

Education at a Glance 2024

Highlights for Latvia

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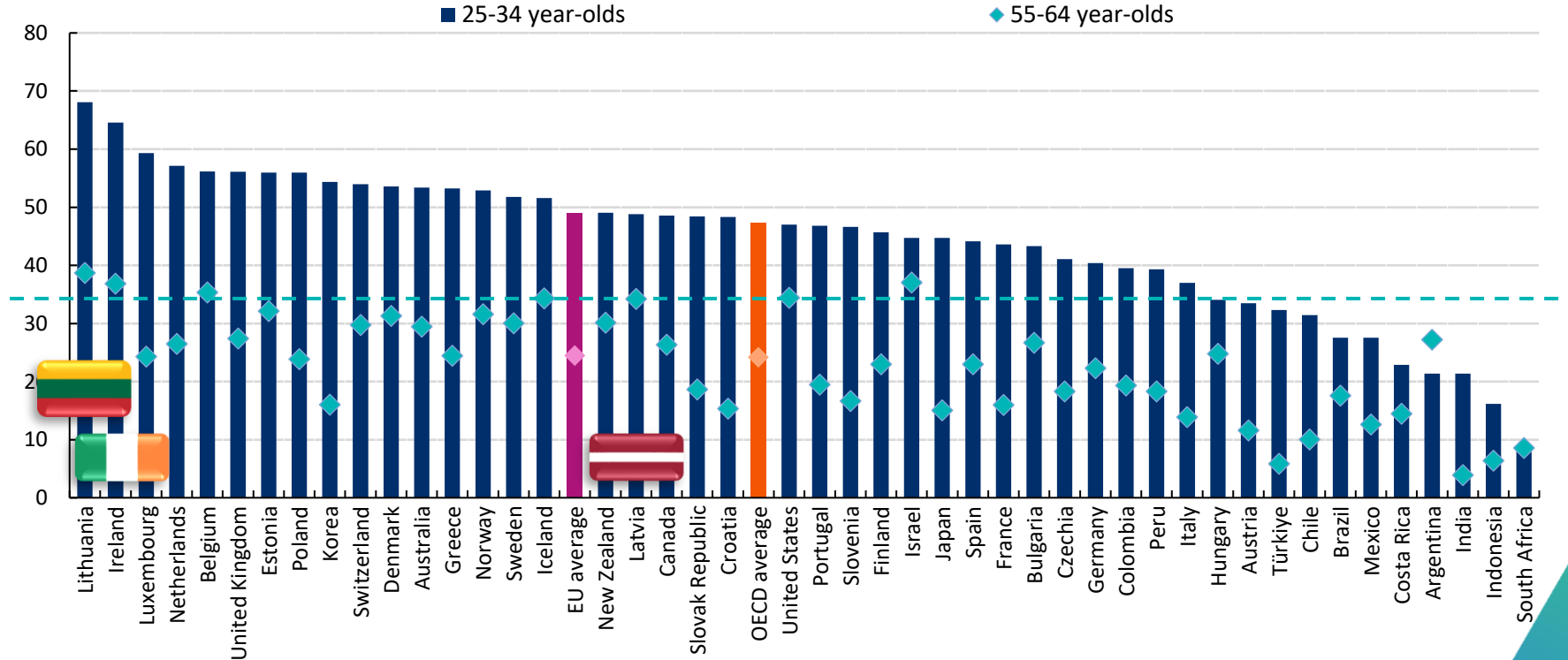
Educational outcomes have improved in many countries





Educational attainment has increased particularly strongly among women in most countries

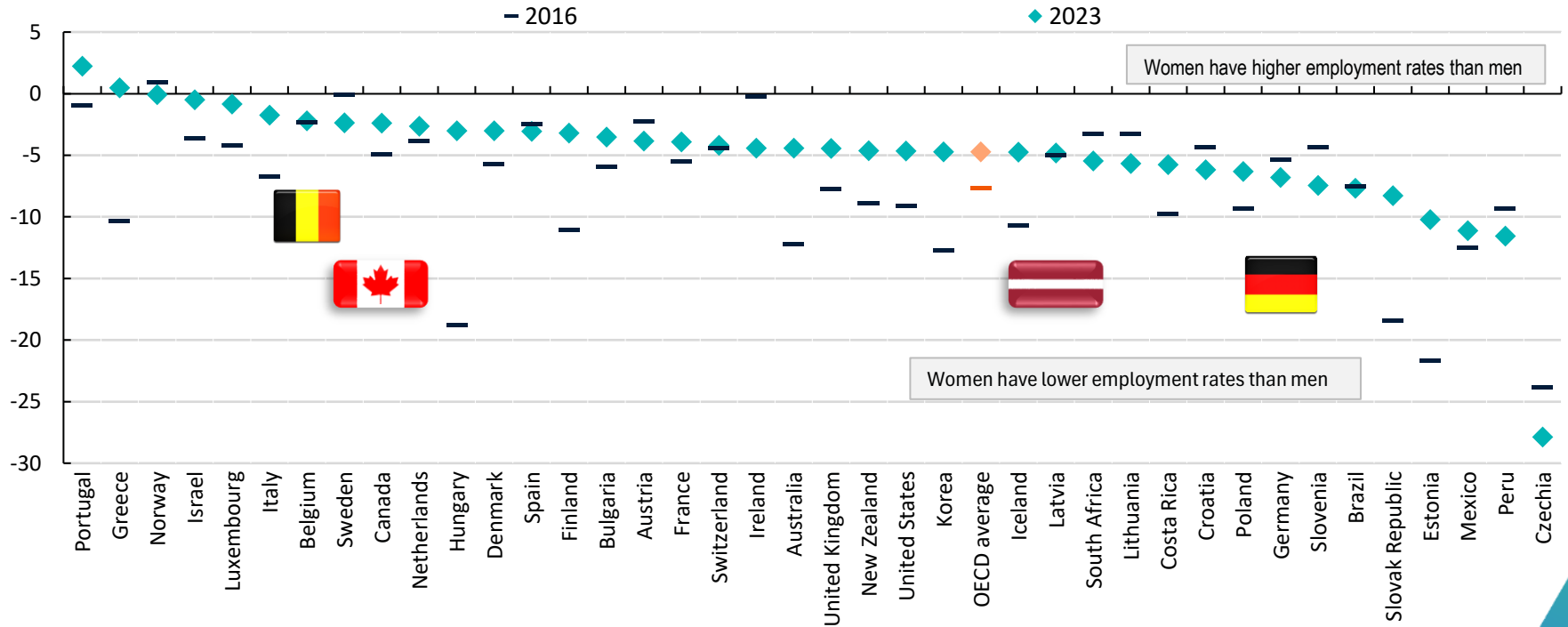
Share of women with at least a bachelor's or equivalent degree among all women, by age group (2023)





Gender differences in employment rates of highly educated young adults are shrinking in many countries

Trends in the gender difference in employment rates among 25-34 year-olds with at least a bachelor's or equivalent degree (2016 and 2023)



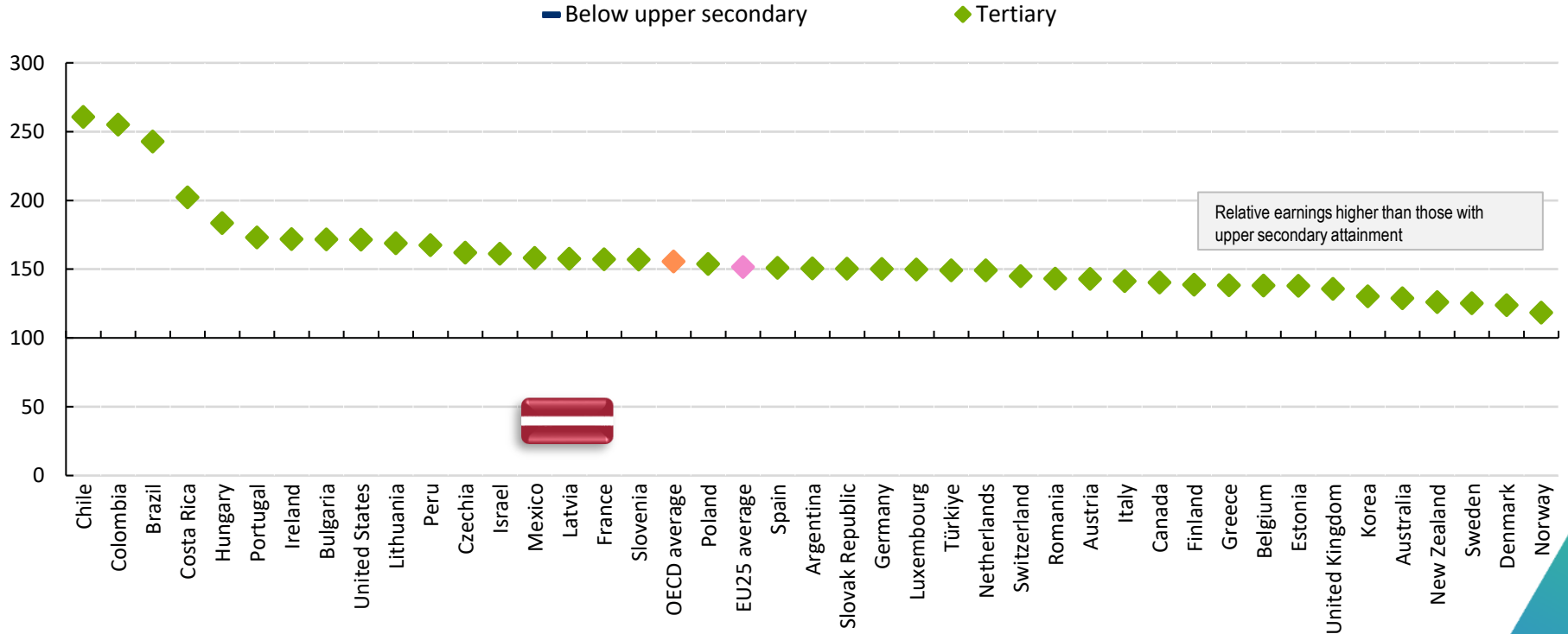
2

Education and income inequality are closely linked



Earnings gaps by educational attainment

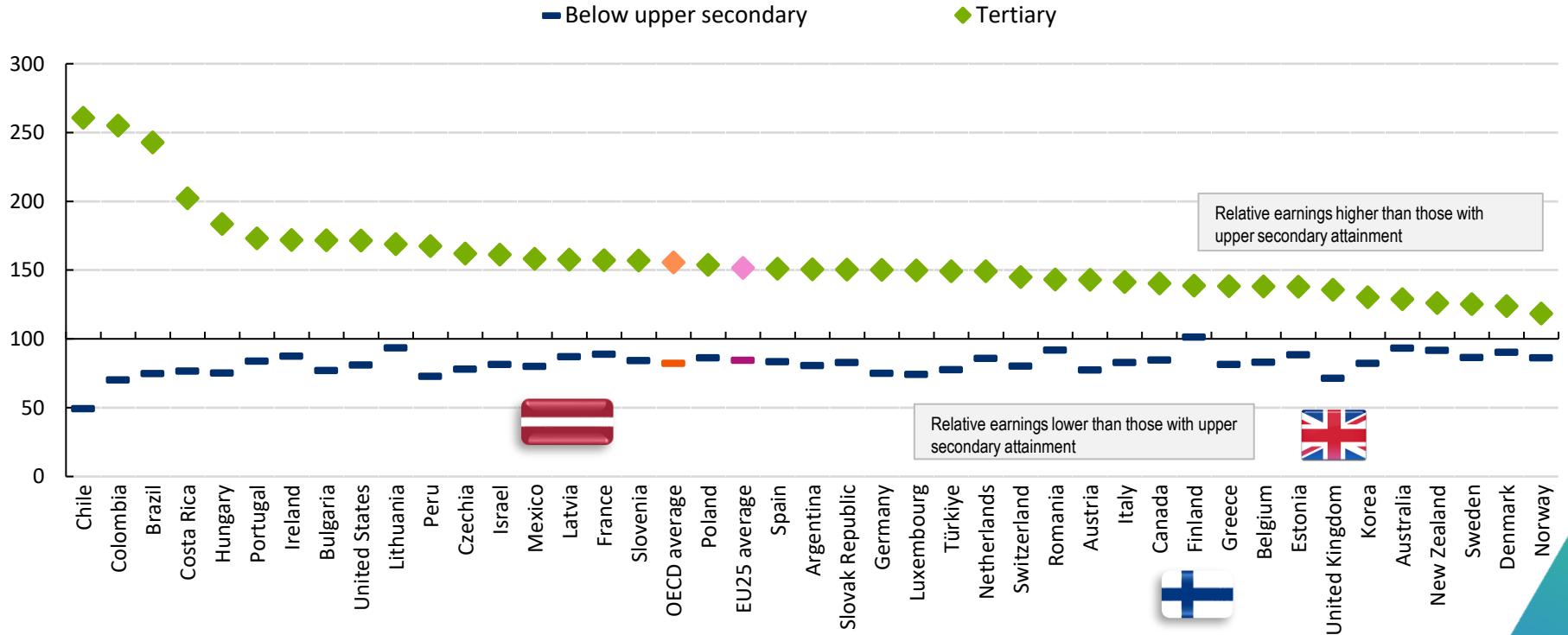
Relative earnings of workers compared to those with upper secondary attainment, by educational attainment (2022)





Earnings gaps by educational attainment

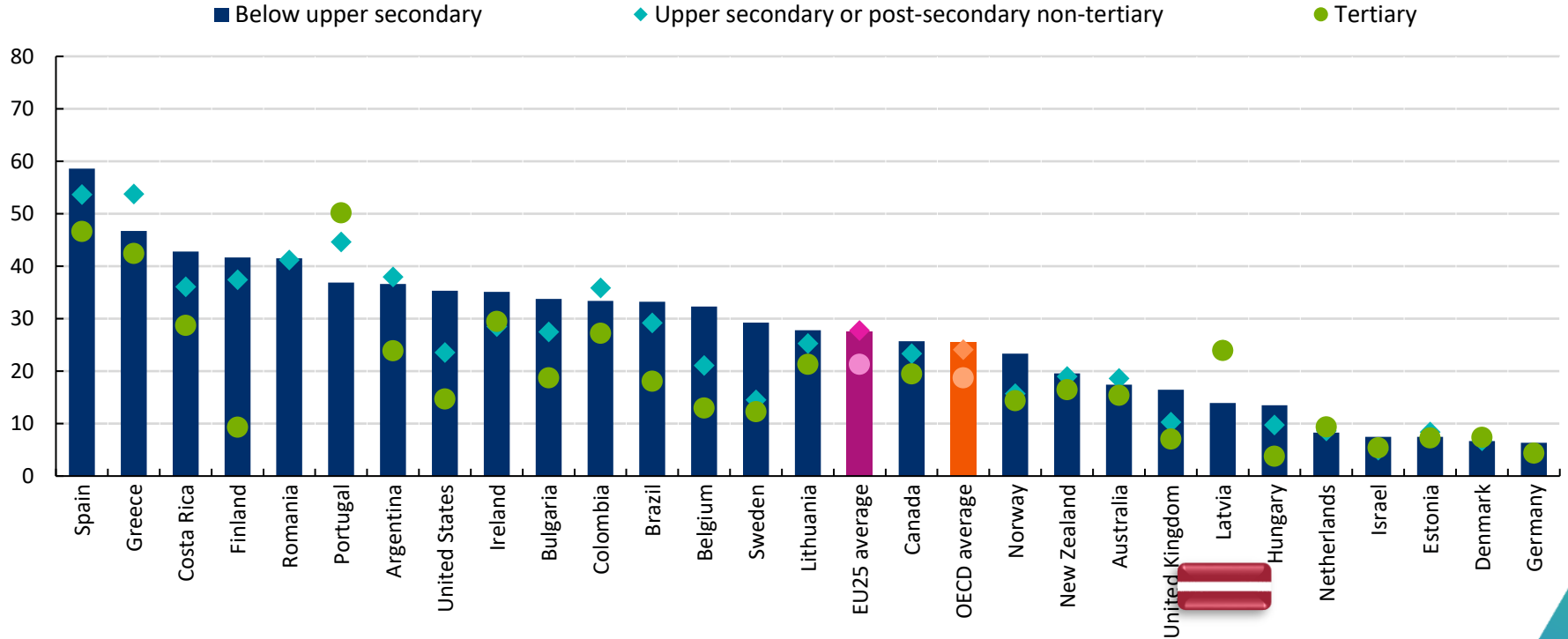
Relative earnings of workers compared to those with upper secondary attainment, by educational attainment (2022)





In many countries, part time workers want to work more

Involuntary part-time workers as a share of all part-time workers, by educational attainment (2022)



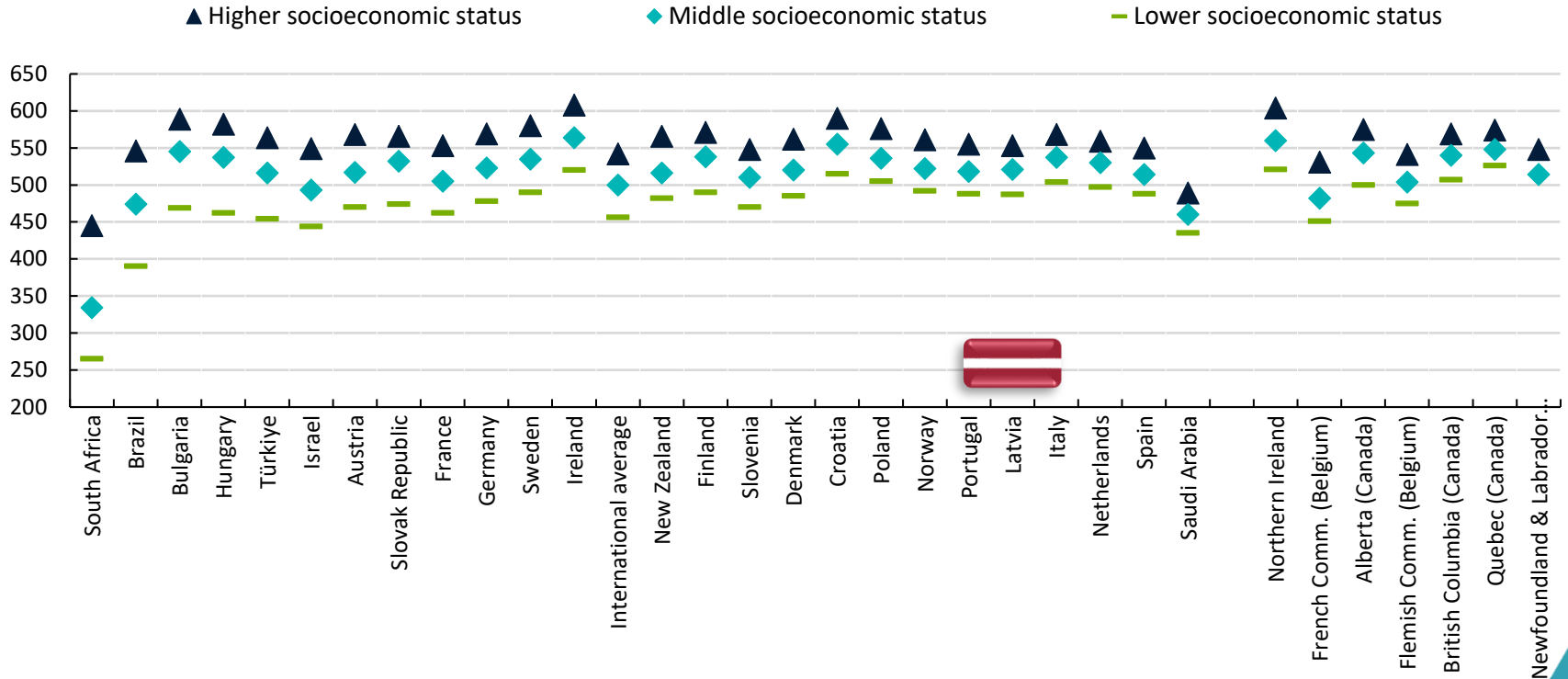
3

Parental background is a major determinant
of students' education outcomes



Socio-economic background has significant effects on learning outcomes already at a young age

Average achievement of students in PIRLS 2021 survey by socio-economic status (2021)



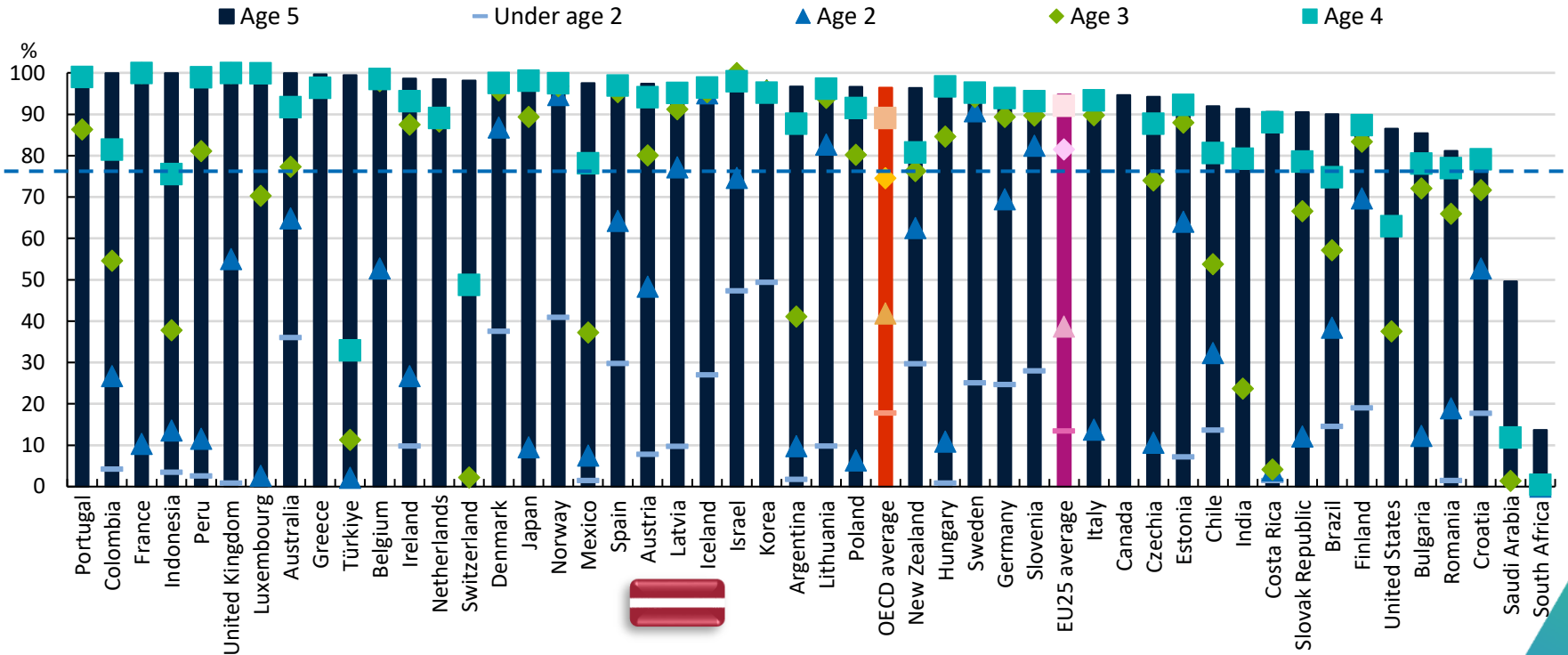
4

**Early childhood education is an important tool
to support disadvantaged children**



At younger age groups, enrolment rates differ strongly across countries

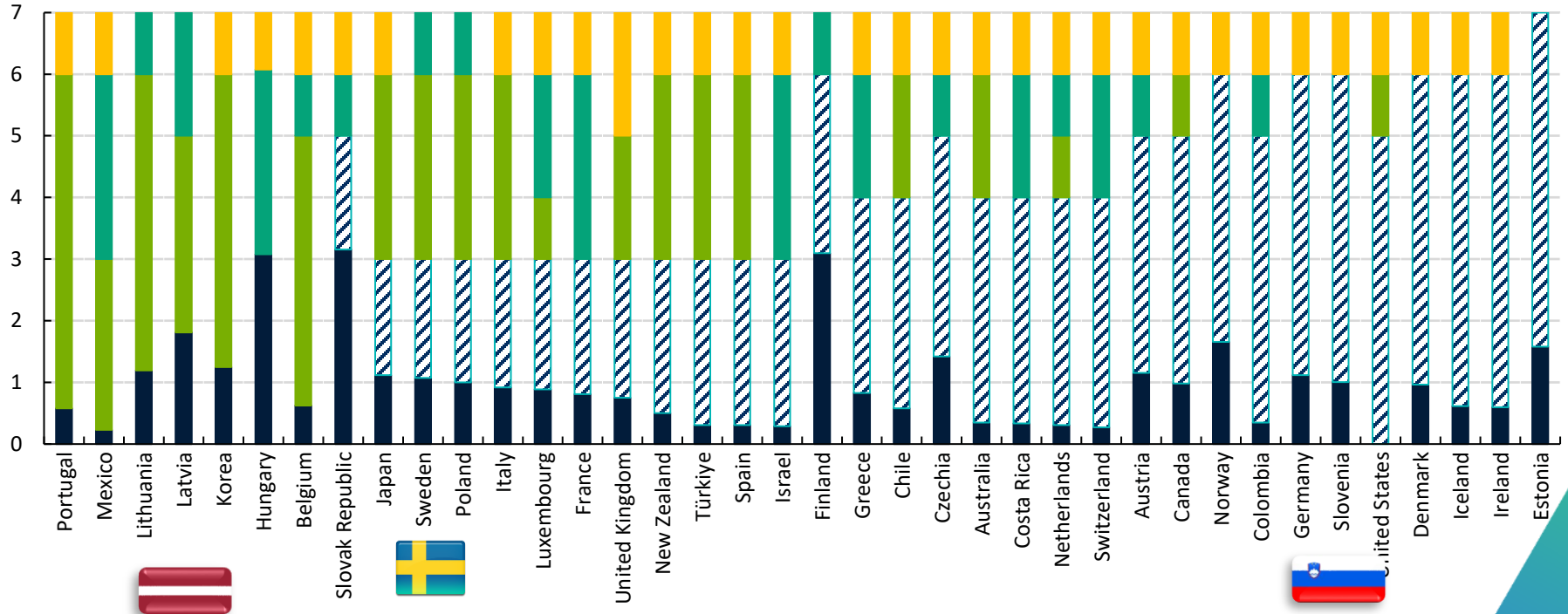
Enrolment rates of young children, by age (2022)



Many countries do not offer universal free early childhood education

Childcare gap (2022)

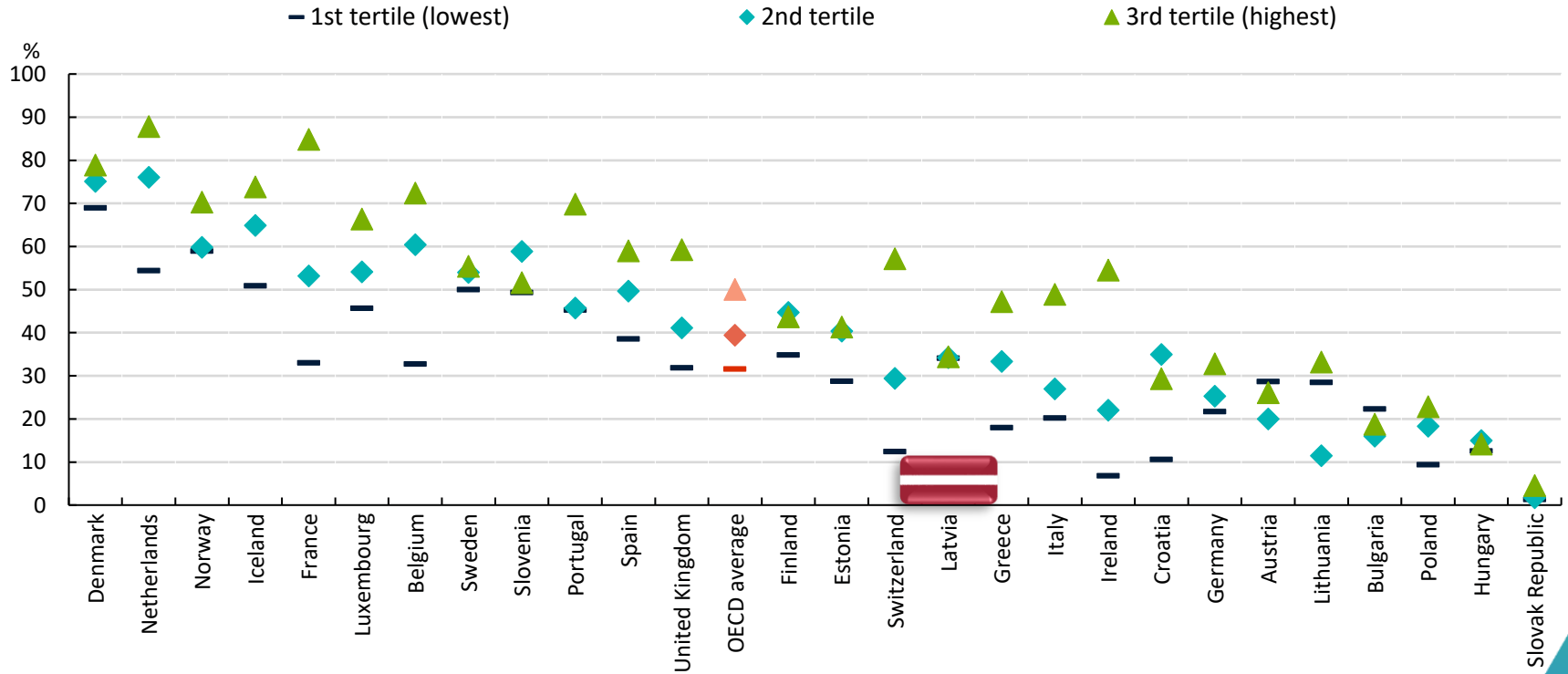
■ Length of paid maternity, parental or home care leave
 ▨ Childcare gap
 ■ Free education
 ■ Compulsory pre-primary
 ■ Compulsory primary





Children from wealthier families are generally more likely to be enrolled

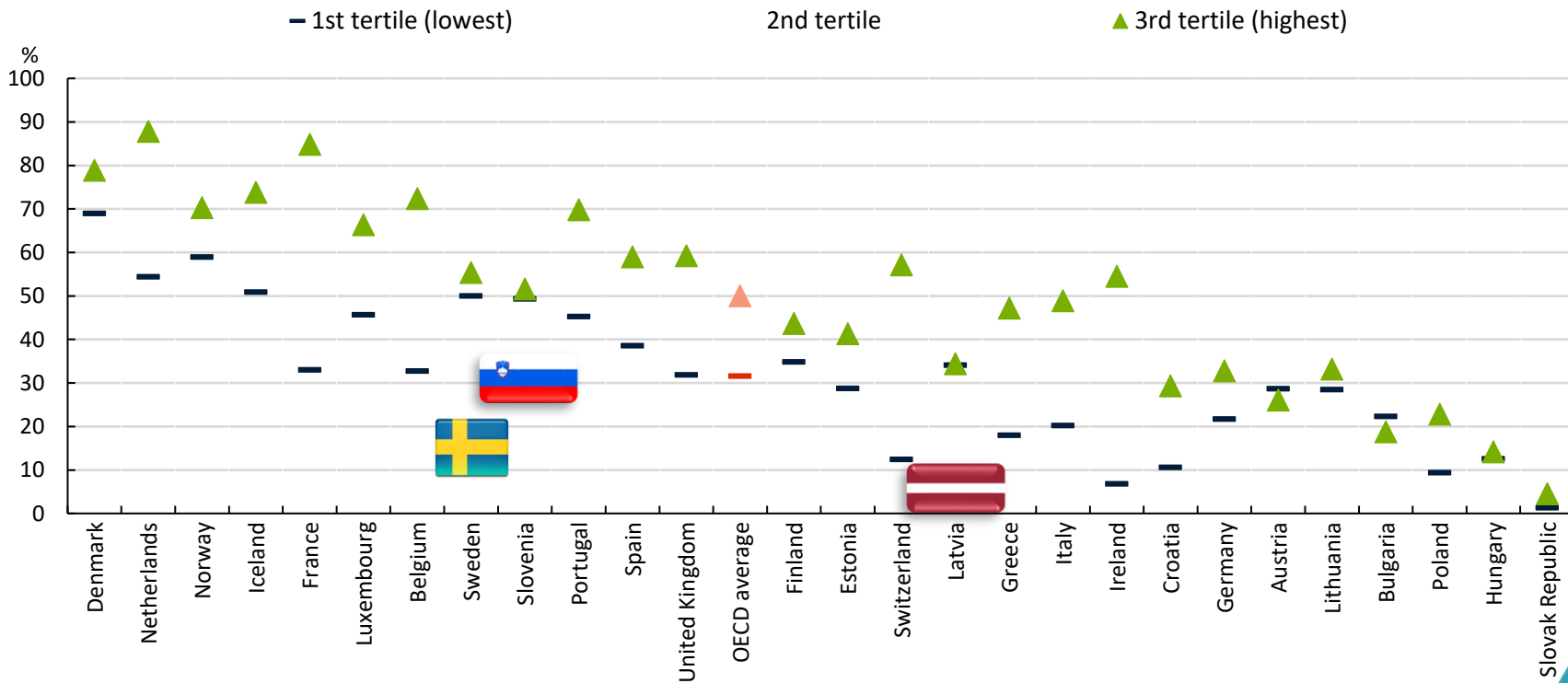
Participation in early childhood education and care among 0-2 year-olds, by disposable income (2022)





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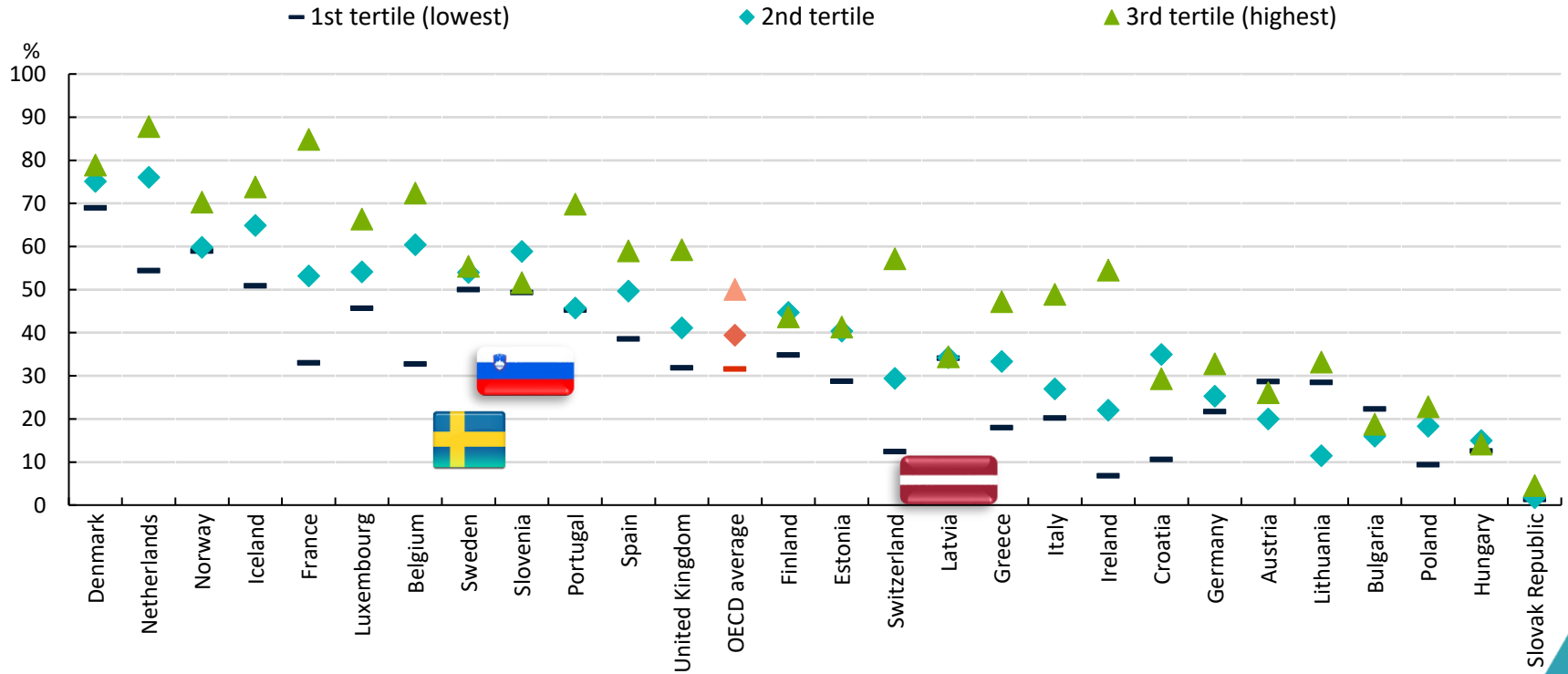
Participation in early childhood education and care among 0-2 year-olds, by disposable income (2022)





Children from wealthier families are generally more likely to be enrolled

Participation in early childhood education and care among 0-2 year-olds, by disposable income (2022)



5

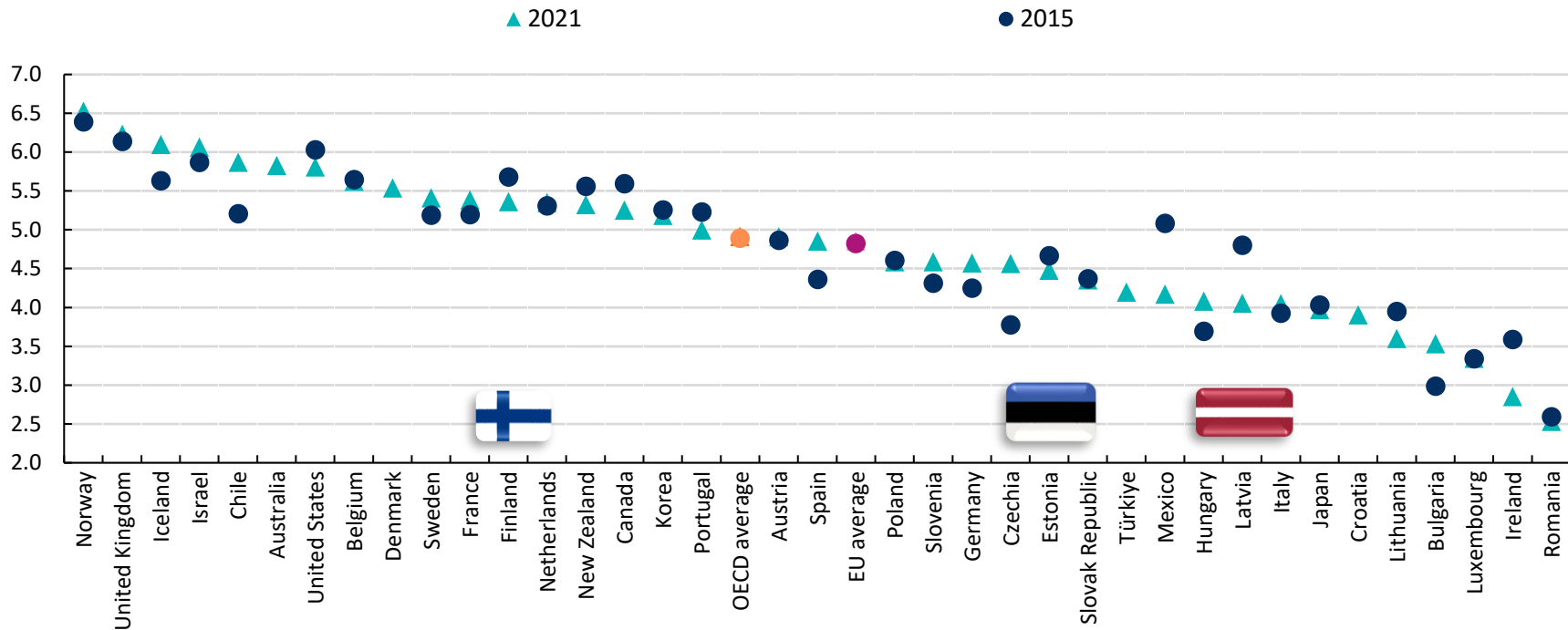
Resources invested into education: In Latvia,
there is more than meets the eye





Across the OECD, expenditure on education has grown in line with GDP

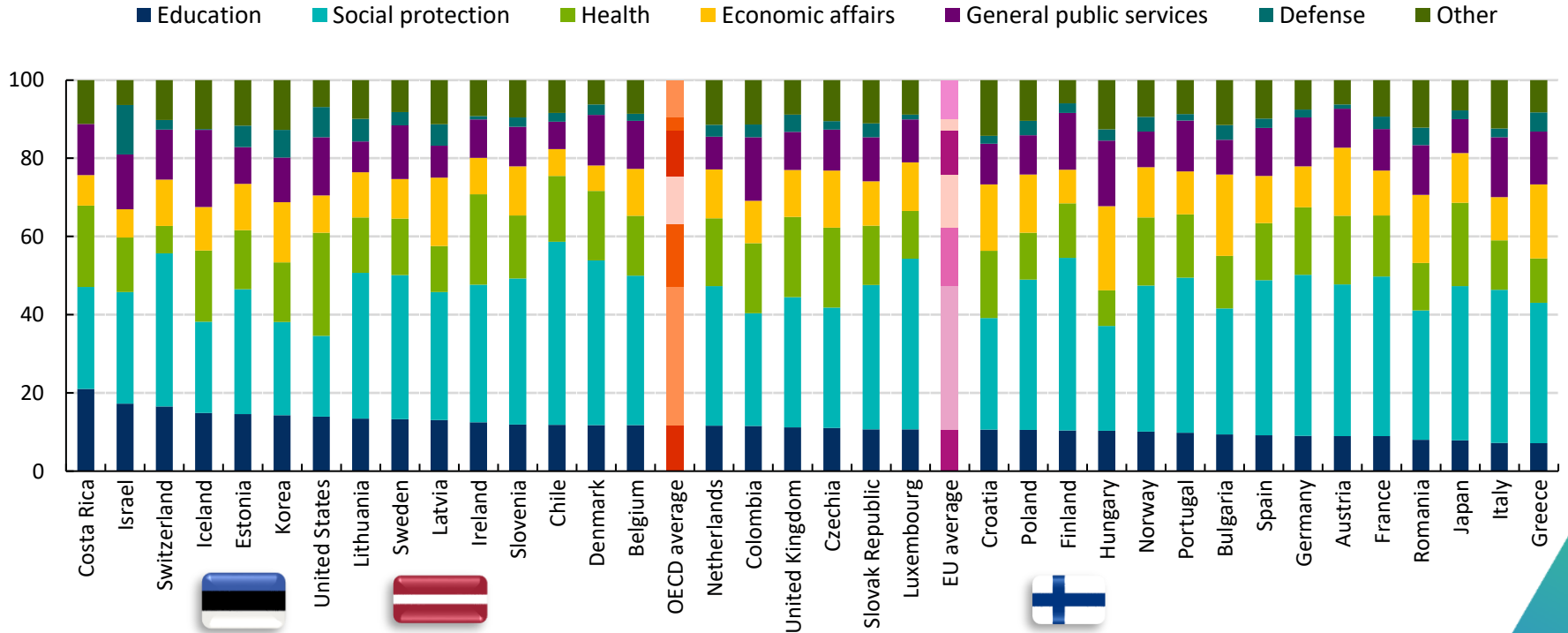
Trends in expenditure on educational institutions as a percentage of GDP, primary to tertiary education (2015 and 2021)





Education is a significant item in public budgets

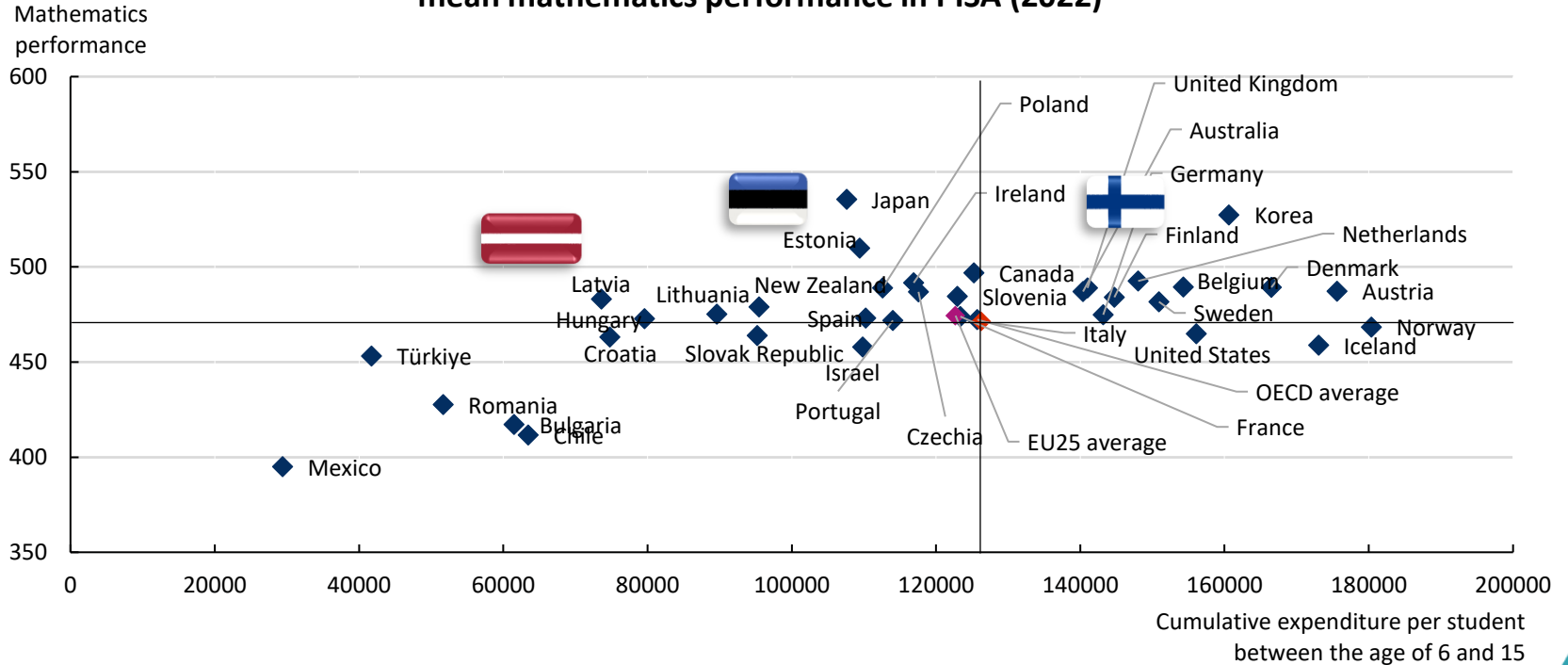
Distribution of government expenditure by function (2022)





Higher expenditure is only to a degree correlated with better learning outcomes

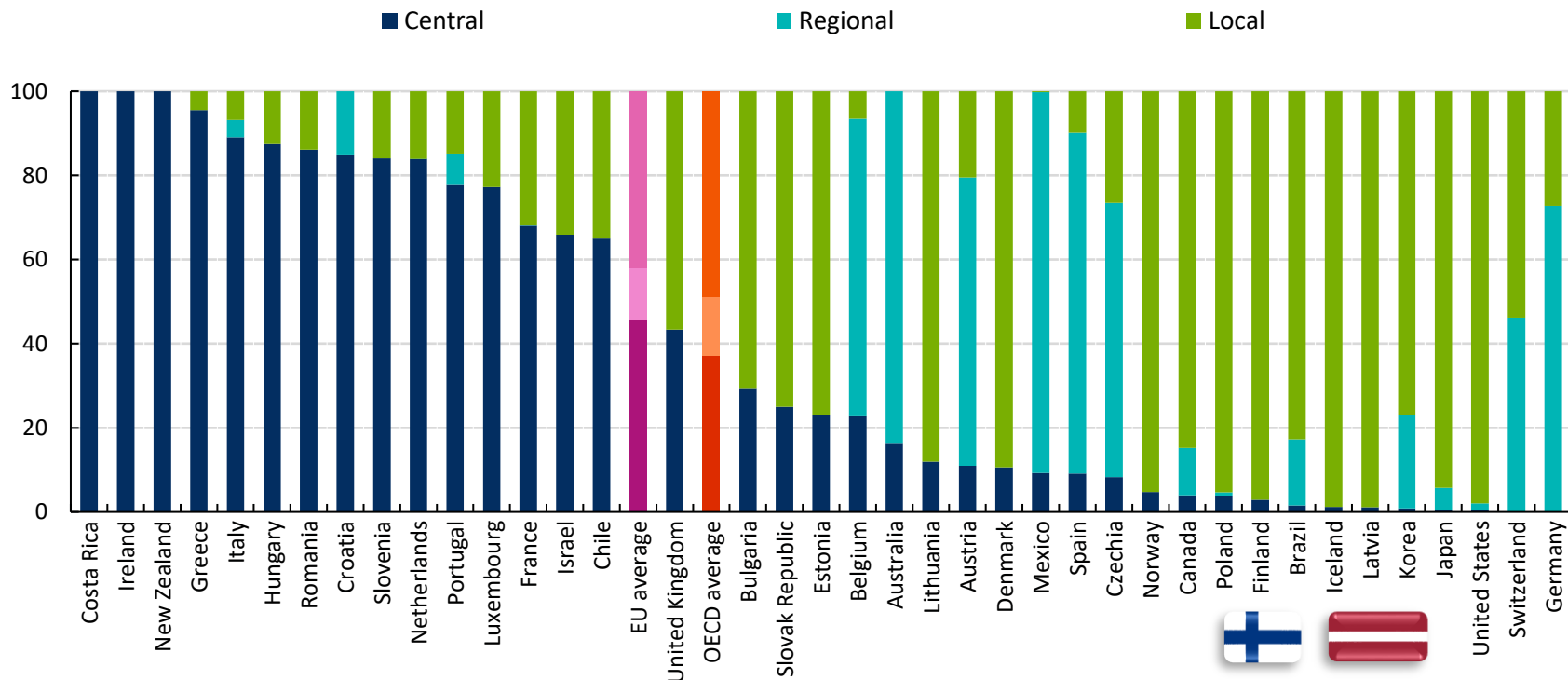
Cumulative expenditure per student between the age of 6 and 15 (2021) and mean mathematics performance in PISA (2022)





In many countries, subnational government play a central role in funding education

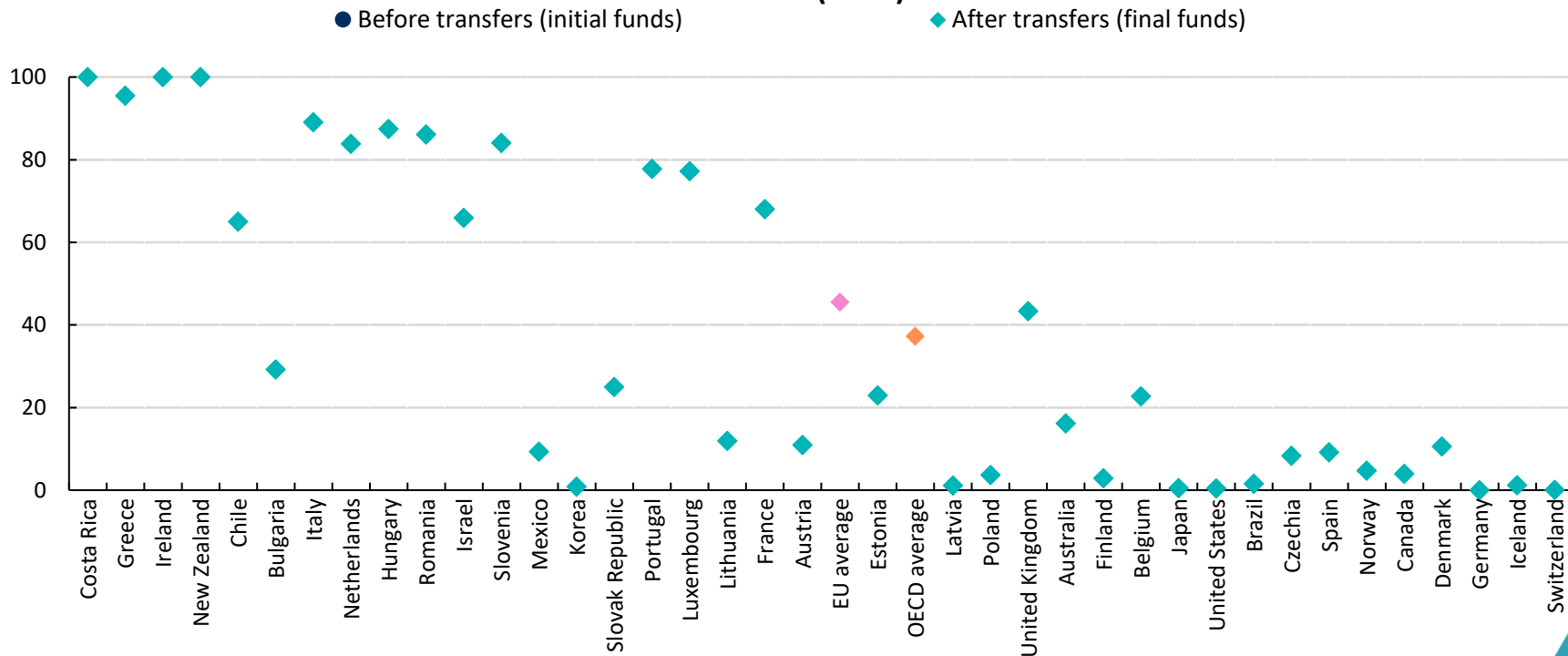
Distribution of government expenditure on primary education by level of government (2021)





Often, funds spent by subnational governments originate at the national level

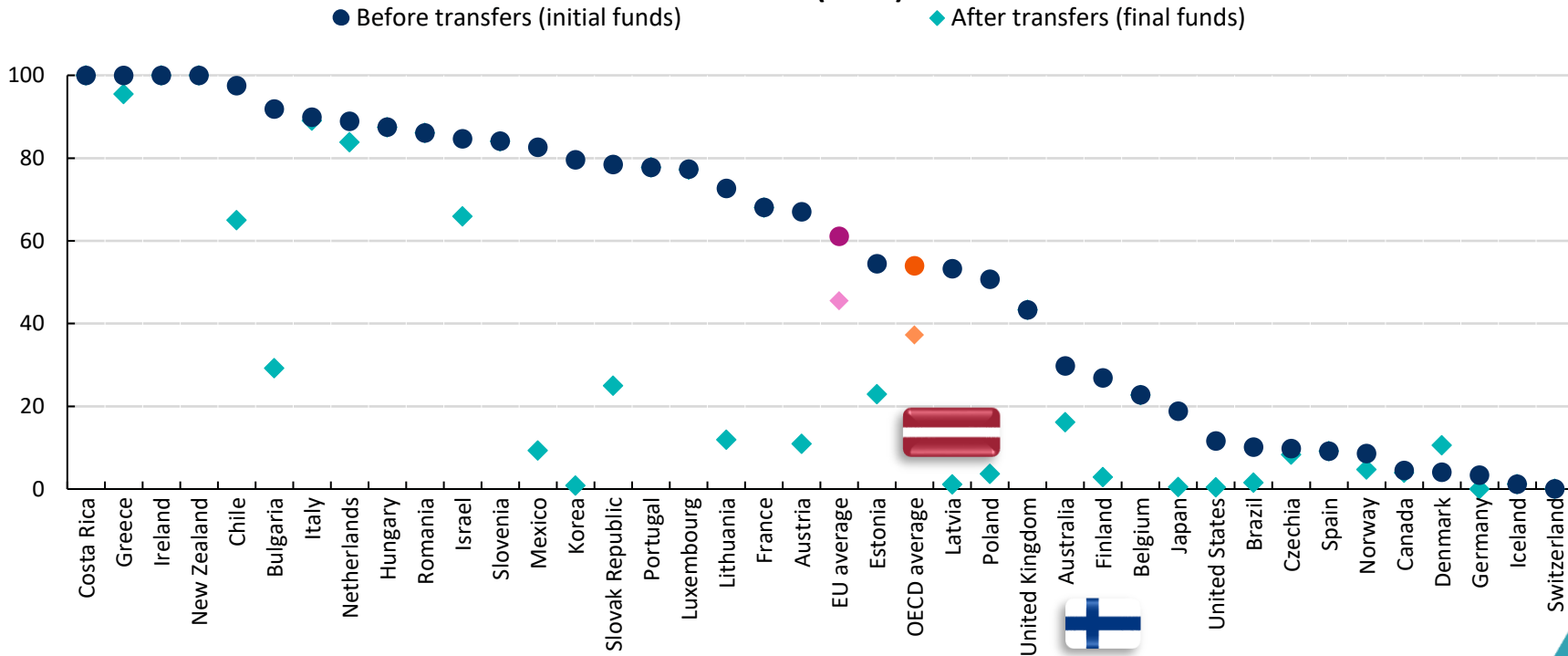
Central government's share of education expenditure on primary education before and after inter-governmental transfers (2021)





Often, funds spent by subnational governments originate at the national level

Central government's share of education expenditure on primary education before and after inter-governmental transfers (2021)



6

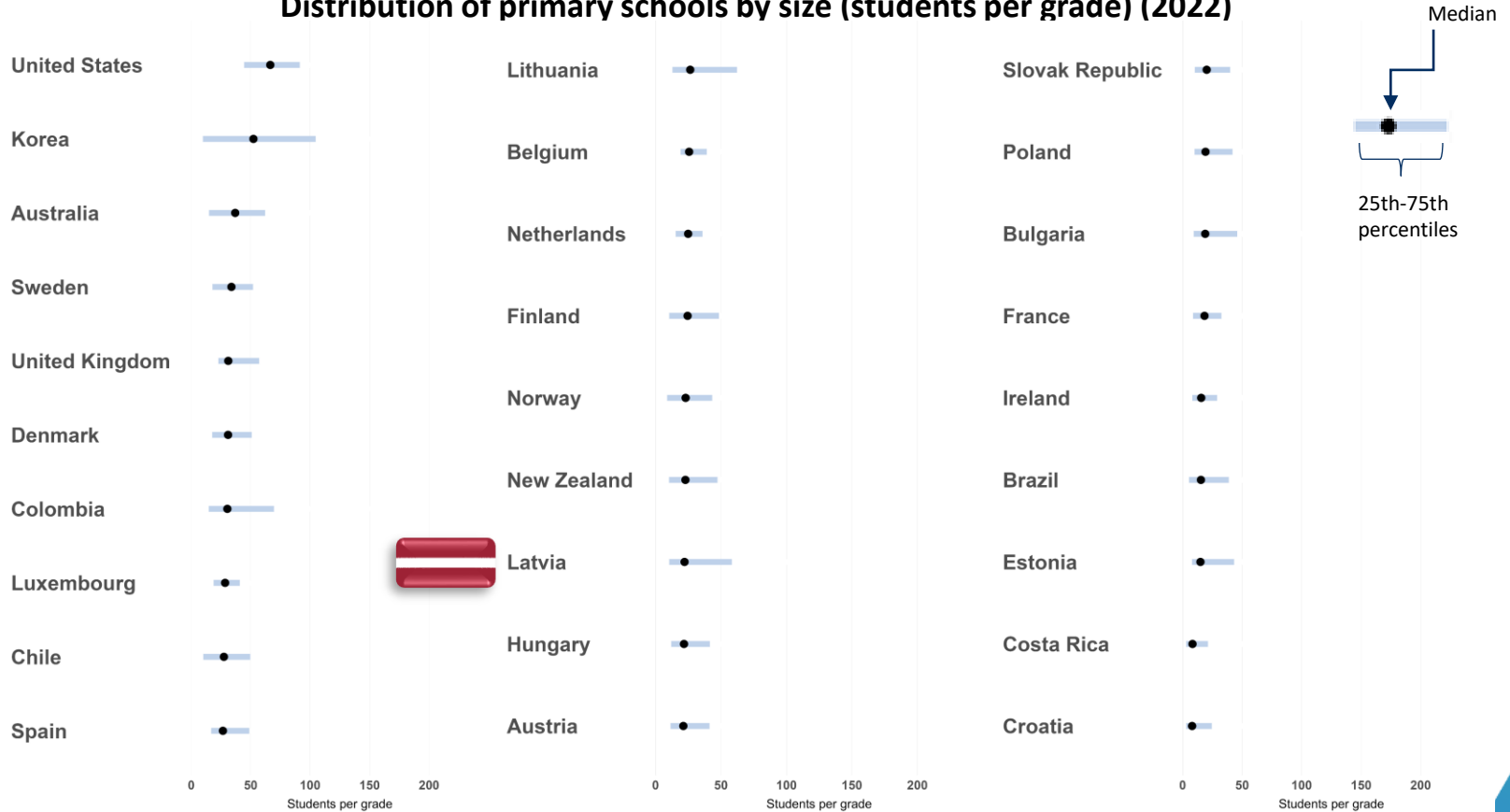
The organisation of schools





The size of schools varies drastically within countries

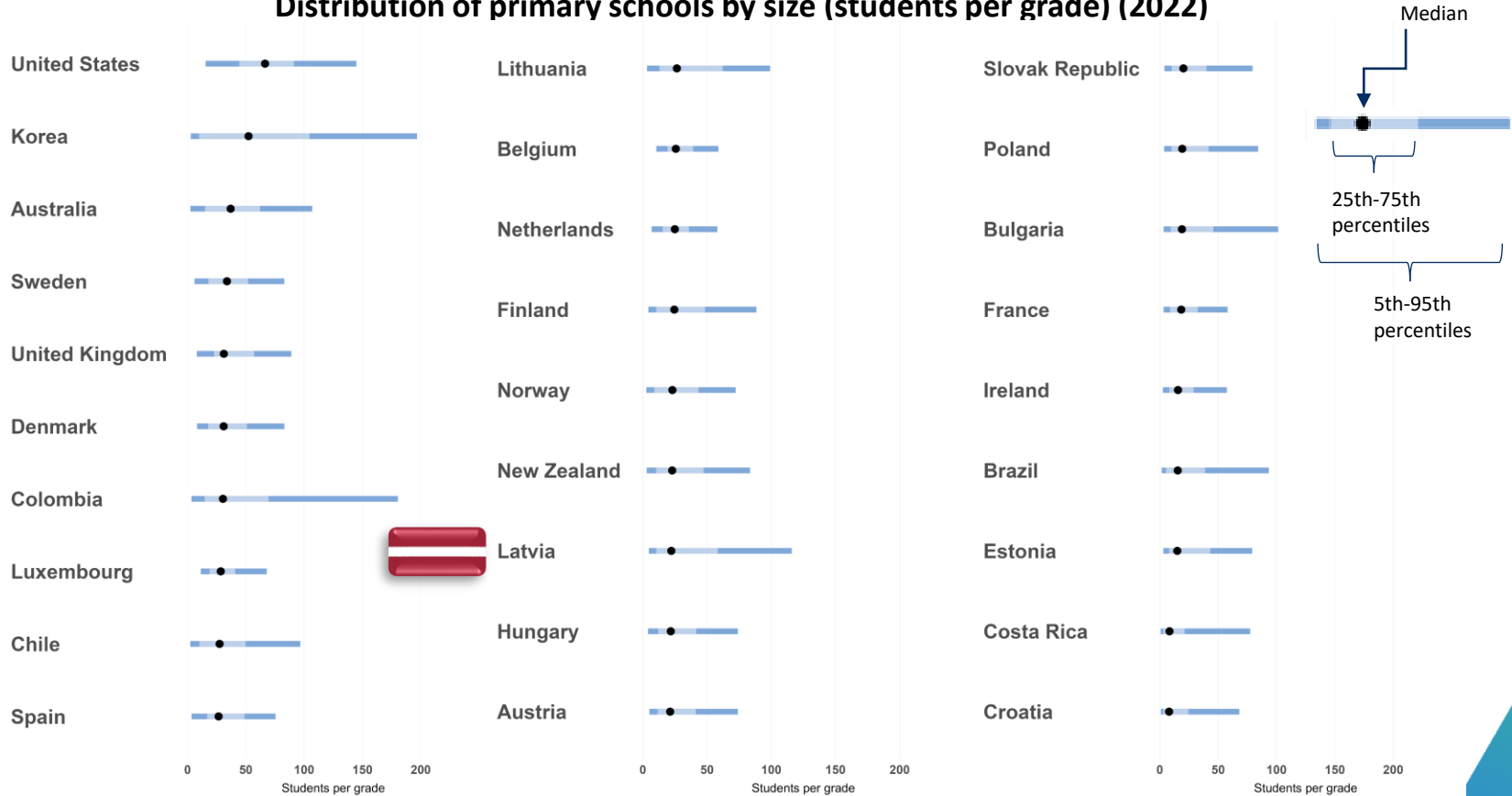
Distribution of primary schools by size (students per grade) (2022)





The size of schools varies drastically within countries

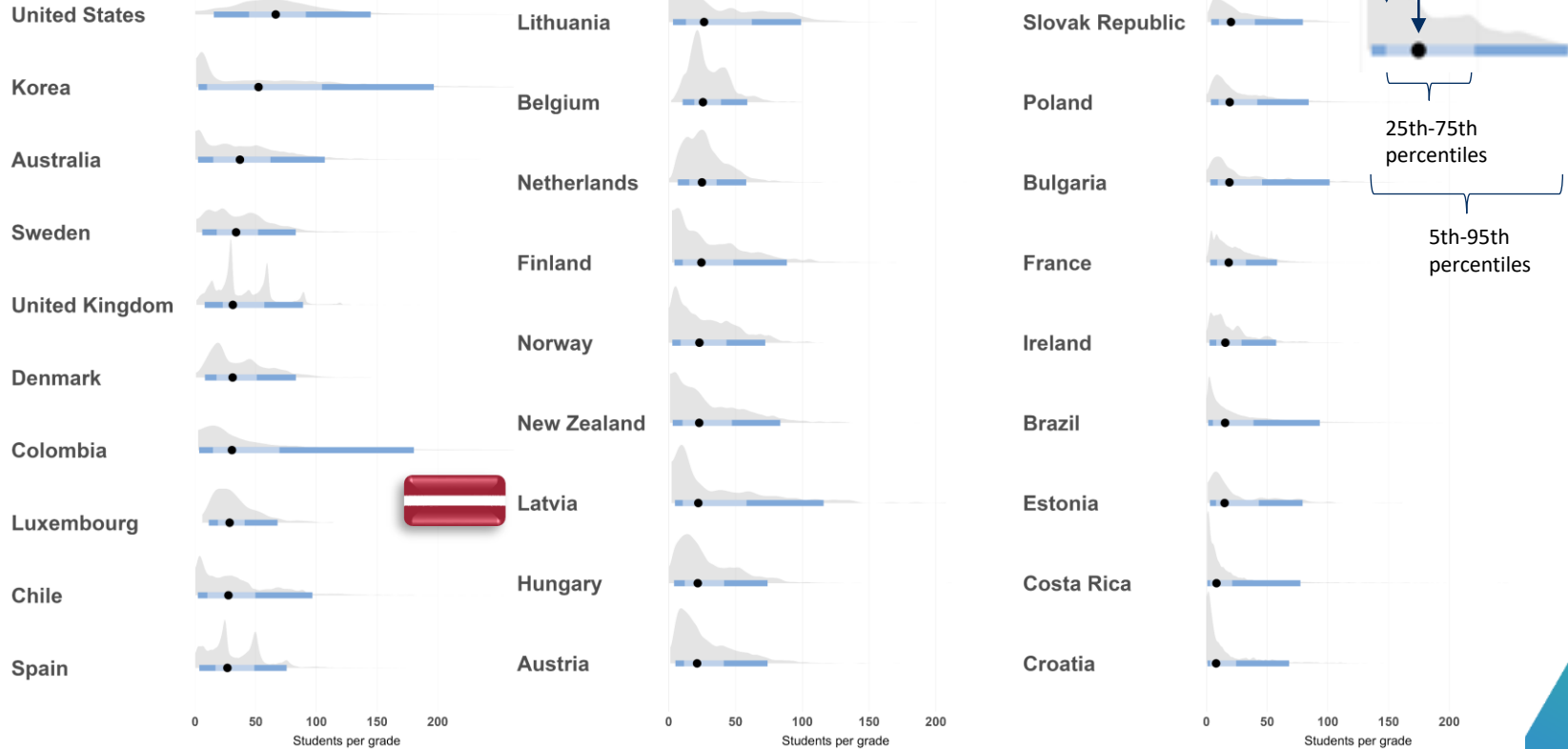
Distribution of primary schools by size (students per grade) (2022)





The size of schools varies drastically within countries

Distribution of primary schools by size (students per grade) (2022)



7

Teacher shortages





18 of the 21 countries with available data were facing a shortage of fully qualified secondary school teachers at the start of 2022/23 school year



Reading, writing and literature



Mathematics



Natural sciences (including science, physics, etc.)



Social studies (including history, geography, etc.)



Second and other languages



Physical education and health



Arts (including history of arts, music, etc.)



Other subjects

Shortages for all subjects

Costa Rica



Denmark^{1,2}



Estonia³



Germany ISCED 2



Germany ISCED 3



Iceland¹



Latvia



Lithuania²



Slovenia



United States²



Shortages in some subjects

Austria



France²



Hungary



Japan ISCED 2²



Japan ISCED 3²



Netherlands



New Zealand



Slovak Republic



Flemish Comm. (Belgium)



Romania



No Shortages

Greece

No

Korea

No

Türkiye

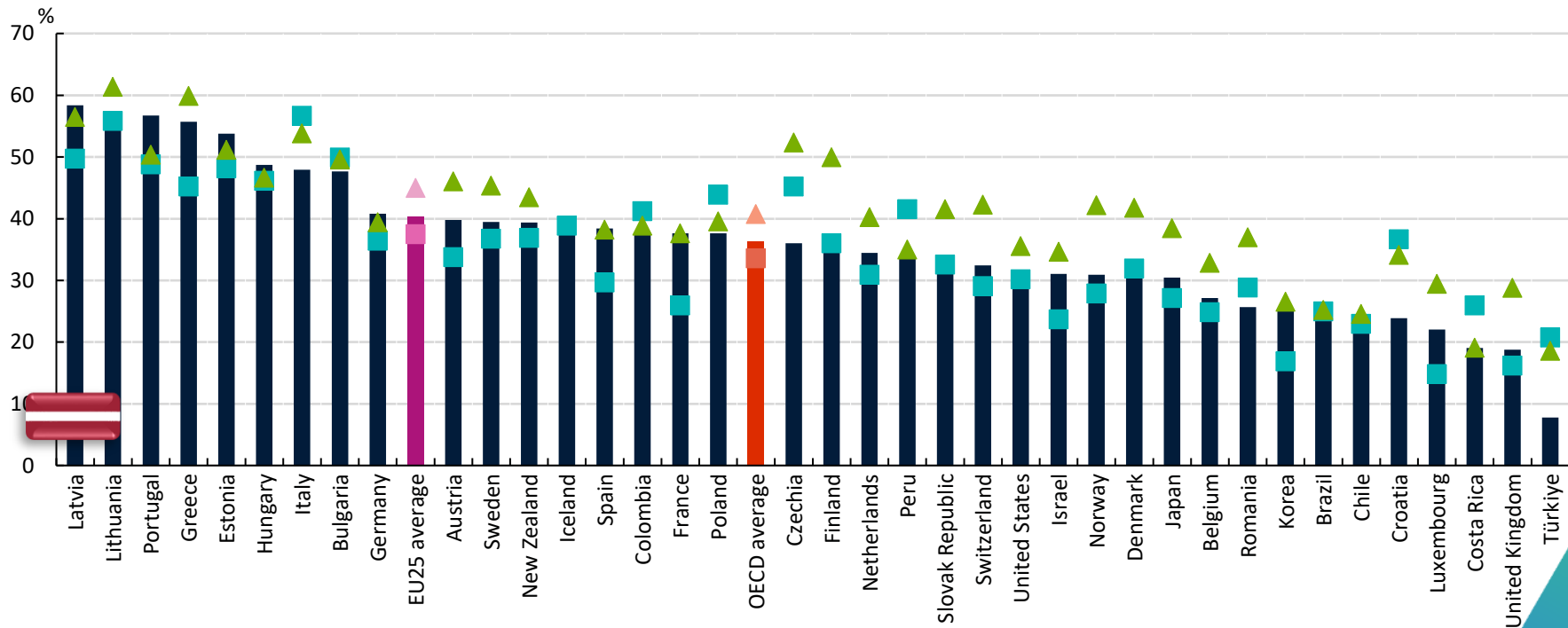
No



Countries with declining student populations have a high share of older teachers as they recruit few young teachers

Share of teachers at least 50 years old, by level of education (2022)

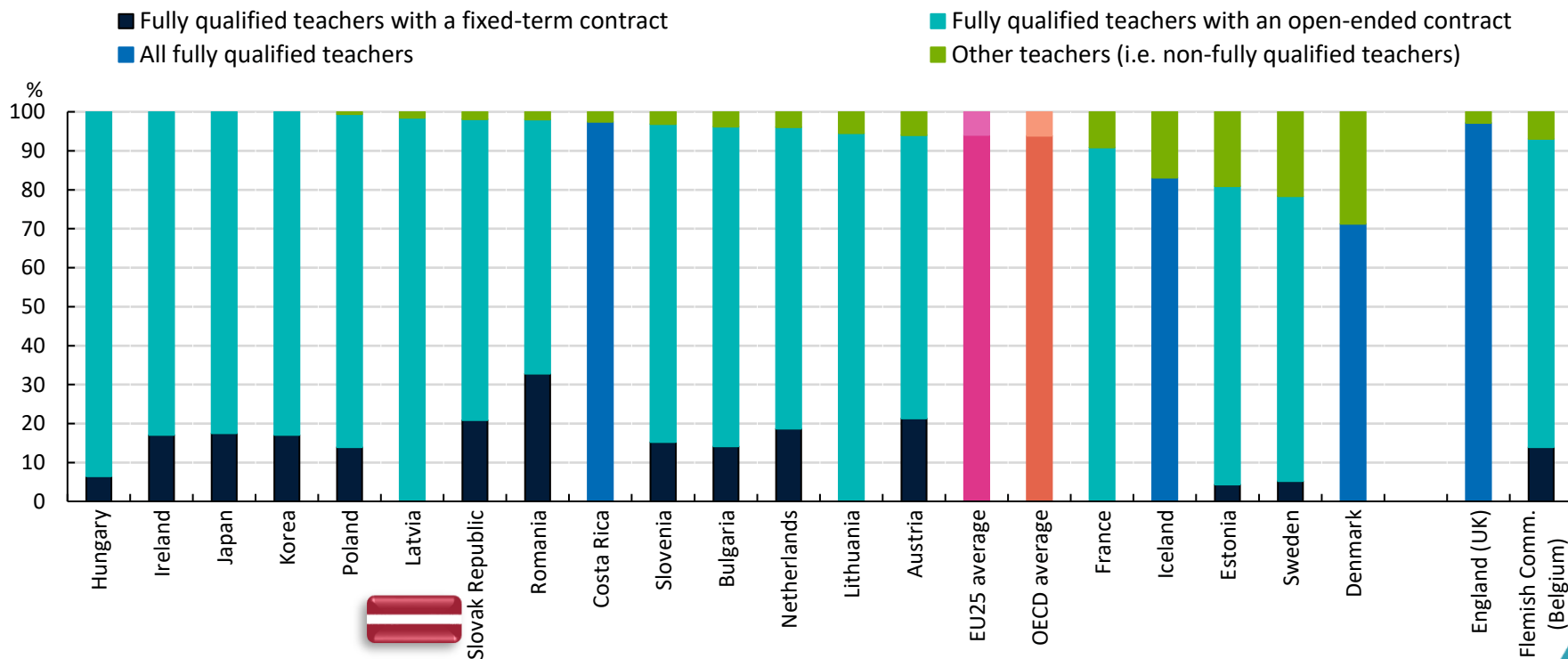
■ Lower secondary ■ Primary ▲ Upper secondary





The share of teachers without the formal qualification to become teacher varies across countries

Distribution of secondary teachers, by type of contract and qualification status (2022/23)

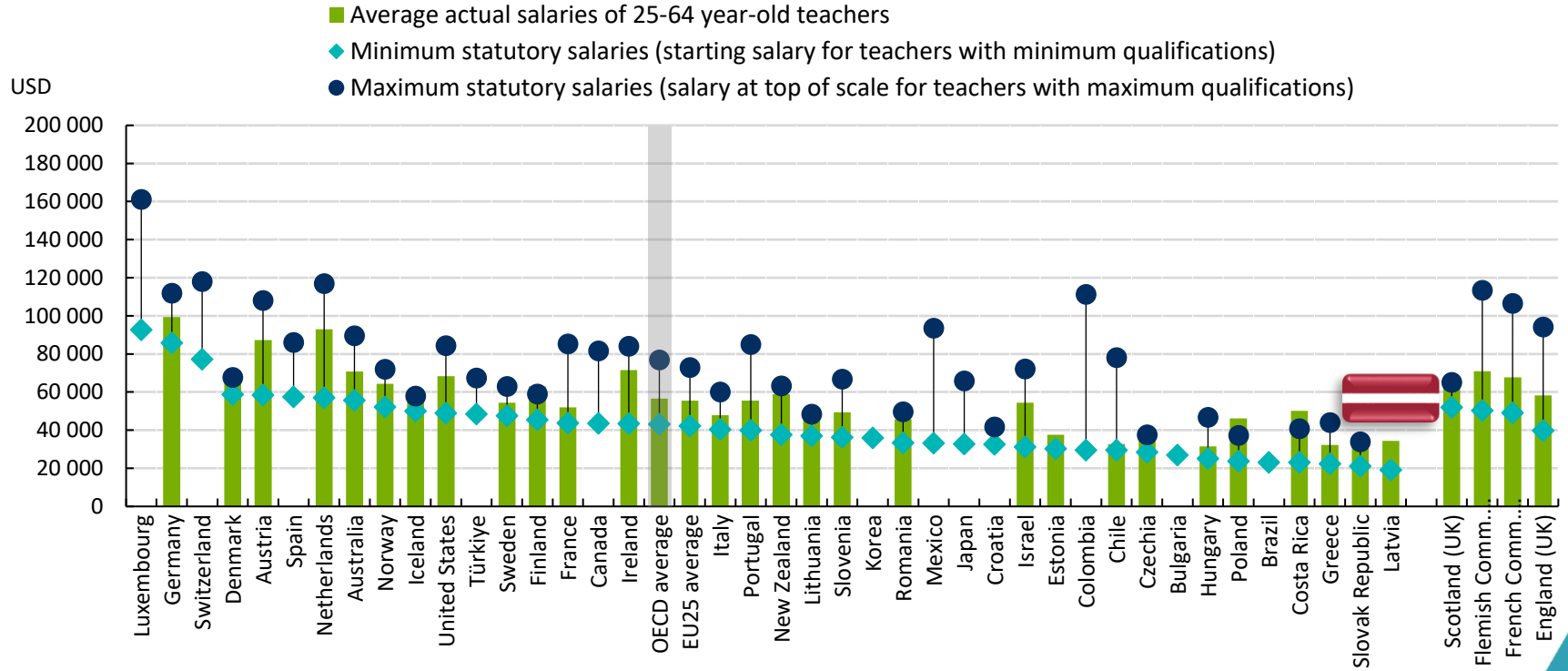


Salaries and tasks of teachers



The range of statutory teacher salaries varies across countries

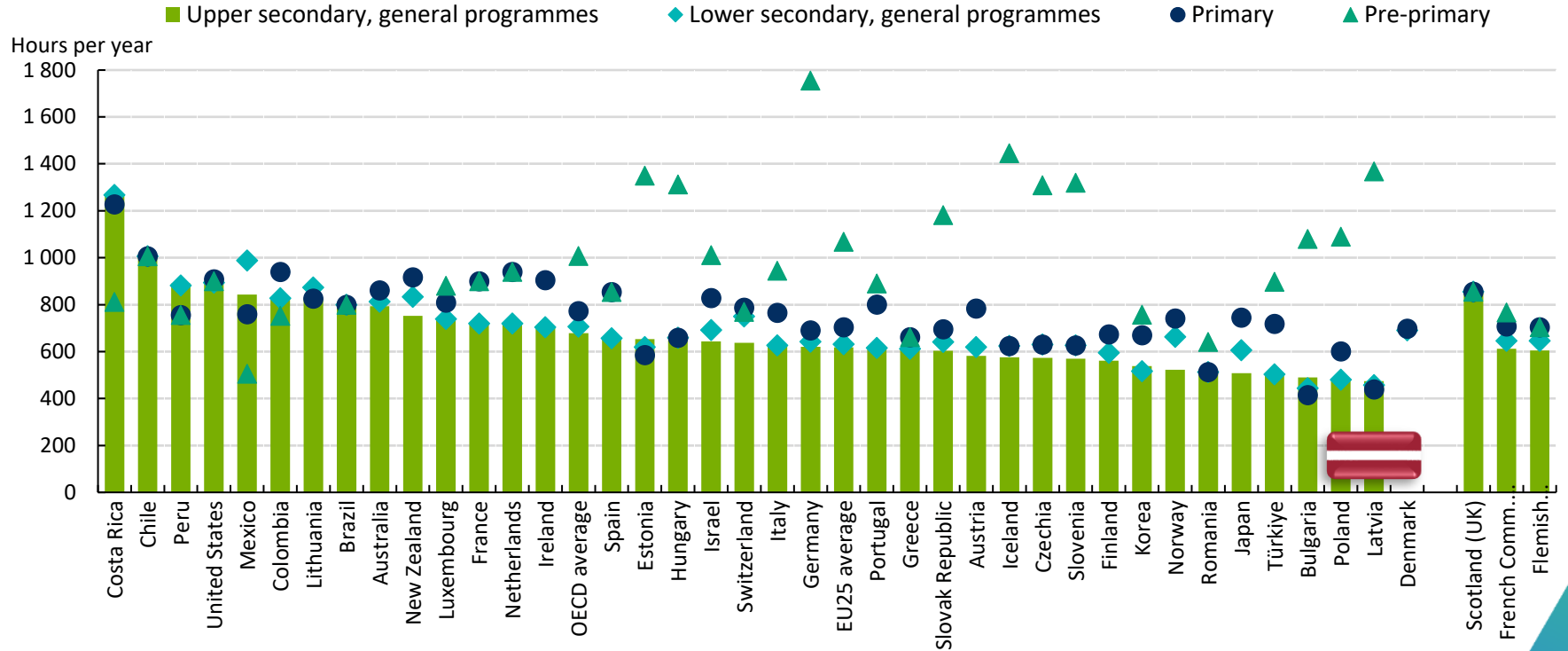
Lower secondary teachers' average actual salaries compared to the statutory minimum and maximum salaries (2023)





Teaching time of teachers varies strongly across countries

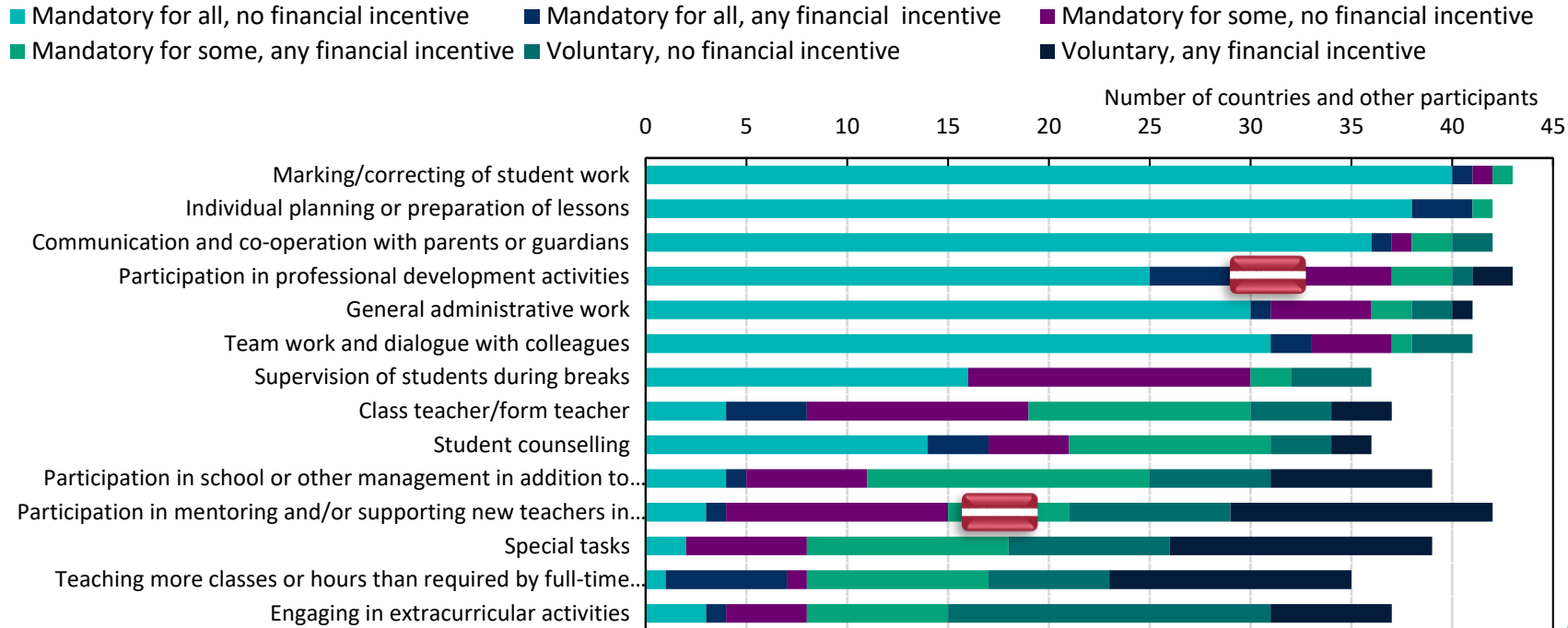
Teaching time of teachers, by level of education (2023)





Required tasks of teachers differ across countries

Requirements and incentives for tasks and responsibilities of upper secondary teachers (2023)



Thank you





Izglītības un zinātnes
ministrija

OECD IKGADĒJAIS PĀRSKATS «ĪSUMĀ PAR IZGLĪTĪBU 2024»

10/09/2024

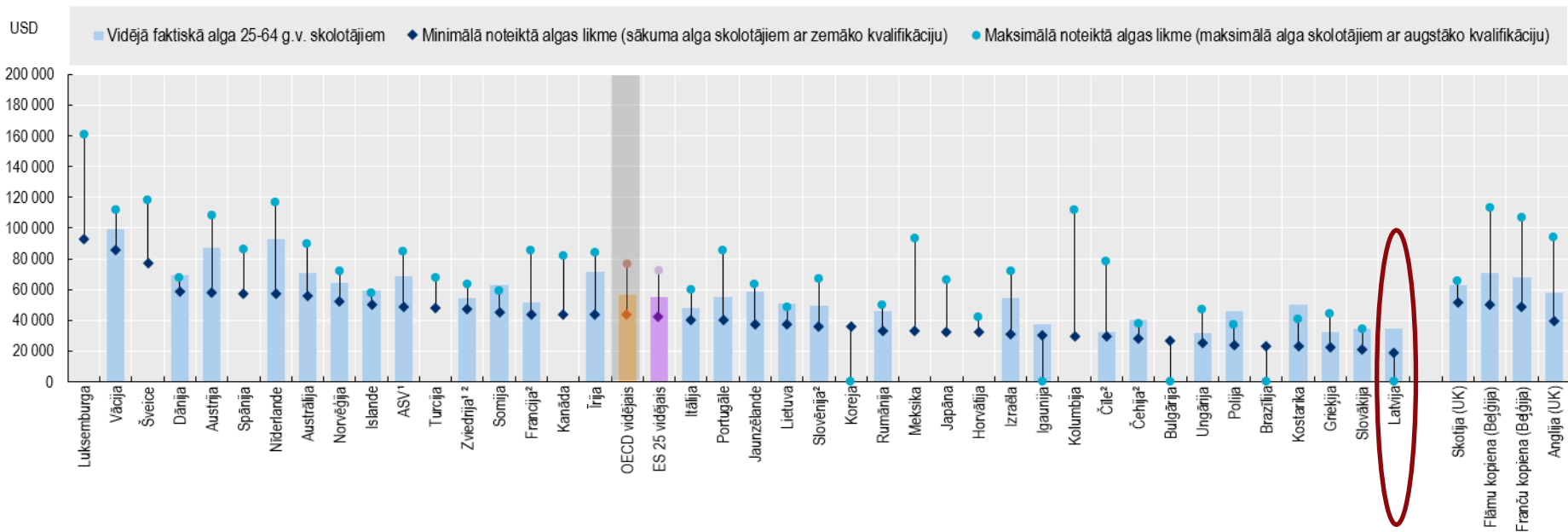
Izglītības un zinātnes ministrija

SATURS

- Atalgojuma apjoms
- Pedagogu un skolēnu mācību slodze, t.sk. klašu izmērs
- Pirmsskolas izglītības pieejamība
- Taisnīguma un vienlīdzīgu iespēju rādītāji

ATALGOJUMA APJOMS

Salīdzinot ar citām OECD valstīm, Latvijas skolotāju darba samaksa ir viena no zemākajām



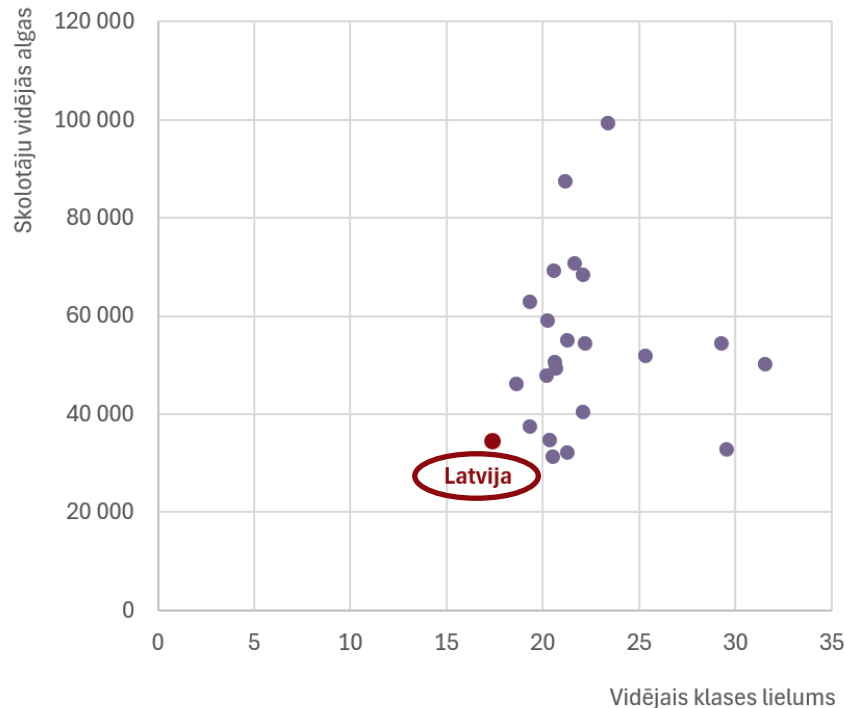
MĀCĪBU UN MĀCĪŠANĀS SLODZE: KLAŠU IZMĒRS



Vidējais klases lielums Latvijas pašvaldību pamatskolās

- 2013. gadā bija 15 skolēni
- 2022. gadā – **17 skolēni.**

Savukārt ārpus galvaspilsētas areāla **vienā ceturtajā daļā** no sākumskolām klašu grupā mācās **vidēji tikai 9 skolēni.**



Vidējais klases lielums un skolotāju vidējās algas pamatskolas posmā, 2022. gads.
Avots: OECD EAG 2024

MĀCĪBU UN MĀCĪŠANĀS SLODZE

Mācību un mācīšanas stundu slodze Latvijas skolēniem un skolotājiem – viena no mazākajām starp OECD valstīm



2022./23. mācību gadā vidējais mācīšanas laiks:

- sākumskolas skolotājiem bijis **439** astronomiskās stundas;
- pamatizglītības otrā posma skolotājiem – **457** stundas;
- vidējās izglītības skolotājiem – **475** stundas.

Līdzīgi kā Polijā tas ir mazākais mācīšanas laika apjoms gadā starp OECD valstīm.

PIRMSSKOLAS IZGLĪTĪBAS PIEEJAMĪBA

7

Latvija ir viena no septiņām OECD valstīm, kurā **agrīnās izglītības** un **aprūpes pakalpojumus** ģimenes var saņemt **bez pārrāvuma**, jo bezmaksas agrīnā izglītība sākas tūlīt pēc apmaksāta bērnu kopšanas atvaļinājuma beigām



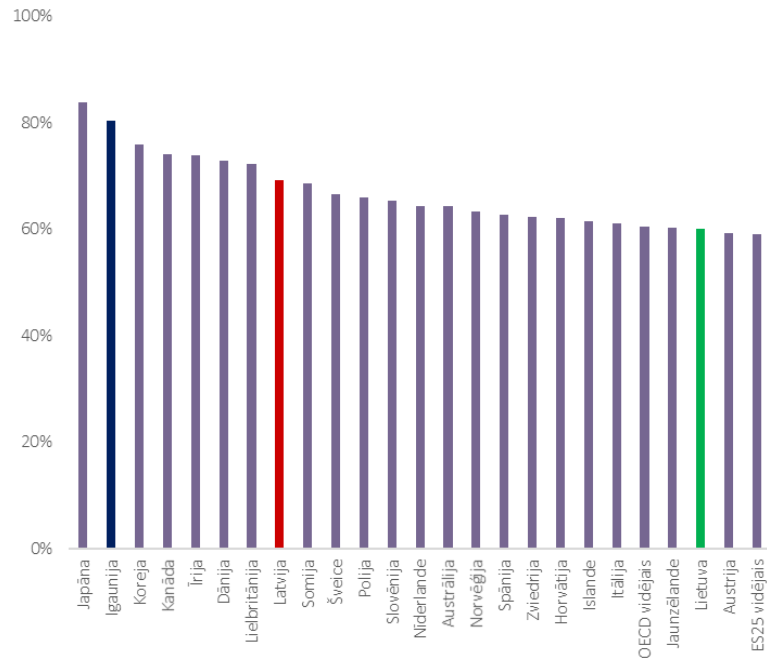
Ieguldījumi pirmsskolas izglītībā no **pašvaldību puses**

TAISNĪGUMA UN VIENLĪDZĪGU IESPĒJU RĀDĪTĀJI

Tematiski 2024. gada OECD pārskatā īpaši izcelts **taisnīgums izglītībā**.

Latvijas skolas **sekmīgi mazina sociāli-ekonomisko atšķirību ietekmi skolēnu sasniegumos** un nodrošina, ka lielāka daļa skolēnu, nekā OECD valstīs vidēji, sasniedz pamata un augstākus prasmju līmeņus galvenajās kompetencēs.

Arī **vecāku izglītības līmenis ietekmē** bērnu izglītības līmeni.



Skolēnu ar PISA ekonomiskā, sociālā un kultūras indeksa (ESCS) zemāko statusu, kuri sasniedz pamata līmeni un augstāku matemātikas kompetencē, paritātes indekss ar augstākā ESCS statusa skolēniem (pilnīga paritāte = 100%), 2022. gads. Avots: OECD EAG 2024.



Izglītības un zinātnes
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