


## Recommendations

- Fostering collaboration between tertiary education institutions and industry, in updating and designing curricula.
- Assist employers in pooling the responsibilities of providing work-based learning opportunities in tertiary education.
- Raising awareness about the role of career guidance in tertiary education.

# Opportunity 2: Retaining talent in Latvia by stimulating sustainable wage growth and improving working conditions

## Key findings: Low-wage earners as a proportion of all employees (2014)



## Recommendations

- Provide financial incentives to support innovative and technology-based SMEs, as well as consulting services to assist them in technology adoption.
- Introduce advisory services to SMEs about high-performance workplace practices.
- Improving access to social protections for employees.

Source: Eurostat, Low-wage earners as a proportion of all employees (excluding apprentices) by educational attainment level.

# Opportunity 3: Facilitating internal mobility and attracting skilled workers from abroad

## Key findings: regional imbalances and low immigration rates



- Unemployment rate in the Latgale region is almost four times higher than in the Riga region, where 80% of all job vacancies are located.
- migration inflows represented 0.7% of the resident population in 2018.

## Recommendations

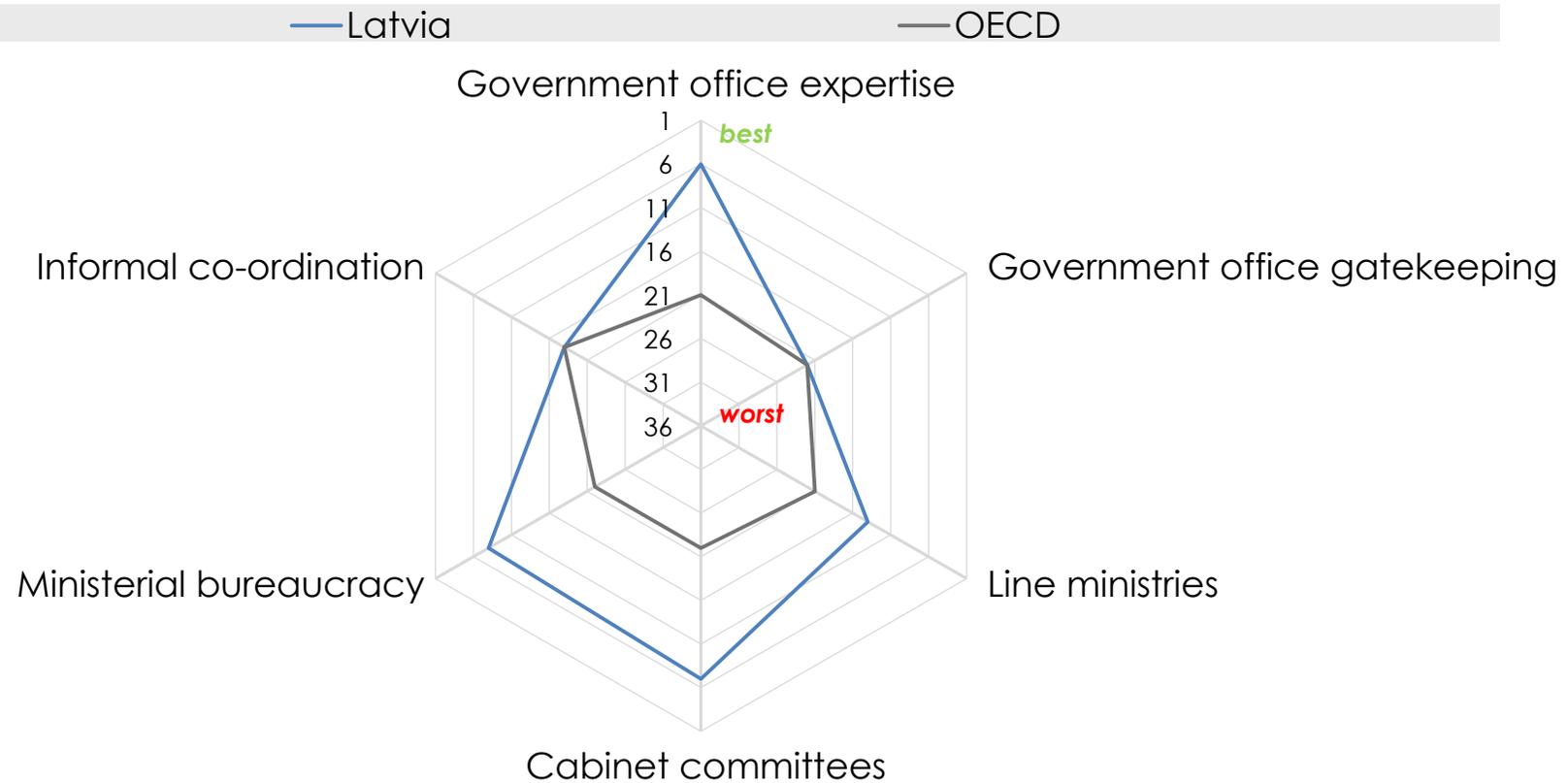
- Facilitate internal mobility by addressing rental housing market barriers.
- Attract skilled workers from abroad by developing Latvia's "smart migration" policy and increasing the supply of job-oriented language training.

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

# Government coordination is strong overall, but there is room for improvement

## Latvia's performance on inter-ministerial co-ordination

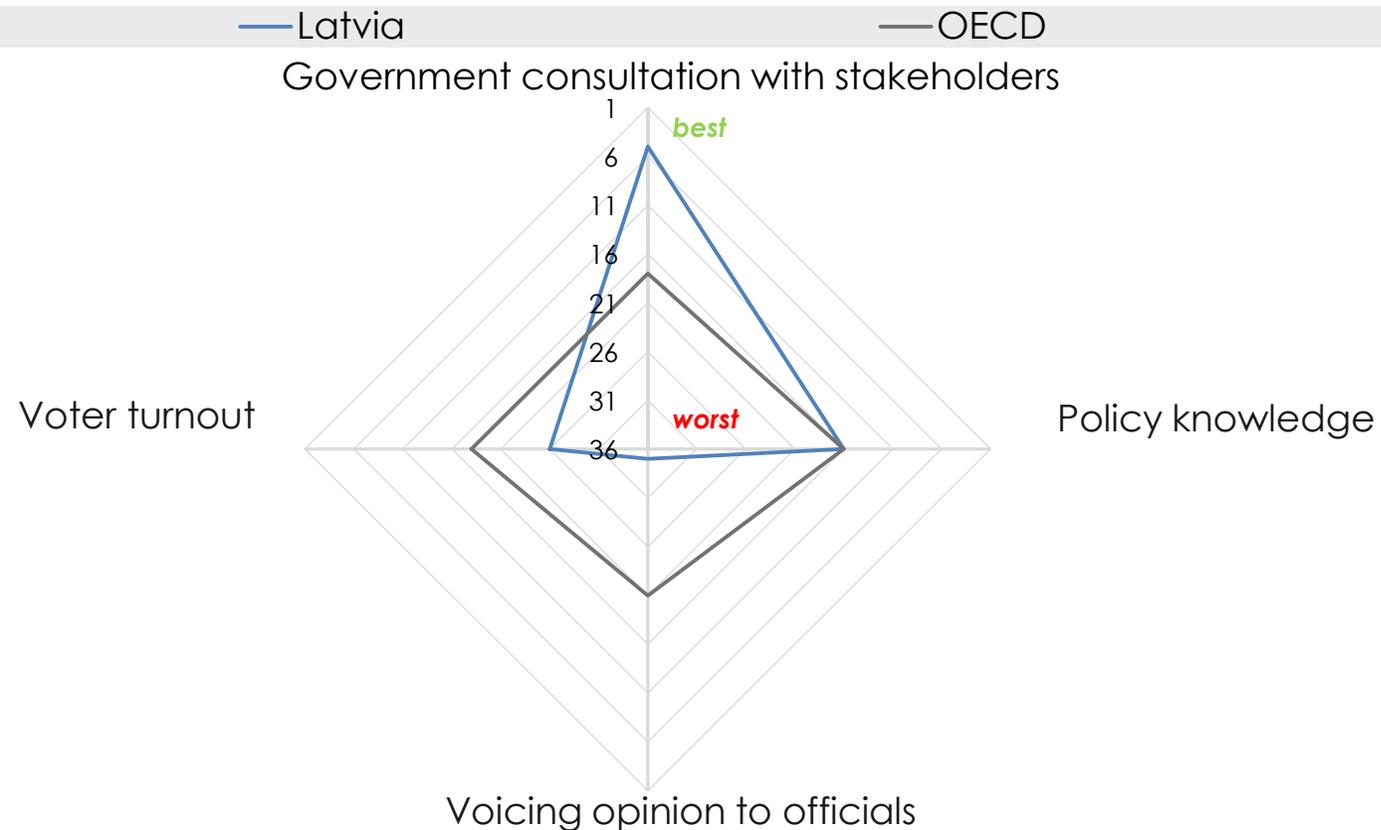
International rankings based on scores given by experts in 36 OECD and EU countries.



# Stakeholder engagement could be strengthened

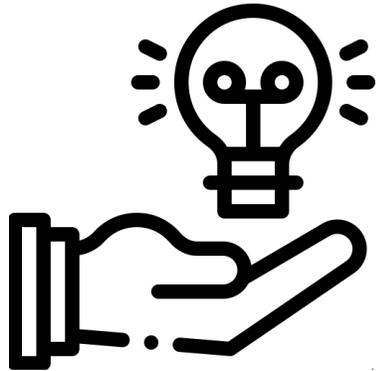
## Latvia's performance on stakeholder engagement

International rankings based on scores given by experts in 36 OECD and EU countries



# Opportunity 1: Strengthening strategies and oversight for skills policy

## Key findings: strategic planning



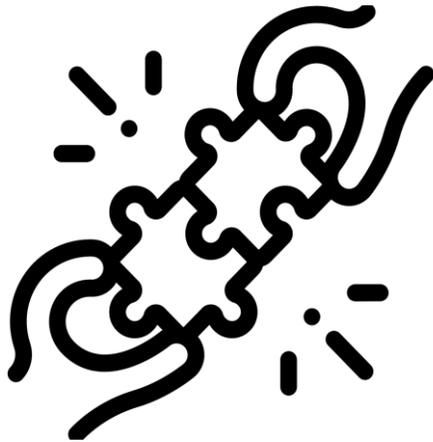
- Numerous high-level strategies, lack of shared and integrated vision for development and use of skills
- Large number of inter-ministerial and cross sectoral bodies

## Recommendations

- Create a comprehensive and influential education and skills strategy.
- Ensure effective oversight of the education and skills strategy by appointing a whole-of-government and cross-sectoral body with decision-making capacity to oversee the Strategy.

# Opportunity 2: Improving co-operation at different levels of government and with stakeholders

## Key findings: government coordination



- civil servants, oversight bodies and stakeholders might lack capacity to engage effectively

## Recommendations

- Strengthen inter-ministerial co-ordination of skills policy.
- Strengthen co-ordination between the state and municipalities on skills policy.
- Strengthen co-operation on skills policy at the subnational level.
- Improve stakeholder engagement with skills policy makers and providers.

# Opportunity 3: Building an integrated monitoring and information system on skills

## Key findings: Incomplete and underutilised data



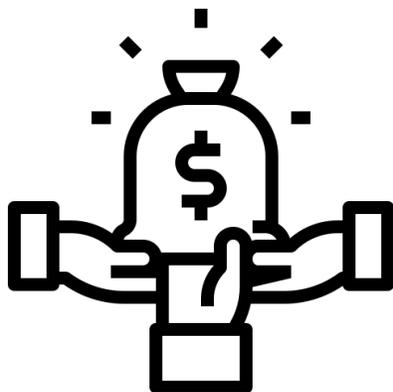
- Multiple Latvia's data sources on skills are under-developed or not easily accessible for the relevant users

## Recommendations

- Improve information on learning participation, expenditure, outcomes and opportunities.
- Improve the quality and use of skills needs information.

# Opportunity 4: Raising, targeting and sharing investments in lifelong learning

## Key findings: Co-ordinated funding



- Employer and individual expenditure is relatively low, as is government expenditure in some areas
- Uneven financial capacity across regions

## Recommendations

- Ensure sufficient, shared and stable expenditure on lifelong learning.
- Increase the impact of lifelong learning funding through greater performance-based funding.
- Ensure equitable funding for lifelong learning across regions through greater cost- and needs-based funding of municipalities.

# Thank you!

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

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To learn more about the OECD's work on skills visit: [www.oecd.org/skills/](http://www.oecd.org/skills/)

