

Education at a Glance

OECD Indicators 2021



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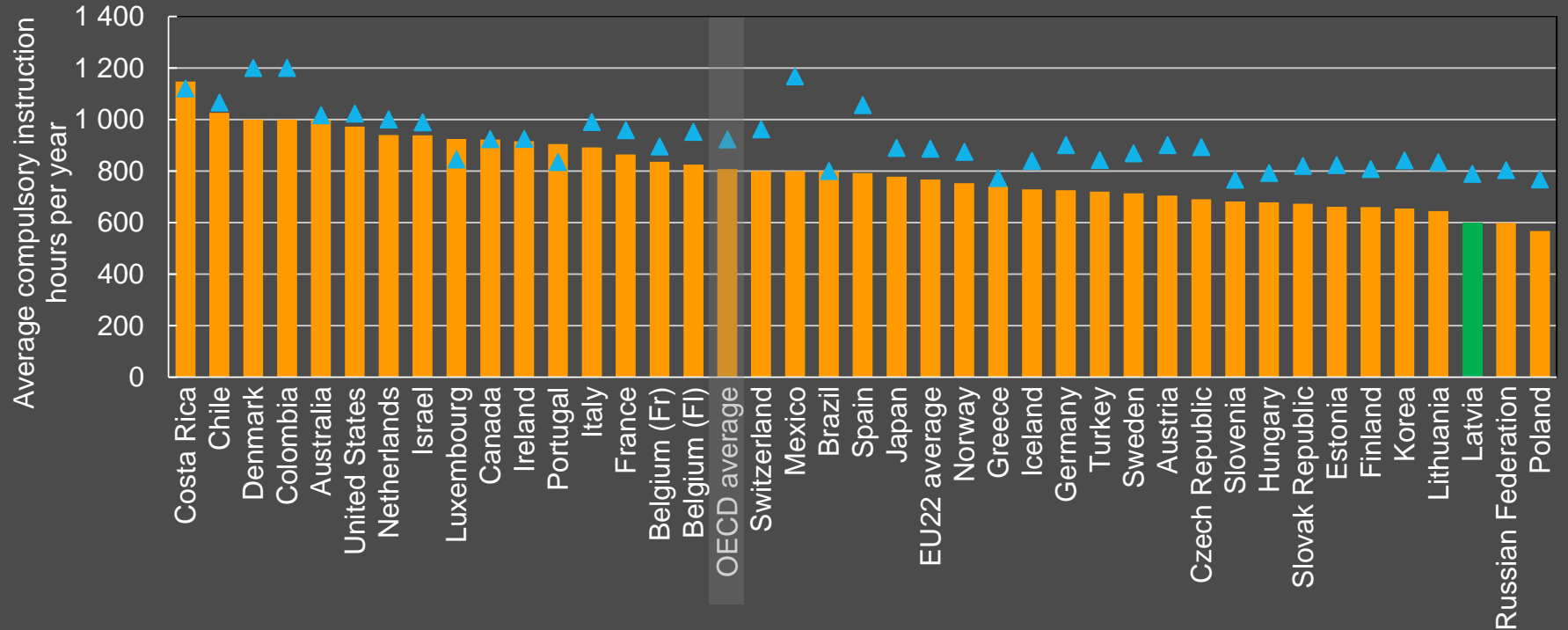
Children normally spend at least 600 hours per year in the classroom, compared to 800 hours on average

Table D1.1.

Annual compulsory instruction time in general education (2021)
In hours, in primary and lower secondary education, in public institutions

■ Primary

▲ Lower secondary



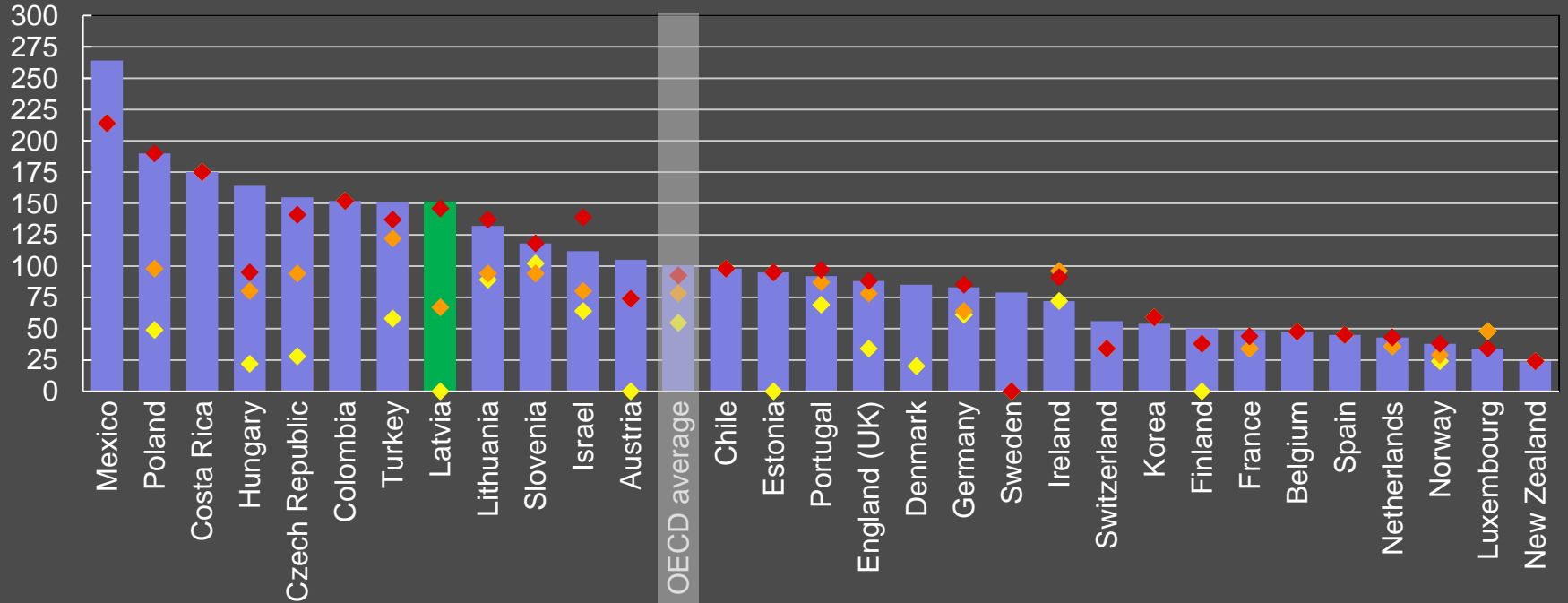
The higher the education level, the longer schools were closed

COVID Fig 2

Number of instruction days (excluding school holidays, public holidays and weekends) where schools were fully closed in 2020 and 2021 (until May 20)

■ Upper secondary general education ◆ Pre-primary education ◆ Primary education ◆ Lower secondary education

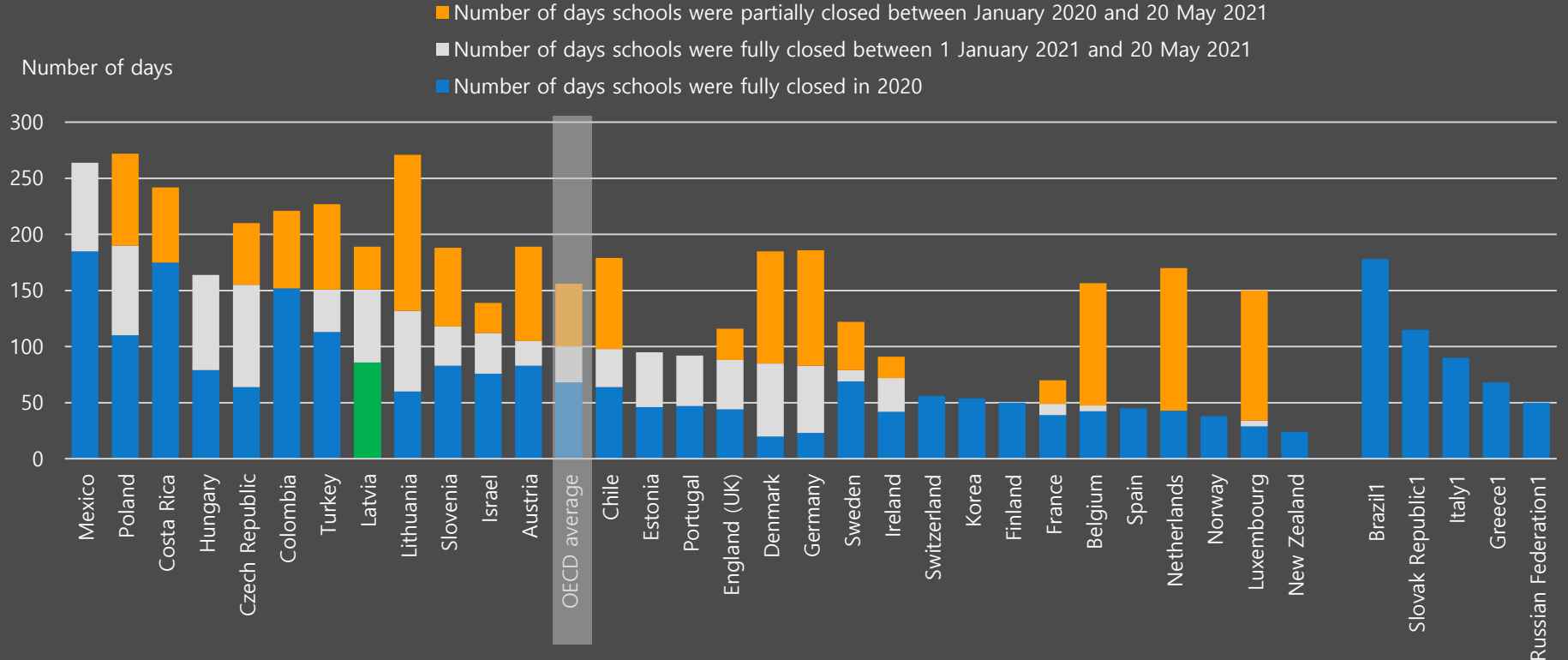
days



Partial school closures were still common in 2021, particularly at upper secondary level

COVID Fig 3

Number of instruction days (excluding school holidays, public holidays and weekends) where upper secondary general schools were fully or partially closed in 2020 and 2021 (until May 20)



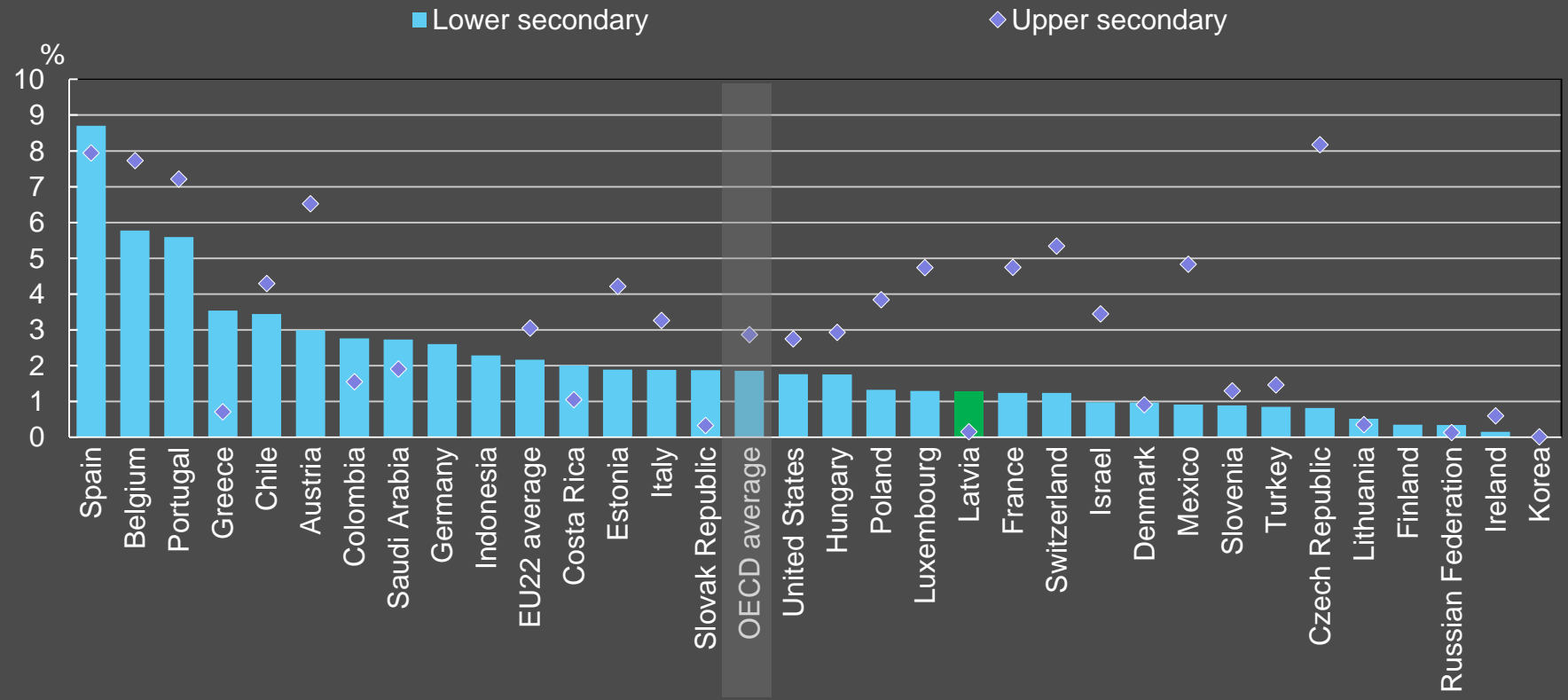
1. Data for year 2021 and on number of days schools were partially open are missing.

Students from lower socio-economic backgrounds are at a higher risk of disengaging from remote learning

In some countries, more than 5% of students repeat a grade (less than 1.5% in Latvia)

Figure B1.2.

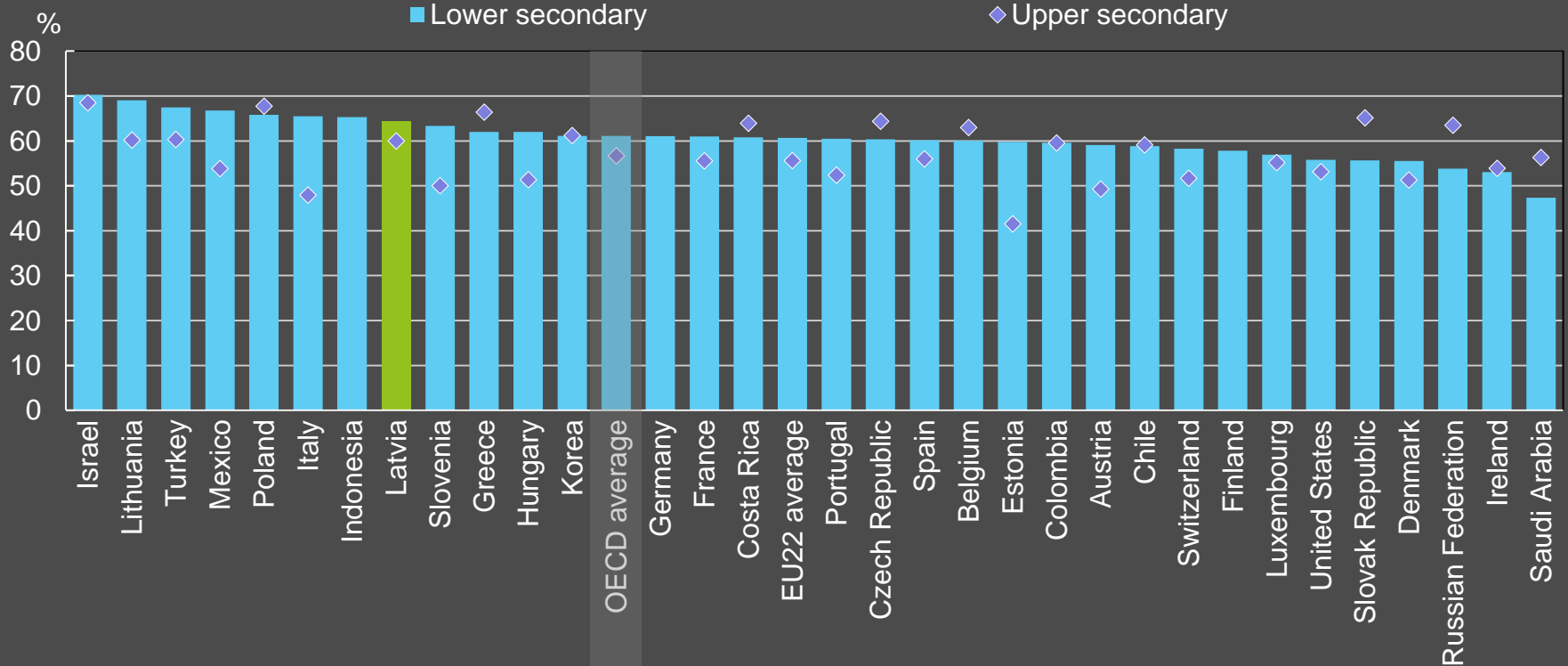
Share of repeaters in lower and upper secondary education (2019)



Most repeaters in lower secondary schools are boys

Figure B1.2.

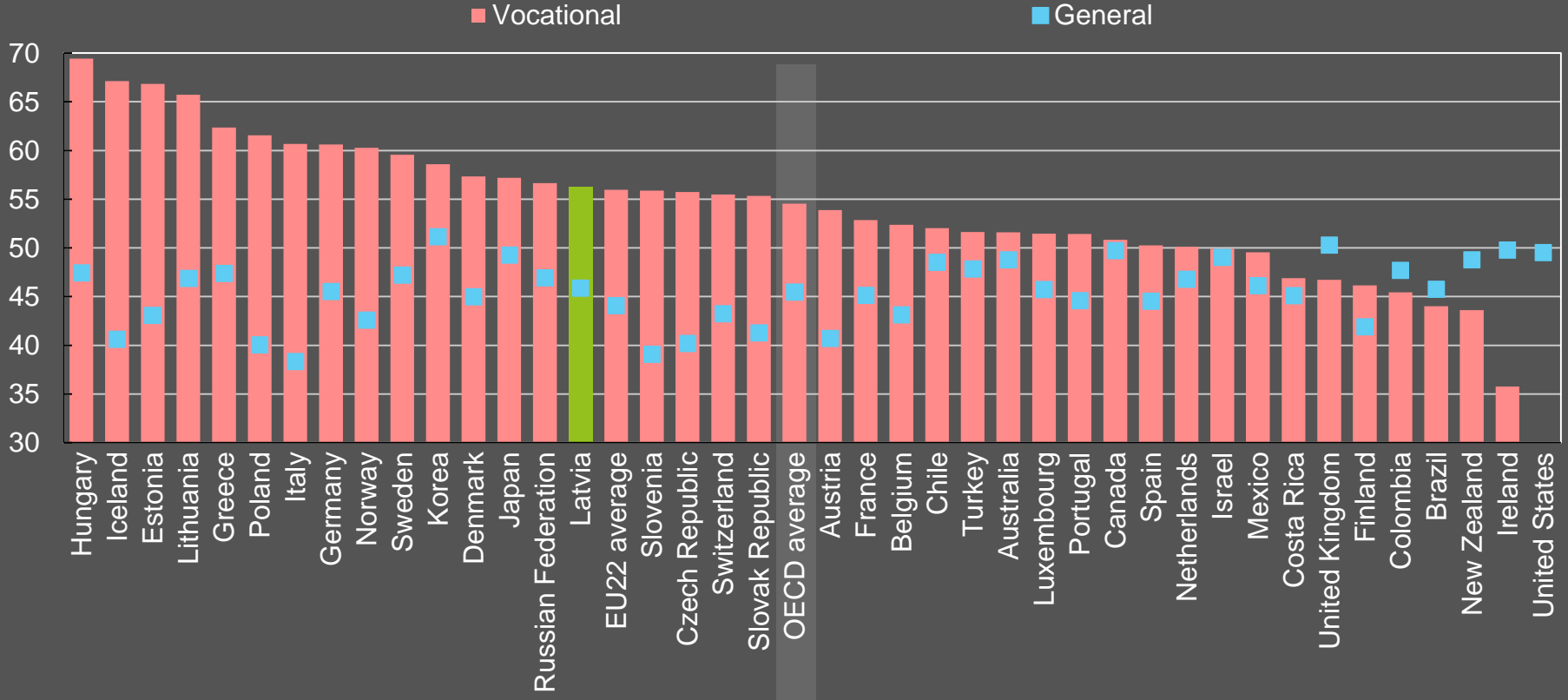
Share of boys among repeaters in lower and upper secondary education (2019)



Boys are more likely to pursue vocational rather than general programmes at upper secondary level

Figure B3.1bis

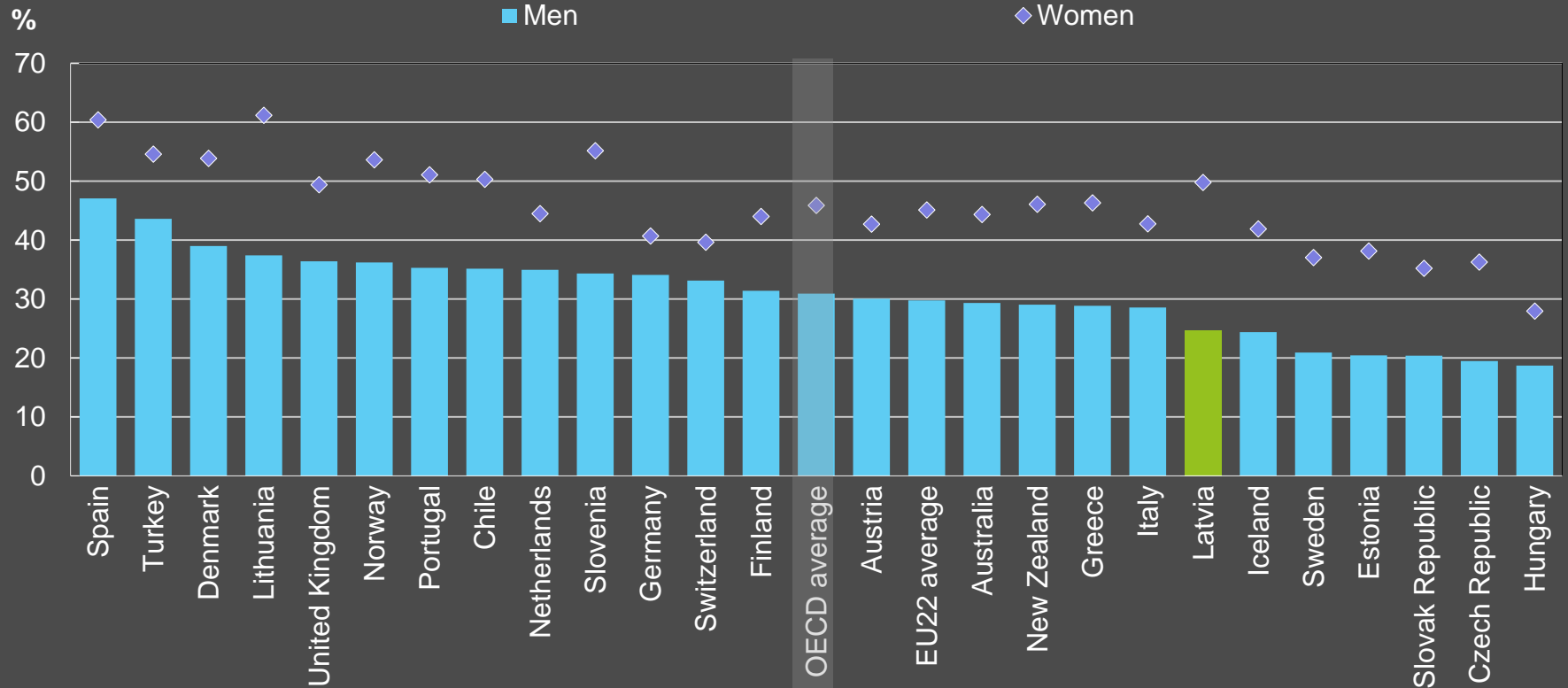
Share of men among upper secondary graduates, by programme orientation (2019)



And less likely to graduate from tertiary education before the age of 30

Figure B5.1.

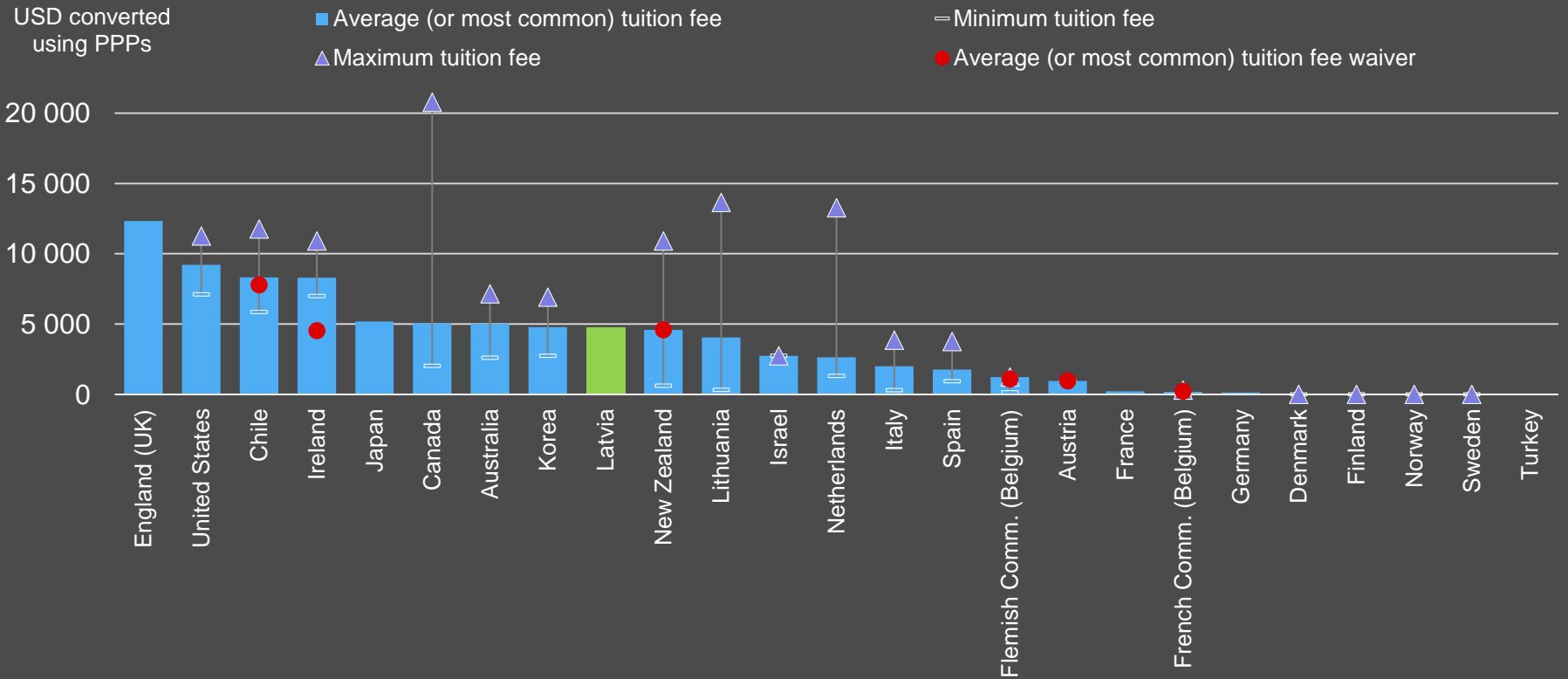
First-time tertiary graduation rates for national students below the age of 30 by gender (2019)



High tuition fees can deter students from pursuing a tertiary education

Figure C5.2.

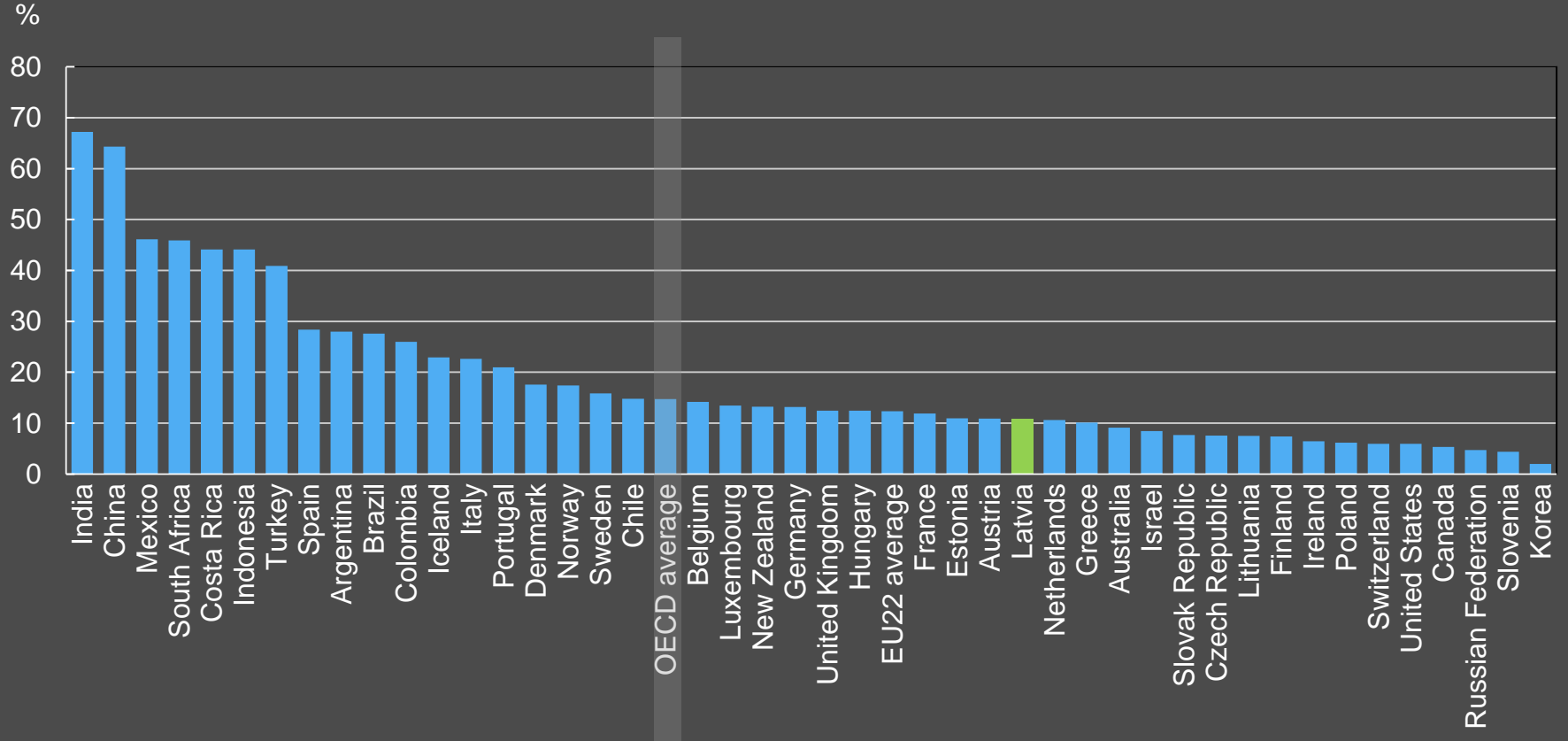
Average, minimum and maximum tuition fees charged by public institutions and average amount of tuition fee waivers for national students enrolled in bachelor's programmes (academic year 2019/20)



In Latvia, one in ten young adults has not attained upper secondary education

Figure A1.2.

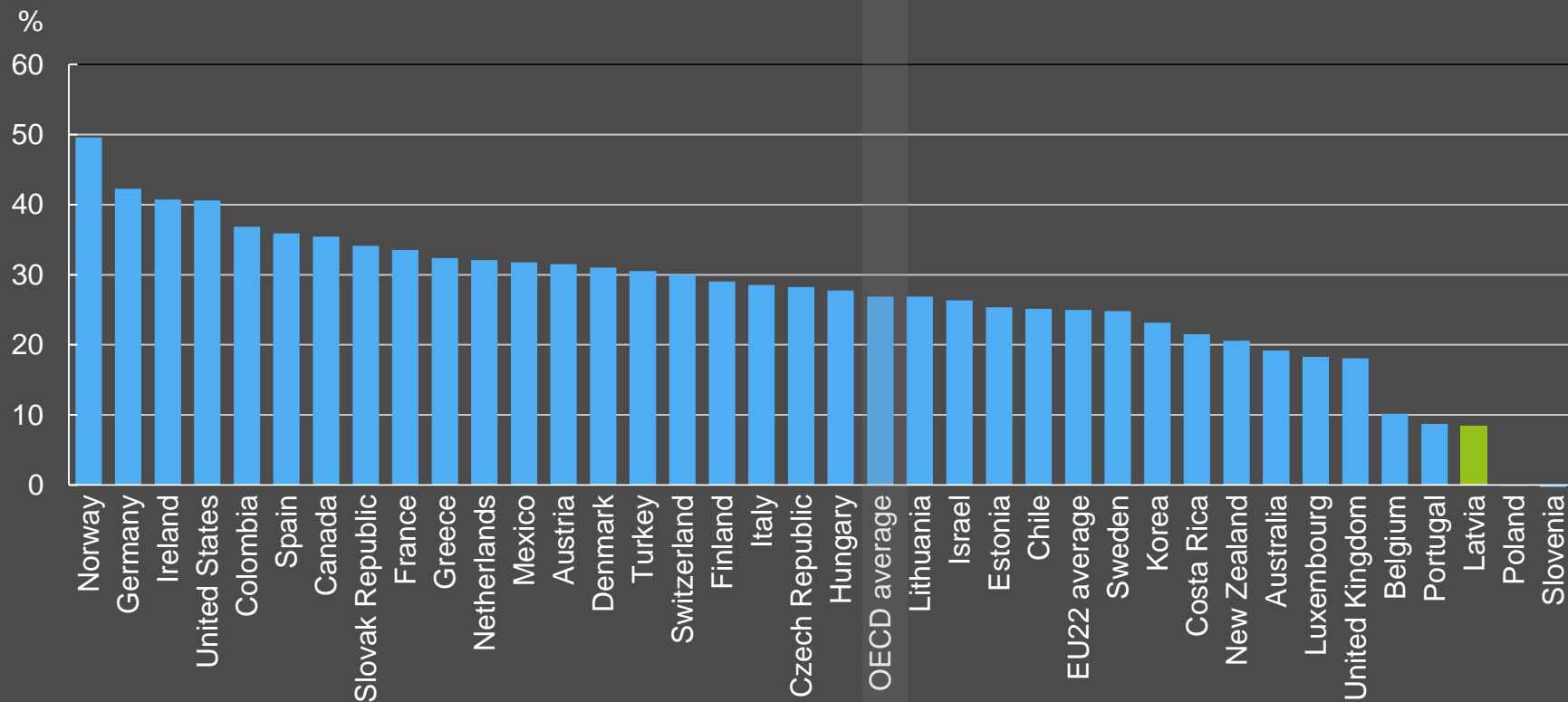
Share of 25-34 year-olds with below upper secondary attainment (2020)



Even if the distribution of earnings in Latvia is relatively homogeneous across educational attainment levels

Figure A4.3.

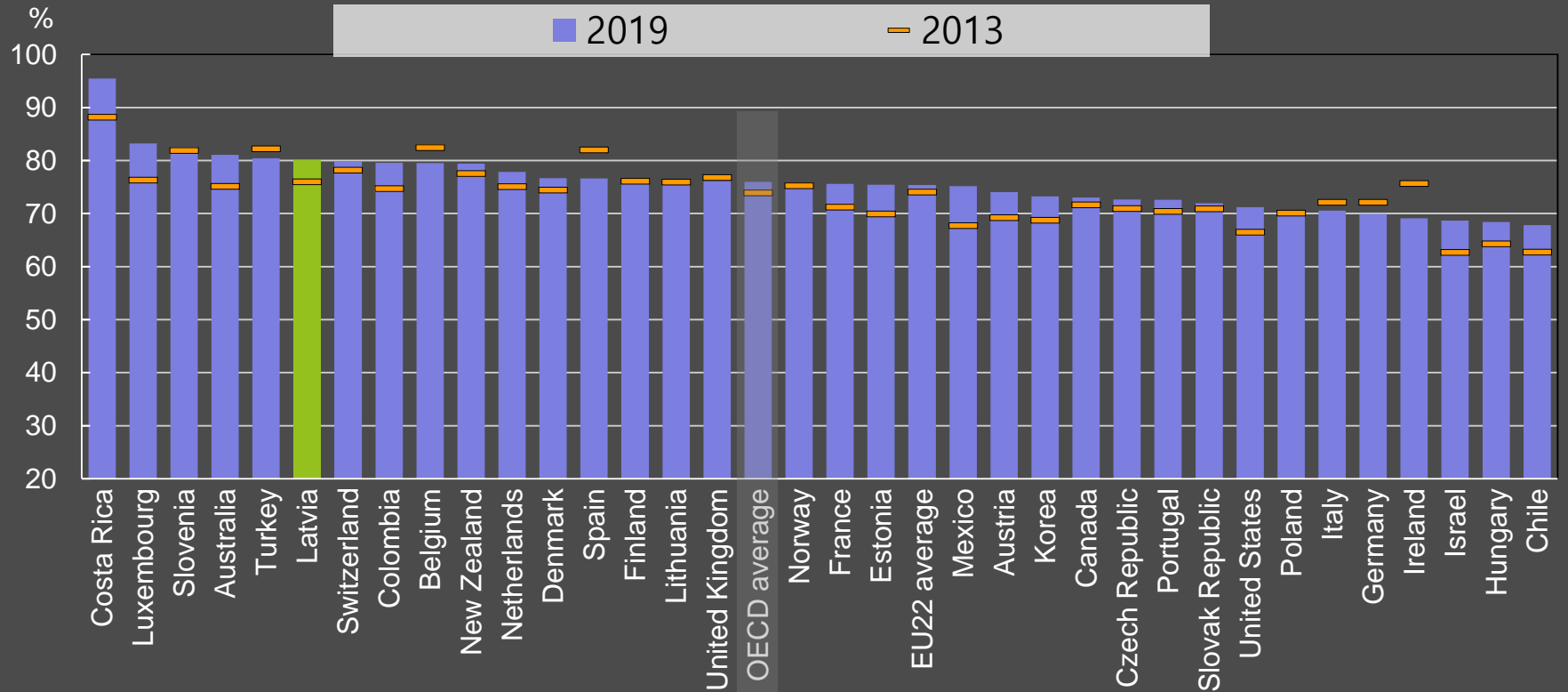
Percentage of adults with below upper secondary attainment earning at or below half the median (2019)



...women earn 20% less than men, although the pay gap has narrowed by 4pp since 2013

Figure A4.2.

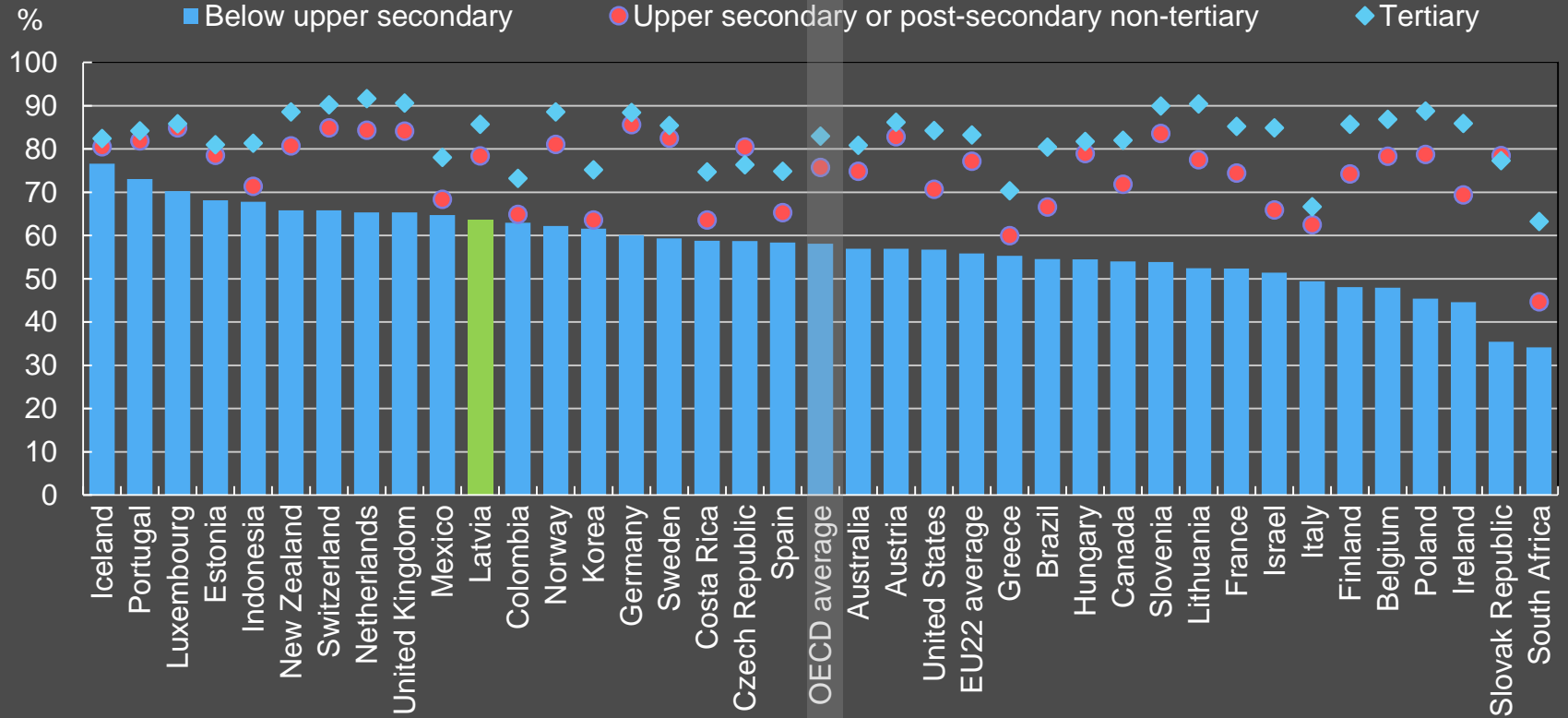
Trends in women's earnings as a percentage of men's earnings (2013 and 2019)



And youth with lower educational attainment are more likely to have lower employment prospects

Table A3.2.

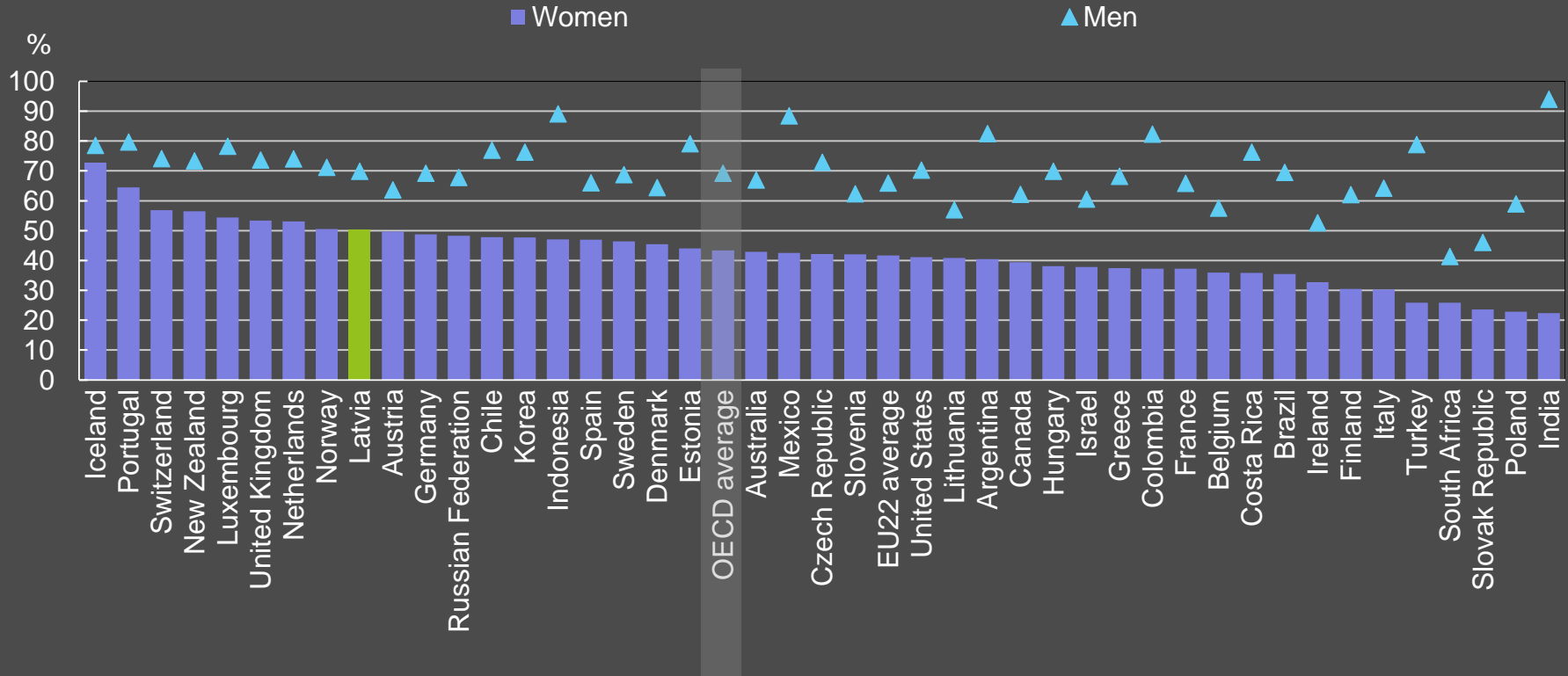
Employment rate of 25-34 year-old adults by educational attainment (2020)



And there is a 20pp gap between men and women's employment rates

Figure A3.2.

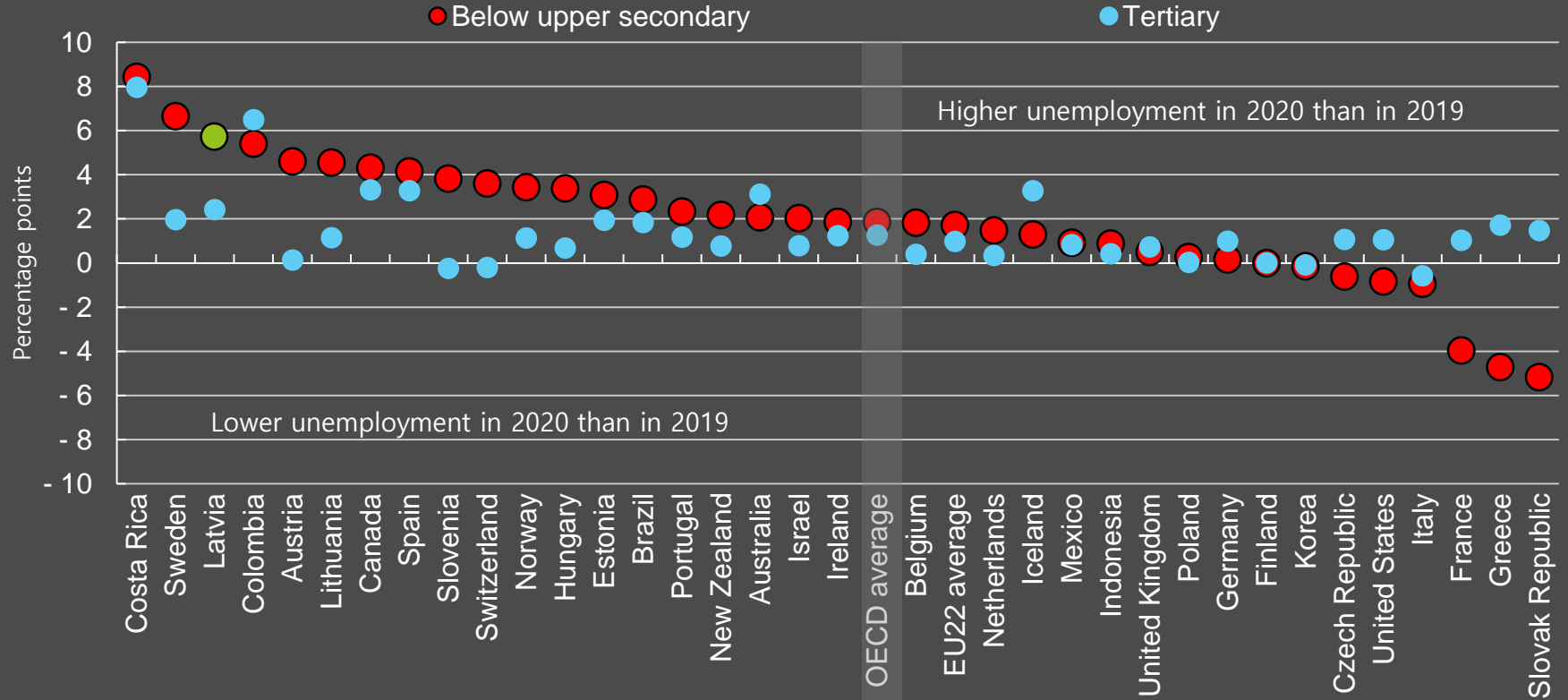
Employment rates of 25-34 year-olds with below upper secondary attainment, by gender (2020)



The increase in unemployment was larger among young adults without an upper secondary education

Table A3.3.

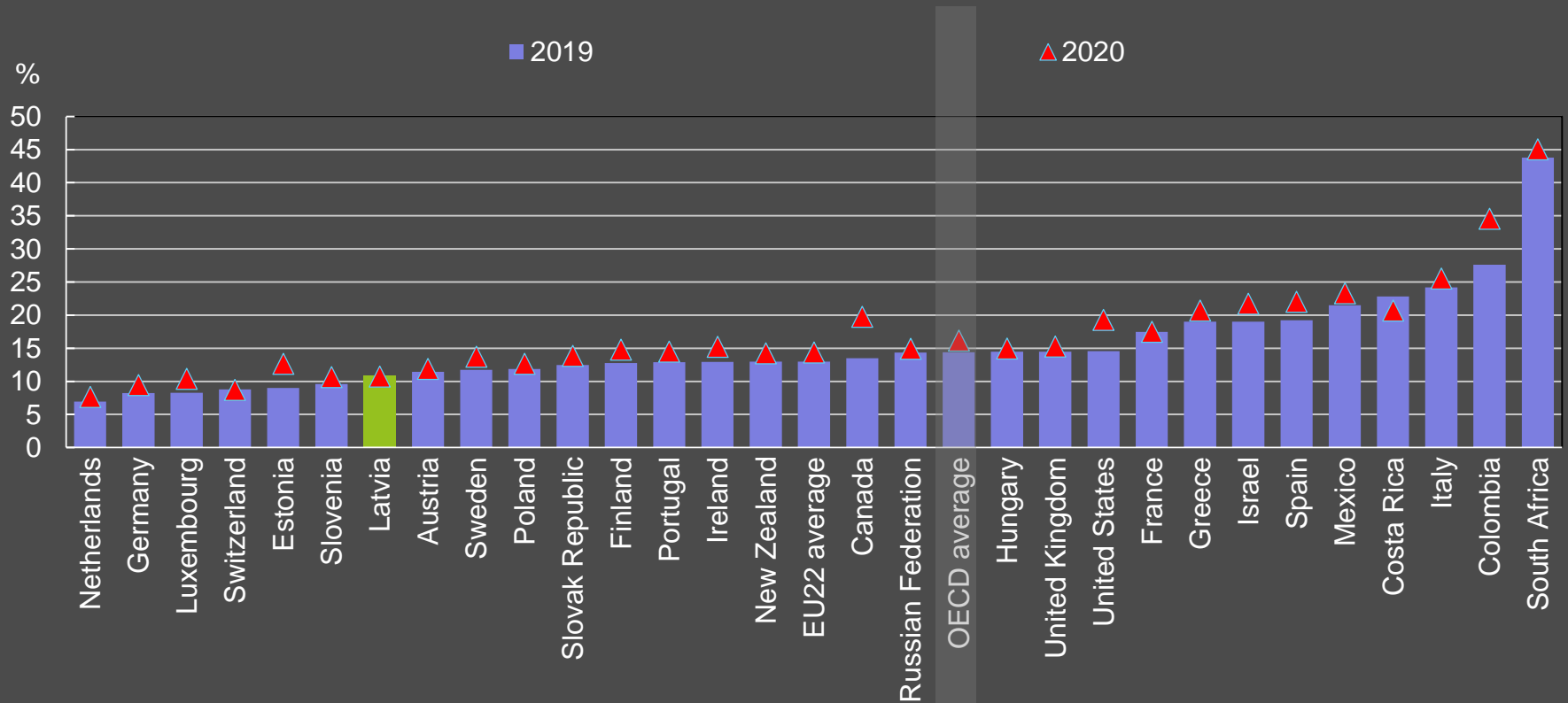
Change in the unemployment rate of 25-34 year-olds by educational attainment, between 2019 and 2020



The NEET rate has remained fairly stable between 2019 and 2020

Figure A2.1.

Trends in the share of NEETs among 18-24 year-olds (between 2019 and 2020, annual data)

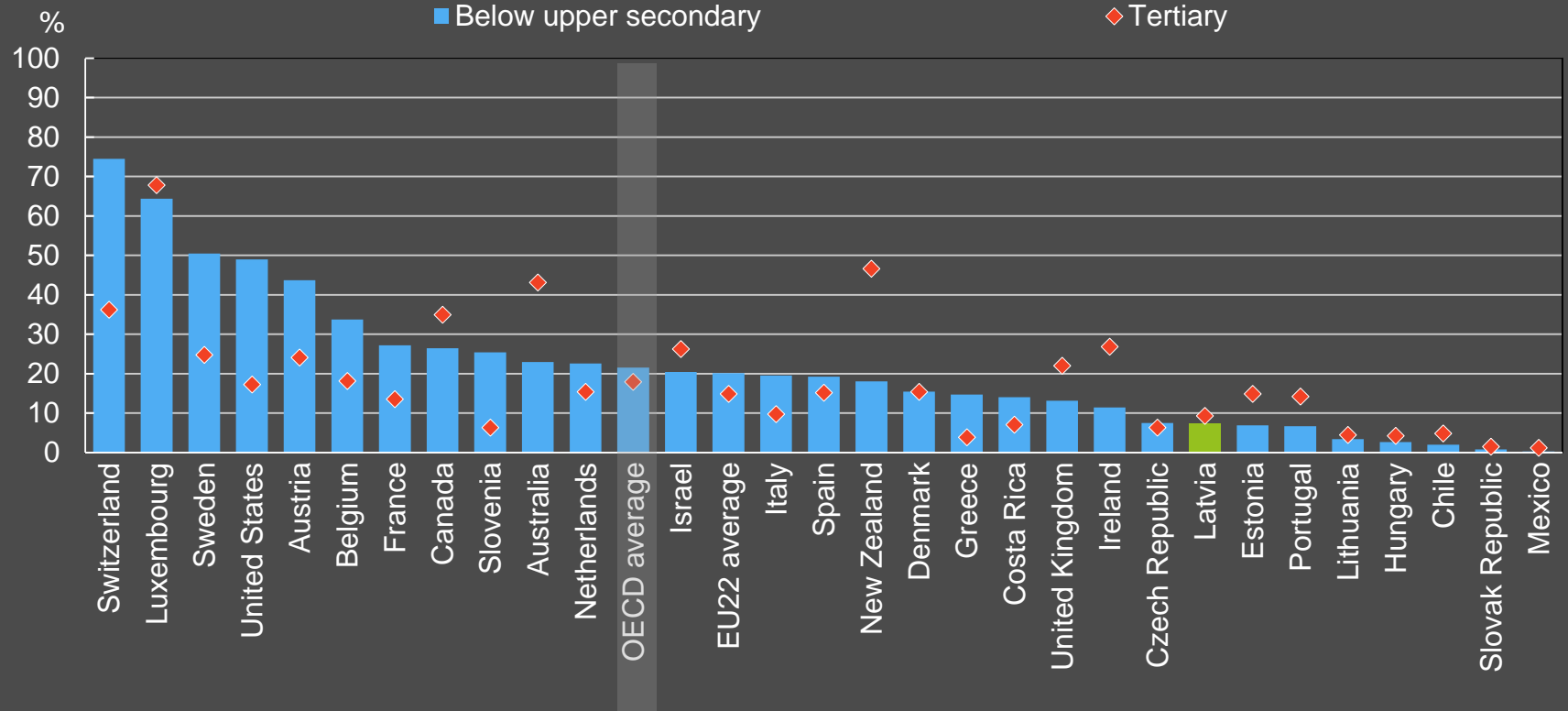


**Migration is also profoundly changing our
communities and education systems**

Educational attainment among foreign-born adults varies widely across countries

Figure A1.5.

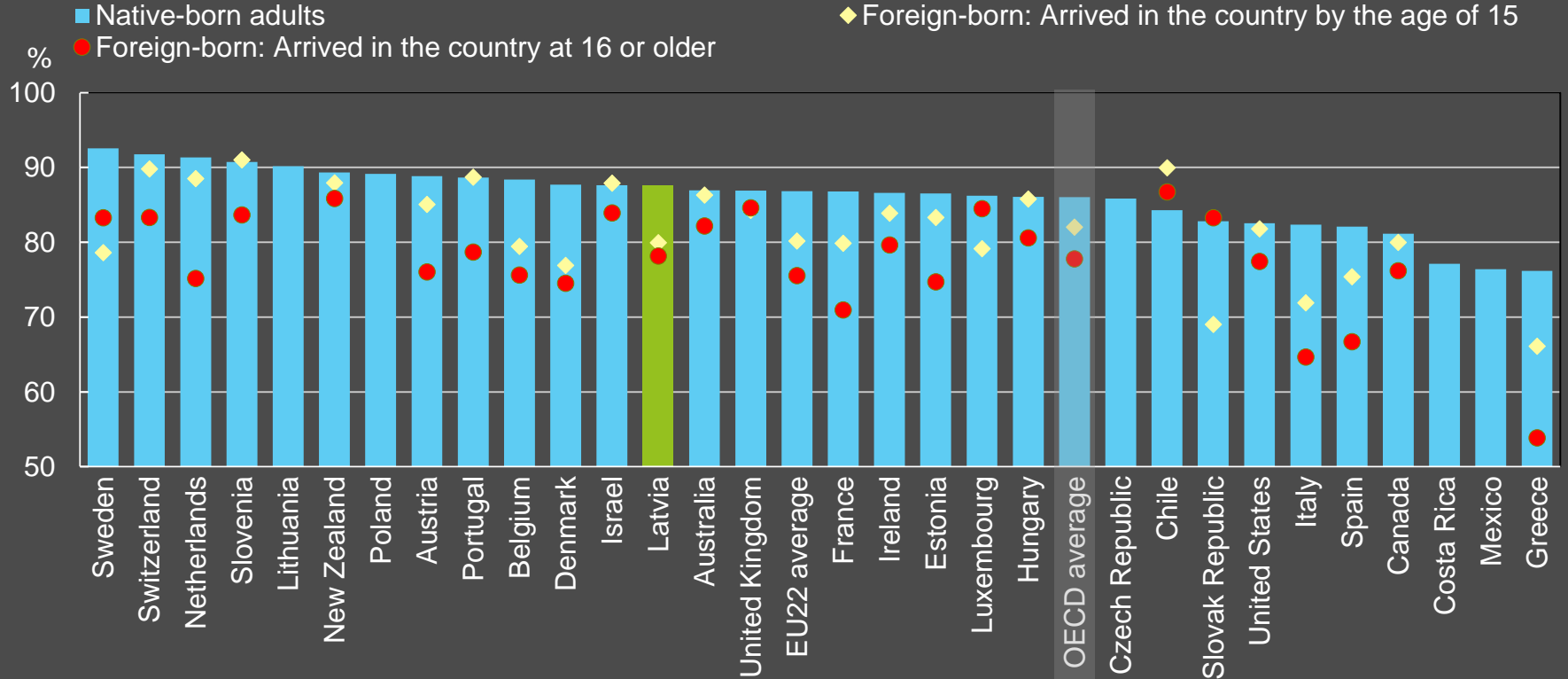
Share of foreign-born adults among all 25-64 year-olds, by level of educational attainment (2020)



Employment rates are lower for tertiary-educated foreign-born adults

Figure A3.3.

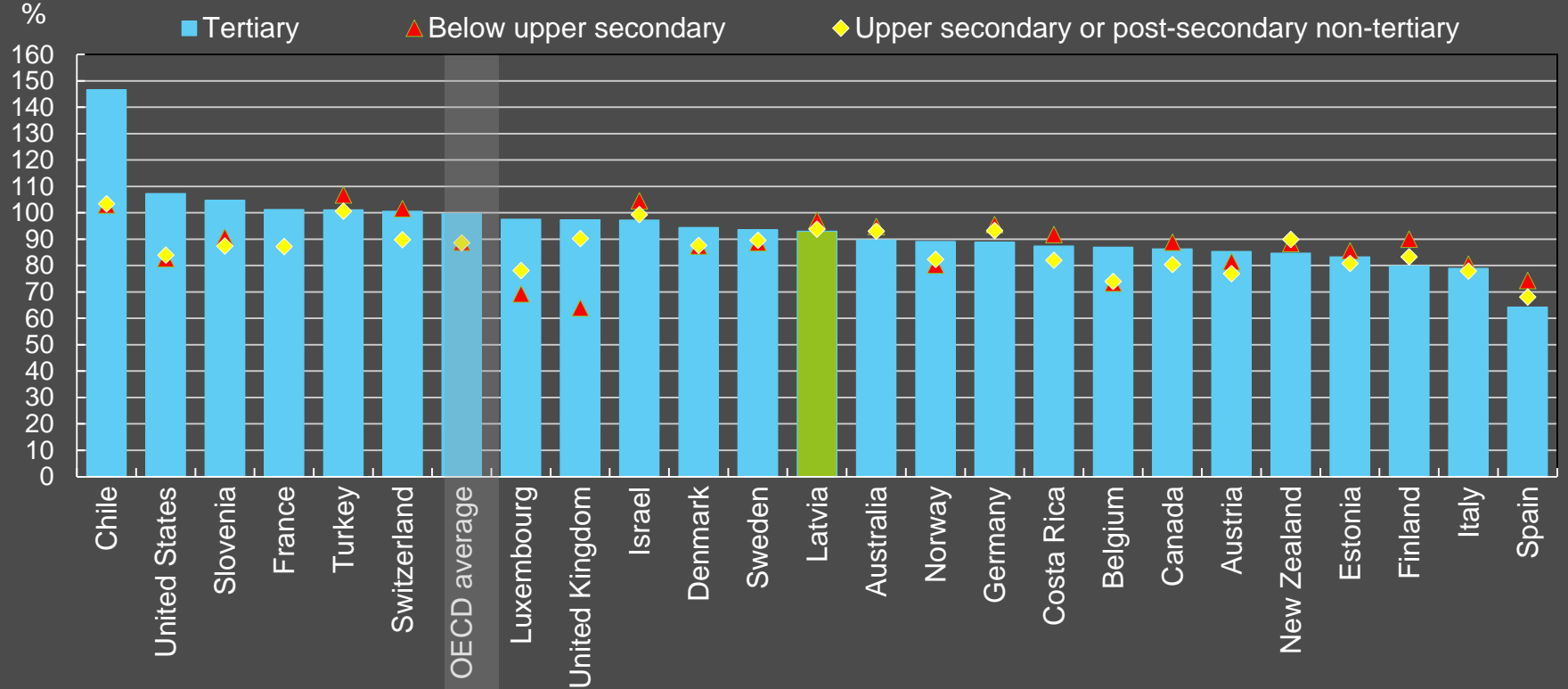
Employment rates of native- and foreign-born 25-64 year-olds with tertiary attainment, by age at arrival in the country (2020)



...but the distribution of earnings does not seem to be affected by the migration status

Figure A4.5.

Earnings of foreign-born workers as a percentage of earnings of native-born workers, by educational attainment (2019)

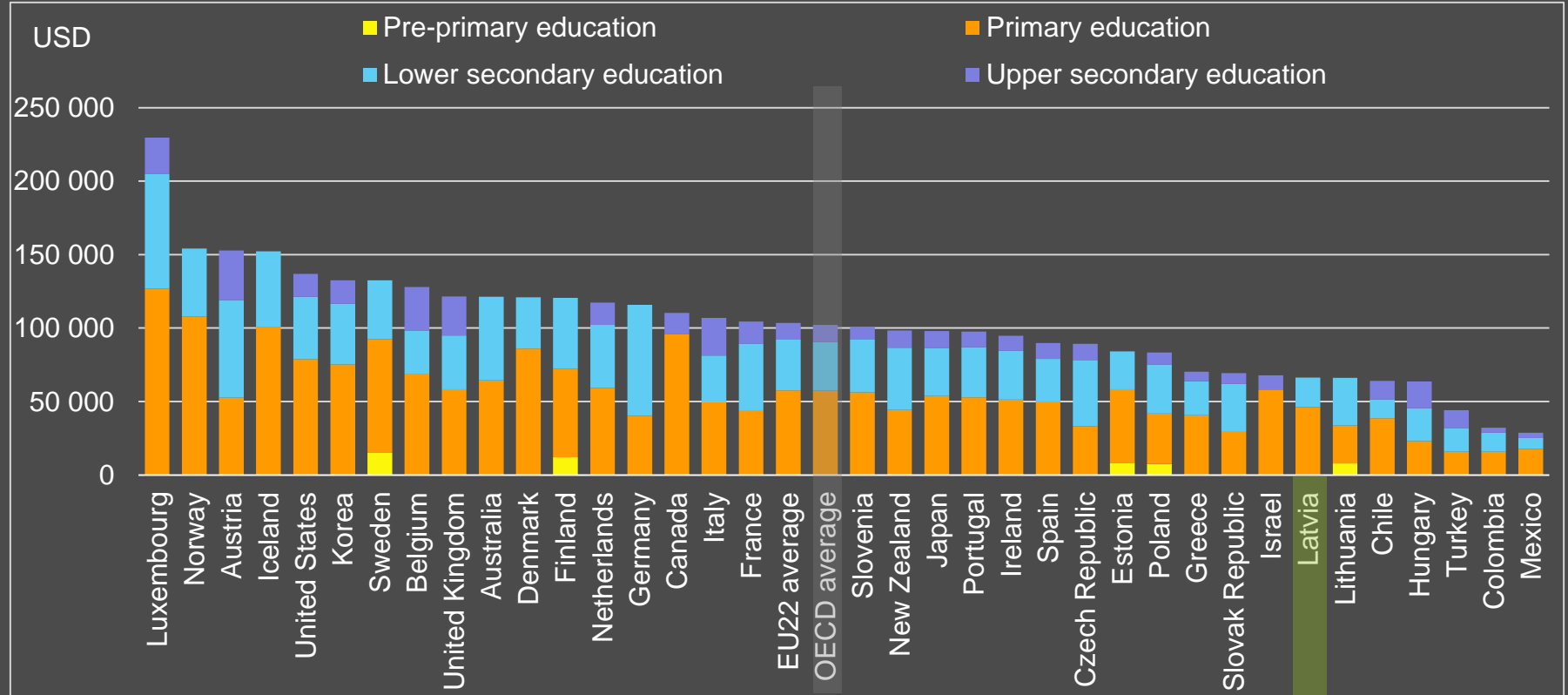


Maintaining funding for education is key to ensuring equitable student outcomes

On average, it costs about 76 000 USD for a 6-15 year-old to go through education

Figure C1.1.

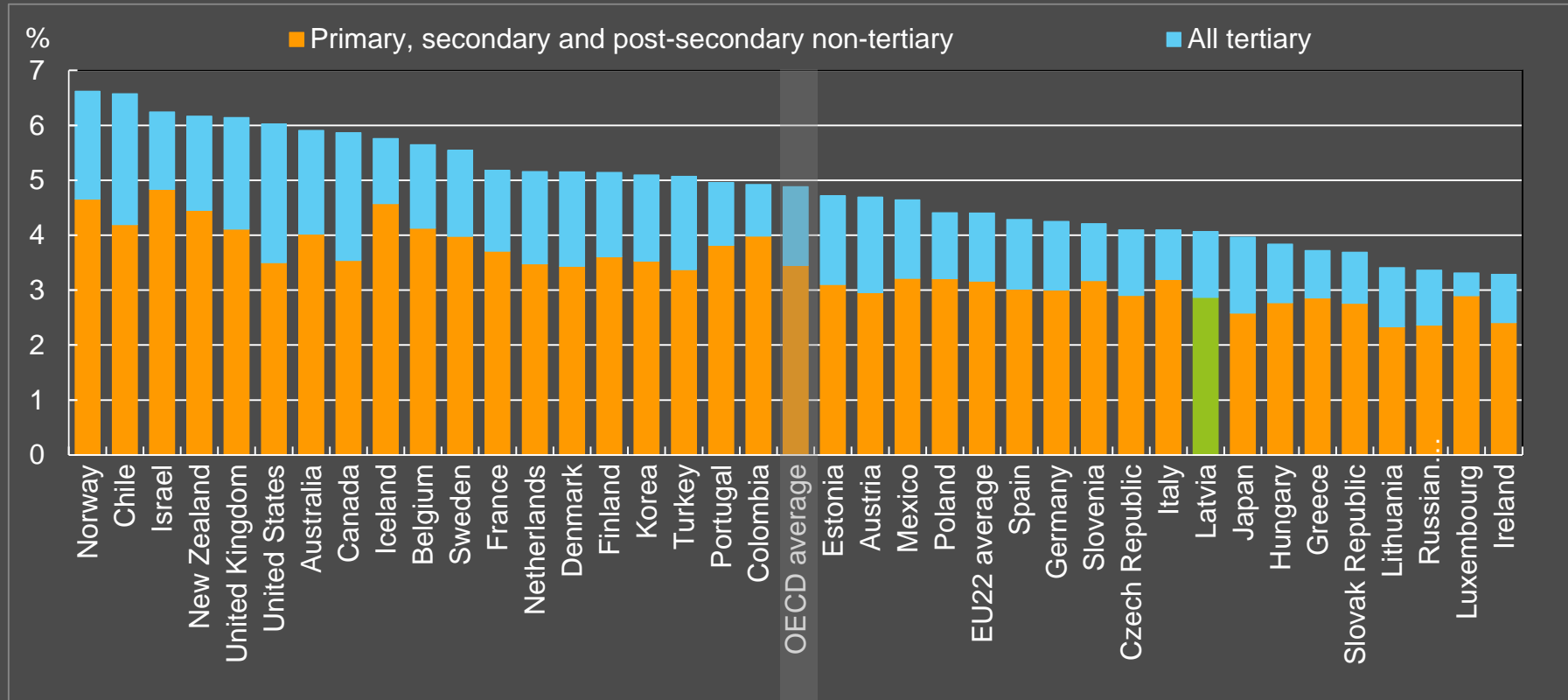
Cumulative expenditure on educational institutions per full-time equivalent student between the age of 6 and 15 (2018), in USD converted using PPP



Total spending on educational institutions represents 4.1% of GDP

Figure C2.1.

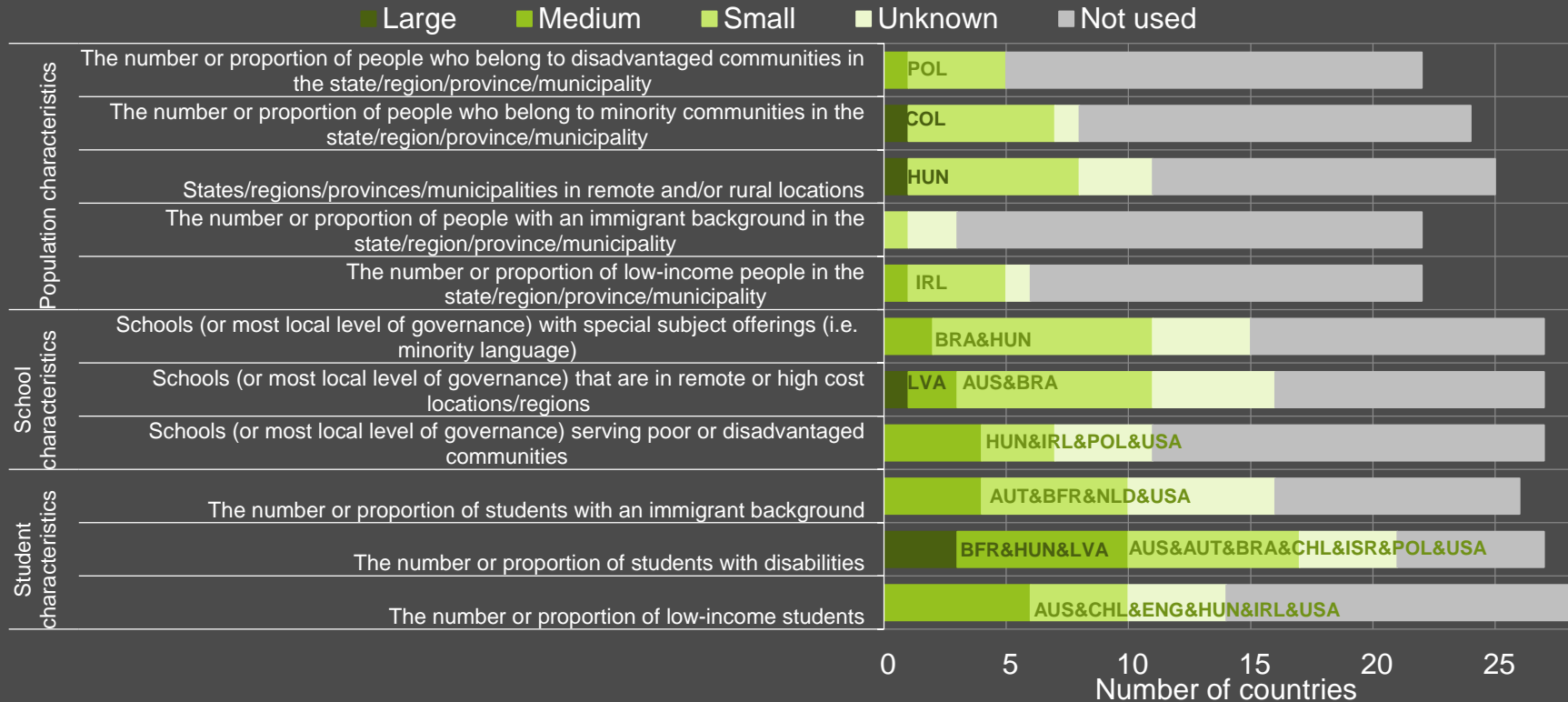
Total expenditure on educational institutions as a percentage of GDP (2018)



Equity criteria in funding formulas help ensure resources are directed to where they are the most needed

Figure D6.4.

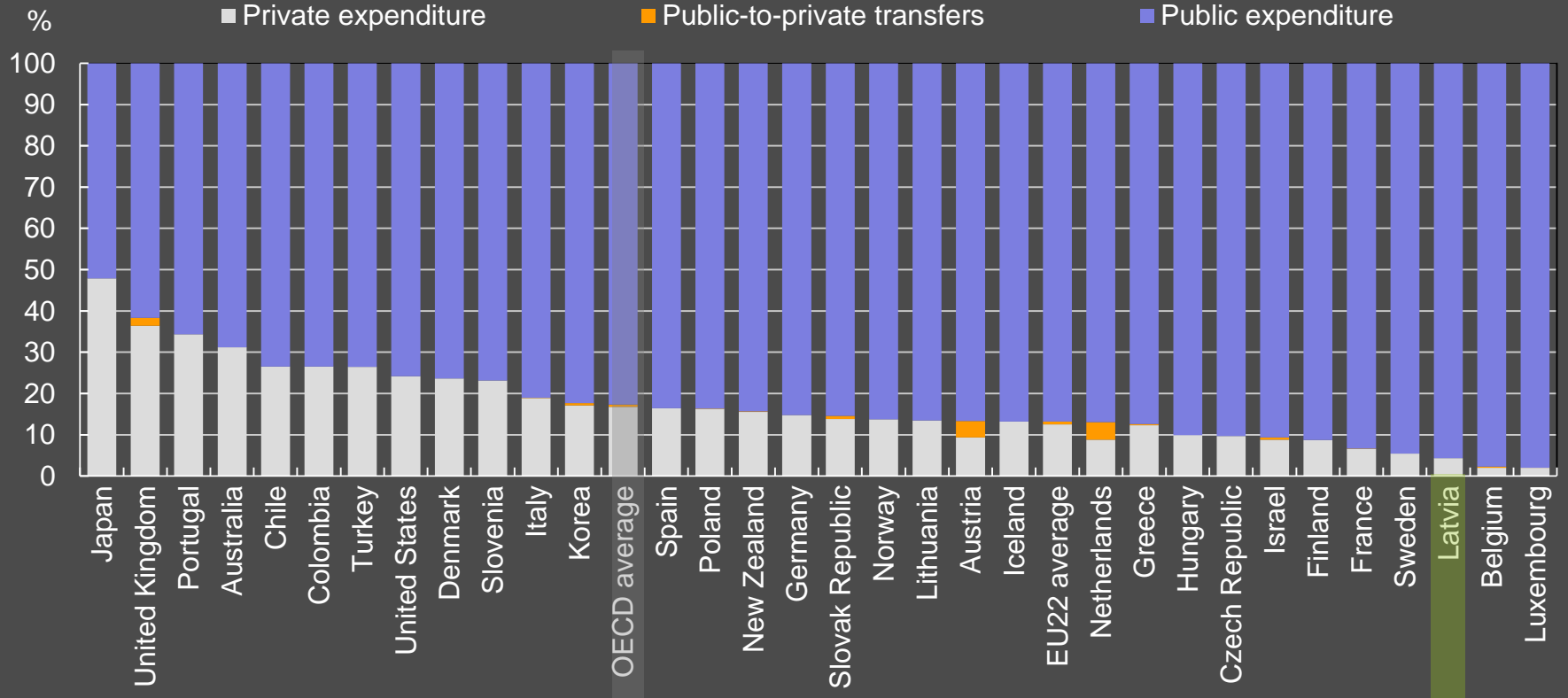
Share of total funding allocated by central and state governments to primary and lower secondary educational institutions by equity criteria (2019)



The public sector is main source of funding at pre-primary level

Figure B2.3.

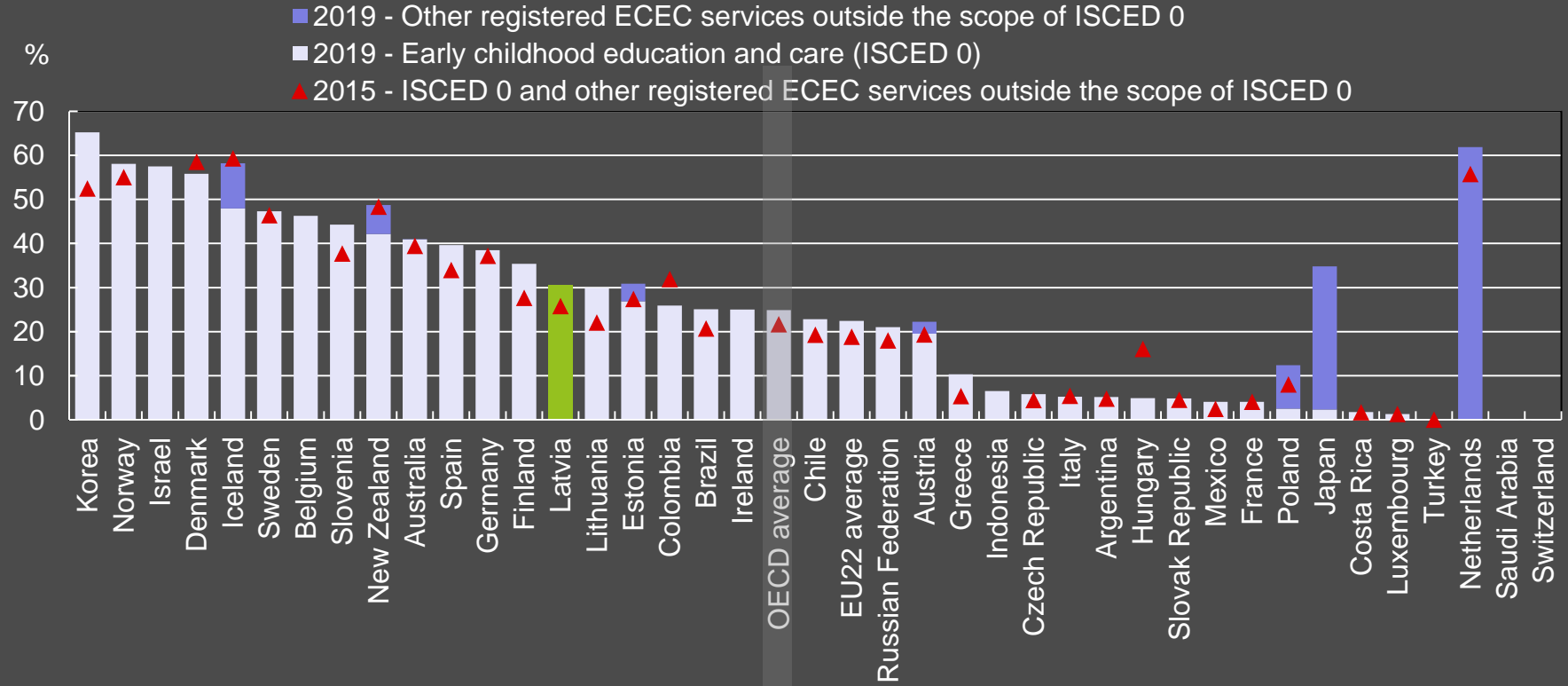
Distribution of public and private expenditure on educational institutions in pre-primary education (2018)



Higher spending on early childhood education may help increase enrolment for children below the age of 3

Figure B2.1.

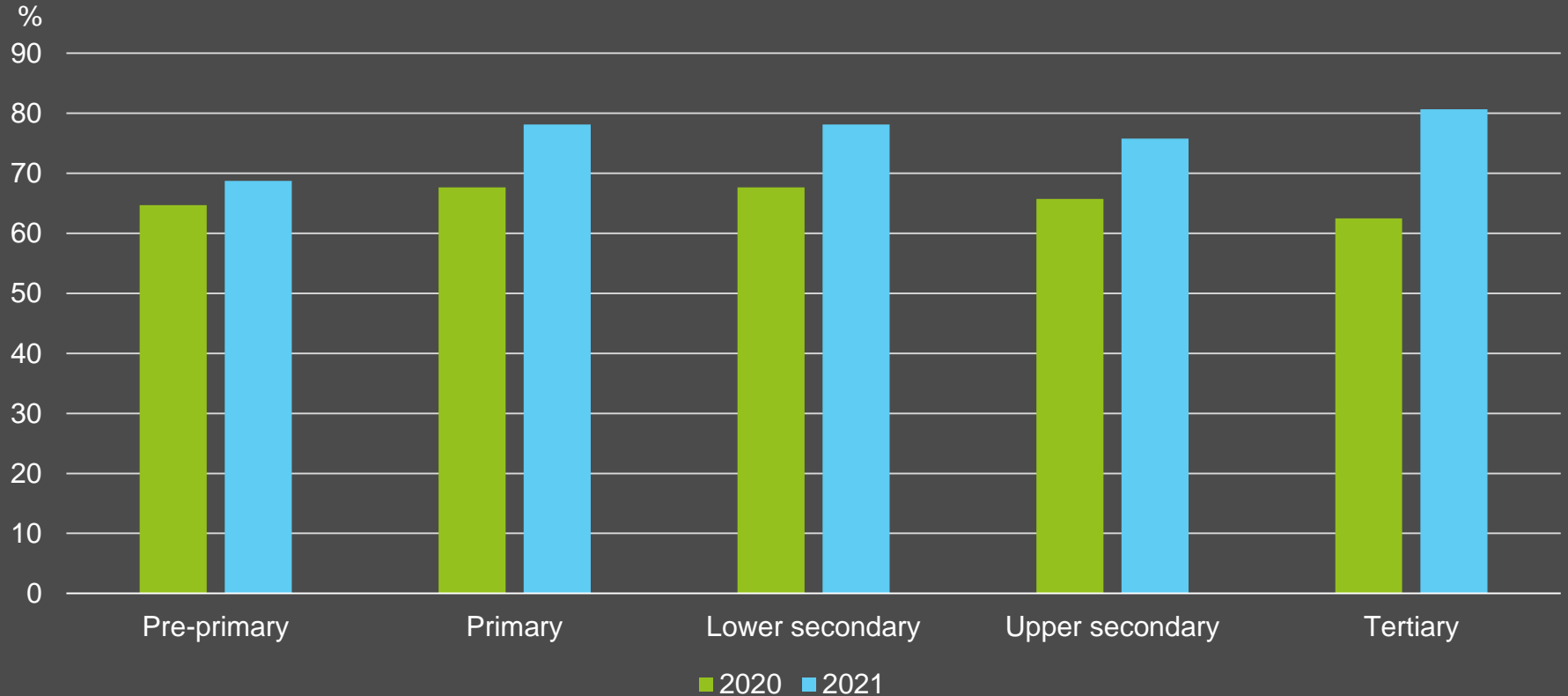
Enrolment rates of children under age 3 in early childhood education and care, by type of service (2015 and 2019)



About two-thirds of countries, including Latvia, increased their education budget in 2020 and 2021 in response to the pandemic

COVID Fig 9

Share of countries reporting an increase to the education budget in response to the COVID-19 pandemic, by education level and year

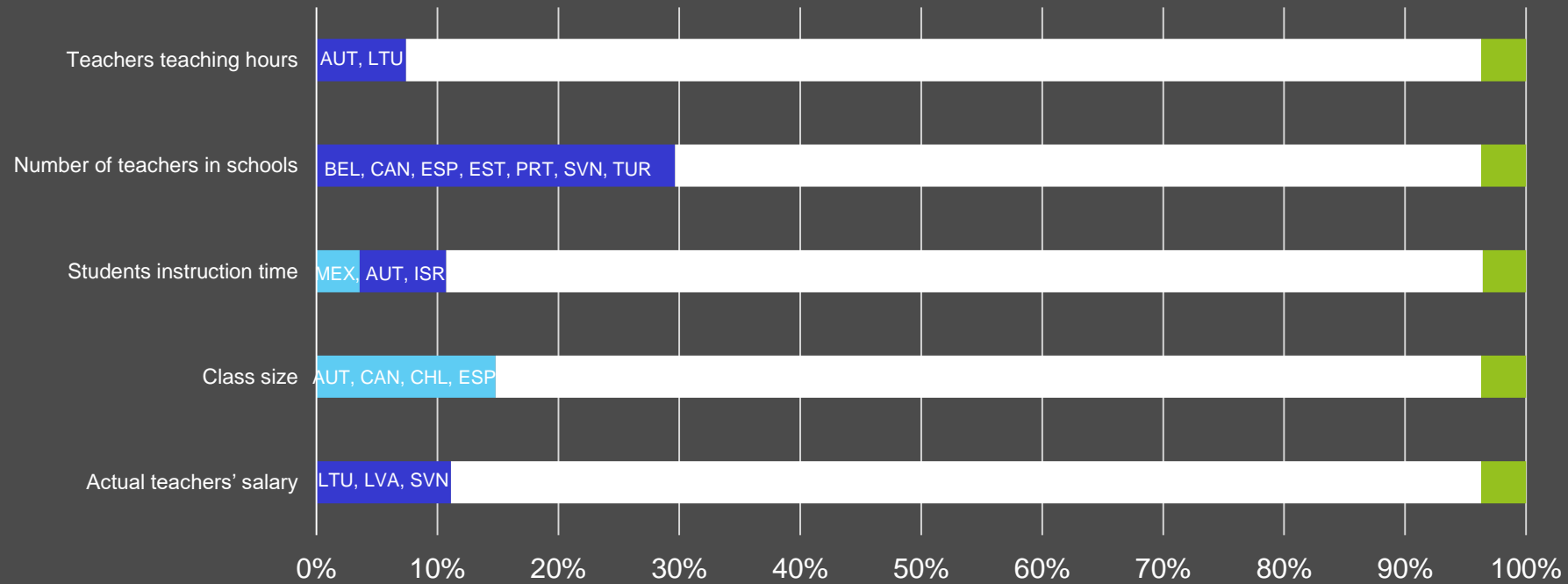


Few countries targeted funds on changes to the learning environment, investing instead on digital and hygiene measures

COVID Fig 10

Share of countries with changes in the allocation of public funds during the 2019/2020 academic school year

Decreases Increases No changes Schools/Districts/the most local level of governance could decide at their own discretion

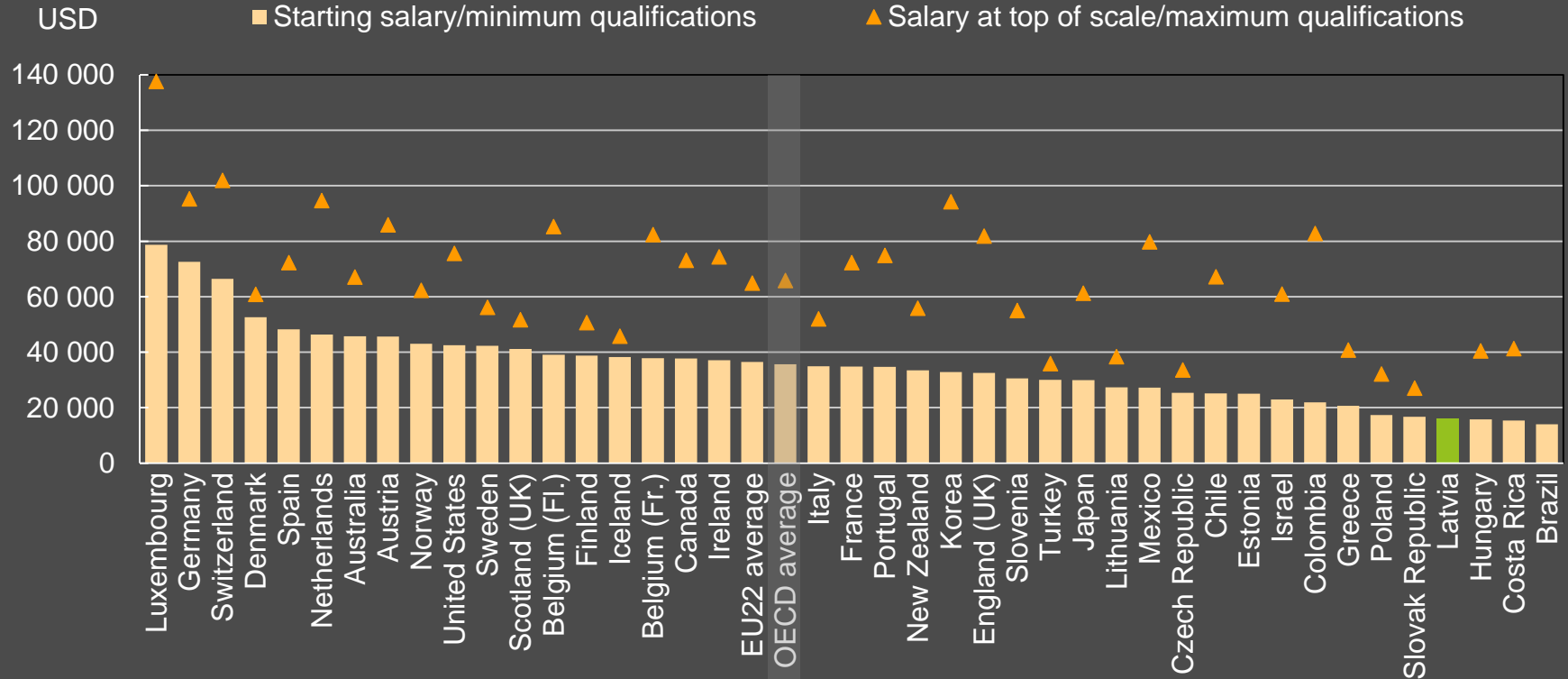


**Teachers' salaries may or may not reflect
their working conditions**

Teachers' salaries in Latvia are relatively low compared to other countries

Figure D3.2.

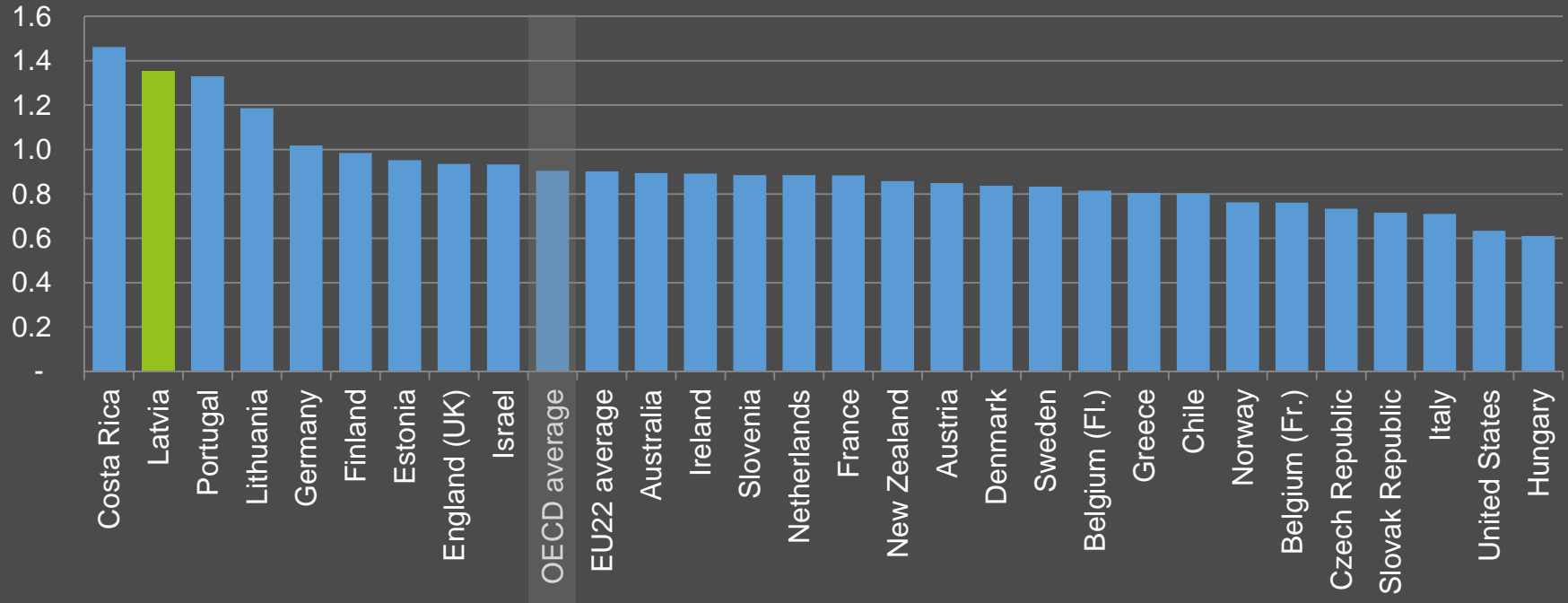
Lower secondary teachers' average actual salaries compared to the statutory starting and top of the scale salaries (2020)
Annual salaries of teachers in public institutions, in equivalent USD converted using PPPs



...but salaries for teachers who work full time (30-40 hours per week) are higher than for other tertiary-educated workers

Figure D3.1.

Lower secondary teachers' actual salaries relative to earnings for tertiary-educated workers (2020)

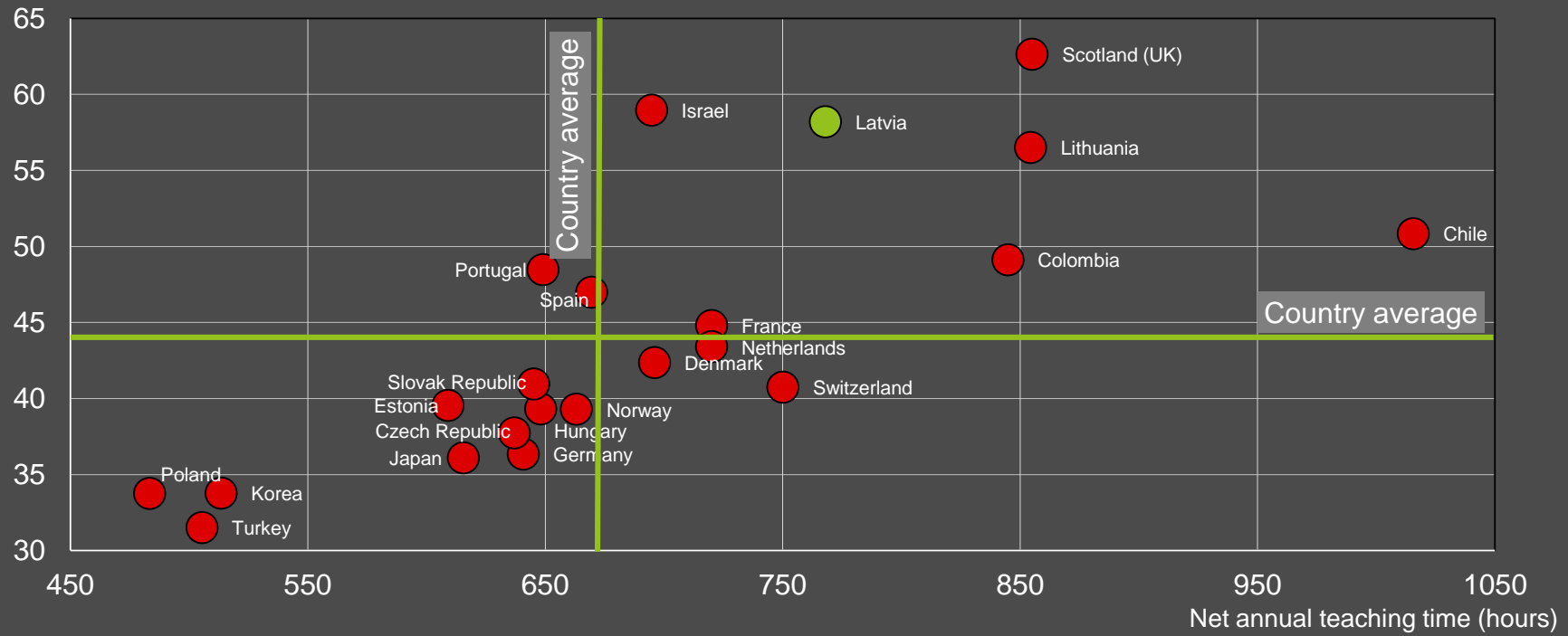


A large share of teachers' working time is spent on teaching

Figure D4.3.

Percentage of lower secondary teachers' working time spent teaching (2020)

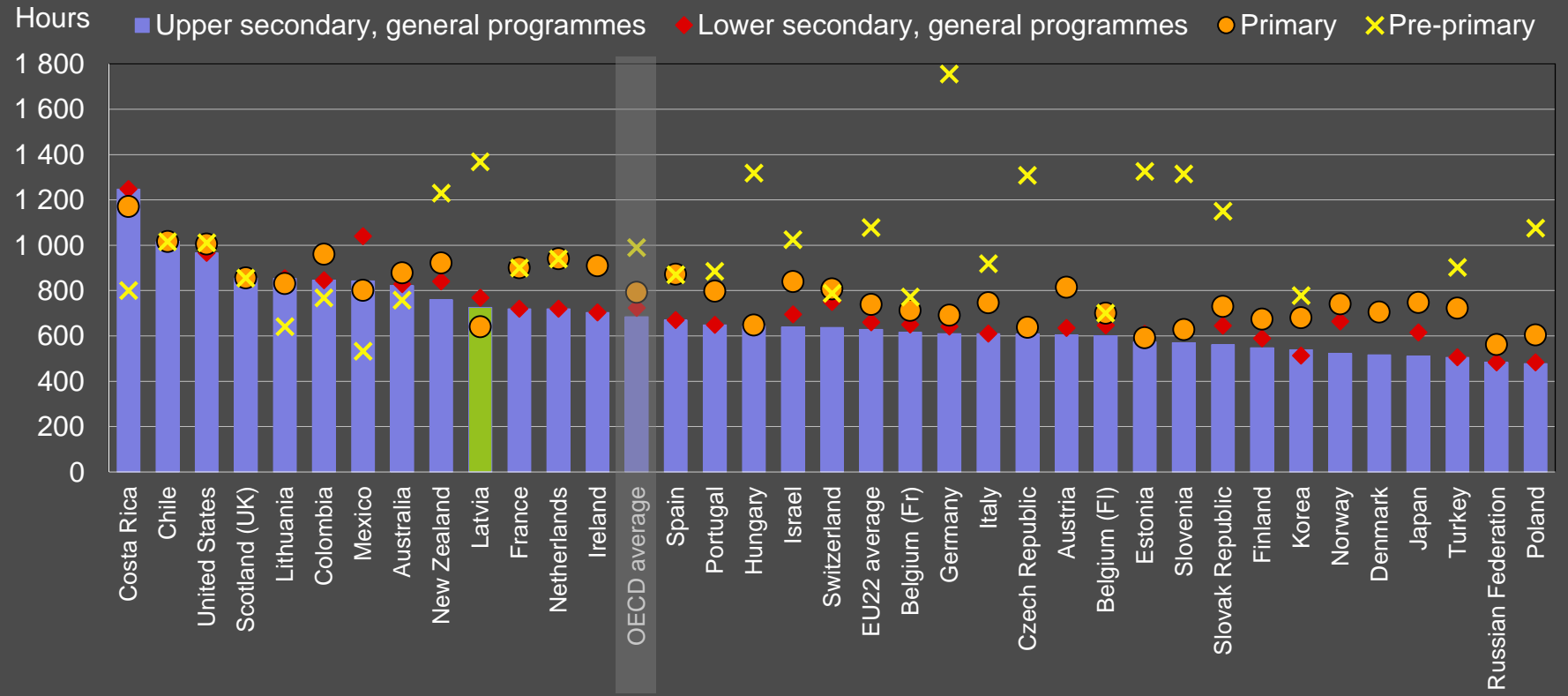
Percentage of total statutory working time spent teaching



Teaching time decreases with higher education level taught

Figure D4.1.

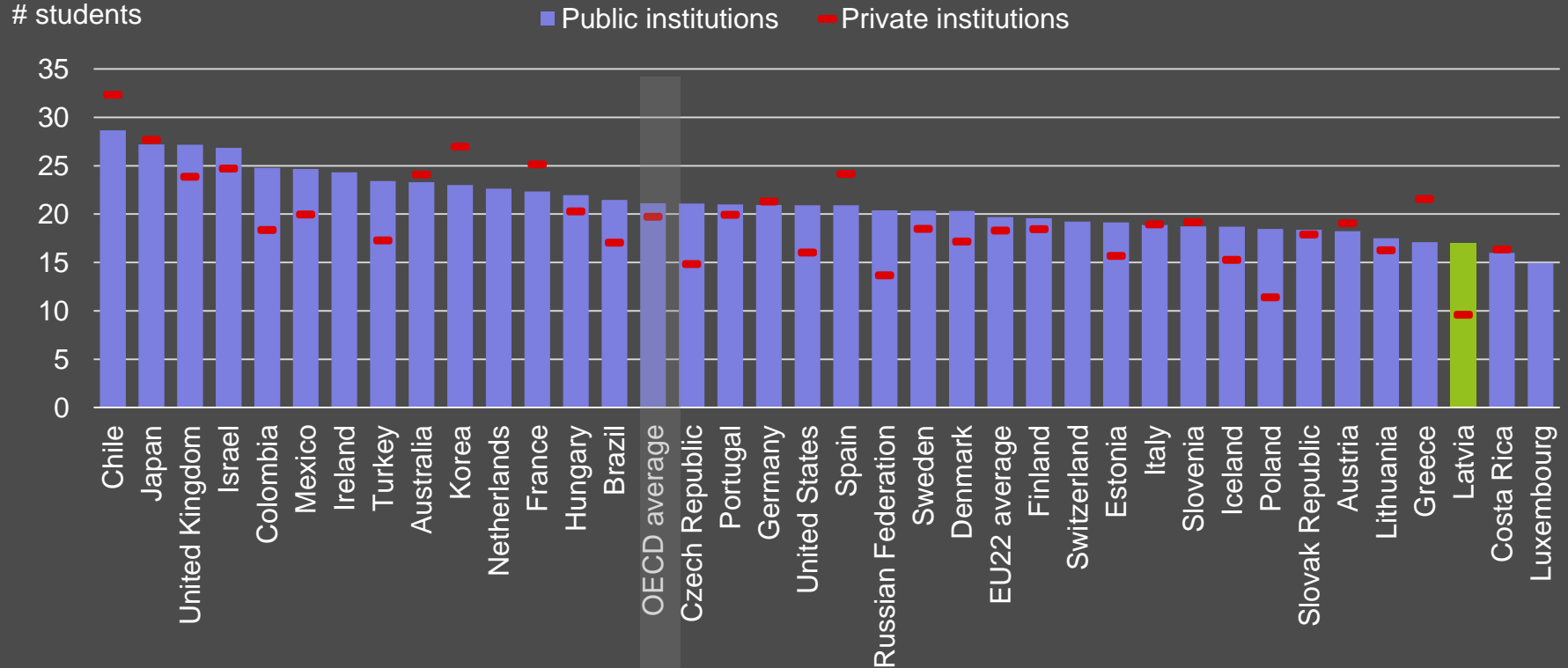
Teaching time of teachers, by level of education (2020) - Net statutory teaching time in hours per year, in public institutions



Classes in private institutions tend to be smaller than those in public institutions

Figure D2.1.

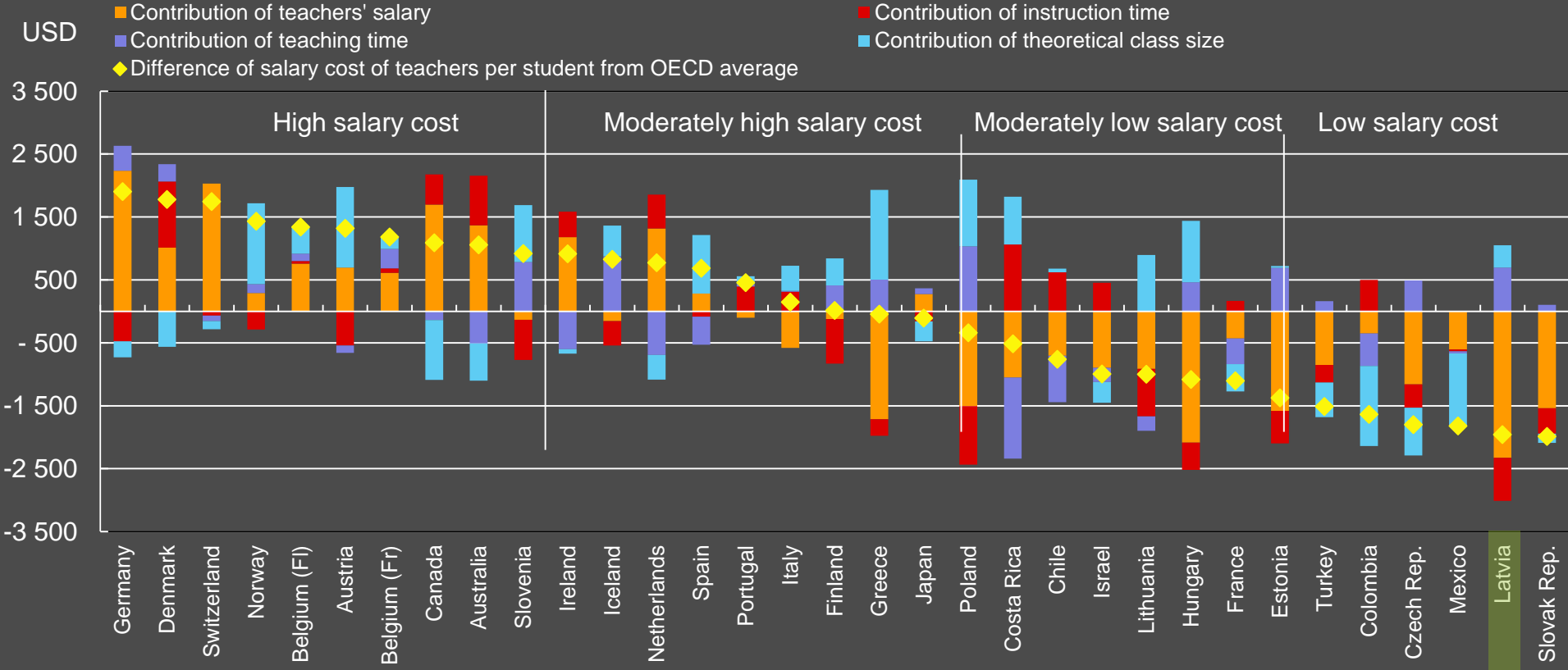
Average class size in primary education, by type of institution (2019)



Various factors contribute to the total salary cost of teachers per student

Figure C7.2.

Contribution of various factors to salary cost of teachers per student in public institutions, primary education (2019)



Thank you

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