

Education at a Glance

Latvia



Organization of Education at a Glance (EAG)

Chapter A – The output of educational institutions and the impact of learning

- Attainment rates, labour market outcomes of education (earnings, unemployment), social outcomes of education, educational mobility, financial returns to education.

Chapter B – Financial and human resources invested in education

- Expenditure per students, expenditure as a share of GDP, share of private expenditure, decentralization of public expenditure, capital vs. current expenditure

Chapter C – Access to education, participation and progression

- Enrolment rates, early childhood education, international student mobility, NEETs, adult education

Chapter D – The learning environment and organization of schools

- Instruction time, teaching time, class sizes, student-teacher ratio, teachers' salaries, teachers' age and gender

Other products: EAG Country Note and OECD.Stat

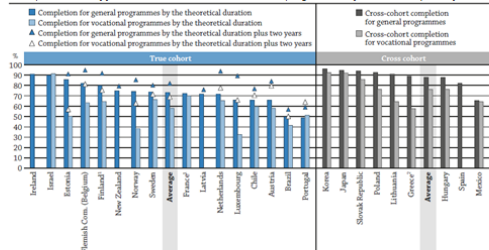


Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Latvia

- About 27% of new entrants to tertiary education choose science-related fields, especially engineering, manufacturing and construction.
- Because of the relatively long duration of its pre-primary programmes, Latvia has some of the highest expenditure at this level relative to its wealth and some of the lowest when measured per student.
- Only about three-quarters of students who enter general upper secondary education graduate without excessive delays.
- During the last decade Latvia experienced the greatest increase in the share of young adults with tertiary education of all OECD countries. Tertiary programmes are also becoming increasingly internationalised.
- Although teachers' salaries are low in absolute terms, they are the highest of all OECD countries when compared to similarly educated workers in the country.
- Expenditure per student in Latvia has been increasing remarkably, and corresponds to a comparatively high share of the country's gross domestic product (GDP) per capita.

Figure 1. Completion rate of upper secondary education by programme orientation (2015)
Completion rate of full-time students in initial education programmes of at least two years of duration



1. Year of reference 2014.

2. Year of reference 2013.

Countries are ranked in descending order of completion rate to general programmes (for true cohorts, by the theoretical duration).

Source: OECD (2017), Table A6.1. See Source section for more information and Annex 3 for notes (<http://www.oecd.org/education/education-at-a-glance>).

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Welcome to OECD.Stat

OECD.Stat includes data and metadata for OECD countries and selected non-member economies.

Ways to access the data:

- By keyword using "search" (e.g. [GDP](#), [FDI](#), [Health](#), [unemployment](#), [income distribution](#), [population](#), [labour](#), [education](#), [trade](#), [finance](#), [prices](#), [Economic Outlook](#), [Government Debt](#), [Social expenditure](#) ...)
- By selecting data in the left-hand menu (popular queries or data by theme)
- By accessing your saved queries under "My Queries" (for logged-in users)

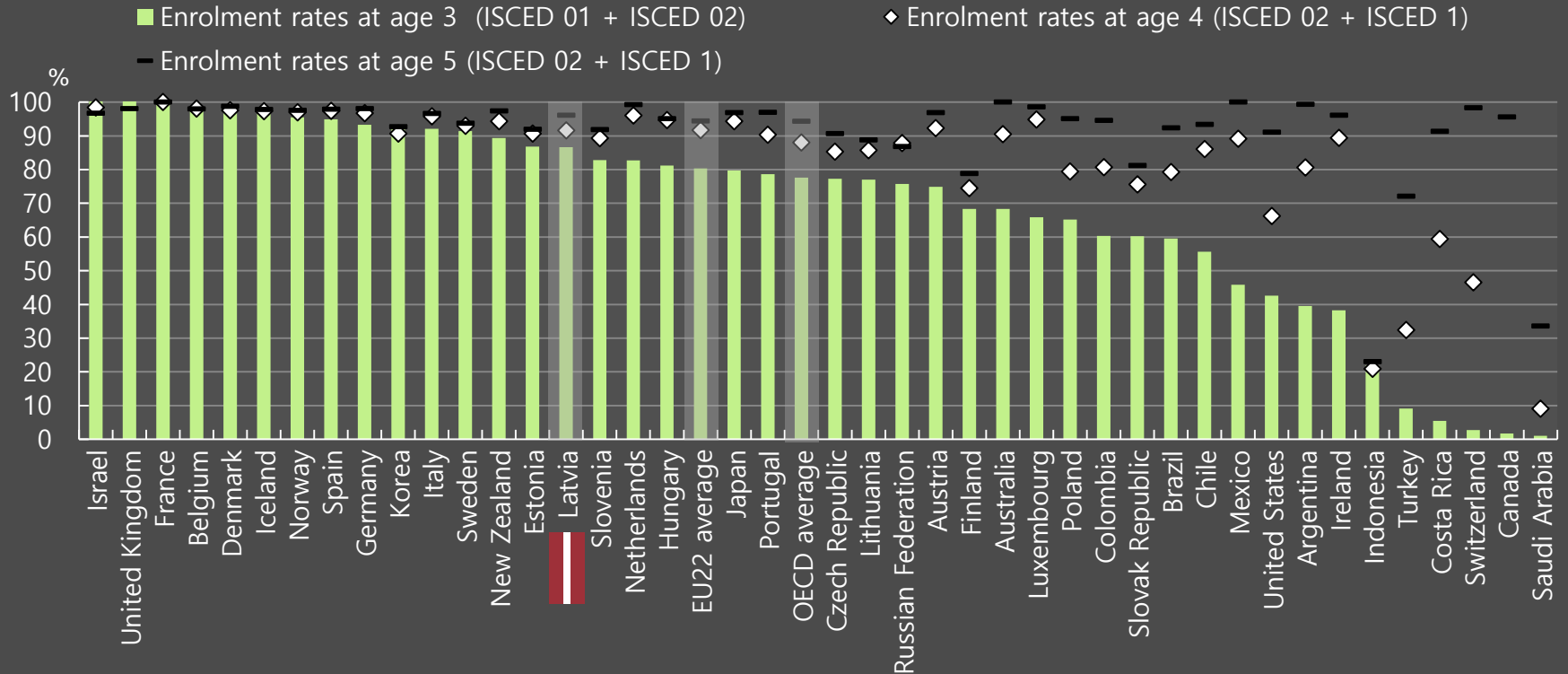
Main highlights for Latvia

Early childhood education is important to build a strong foundation for the future and to reduce inequalities

Enrolment rates in early childhood education are high

Figure C2.1

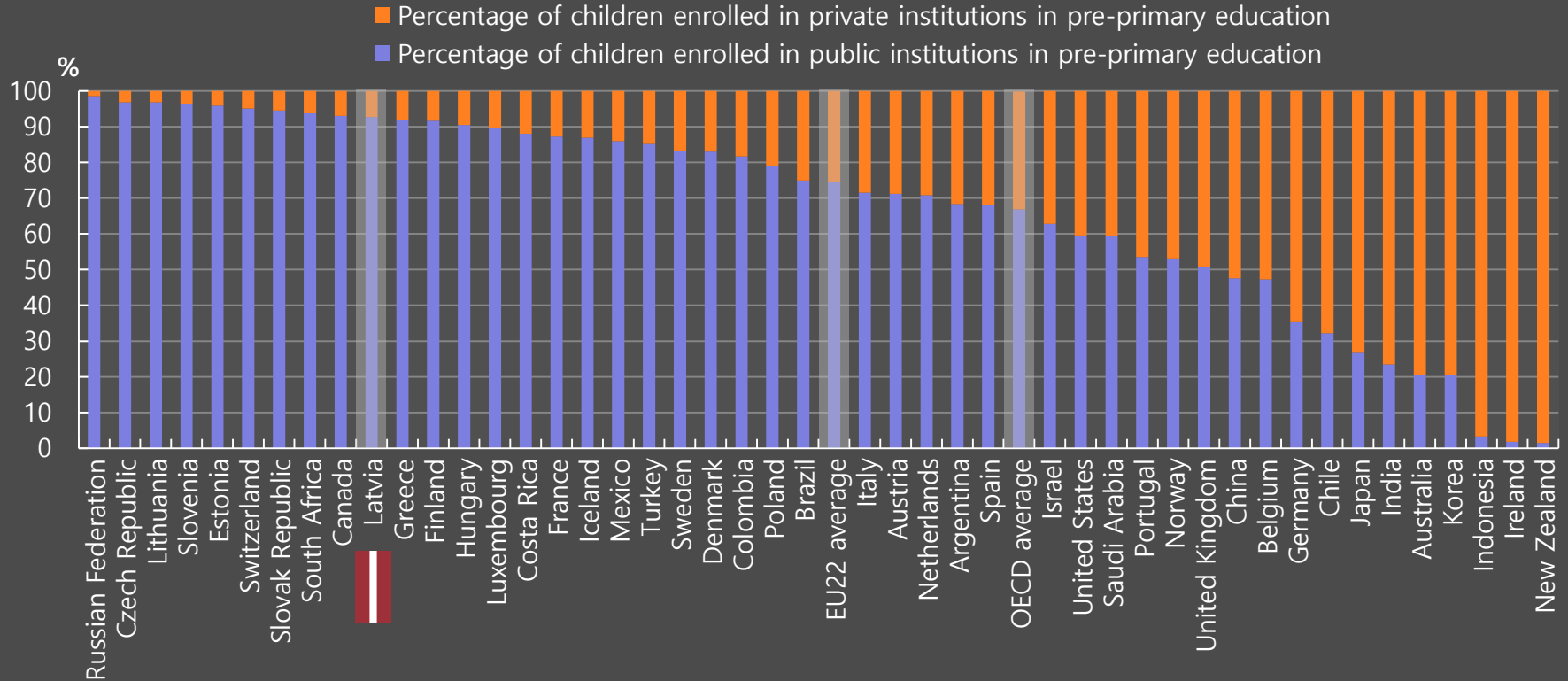
Enrolment rates at ages 2 to 5 in early childhood and primary education (2015)



The vast majority of children are enrolled in public institutions

Figure C2.2

Percentage of children enrolled in public and private institutions in pre-primary education (2015)



Total investment in early childhood education is high, but
expenditure per student is low

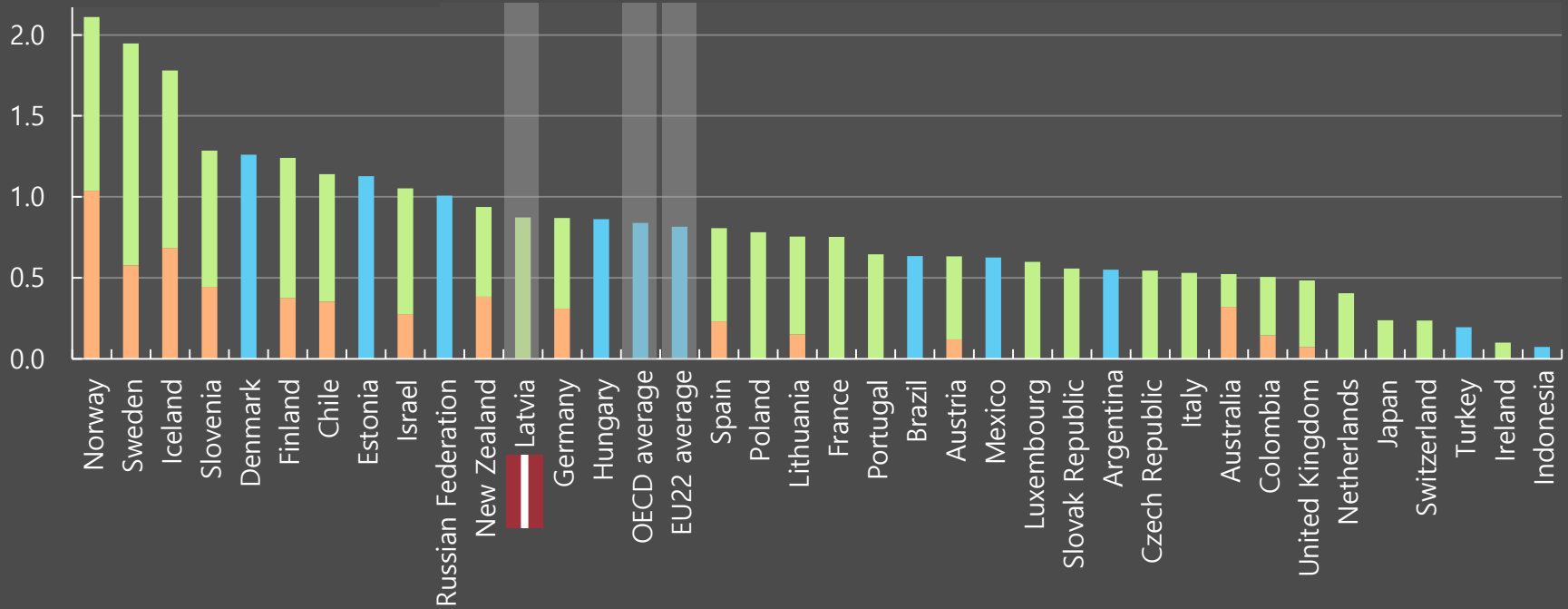
Expenditure as a share of GDP exceeds the OECD average...

Figure C2.3

Expenditure on early childhood educational institutions (2014)

■ All early childhood education (if no breakdown)
 ■ Pre-primary
 ■ Early childhood educational development

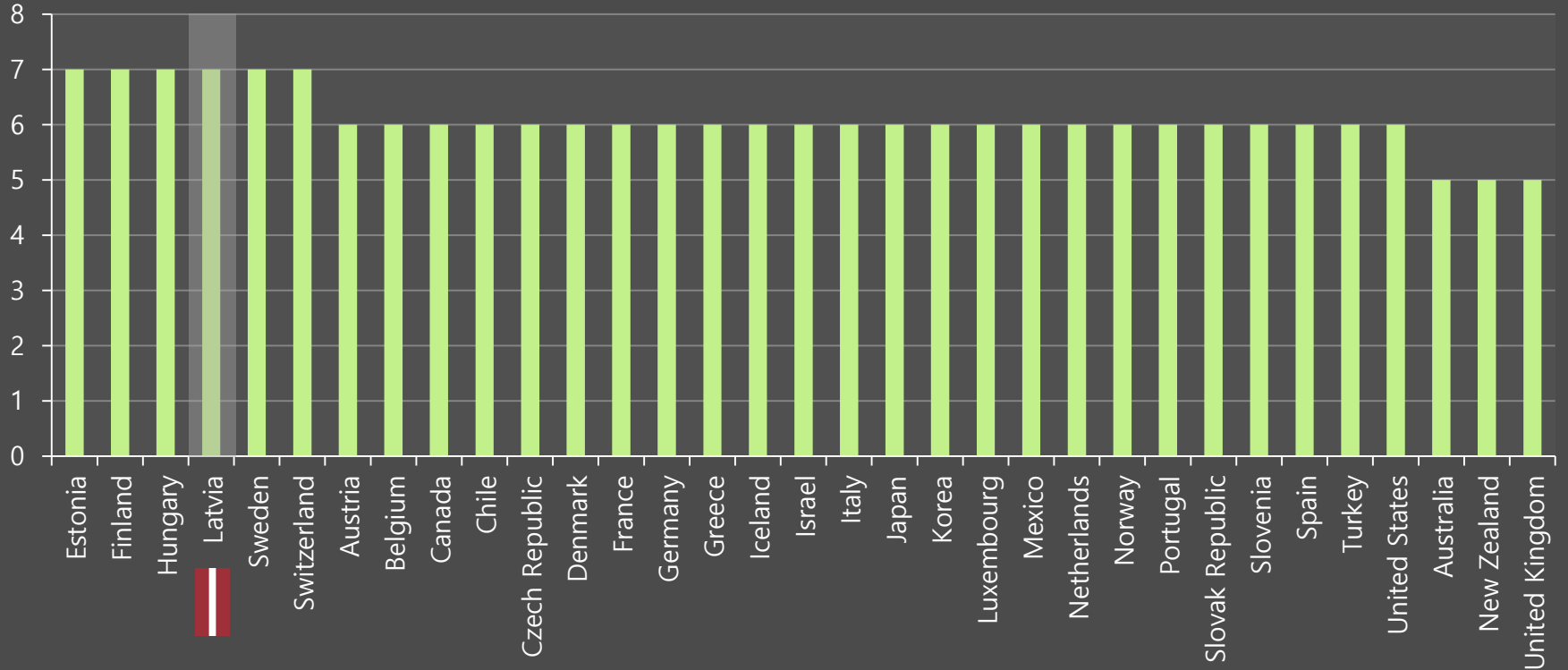
As a percentage of GDP, by category



...but because Latvia has the oldest starting age for primary education...

Table C2.3

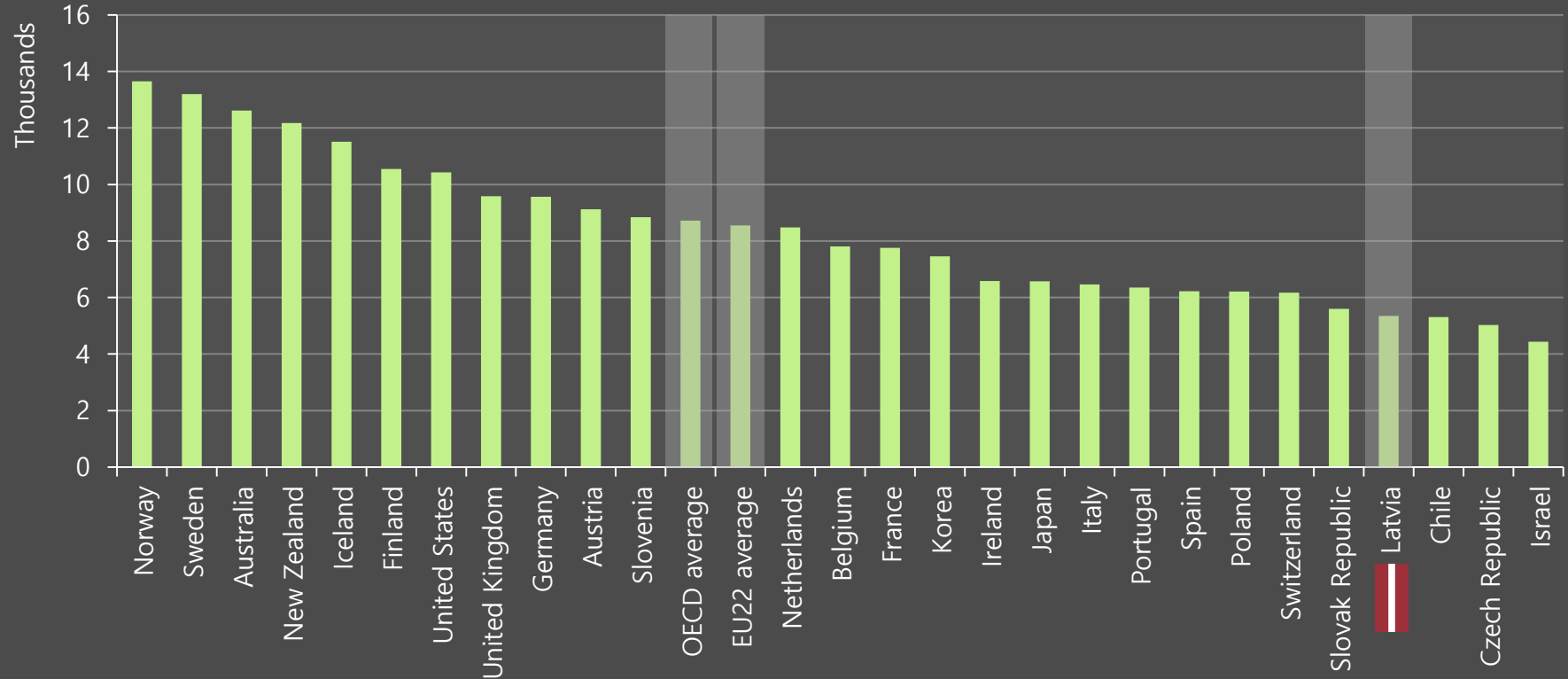
Typical starting age for primary education



...expenditure per child in pre-primary education is low

Table C2.3

Annual expenditure by educational institutions per pre-primary student (in USD using PPPs)

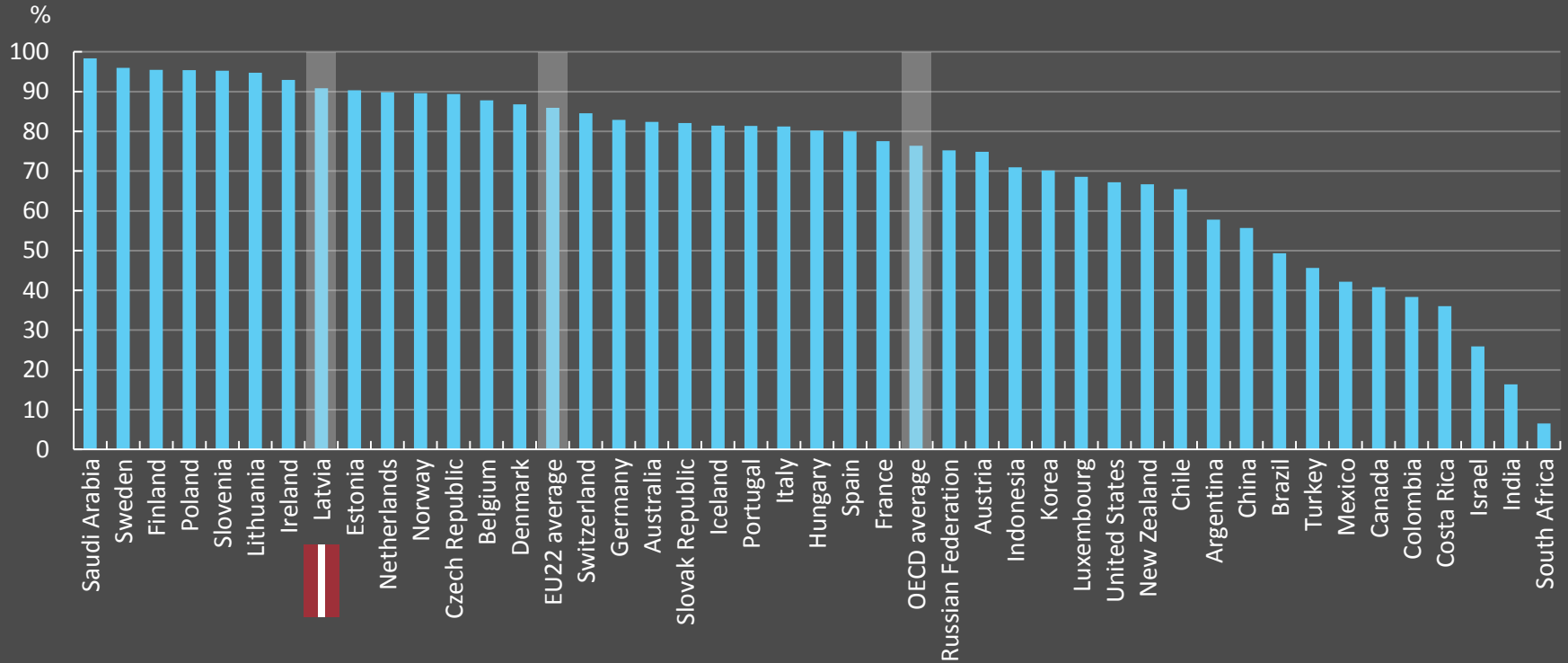


Participation in education continues to be high through primary
and secondary education

Over 90% of 18-year-olds are still enrolled in education in Latvia...

Figure C1.2

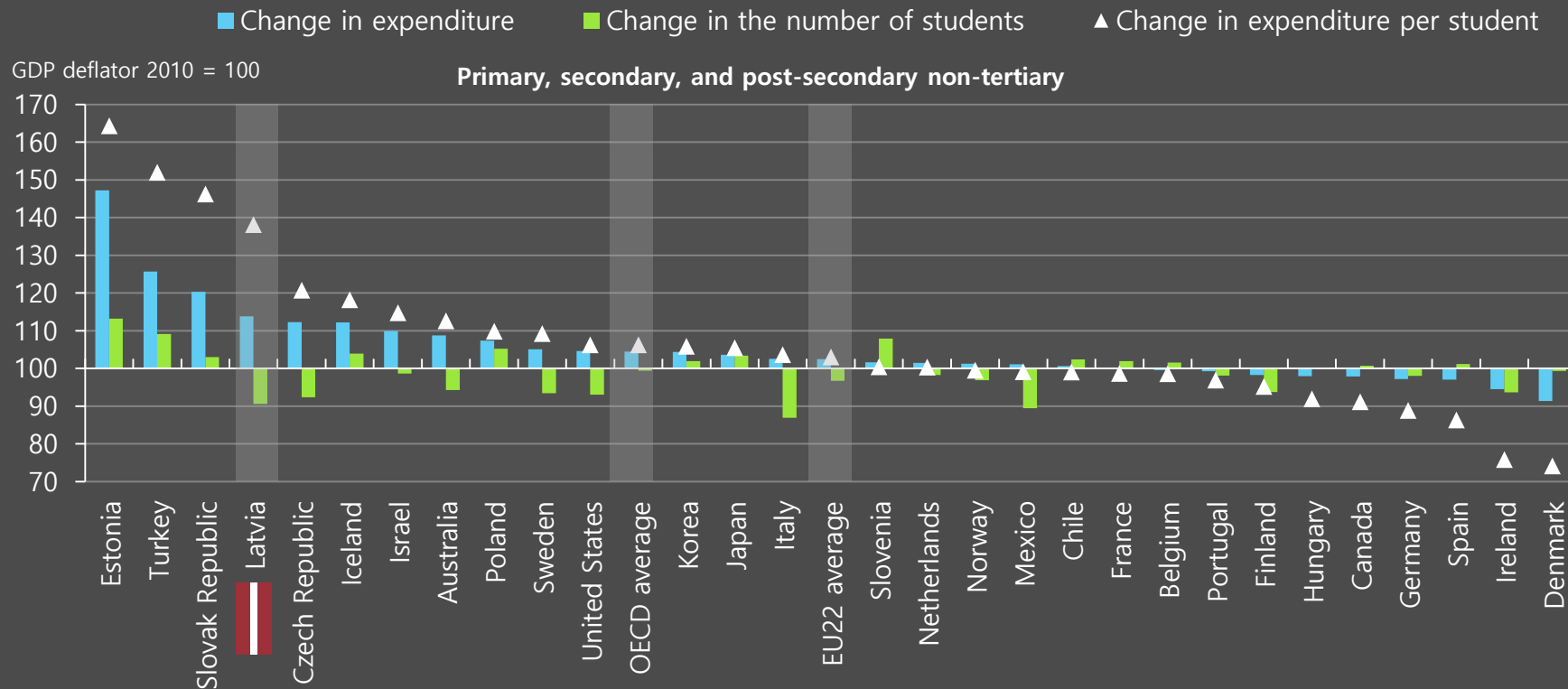
Enrolment rate at age 18 (2015)



Between 2010 and 2014, expenditure per student on primary and secondary institutions increased

Table B1.3

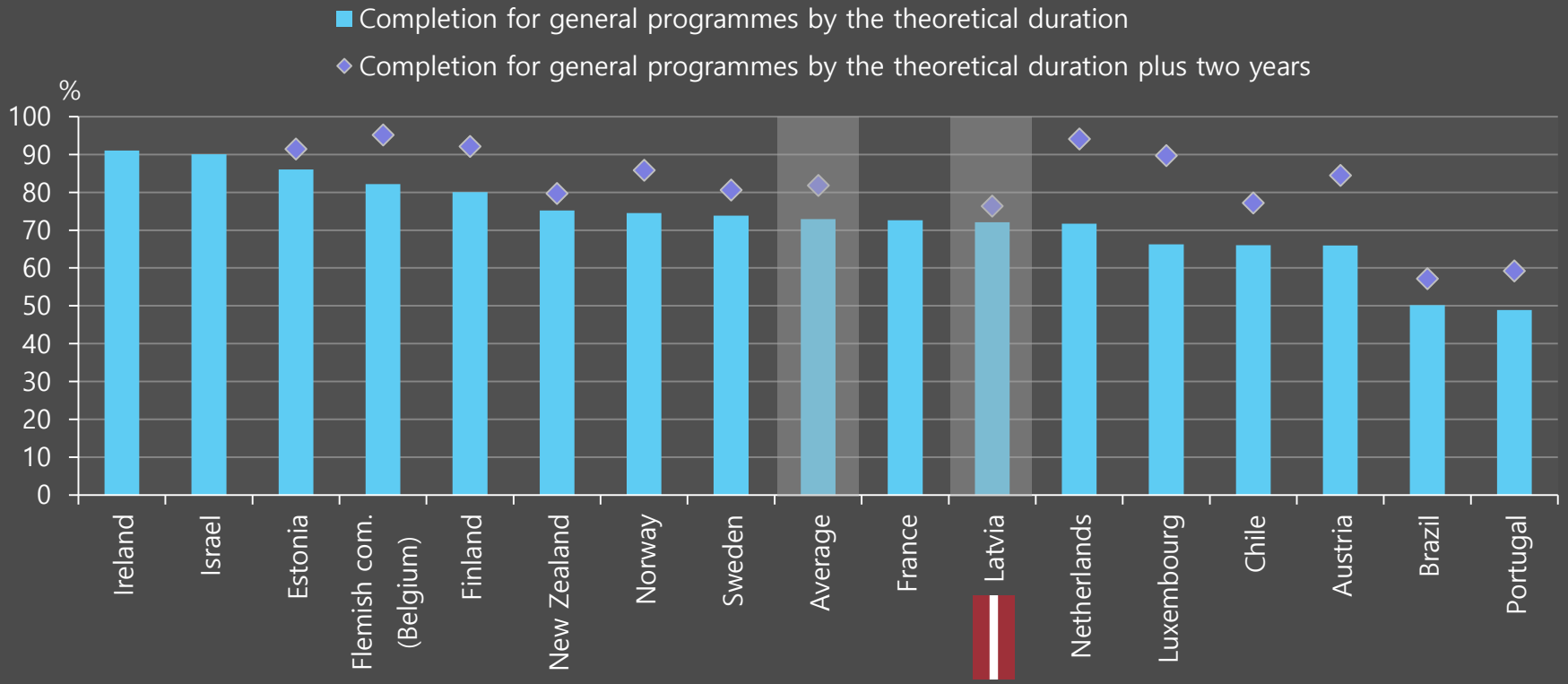
Index of change in expenditure per student by educational institutions for all services (current prices) and number of students (2010 to 2014)



...but not all of those who enter general upper secondary education complete it without delays

Figure A9.3

Completion rate of general upper secondary education (2015)

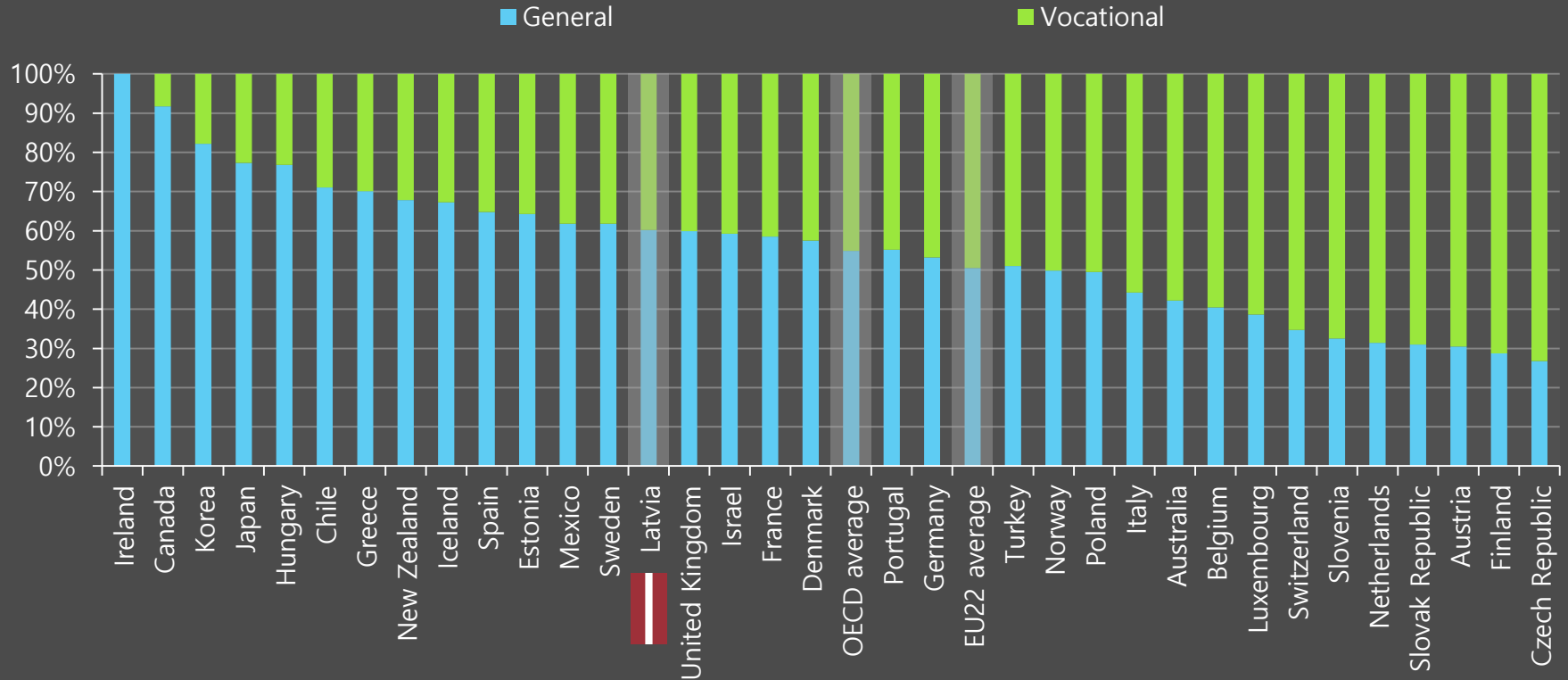


But many Latvians choose the vocational orientation, which may provide better labour market outcomes for some

About 40% of upper secondary students are enrolled in vocational education...

Table C1.3

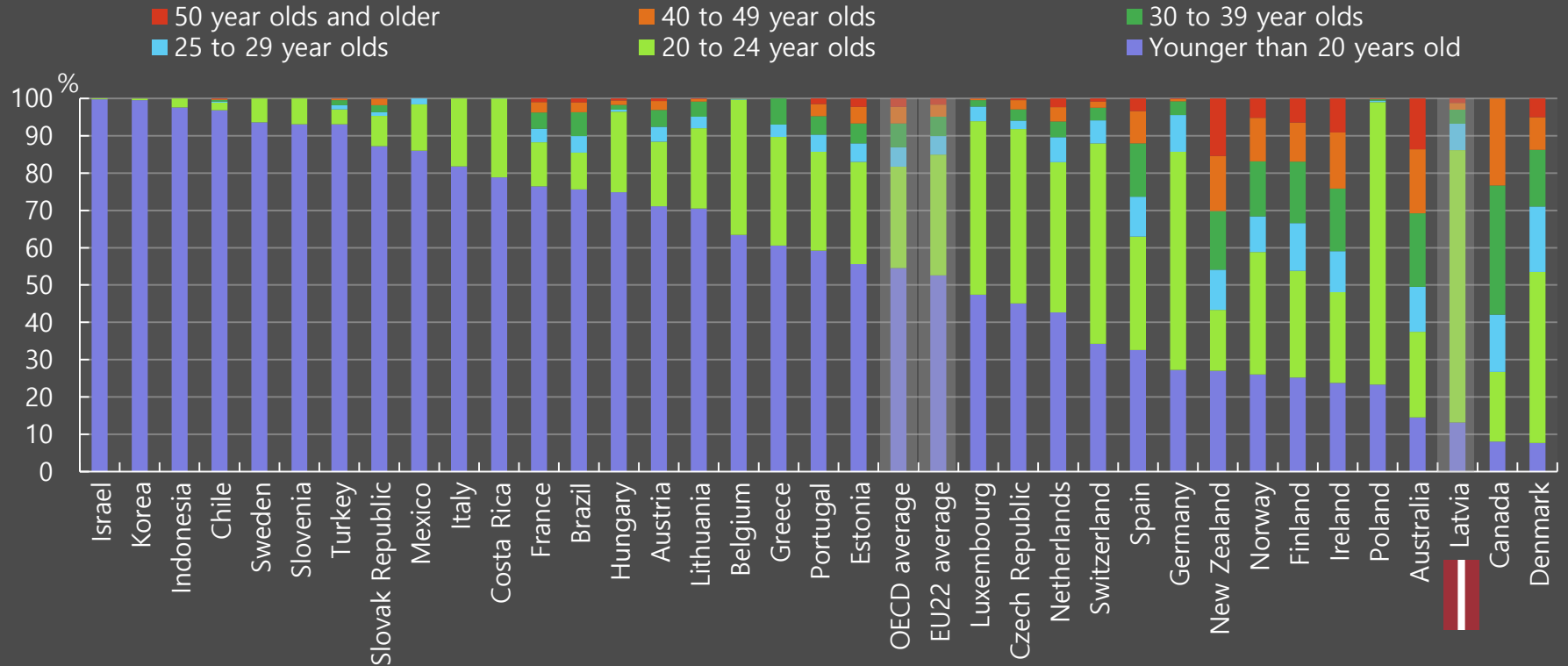
Share of students in upper secondary education by programme orientation, all ages



...though most of the students in vocational programmes are older

Figure A2.2

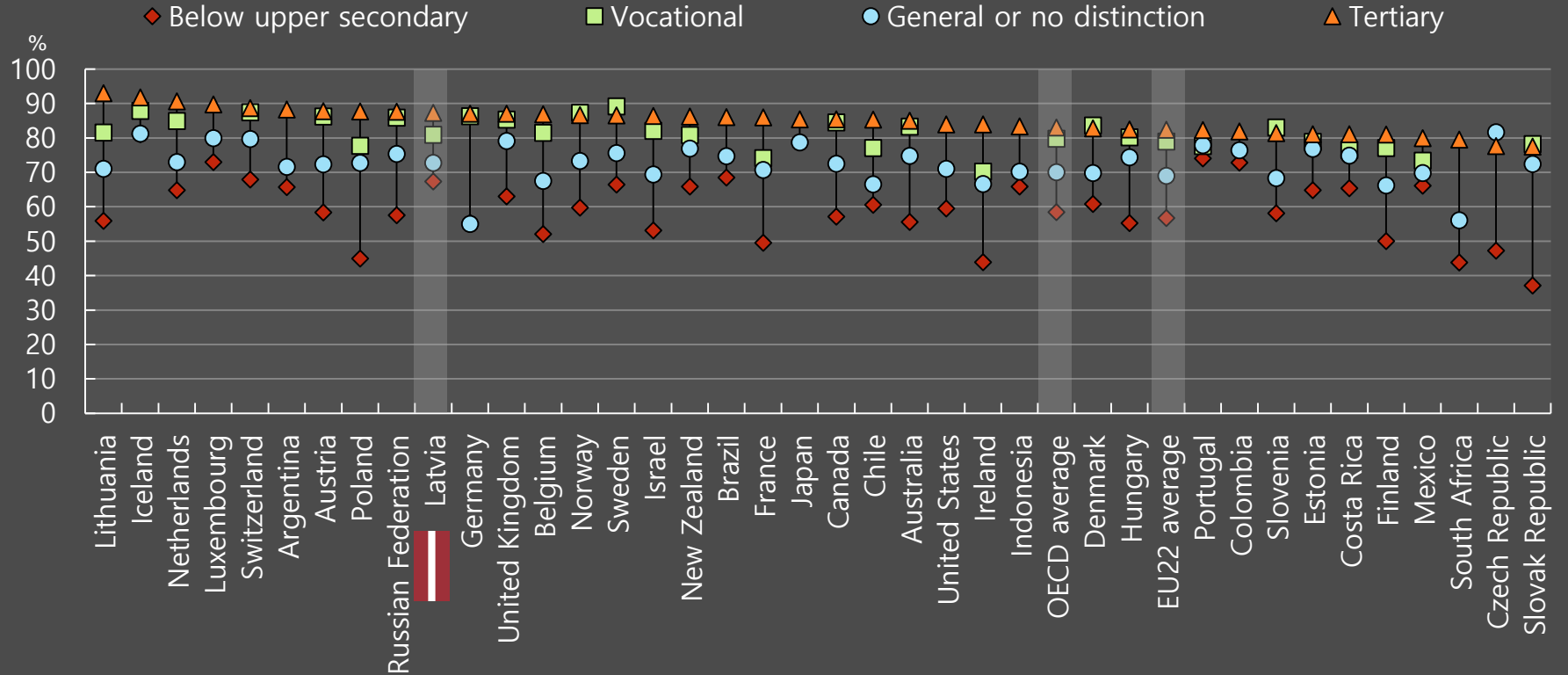
Share of upper secondary graduates from vocational programmes, by age group (2015)



Among those who do not go to tertiary education, vocational graduates fare better

Figure A5.3

Employment rates of 25-34 year-olds, by educational attainment and programme orientation (2016)

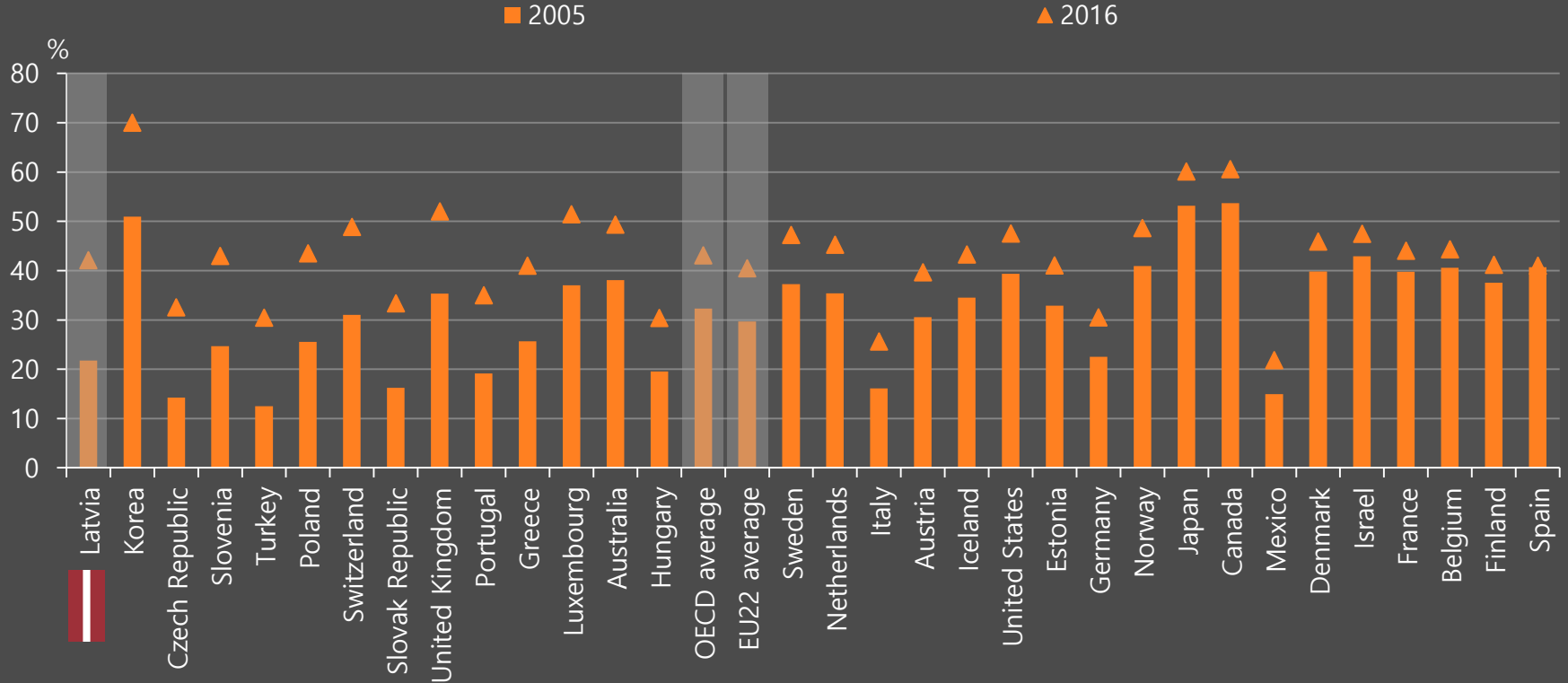


Tertiary attainment has spiked over the past decade

Latvia has increased tertiary attainment by more than any other OECD country

Table A1.2

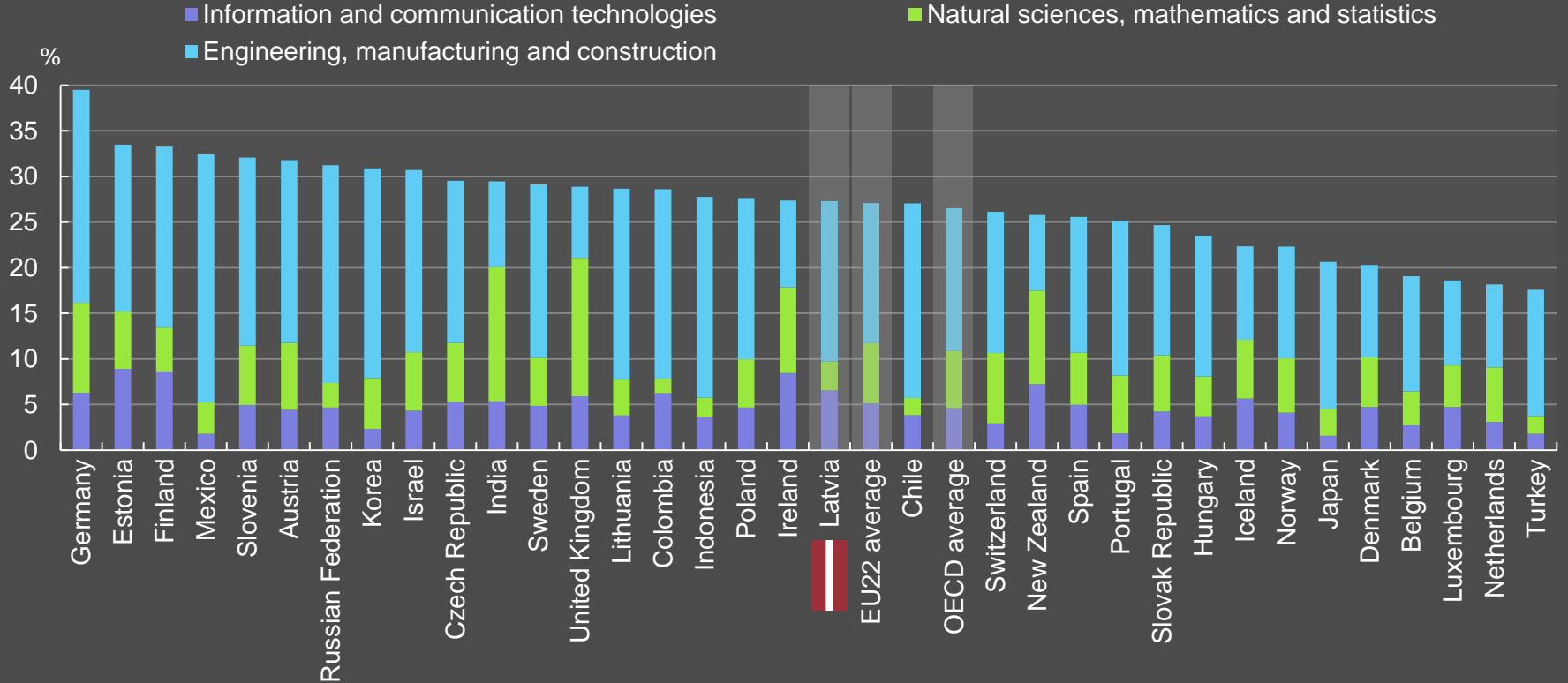
Trends in educational attainment of 25-34 year-olds (2005 and 2016)



Over 25% of tertiary students are enrolled in STEM fields, most of which in engineering, manufacturing and construction

Figure C3.1

Distribution of new entrants to tertiary education, by STEM field of study (2015)

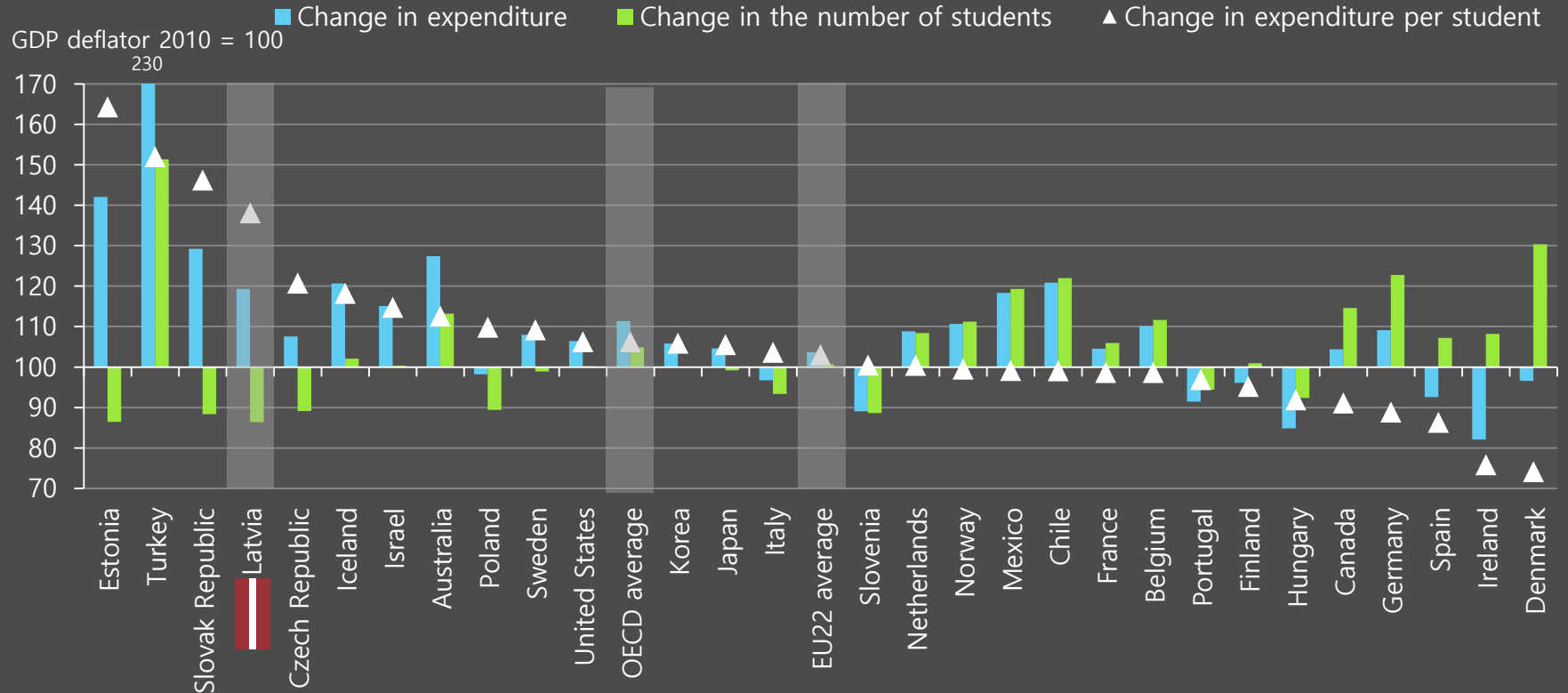


Higher attainment has coincided with increased funding for tertiary education

Between 2010 and 2014, expenditure per student increased by almost 40%...

Table B1.3

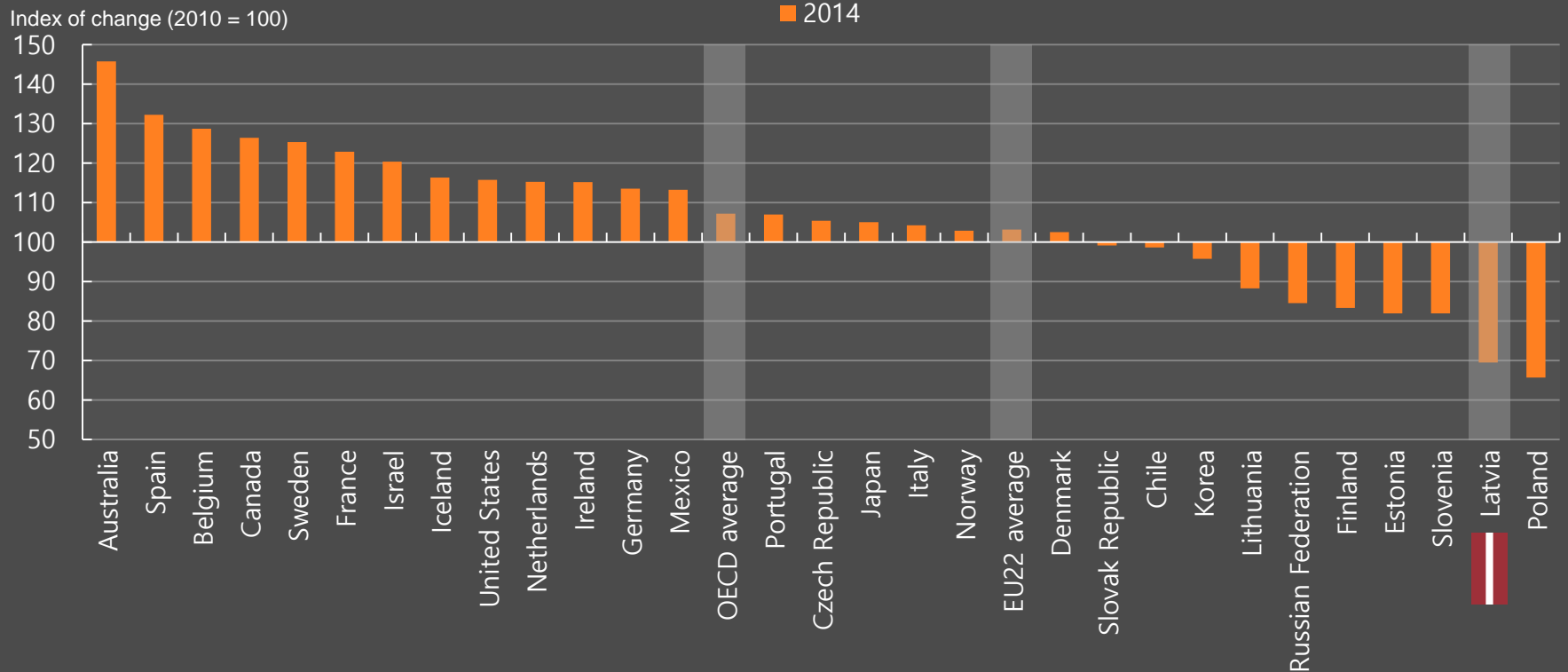
Index of change in expenditure (current prices) and number of students in tertiary institutions for all services (2010 to 2014)



...and the increase in expenditure is coming from the public sector, unlike most OECD countries

Figure B3.3

Change in private expenditure on tertiary educational institutions, 2010 = 100 (2014)

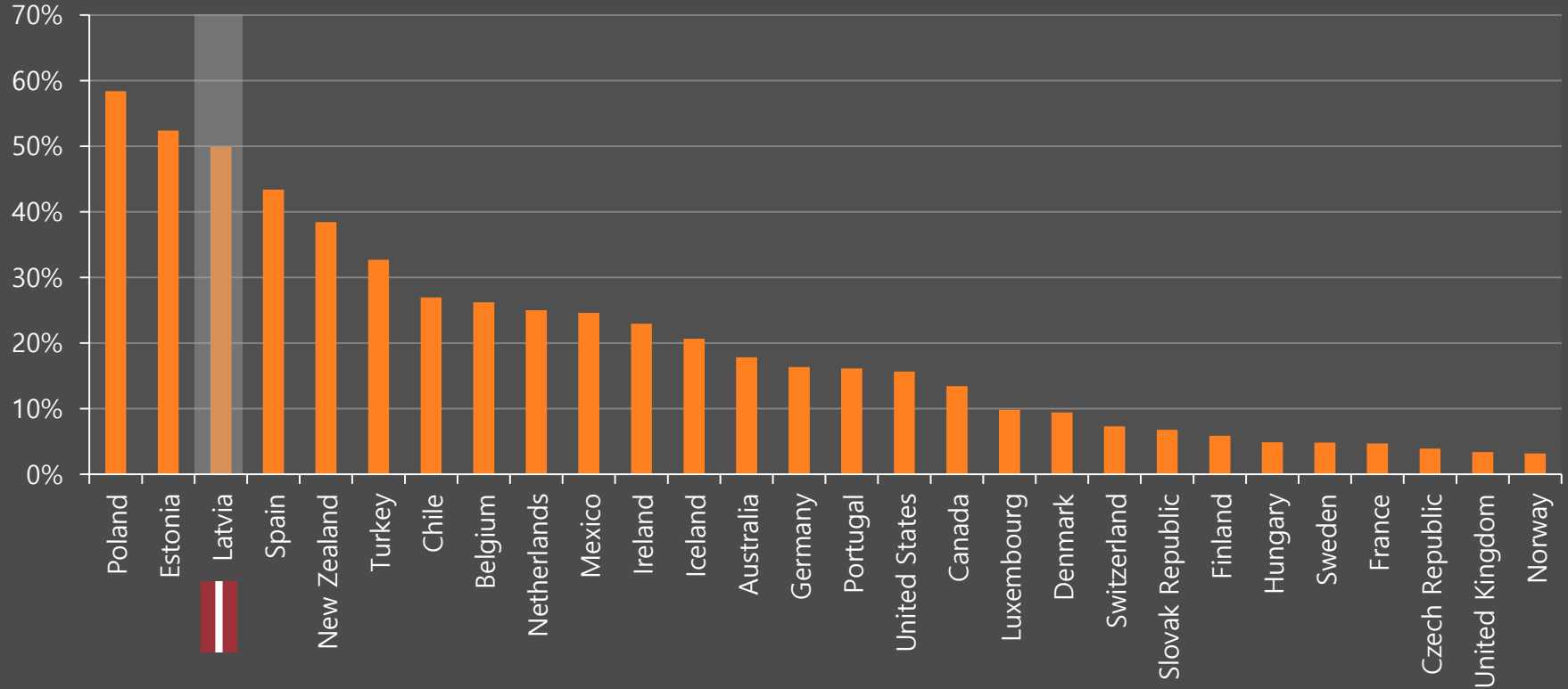


Priority has also been given to student mobility in higher education

The number of international students in Latvia's higher education has spiked over the past few years

Table C4.1

Percentage change in number of international students enrolled in tertiary education (2013-2015)

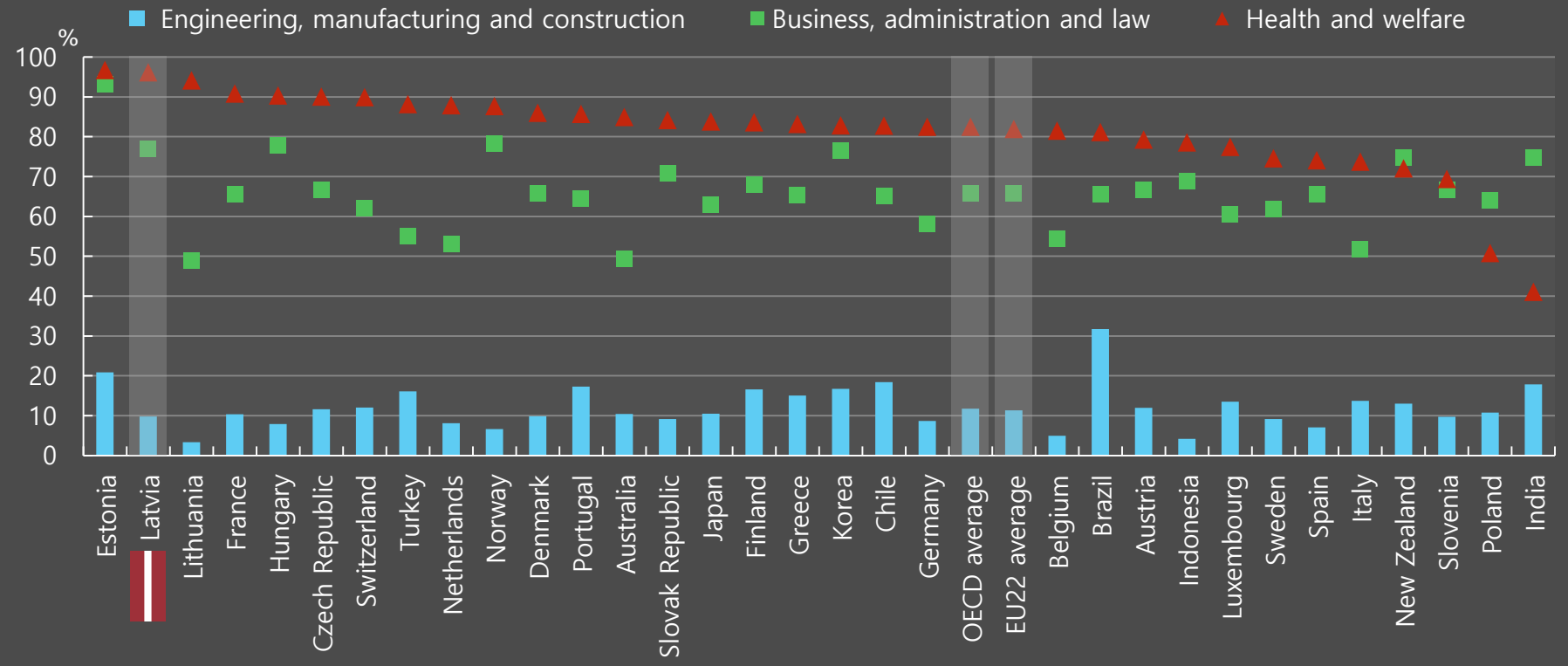


Challenges ahead: reduce gender gaps

Gender gaps by field of study are particularly pronounced in vocational programmes

Figure A2.1

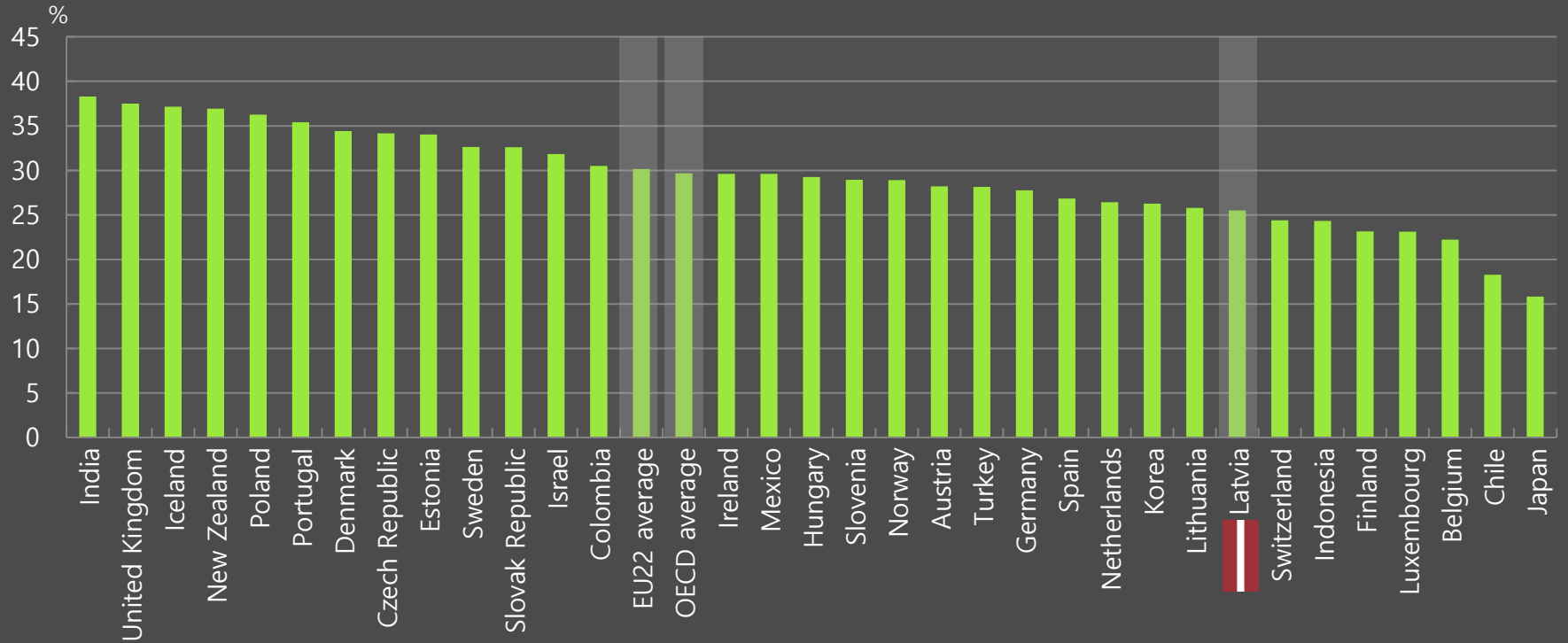
Share of female graduates from upper secondary vocational programmes, by field of education (2015)



These differences persist in STEM fields at the tertiary level

Figure C3.1

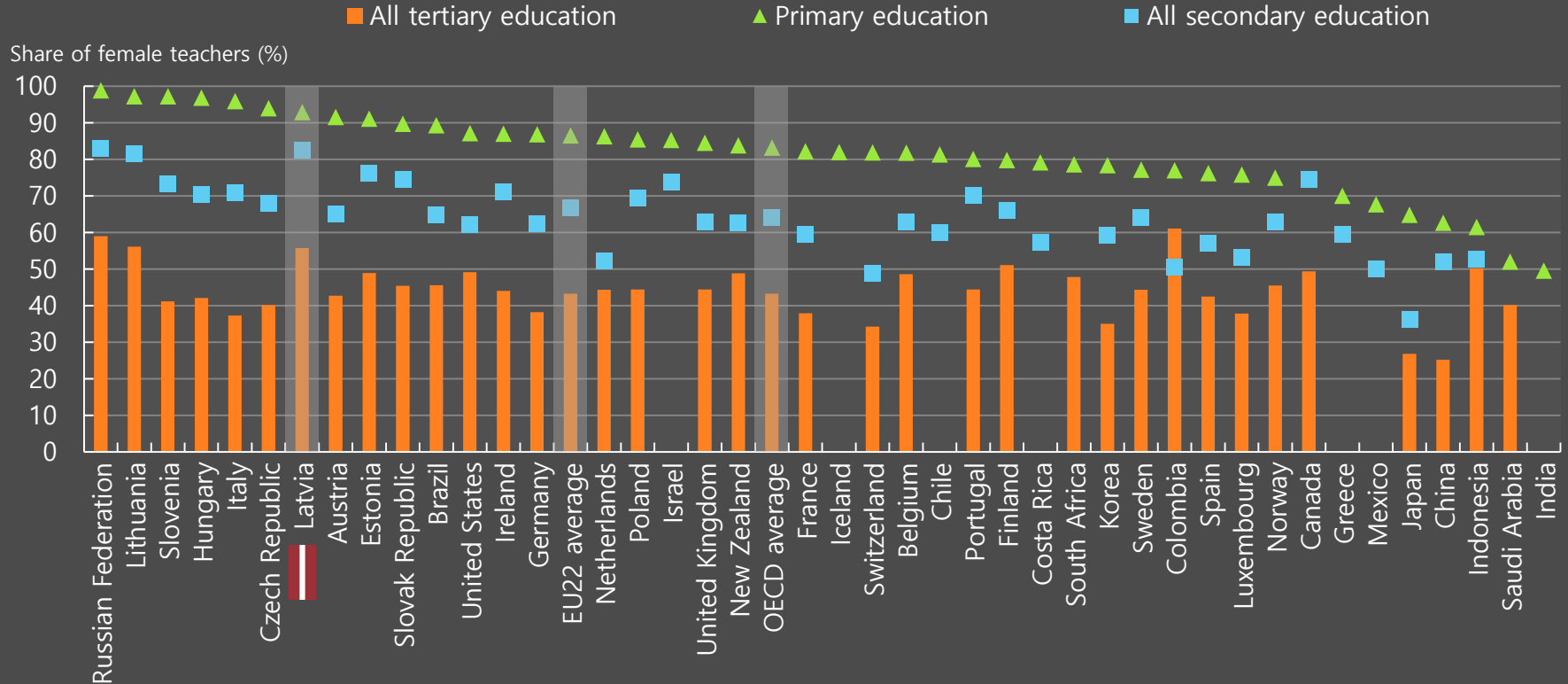
Share of new female entrants to STEM fields (science, technology, engineering and mathematics) of tertiary education (2015)



The gender gap is also reflected in the teaching profession – and more so in Latvia than in most OECD countries

Figure D5.2

Gender distribution of teachers (2015)



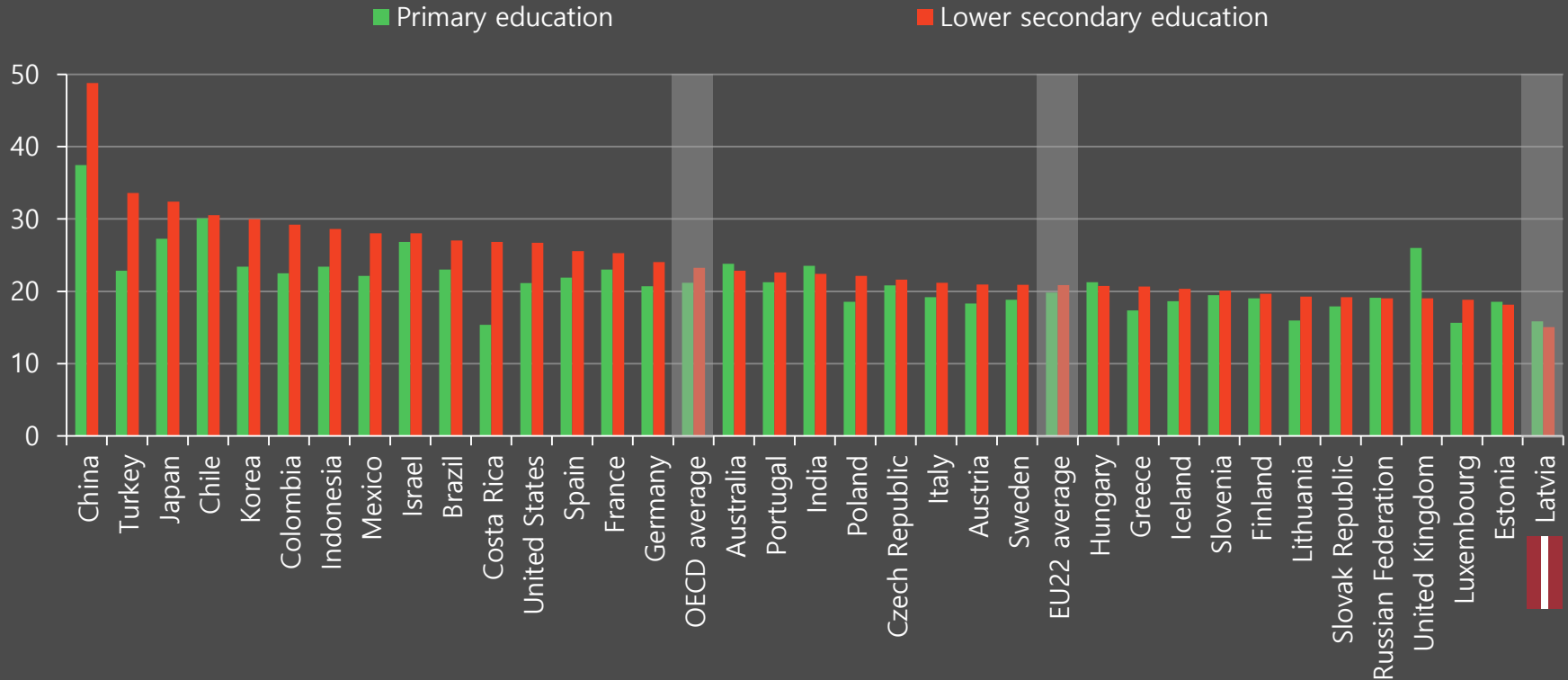
Challenges ahead: the learning environment and the attractiveness of the teaching profession

Class sizes and student-teacher ratios are low

Latvia has the smallest class sizes among OECD countries

Figure D2.1.

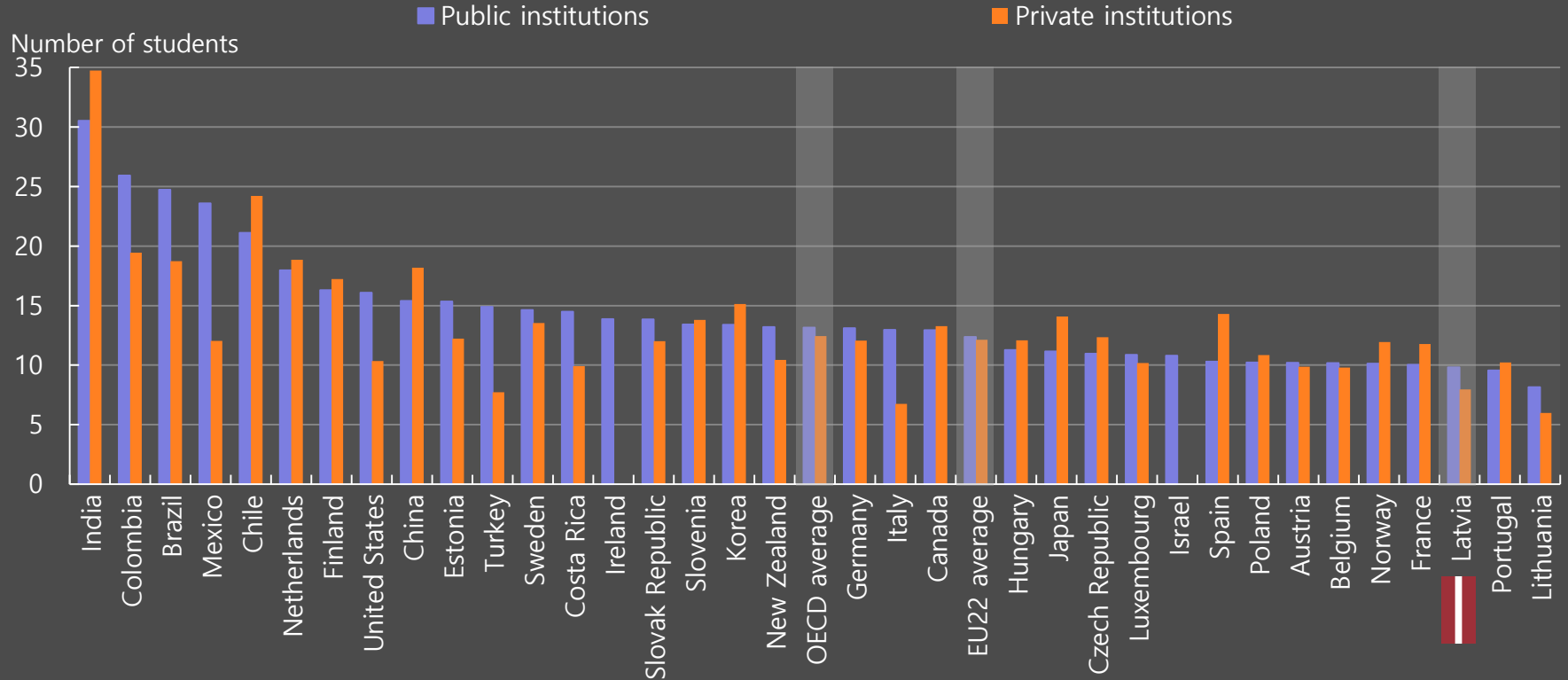
Average class size in educational institutions, by level of education (2015)



Latvia has a low student-teaching staff ratio in both public and private institutions

Figure D2.3

Ratio of students to teaching staff in upper secondary education, by type of institution (2015)

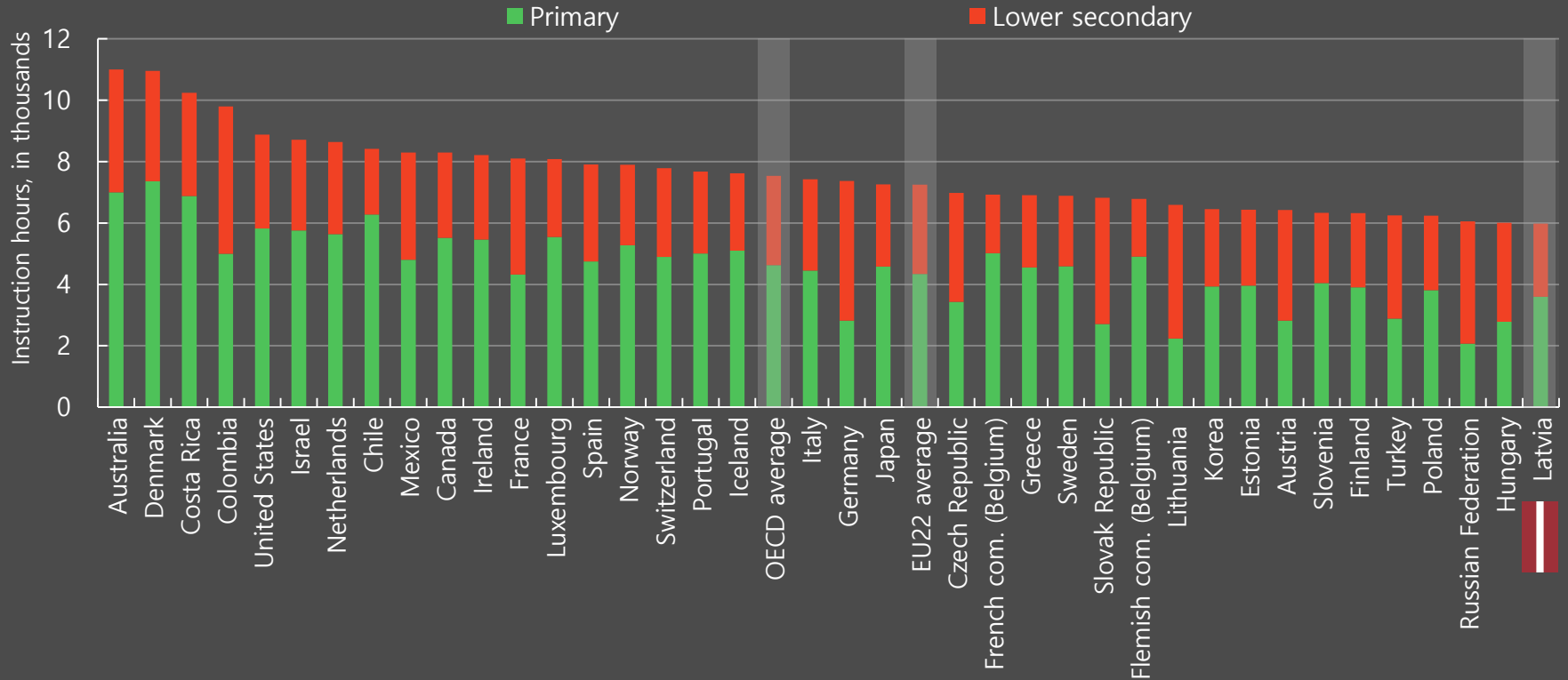


But this is costly, and there may be trade-offs...

Compulsory instruction time is the lowest in Latvia of all OECD countries

Figure D1.1

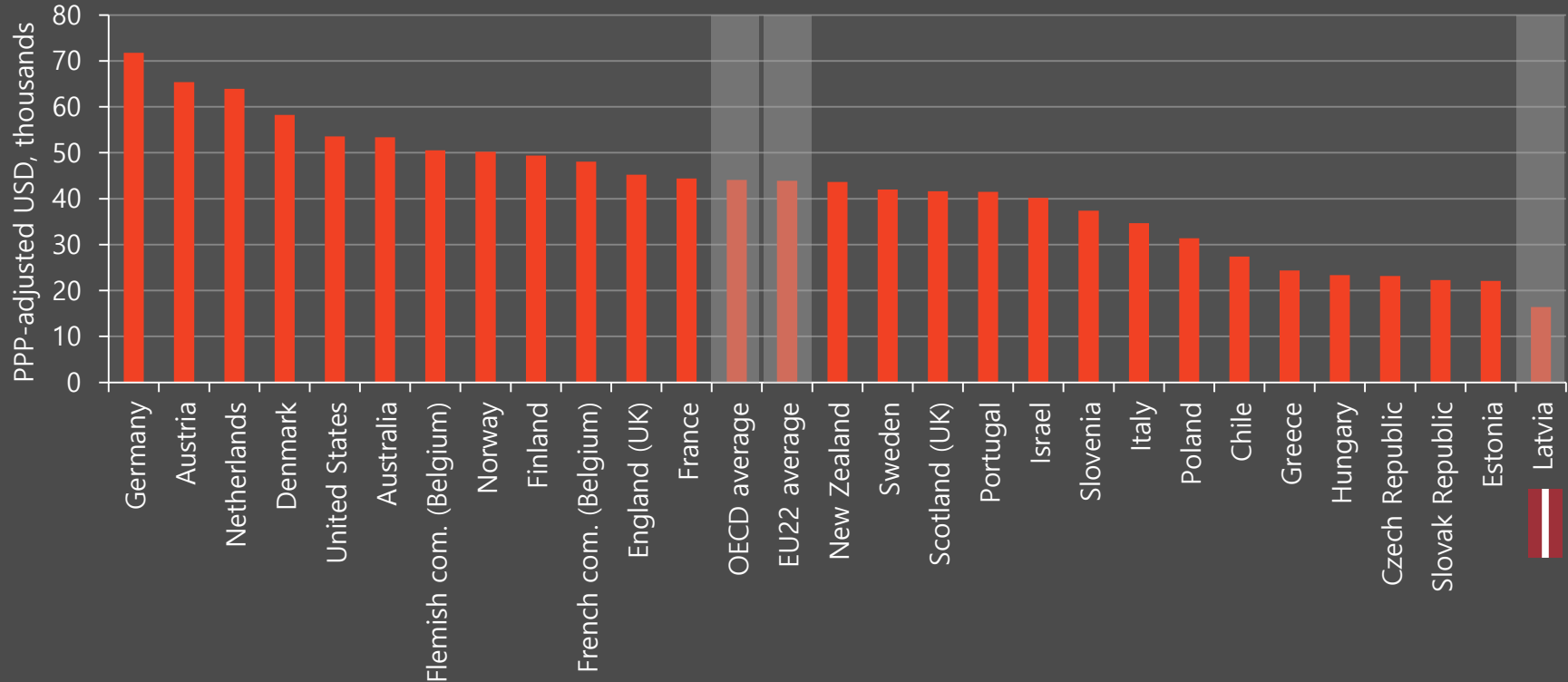
Total compulsory instruction time in general public education (2017)



Teachers' salaries are the lowest of all OECD countries from pre-primary to upper secondary...

Table D3.4

Annual average salaries (including bonuses and allowances) of teachers in lower secondary public institutions



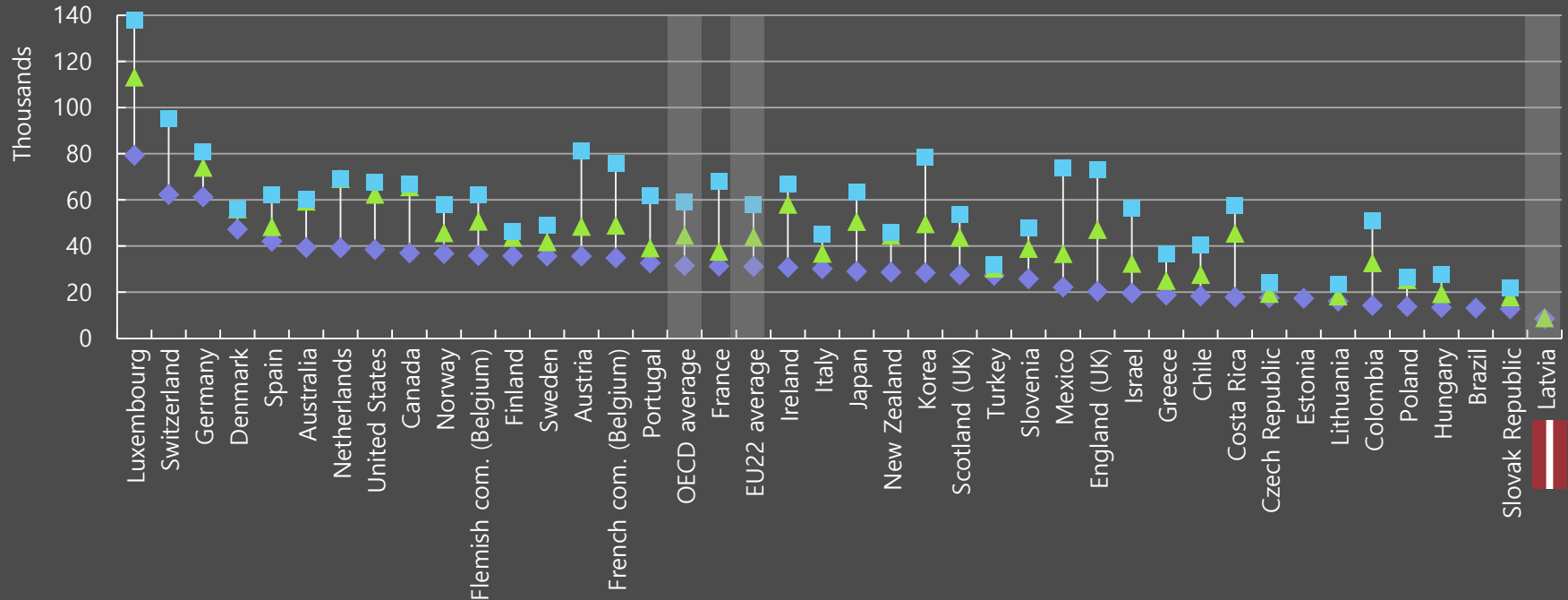
...and salaries don't increase with experience...

Figure D3.2

Lower secondary teachers' statutory salaries at different points in teachers' careers (2015)

- ◆ Starting salary/minimum qualifications
- ▲ Salary after 15 years of experience/typical qualifications
- Salary at top of scale/maximum qualifications

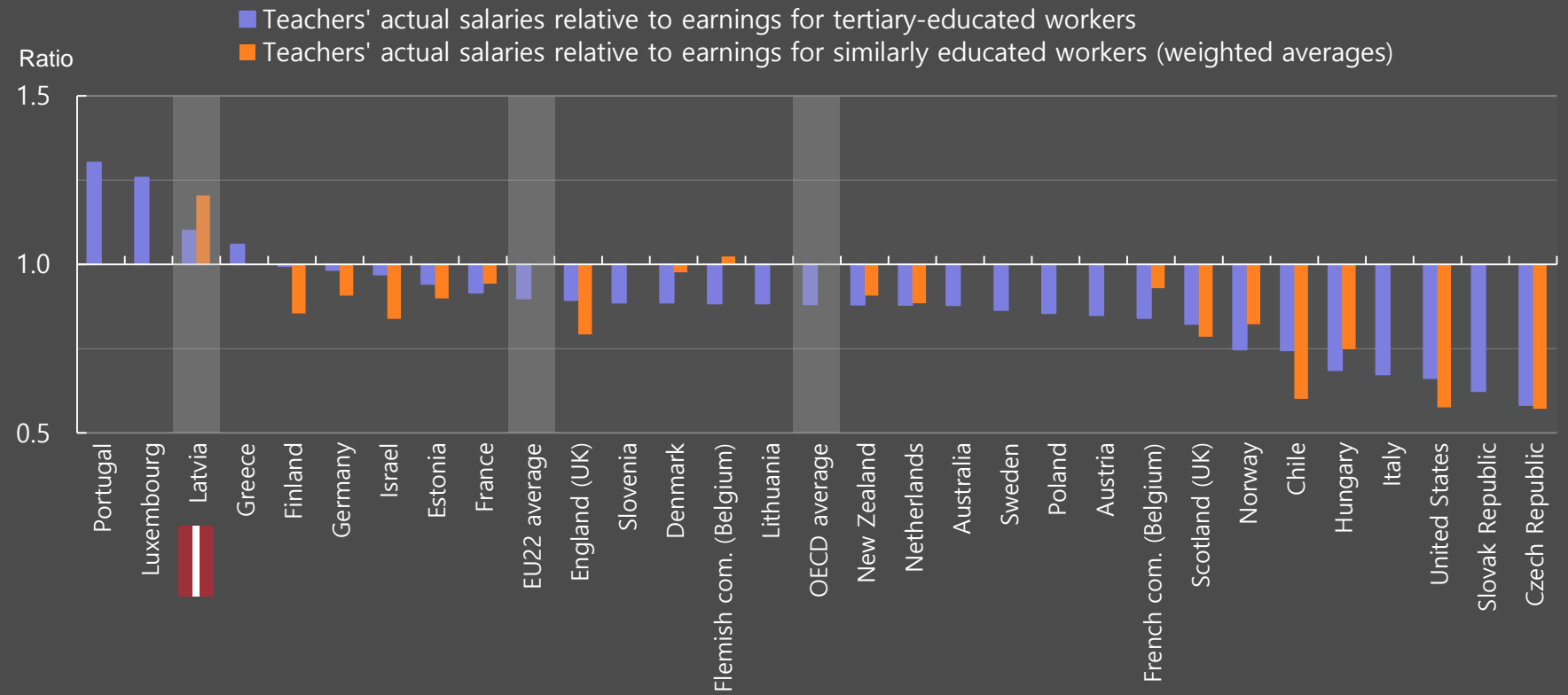
Equivalent USD converted using PPPs



...but teachers earn more than similarly tertiary-educated workers

Figure D3.1

Lower secondary teachers' salaries relative to earnings for tertiary-educated workers (2015)

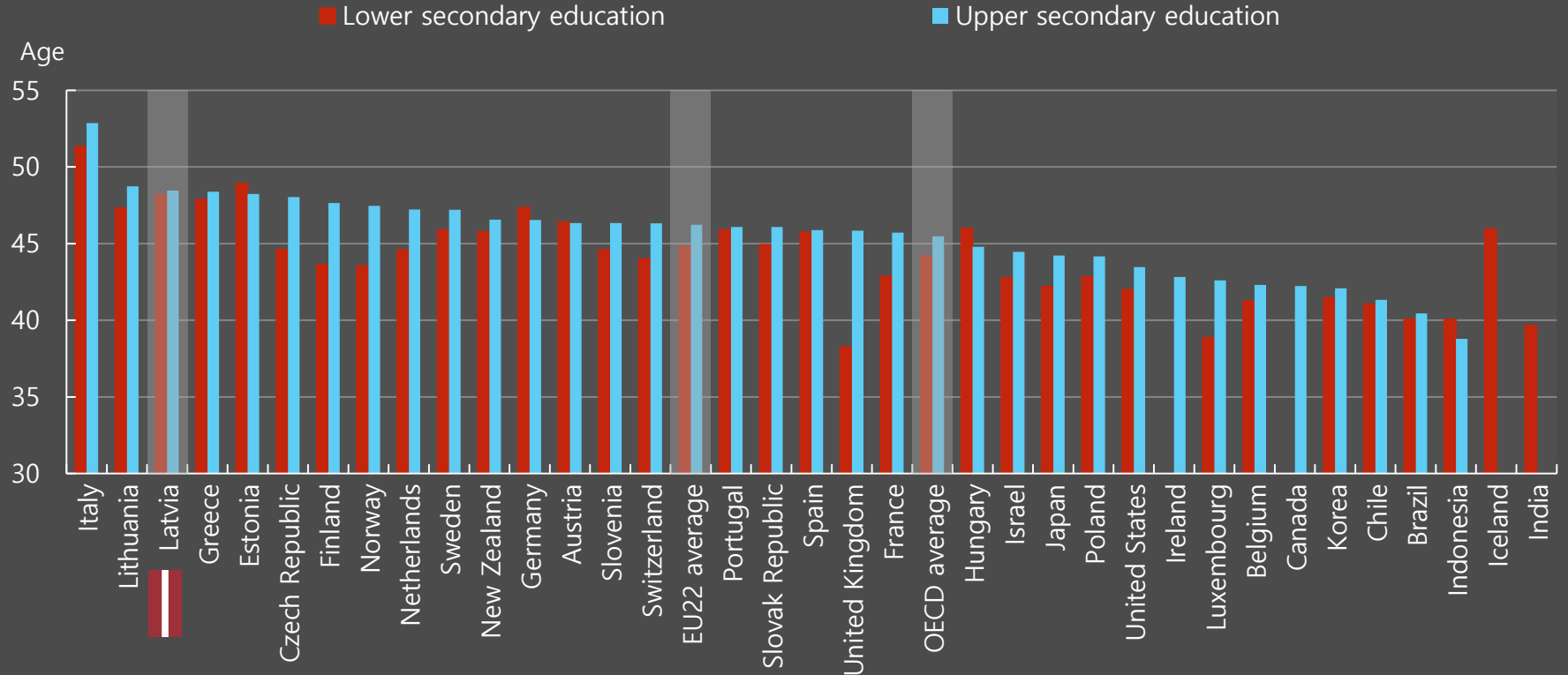


The teaching workforce is ageing, so it will be important to attract new people to the profession

The teaching workforce is among the oldest across OECD countries

Figure D5.1

Average age of teachers by education level (2015)



Conclusion

- Participation in education in Latvia starts strong and continues high throughout the education system.
- However, care must be taken that low per-student funding does not compromise quality.
- Gender gaps are still very pronounced, especially in students' choice of field of study.
- The attractiveness of the teaching profession will be important in the years to come.

Thank you!