



# Institutionalising a new academic career framework in Latvia

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# What will we cover today?



**1** Academic staff in Latvia and across the OECD



**2** This project – implementation support for Latvia's new academic career framework



**3** Panel discussions with experts to explore the context for next steps



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Academic staff profile in Latvia and across the OECD



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# Academic careers comprise many different elements, but reliable and comparable data on many dimensions is limited



## Basic employment conditions

1. Contractual status

2. Responsibilities and workload

## Appraisal and career progression

3. Performance appraisal

4. Professional learning

5. Flexible career paths

## Broader working environment

6. Diversity and gender balance

7. Internationalisation

8. Academic freedom

## Why is comparable data lacking?

### > Diversity in career structures

- ❑ One system may have multiple career models
- ❑ Classifications of academic staff tend to differ reflecting regulatory environment and historical context

### > Respective roles of academic and non-academic staff

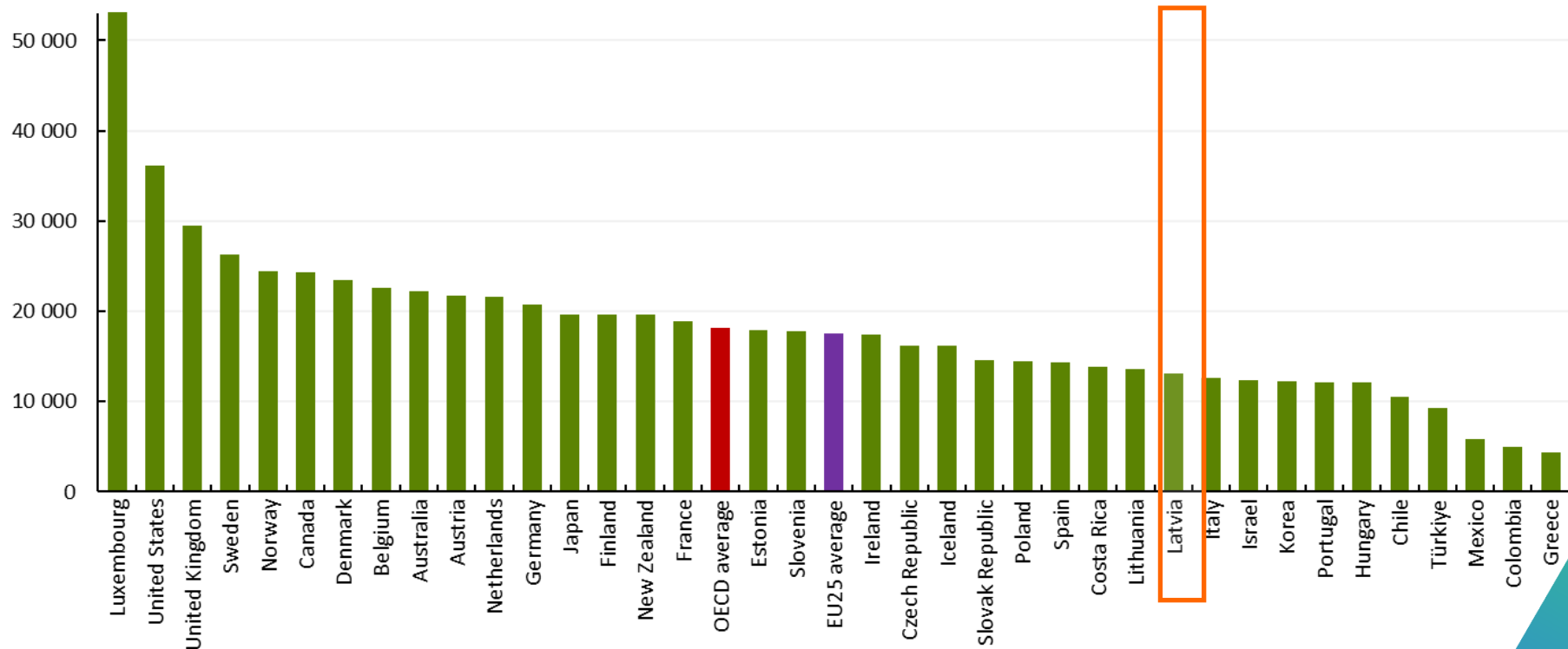
- ❑ Common tasks and functions of academic staff vary across and within systems
- ❑ Different shares of professional and “third-space” staff



## Context – Latvian higher education has attracted relatively low levels of financial investment....

Total expenditure per full-time equivalent student by level of education (2020)

USD converted using PPPs

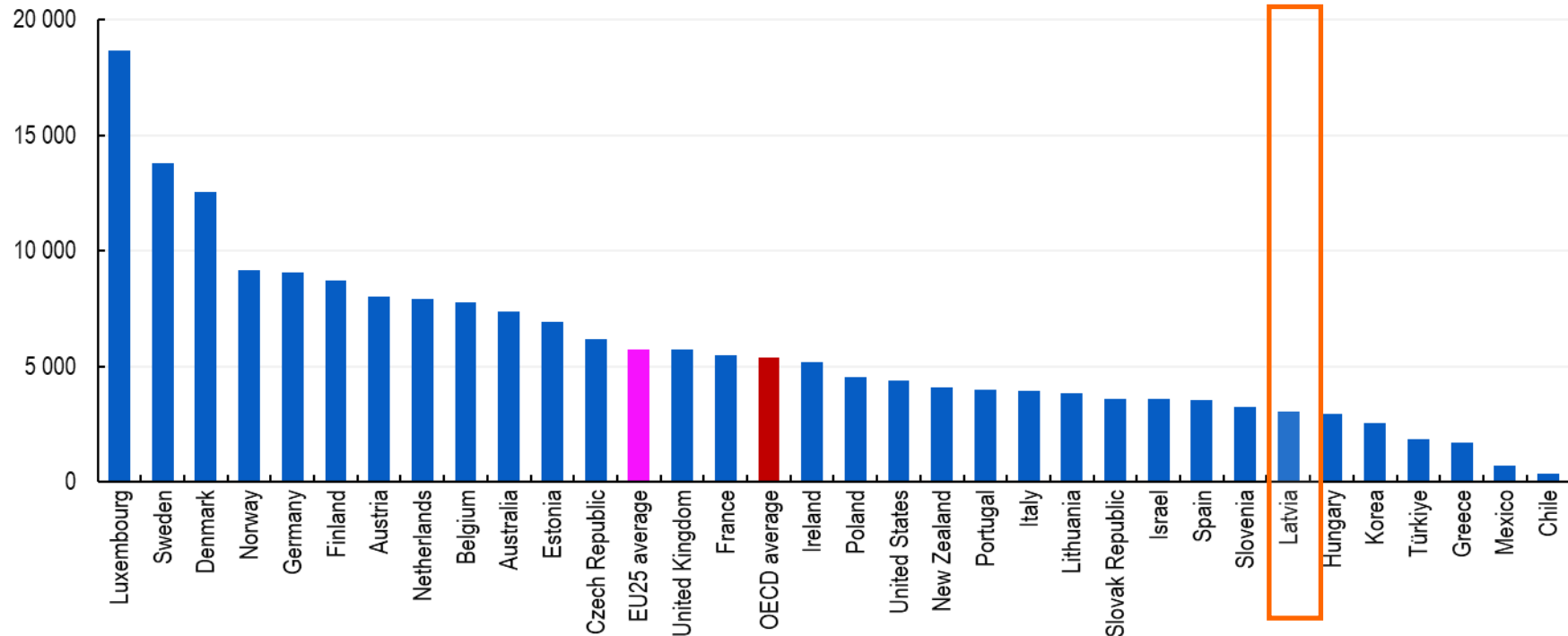




## ...including investment in higher education research and development

### Total expenditure per full-time equivalent student on tertiary educational institutions for R&D (2020)

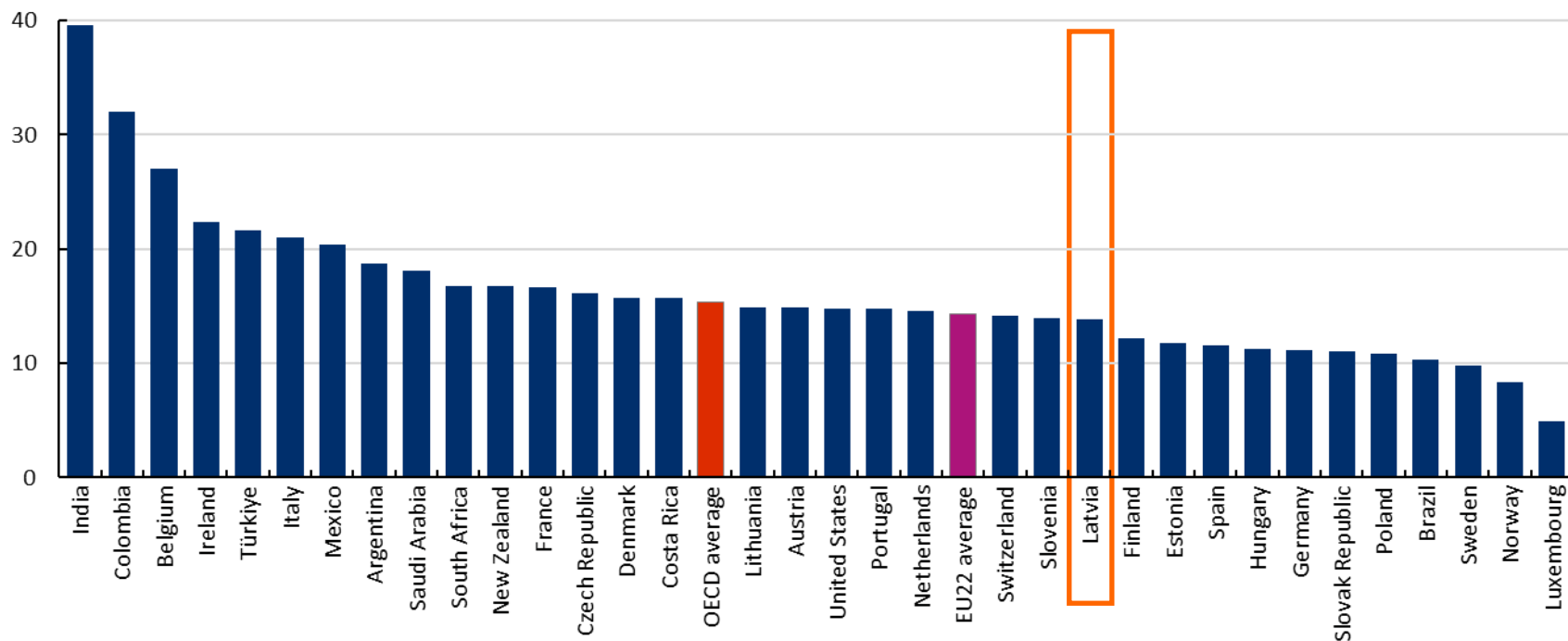
USD converted using PPPs





## Latvia has fewer than average students per academic staff member

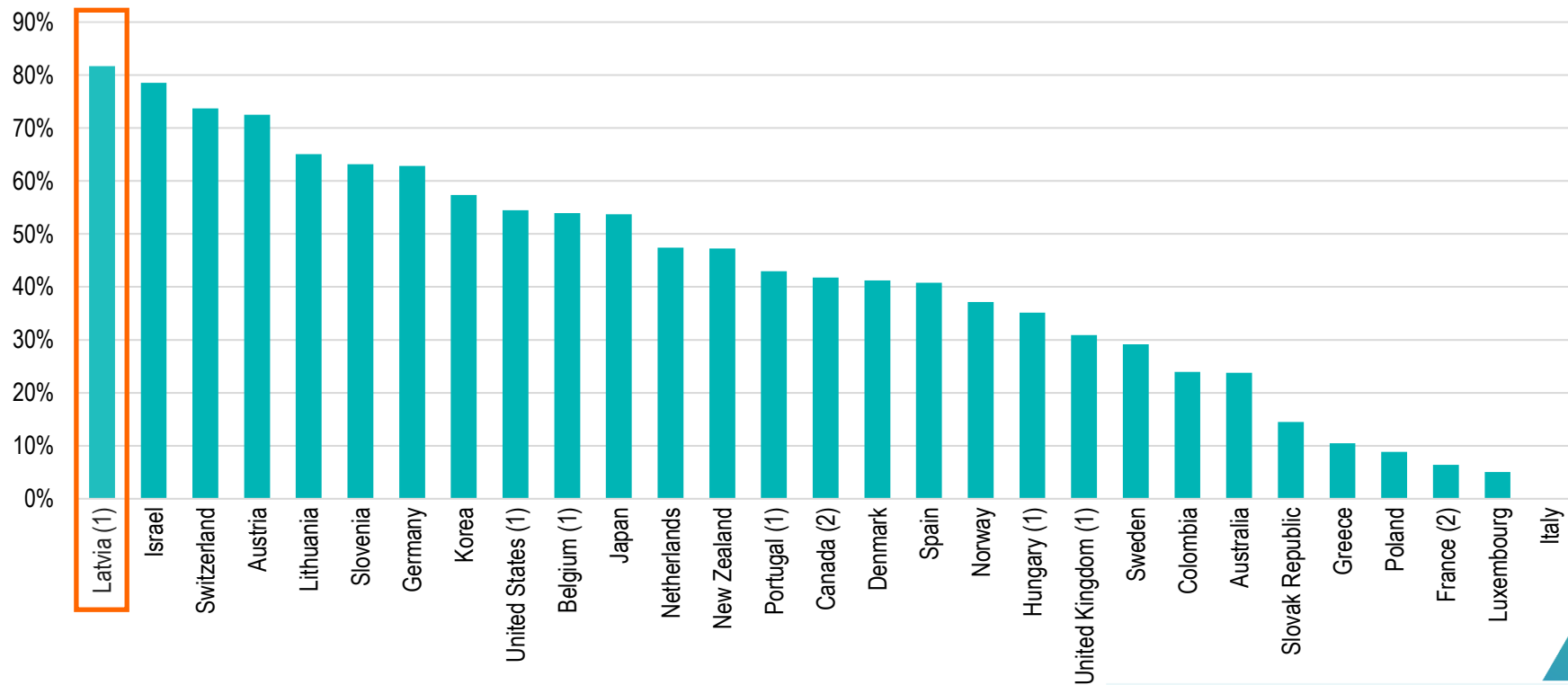
Ratio of students to academic staff in public institutions, OECD and partner countries (2020)





# The overwhelming majority of academic staff work part-time

Share of academic staff on part-time contracts (2020)

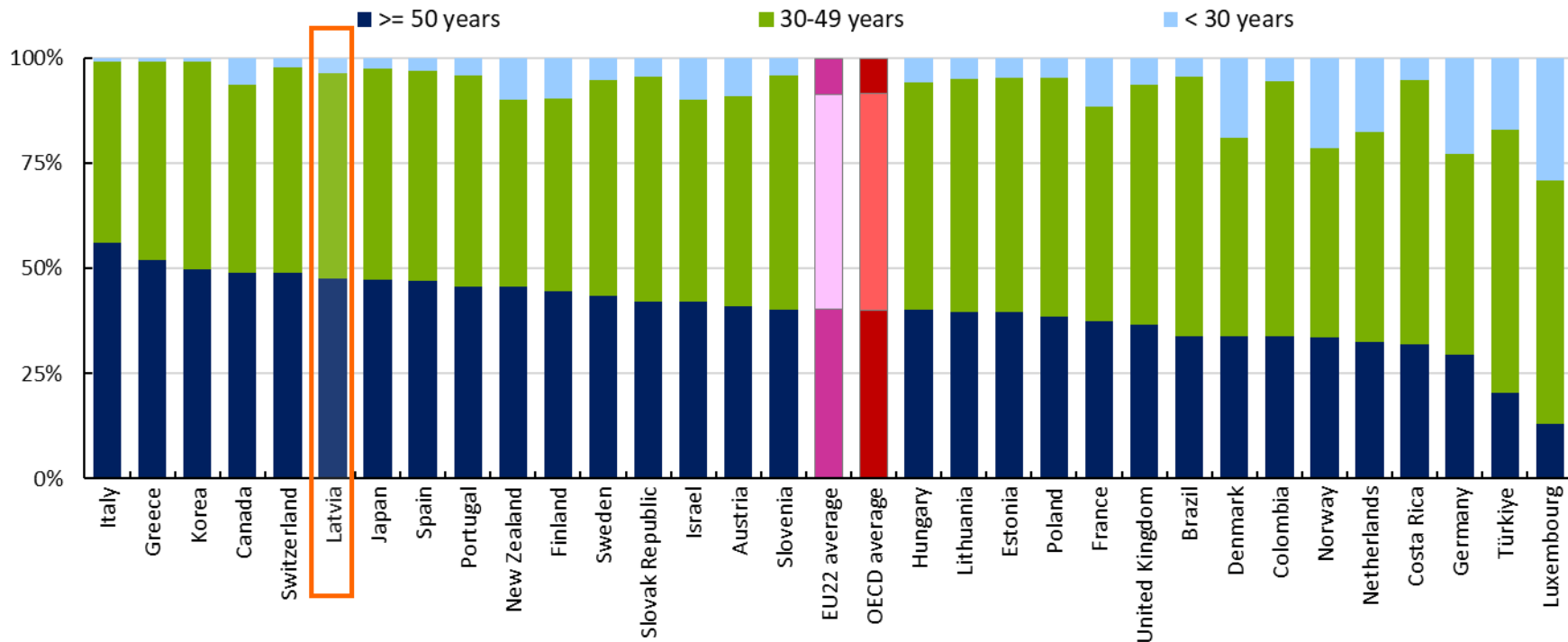






# The Latvian academic staff cohort is ageing

Age profile of academic staff (2020)



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**How will this project support  
implementation of a new academic career  
framework in Latvia?**



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## Key Challenges

- division of academic careers into a teaching-oriented (work-based) and a research-oriented model, with two separate sets of regulations;
- separated and insufficient funding of higher education and science at national level;
- uncompetitive pay for full-time work;
- un motivating workloads and fixed-term contracts;
- lack of mobility in the academic labour market;
- very low number of doctorate holders in the population.



# Multiple reforms and new initiatives – planned to take place simultaneously or in quick succession




## Doctoral Education

- Inter-institution doctoral schools
- State salaries for PhD students
- New measures for accreditation of doctoral programmes

## Academic Career

- Staff categories and grades
- Tenure track positions
- Selection and competency criteria
- Remuneration system
- Performance management and promotion
- Exit procedures



Education development and quality monitoring initiatives



Institutional consolidation



# Expected outcomes and impact of the project



## Outcomes

- **Strengthened institutional capacity** to effectively implement reforms to the academic career framework, including doctoral education, in Latvia
- Ability to **track and recalibrate reform implementation**, according to project recommendations and aligned with planned investments (including RRF and other EU funds)

## Expected impact (long term)

Latvia benefits from an increase of doctorate holders in the population and from a higher share of academic staff employed full-time in state funded HEIs and research institutes.





# Planned activities, timeline, outputs and publications

September 2023

2024

2025

February 2026

## Kick-off

## Project Inception

Preliminary desk research

Establish Project Working Group

Stakeholder mapping

Yesterday

Initial stakeholder interviews

Public launch

Today

Inception report

## Implementation roadmap

Research and analysis – international examples

Draft implementation roadmap



## Implementation Readiness Report

Readiness survey

Group workshops on implementation

Structured stakeholder interviews

Site visits with reform coaching

Readiness Report



## Progress reports on reform implementation

Reform implementation Community of Practice (CoP) model

Pilot and establish the CoP

International expert advisory sessions

Progress reports



## Project Summary and Project Final Event

Project description summary

Project public brief

Project closing event



# Building on previous work in OECD and Latvia



The state of academic careers in OECD countries – an evidence review



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OECD Skills Studies

## OECD Skills Strategy Implementation Guidance for Latvia

DEVELOPING LATVIA'S EDUCATION DEVELOPMENT GUIDELINES 2021-2027

REPORT SUMMARY

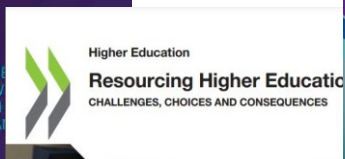


OECD publishing

## PROMOTING DIVERSE CAREER PATHWAYS FOR DOCTORAL AND POSTDOCTORAL RESEARCHERS

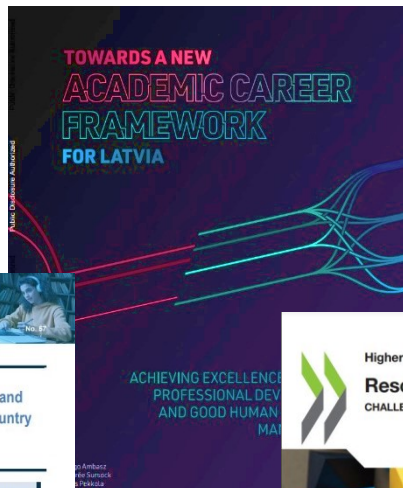
OECD SCIENCE, TECHNOLOGY AND INDUSTRY POLICY PAPERS

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Higher Education

## Resourcing Higher Education CHALLENGES, CHOICES AND CONSEQUENCES



## TOWARDS A NEW ACADEMIC CAREER FRAMEWORK FOR LATVIA

ACHIEVING EXCELLENCE IN PROFESSIONAL DEVELOPMENT AND GOOD HUMAN MANAGEMENT

Enhancing labour market relevance and outcomes of doctoral education: Country note Hungary

Employment outcomes for doctoral degree holders in Hungary are good, on average, but the system faces challenges in aligning labour market relevant supply and demand. In particular:

- Consistent research doctoral degree programmes and the incentive system need to be improved.
- Academic staff involved in the design and delivery of doctoral degree programmes tend to have limited access to information on emerging demand for doctoral skills.
- The skills developed through doctoral degree programmes are not well understood by private sector employers.
- Enrollment in doctoral degree programmes in study fields with high labour market demand is low, and some fields of study suffer from low competition rates.

Analysis undertaken by the OECD project team, within the Labour Market Relevance and Outcomes of Higher Education Partnership Initiative, identified four priority areas for improvement: (i) increasing the availability of labour market information for doctoral schools and doctoral students; (ii) transferable skills development; (iii) guiding student choices; (iv) supporting doctoral students in completing their studies. For each priority area, this country note reviews the system context, highlights challenges faced by institutions, researches learning from current practices, and presents policy options for improvement. Annex B presents a self-reflection questionnaire for use by higher education institutions to identify strengths and weaknesses of current practice.

This country note was prepared by Andrea Roudsde Hiller with contributions from Nora Bröck, Szilvia Kádár, Imola Vörös (OECD external consultants), Levente Horváth (OECD external consultant), and Csaba Miklóssy (external consultants). Creative Rights Ownership and Labor Rights in the Hungarian National Research, Development and Innovation Office (NRF) are mentioned in the report, and the Hungarian National Academy Group (HNF) is mentioned in the report. The Labour Market Relevance and Outcomes Partnership Initiative project was advised by József Németh, Márta Hegedűs and Péter Tóth in the European Commission (DG EAC).

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# Opportunities to work together



- > Scoping interviews (**yesterday, 8 February 2024**)
- > Public launch event (**today, 9 February 2024**)
- > Preparation of implementation roadmap (**Q2/3 2024**)
- > Readiness survey (**Q2/3 2024**)
- > Group workshops (**Q3/Q4 2024**)
- > Stakeholder structured interviews (**Q3/Q4 2024**)
- > Site visits and reform coaching (**2025**)





# Questions or comments?

Get in touch!

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