

Towards a Skills Strategy for Latin America

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OECD Centre for Skills

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

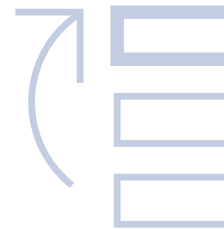
1. WHY A SKILLS STRATEGY FOR LATIN AMERICA

Supporting a strategic and coordinated approach to skills policy over the medium to long term

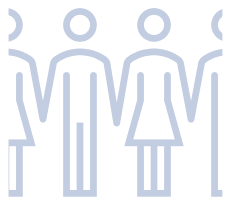
Benefits of skills strategies:



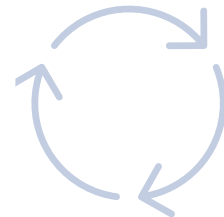
Breaking down policy silos



Elevating skills as a key topic on the policy agenda



Creating a shared language to discuss skills



Fostering action to implement essential reforms

Objectives



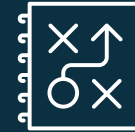
Support Latin America in taking steps to develop a regional skills strategy that contributes to putting skills and VET higher on the policy agenda in the region.

- ✓ Provide a high-level assessment of the performance of skills systems across Latin American economies, with a particular emphasis on VET
- ✓ Offer high-level, regionally relevant recommendations to enhance the performance of skills systems and VET provision in particular.

What does the project aim to achieve



Support a coordinated, inclusive approach for skills and VET policy in the region



Identify common challenges and opportunities that provide strategic direction for the medium to long term



Strengthen collaboration, exchanges and peer-learning between countries in the region



Secure a more prominent position for skills and VET on the policy agenda



2. USING TVET AND LABOUR MARKET DATA & INFORMATION FOR EVIDENCE-BASED DECISION MAKING

Leveraging all available TVET and labour market data on skills supply and demand

Skills supply

- **PISA** – reading, mathematics and science knowledge and skills of 15yo
- **OECD Survey of Adult Skills (PIAAC)** – literacy, numeracy and problem-solving skills of adults
- **OECD Education at a Glance** – e.g. education levels, enrolment and graduation rates
- **Regional** indicators and sources
- Qualitative input from stakeholders
- Etc.

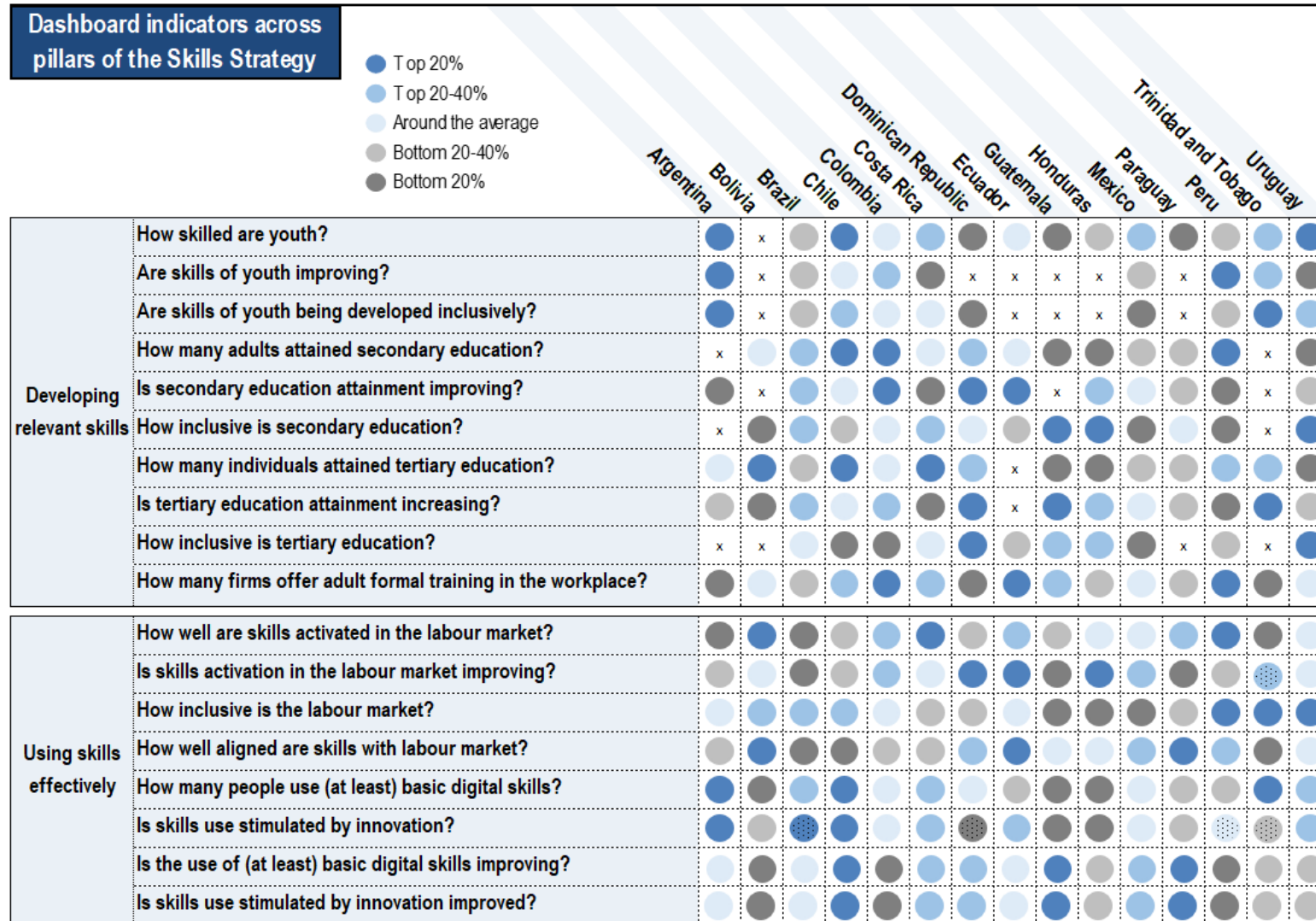
Linking supply and demand

- **OECD Skills for Jobs** – Skills shortages / surpluses, skills mismatches
- **OECD Survey of Adult Skills (PIAAC)** – use of skills in workplaces

Skills demand

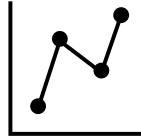
- **Online job postings data** – skills requested in the labour market
- **OECD Employment database** – incl. employment, labour market participation, earnings
- **OECD R&D and innovation statistics** – incl. R&D expenditures, researchers
- **ILO labour market data** for Latin America
- **Other regional** indicators and sources
- Qualitative input from stakeholders
- Etc.

Using data to identify policy priorities and comparing country performance



Note that the dashboard presented here will be updated with the latest data for the region

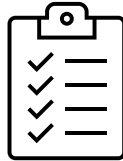
A qualitative assessment and stakeholder engagement to identify and address challenges



Promote the importance of robust VET and skills data



Highlight gaps in current data



Assess and strengthen data collection methods



Assess and strengthen the use of available skills and TVET data



Foster regional collaboration

Identifying and using international best practices

Box 2.1: Relevant international example of expanding education services: Pre-primary education in Colombia

In Colombia, enrolment rates in pre-primary education increased from 13% in 1990 to 84% in 2015, while in 2011 the government committed to triple expenditure on early childhood education. A recent study by Andrew et al. (2019^[30]) analyses the “Hogares Infantiles” (children’s homes) programme, which provides pre-primary education to children from disadvantaged backgrounds aged 5 and younger. Using an experimental design, the authors show that investment in what is often called “structural quality” (e.g. physical infrastructure, staff resources, pedagogical material) alone does not produce the expected learning gains in students. The authors found that when greater resources are given to schools, teachers tend to substitute their efforts and involvement with children and delegate some responsibilities to less experienced and less qualified teaching assistants. The study shows that these children saw no improvements in their cognitive and socio-emotional development on average, and that for some children the effect was even negative. In contrast, when structural quality was paired with pedagogical training for teachers, children’s cognition, language and school readiness increased by around 0.15 of a standard deviation (SD).

Source: Andrew, A. et al. (2019^[30]), *Preschool Quality and Child Development*, <http://www.nber.org/papers/w26191>.

Box 2.6: Relevant international example: Supporting educational leadership in Germany

Within the framework of the Good Childcare Act (*Gute-Kita-Gesetz*), the federal government enables the states to further develop day care for children, and provides financial resources for this purpose. The funding period is set until 2022, with a total investment of EUR 5.5 billion. The framework of the Good Childcare Act describes various fields of application and intervention, but the 16 states can decide which and how many fields are chosen, and how much funding to allocate to each field.

The state of Baden-Württemberg, for example, has allocated 90% of its budget to strengthen the role and tasks of education centre leaders, and defines the following objective: “ensure management time and quality leaders”. In addition, centres in Baden-Württemberg, regardless of size, give centre leaders at least six hours per week for leadership tasks. Centres with larger groups of students should receive an additional two hours of leadership time. The state of Baden-Württemberg plans to offer further training for centre leaders with a basic qualification and optional modules on topics such as communication and the management of conversations.

Source: OECD (2020^[37]), *Building a High-Quality Early Childhood Education and Care Workforce: Further Results from the Starting Strong Survey 2018*, <https://doi.org/10.1787/b90bba3d-en>.

30+ international best practices provided to the Mexico (Tlaxcala)

3. LESSONS LEARNT FROM SKILLS STRATEGIES

“Lessons learnt for Developing and Implementing Effective Skills Policies”



- ✓ Learning from experience with **skills strategies in 26 countries** across Europe
- ✓ **Map characteristics** of skills strategies and assess the **lessons learnt**
- ✓ Enhance **understanding** of skills strategies and offer **practical guidance**

Overview 9 lessons learnt



Build the strategy on a strong base of evidence

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Making an evidence-based assessment of the performance of skills systems

- Comprehensive assessments should ideally:
 - capture a **broad range of skills topics**,
 - use a **mix of qualitative and quantitative methodologies**
- Assessment should use **timely data**, leveraging advanced technologies

II

Using evidence to establish the scope of the strategy

- To tailor the strategy to **critical skills gaps and opportunities**
- And help to identify:
 - What **levels of education** to cover
 - **Population groups** to target
 - **Policy levers** to improve

4. NEXT STEPS FOR THE SKILLS STRATEGY FOR LATIN AMERICA

Key activities /Outputs





THANK YOU!

To discuss the work of **OECD Centre for Skills**,
contact: oeecdcentre4skills@oecd.org

To learn more about the work of the OECD Centre for
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