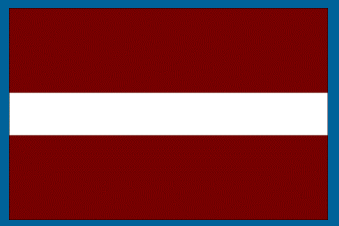


REVIEWS OF NATIONAL POLICIES FOR EDUCATION: EDUCATION IN LATVIA

PROGRESS, CHALLENGES AND RECOMMENDATIONS

19 May 2016

Andreas Schleicher
Director for Education and Skills, OECD

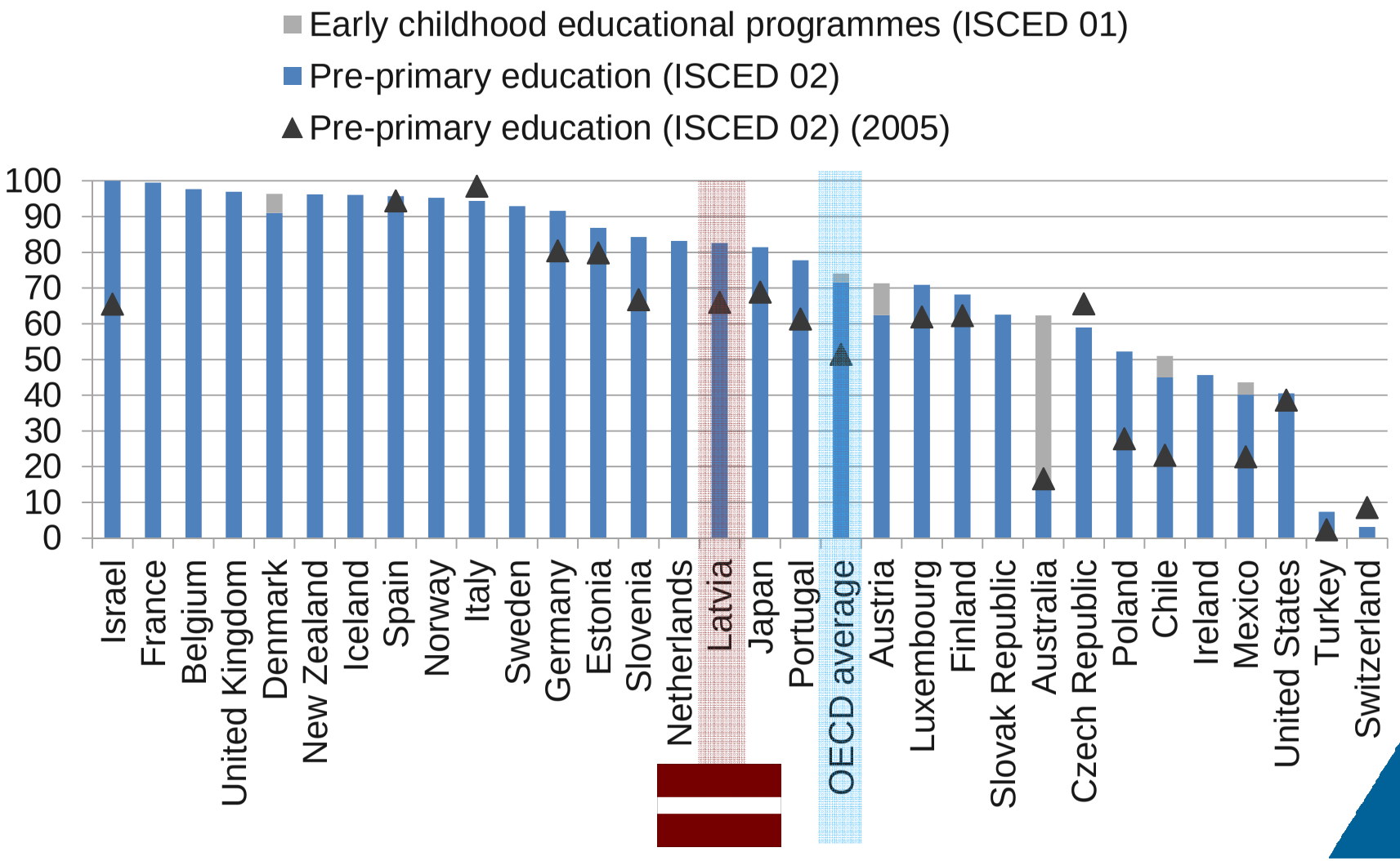
OECD
BETTER POLICIES FOR BETTER LIVES

Reviews of National Policies for Education: Education in Latvia

- Early childhood education and care
- Primary and lower secondary education
- Upper secondary general and vocational education
- Tertiary education

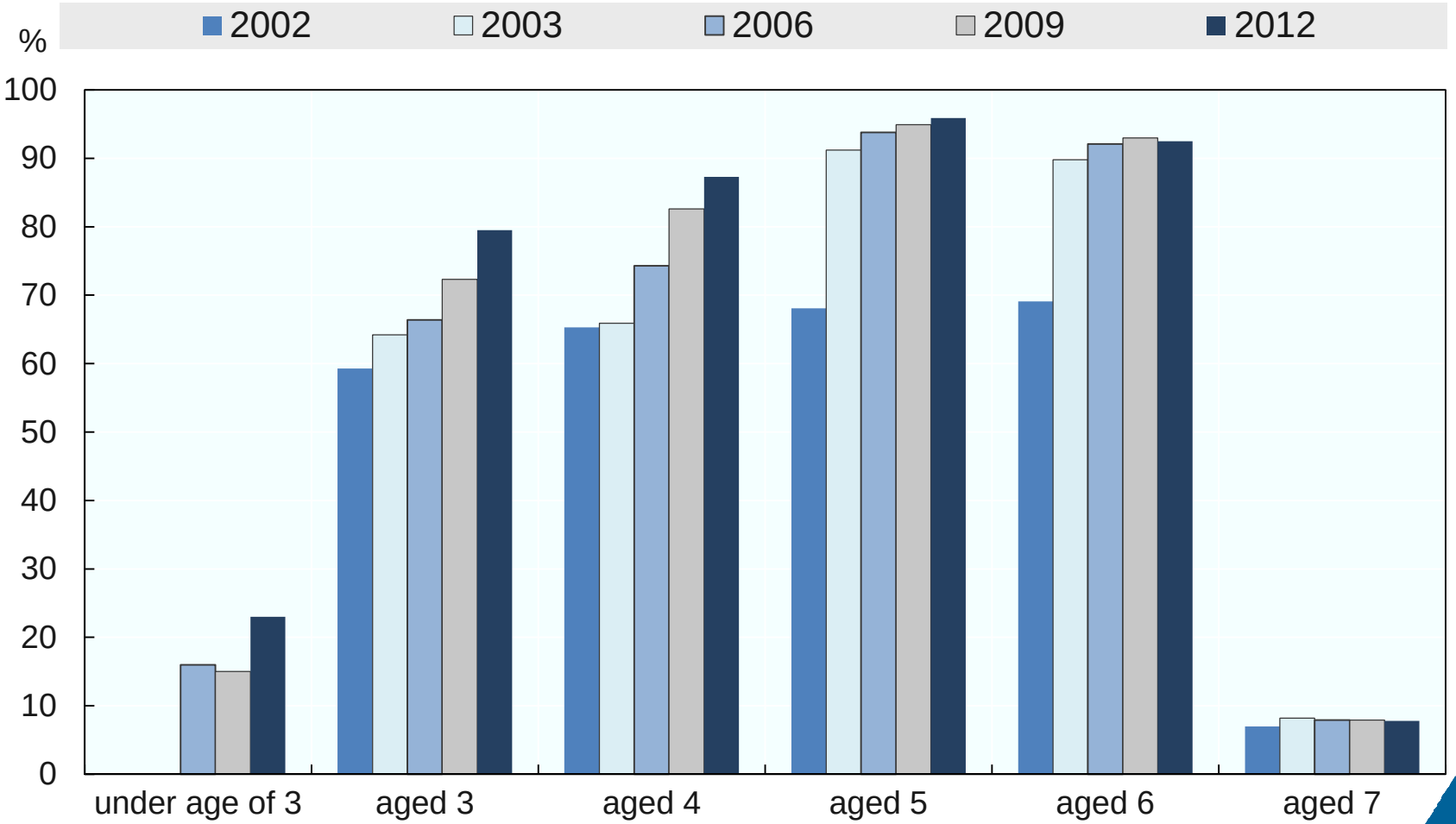
Participation in ECEC is high and starts early in Latvia

Enrolment rate at age 3 in ECEC, 2013



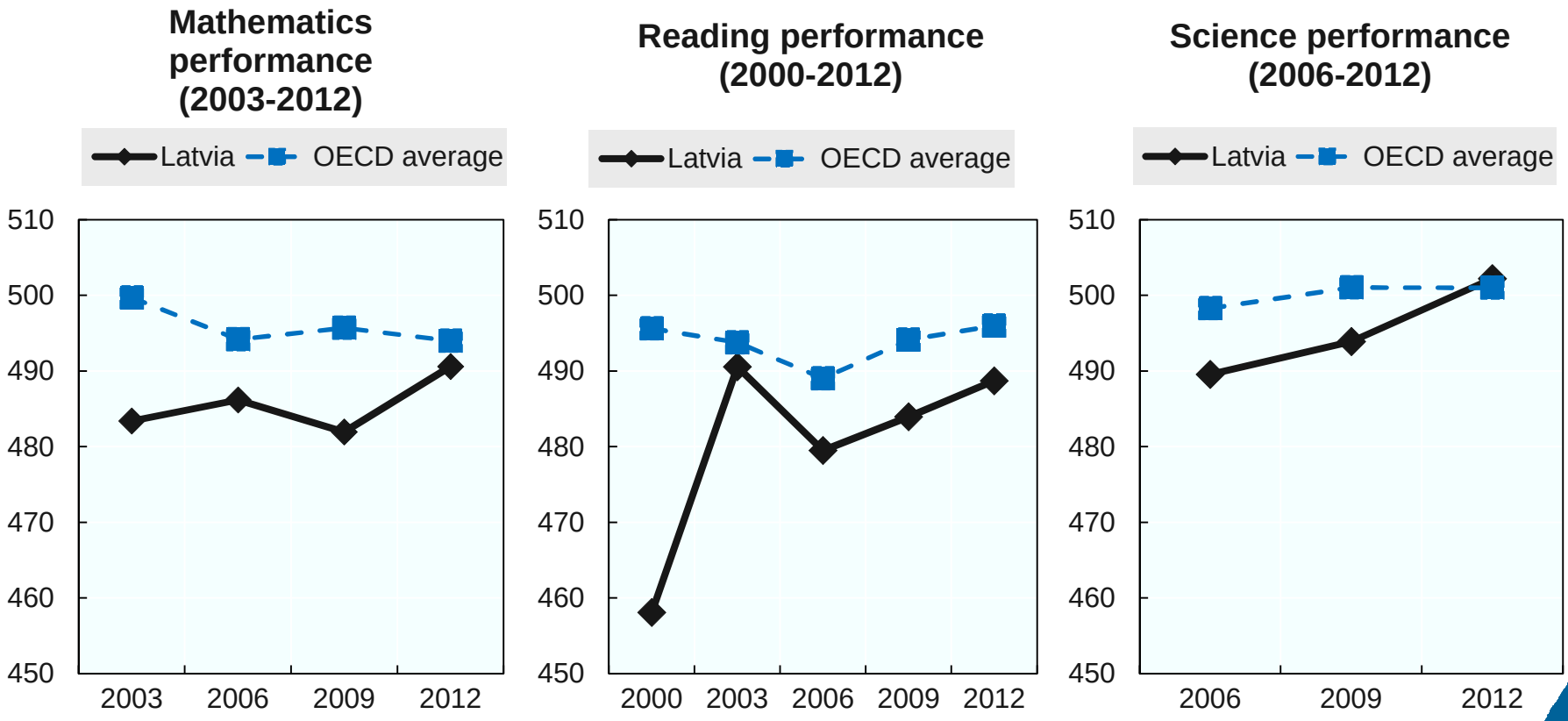
ECEC enrolment

Net enrolment rate of children up to age 7, 2002-2012

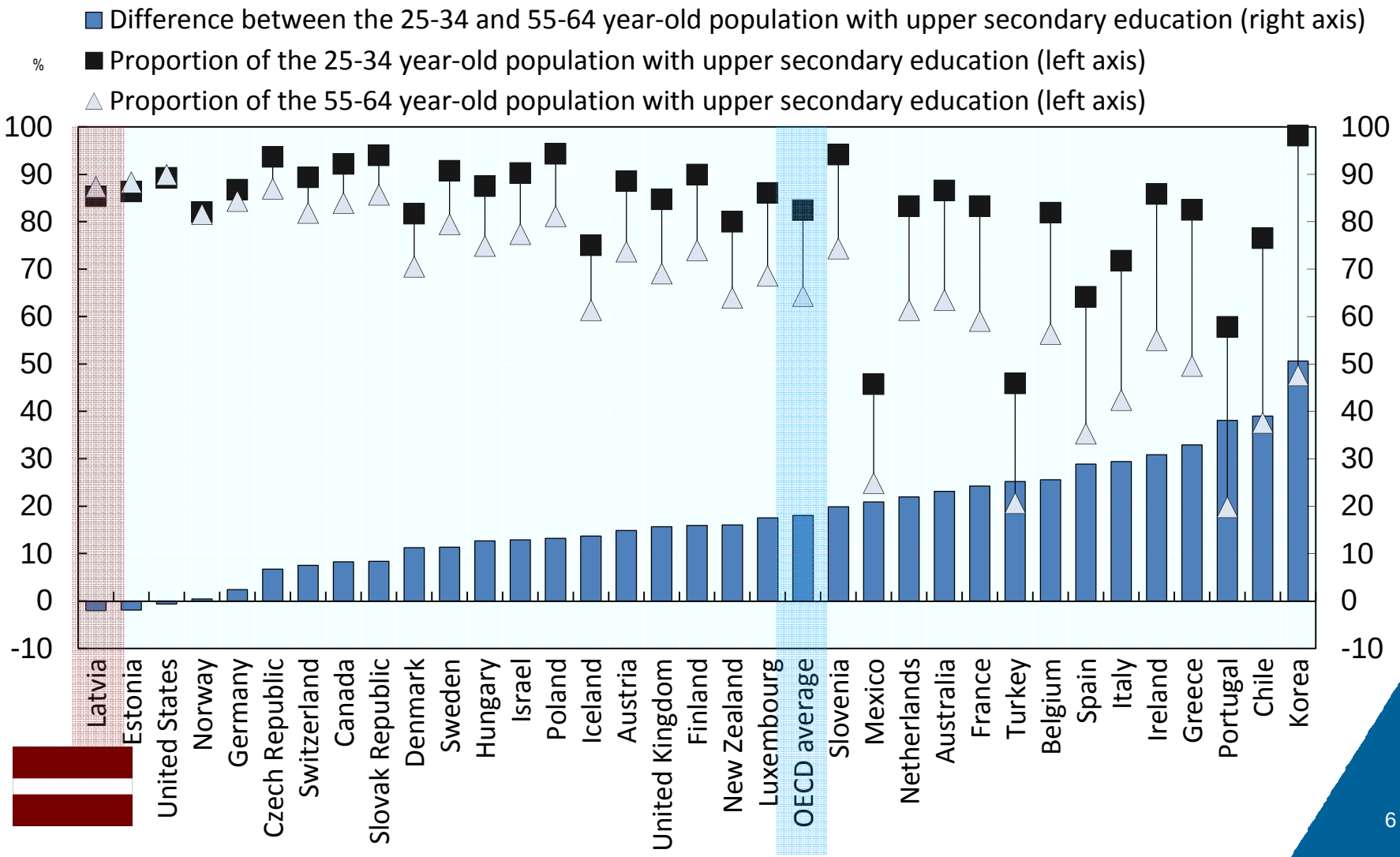


Significant improvements in student performance

Latvian students' performance on PISA

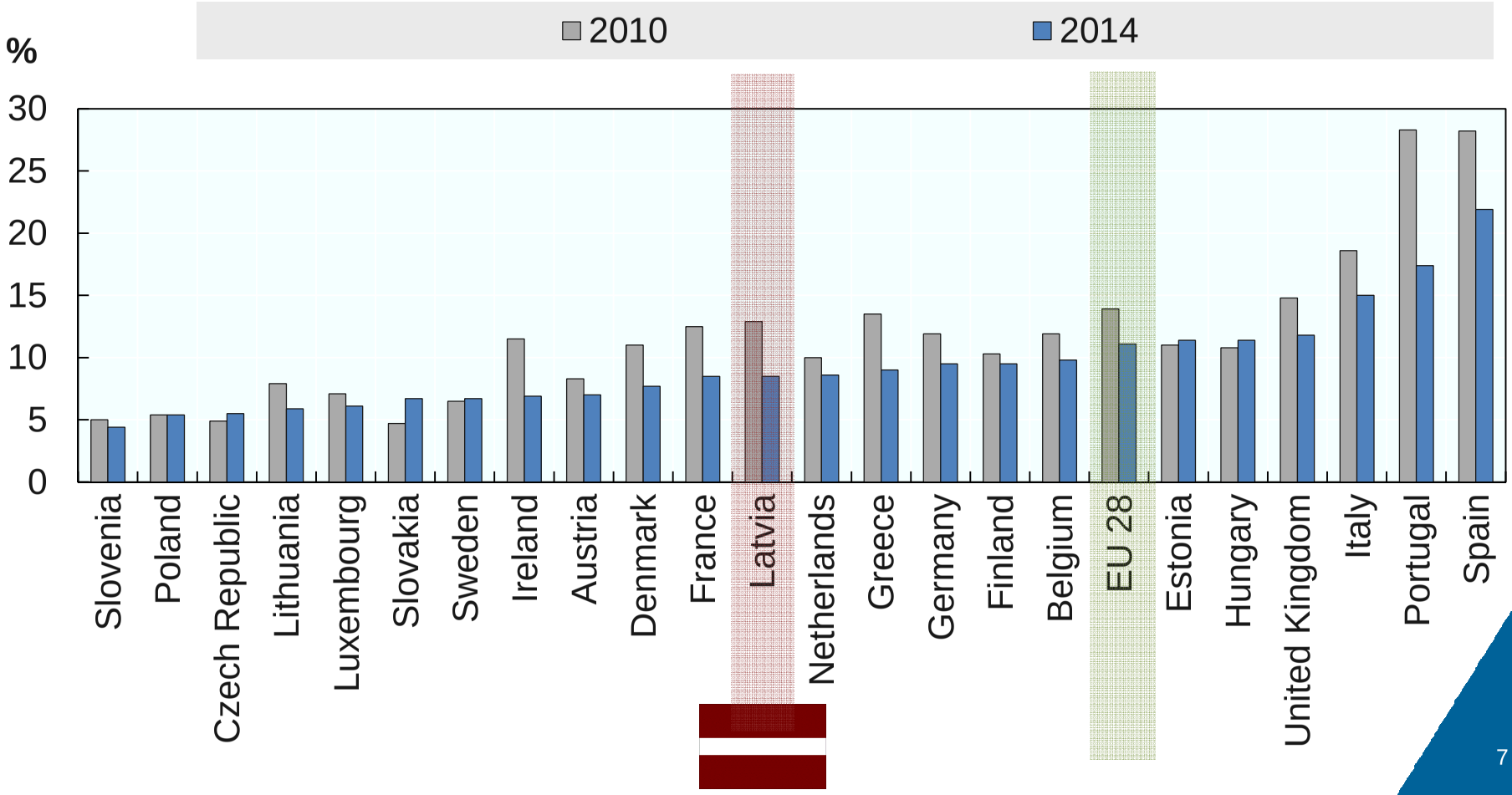


Upper secondary education attainment is high across generations



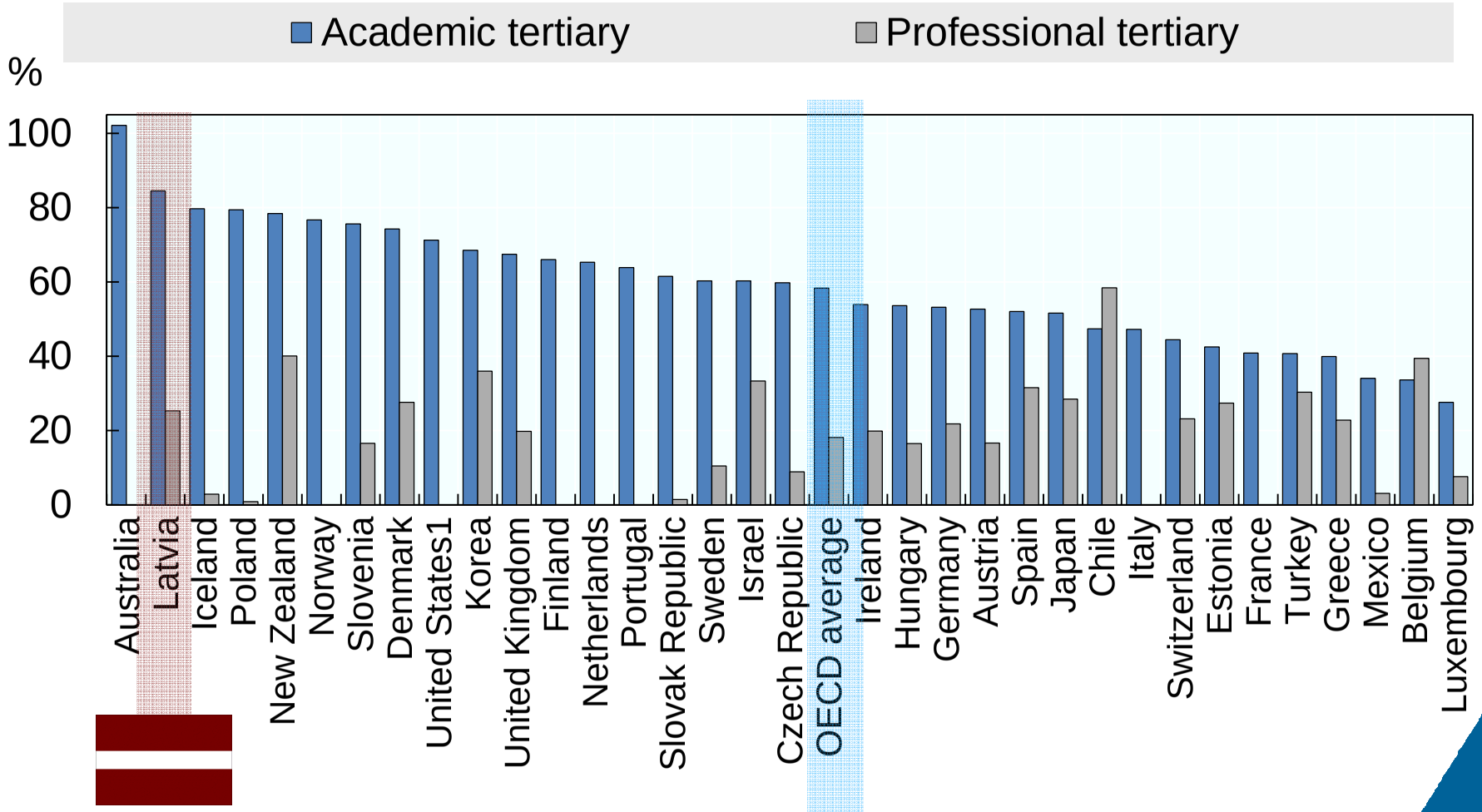
Good progress in reducing early school leavers

Early leavers from education and training, age group 18-24



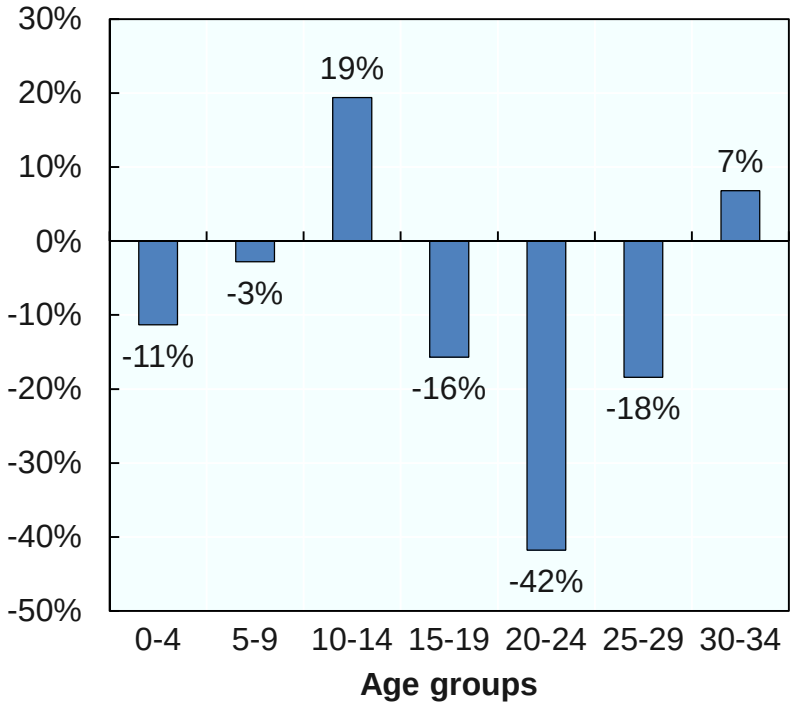
Many students continue into tertiary education

Entry rates to tertiary education, 2012

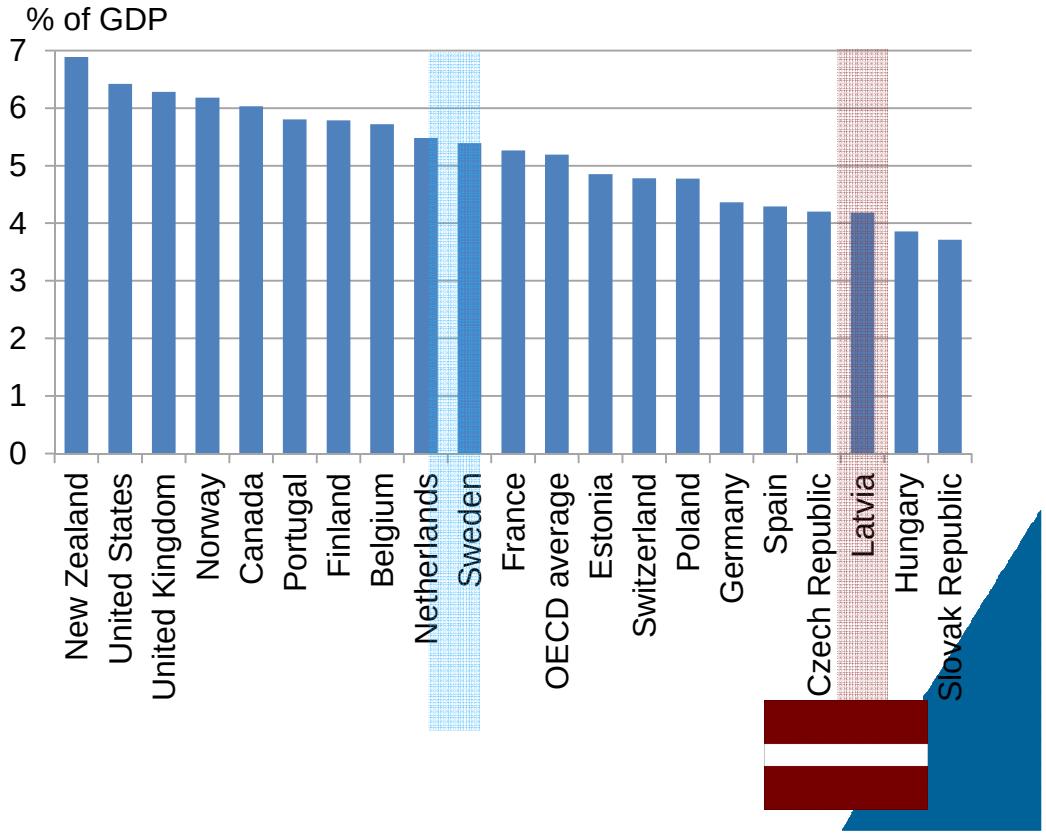


“Remarkable achievements” considering the socio-economic challenges

Estimated changes in population between 2012 and 2020 by age groups



Expenditure on primary to tertiary education institutions as a percentage of GDP (2012)



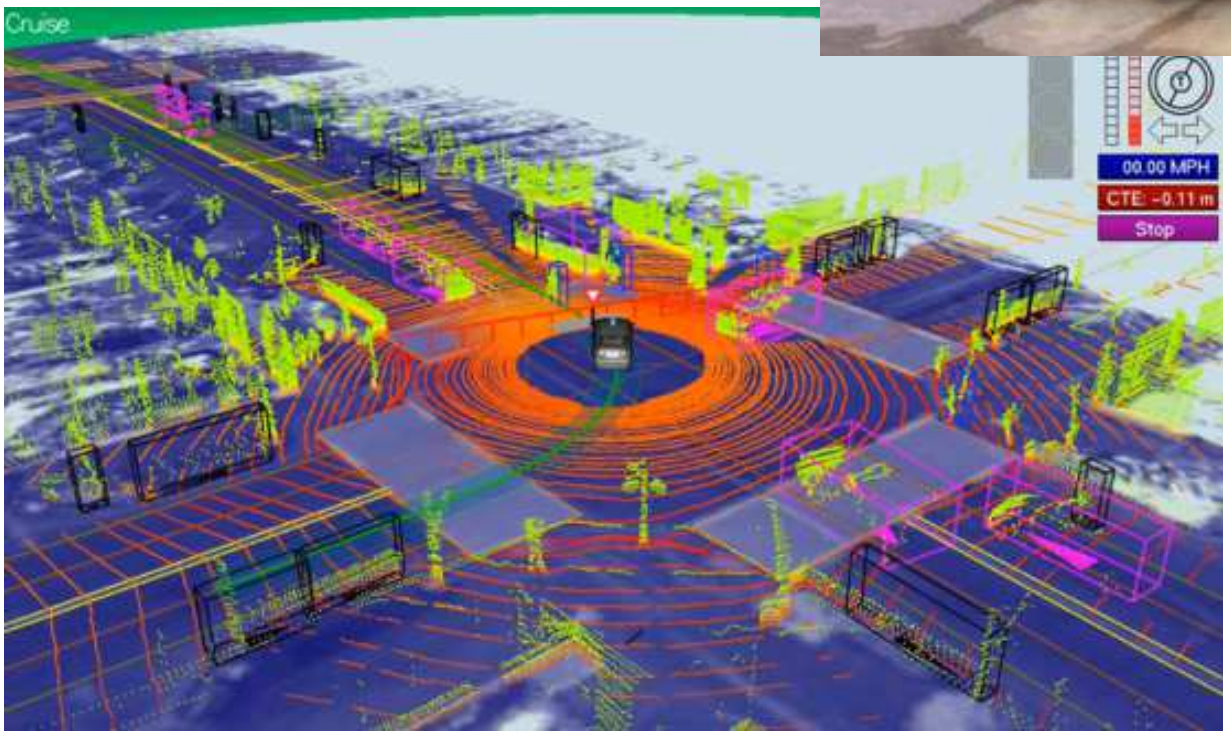
The kind of things that are easy to teach are now easy to automate, digitize or outsource

Robotics

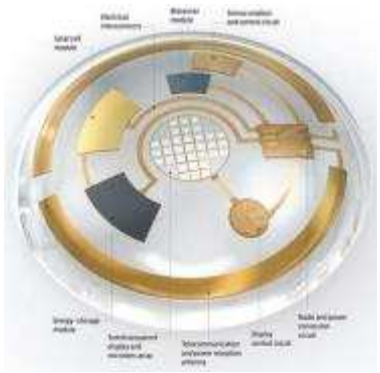
>1m km,

one minor accident,

occasional human intervention

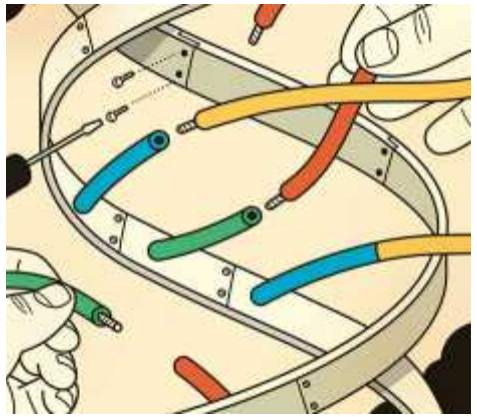


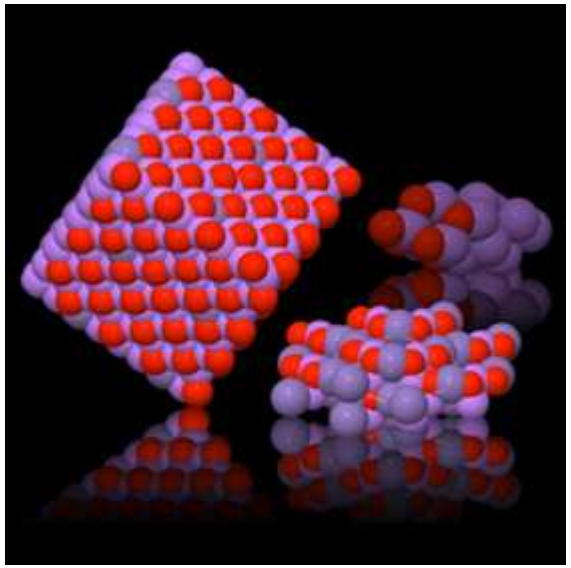
Augmented Reality



A lot more to come

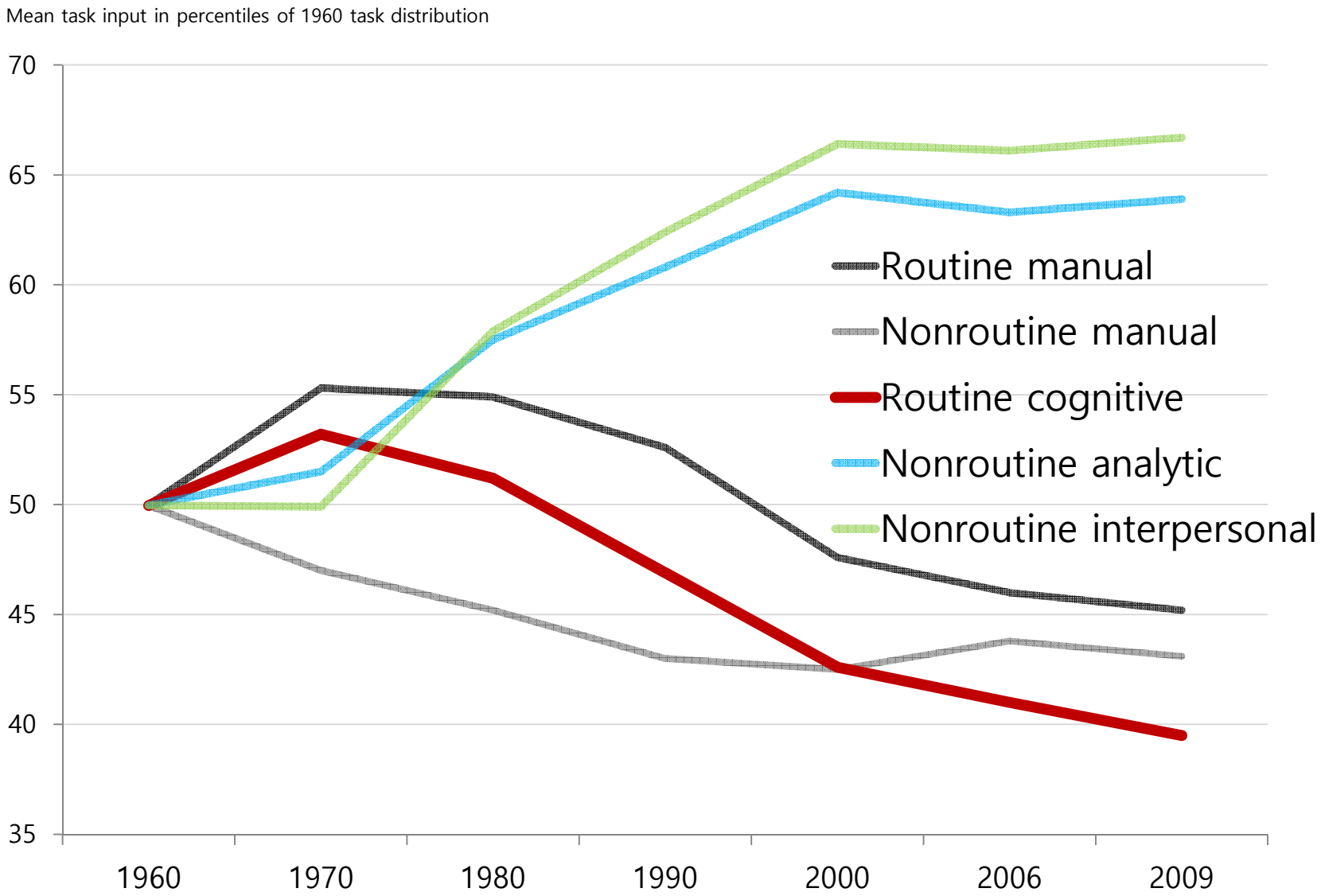
- 3D printing
- Synthetic biology
- Brain enhancements
- Nanomaterials
- Etc.





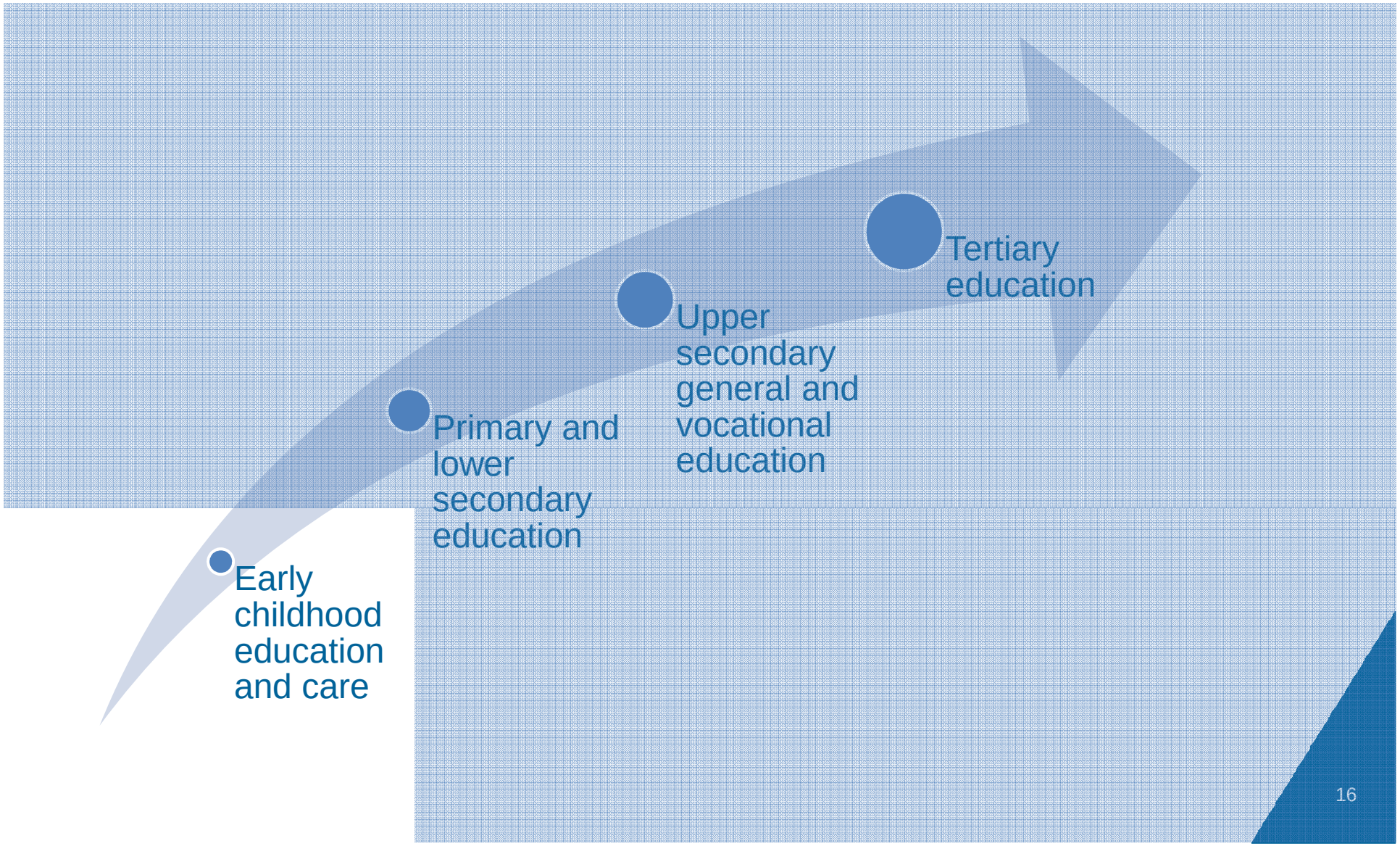
Changes in the demand for skills

Trends in different tasks in occupations (United States)



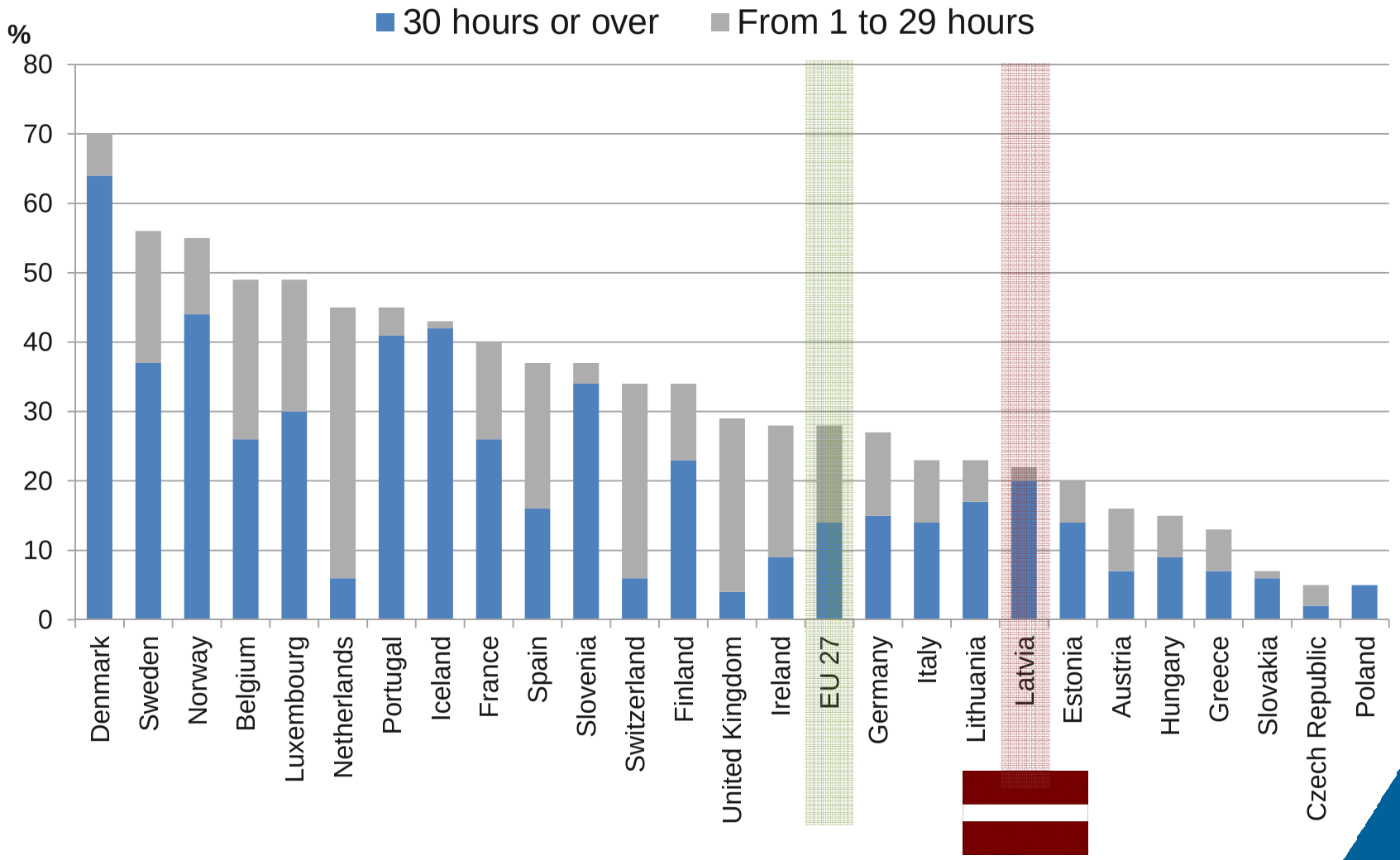
Source: Autor, David H. and Brendan M. Price. 2013. "The Changing Task Composition of the US Labor Market: An Update of Autor, Levy, and Murnane (2003)." MIT Mimeograph, June.

Challenges and recommendations

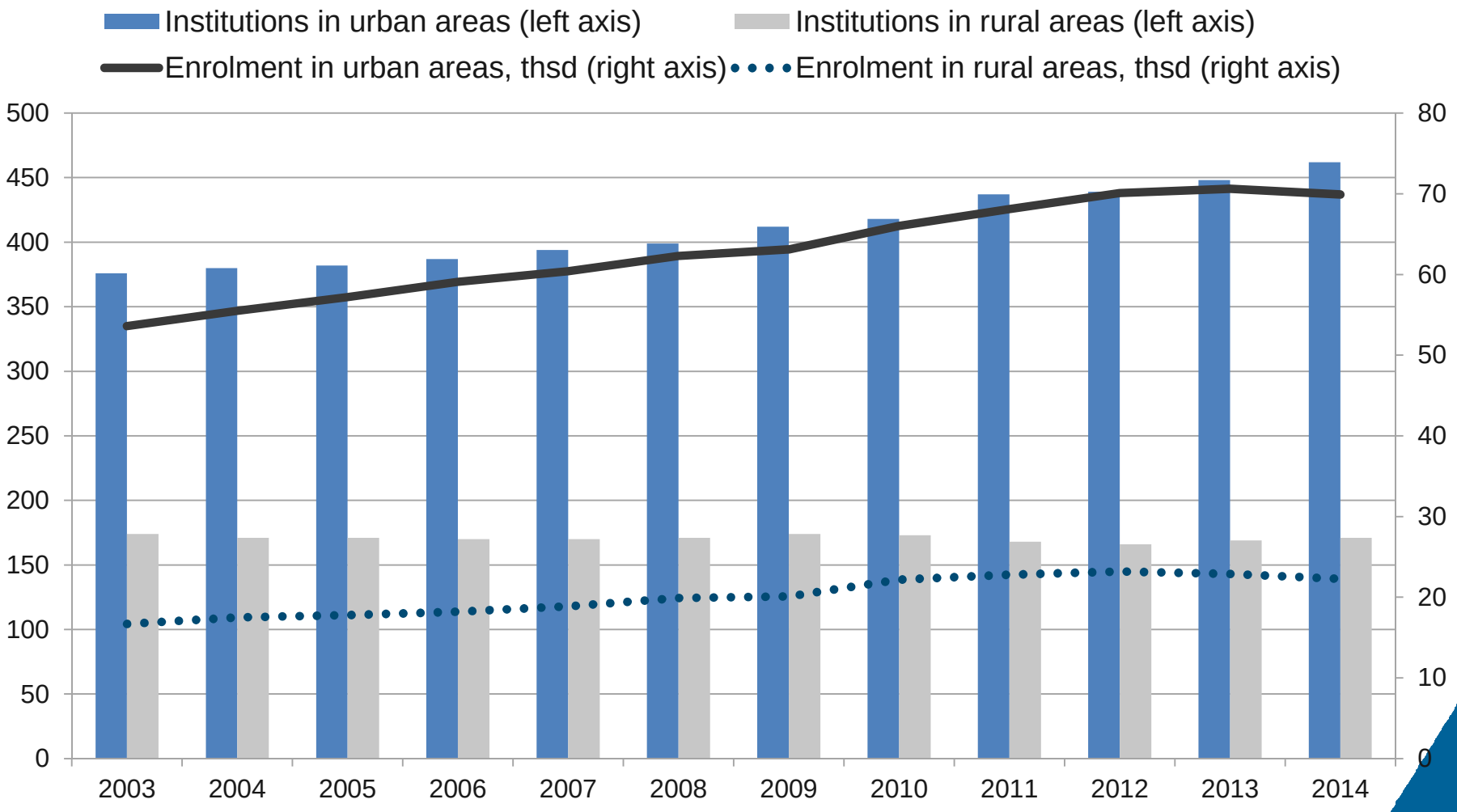


Participation of the youngest children is still relatively low

Formal childcare by duration - % over the population of 0-2 year-olds (2014)

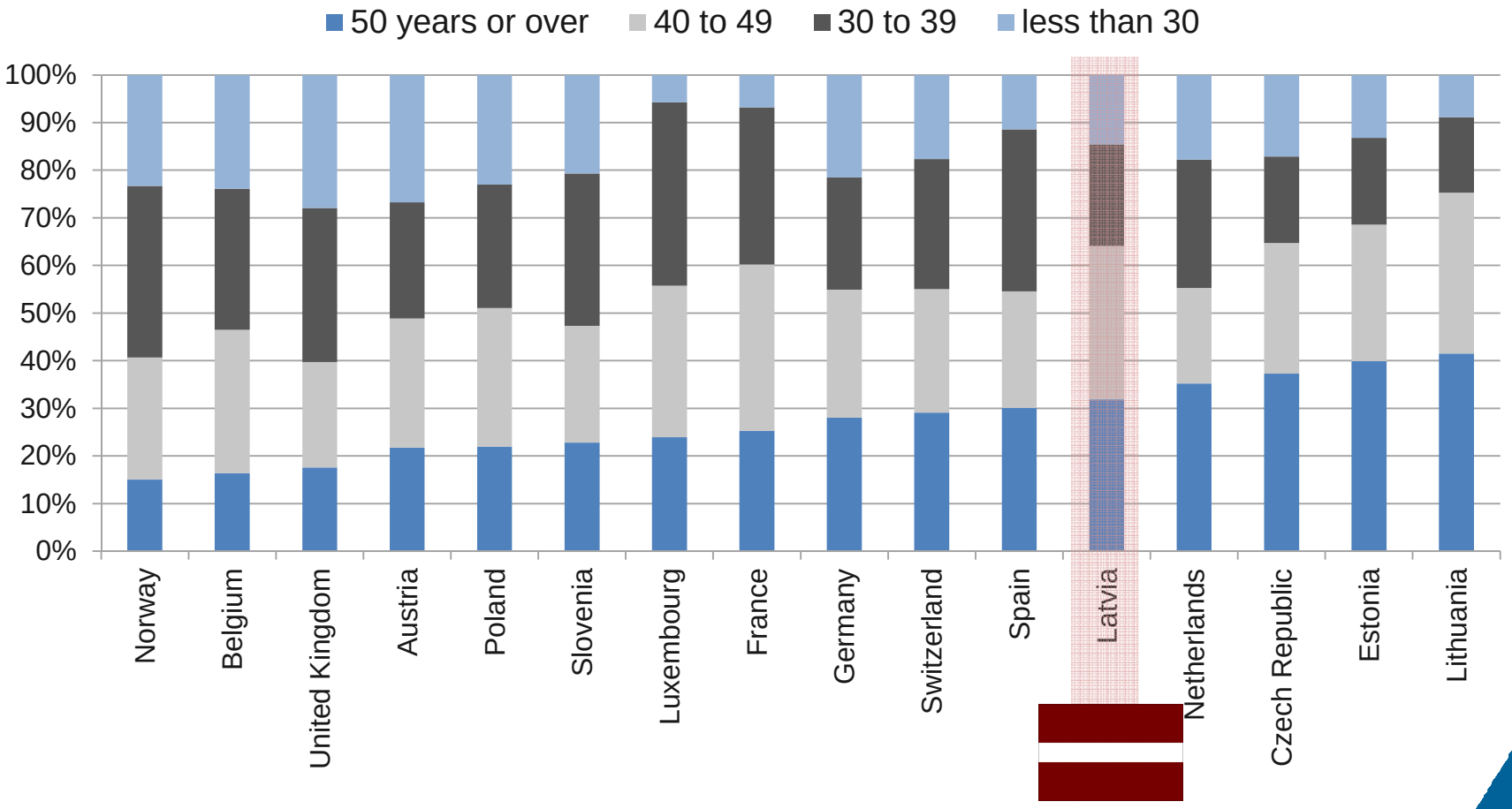


Participation in ECEC is unequal across Latvia



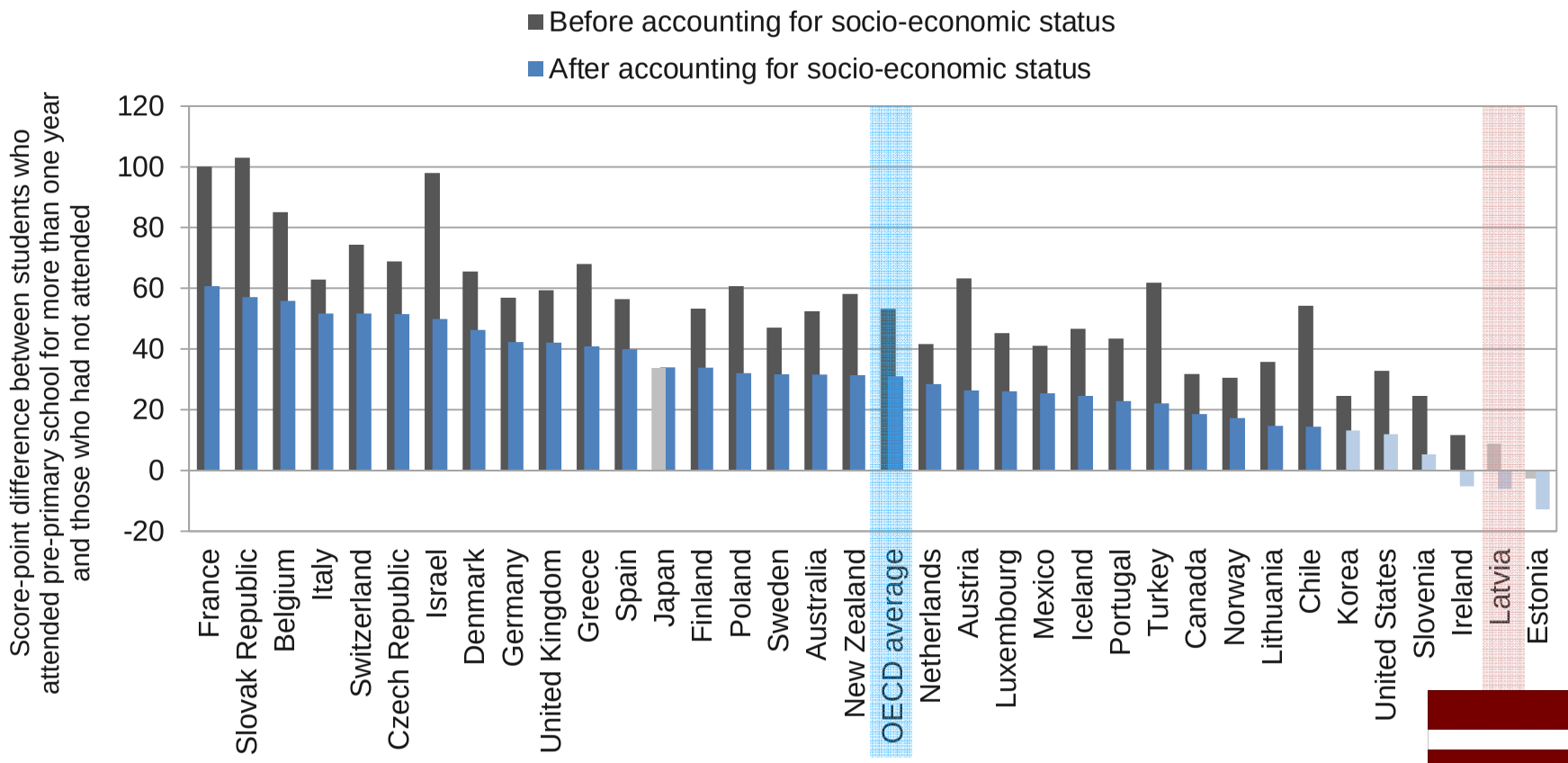
Barriers to developing a high-quality and motivated ECEC profession

Age distribution of ECEC teachers

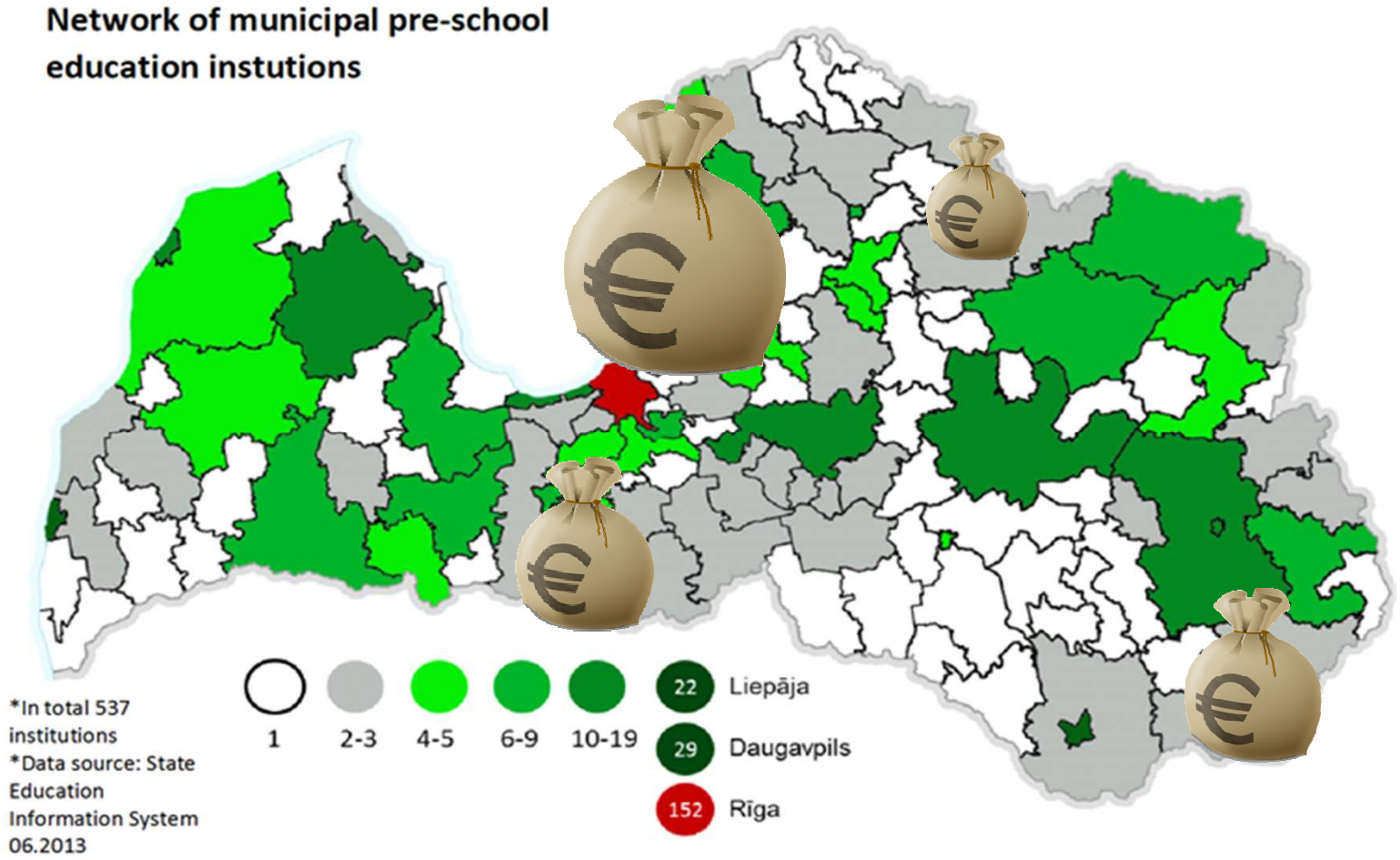


Need for strengthen data collection, monitoring and use of research

Differences in mathematics performance, by attendance at pre-primary school



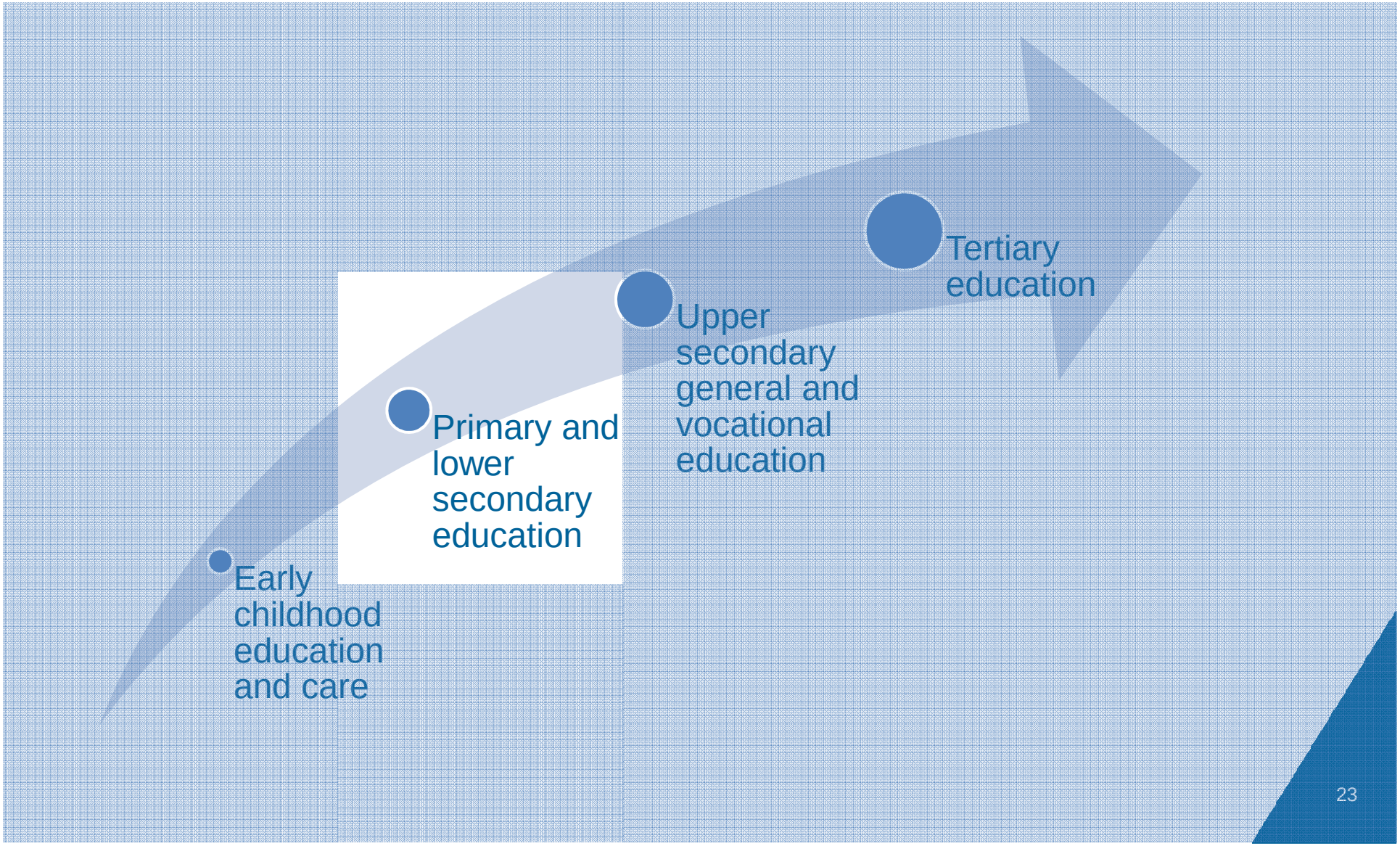
Governance and financing hamper equal access to quality ECEC



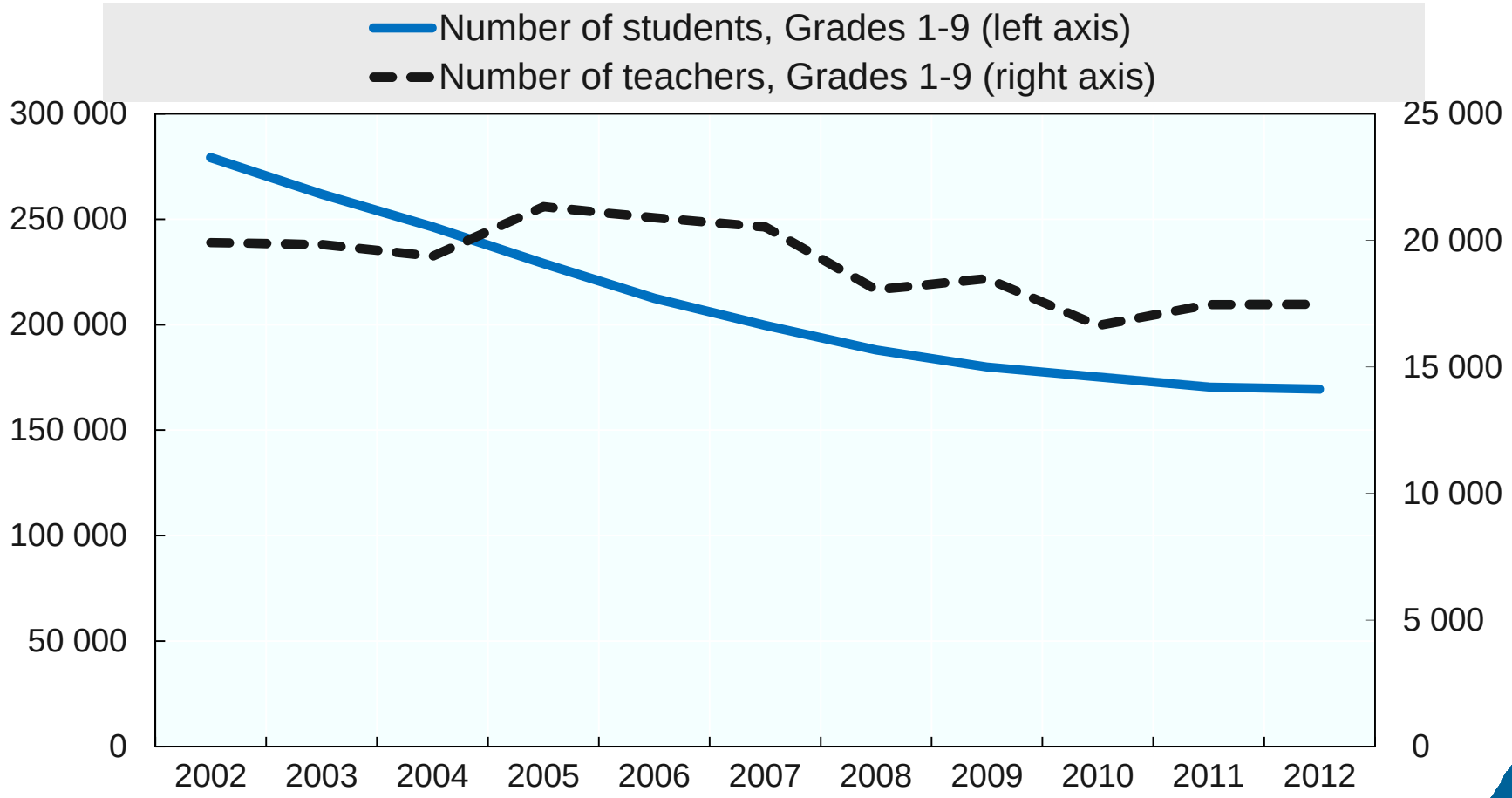
Recommendations for ECEC

- Continue expanding ECEC services, in particular in rural areas and for the youngest children
- Take a strategic approach to improving the quality and motivation of ECEC staff
- Strengthen data collection, monitoring and use of research
- Review the governance and financing arrangements of ECEC

Challenges and recommendations

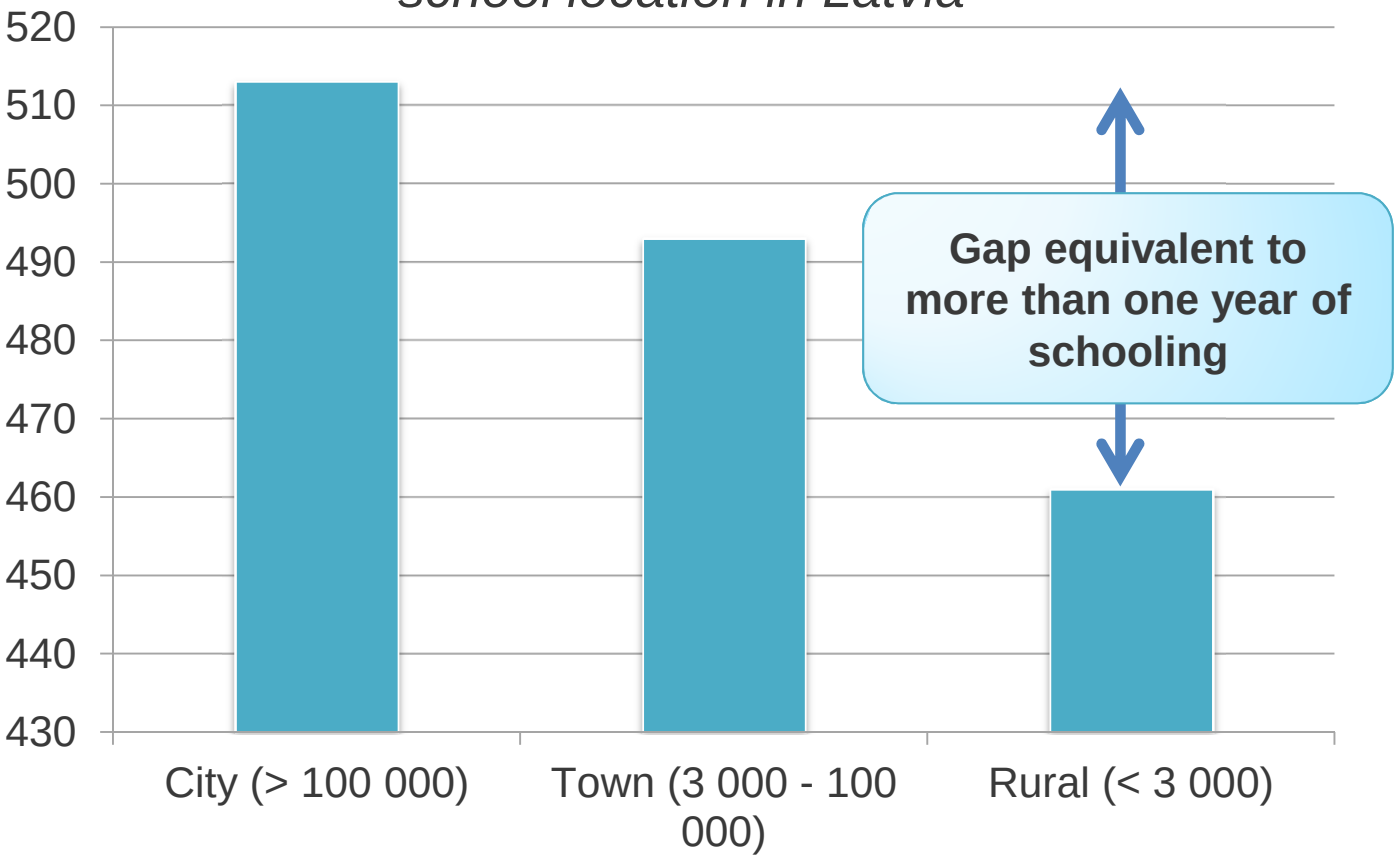


Students and teacher supply



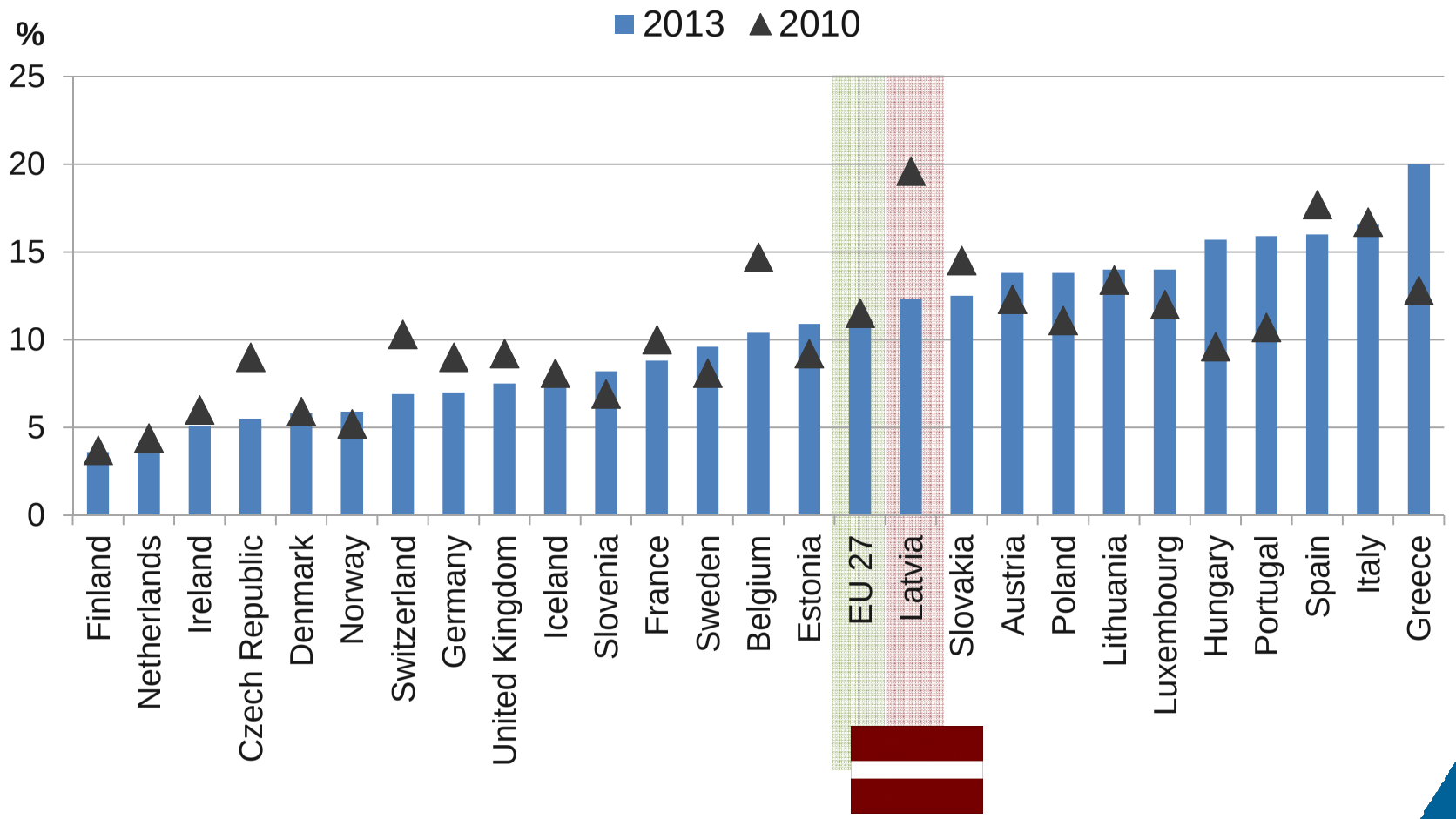
Disparities in equity across the Latvian school system

PISA 2012 mathematics performance and school location in Latvia

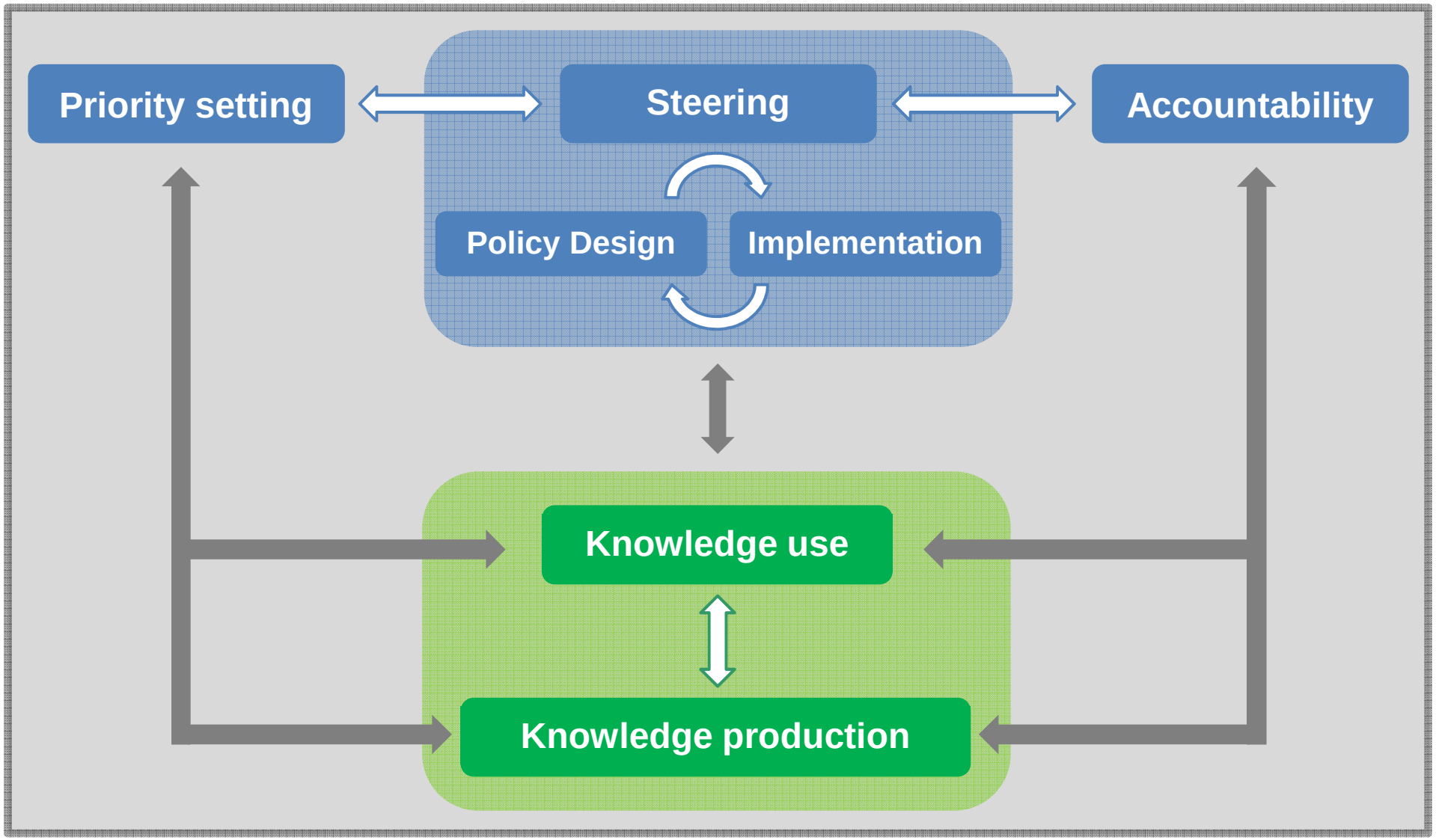


Disparities in equity across the Latvian school system

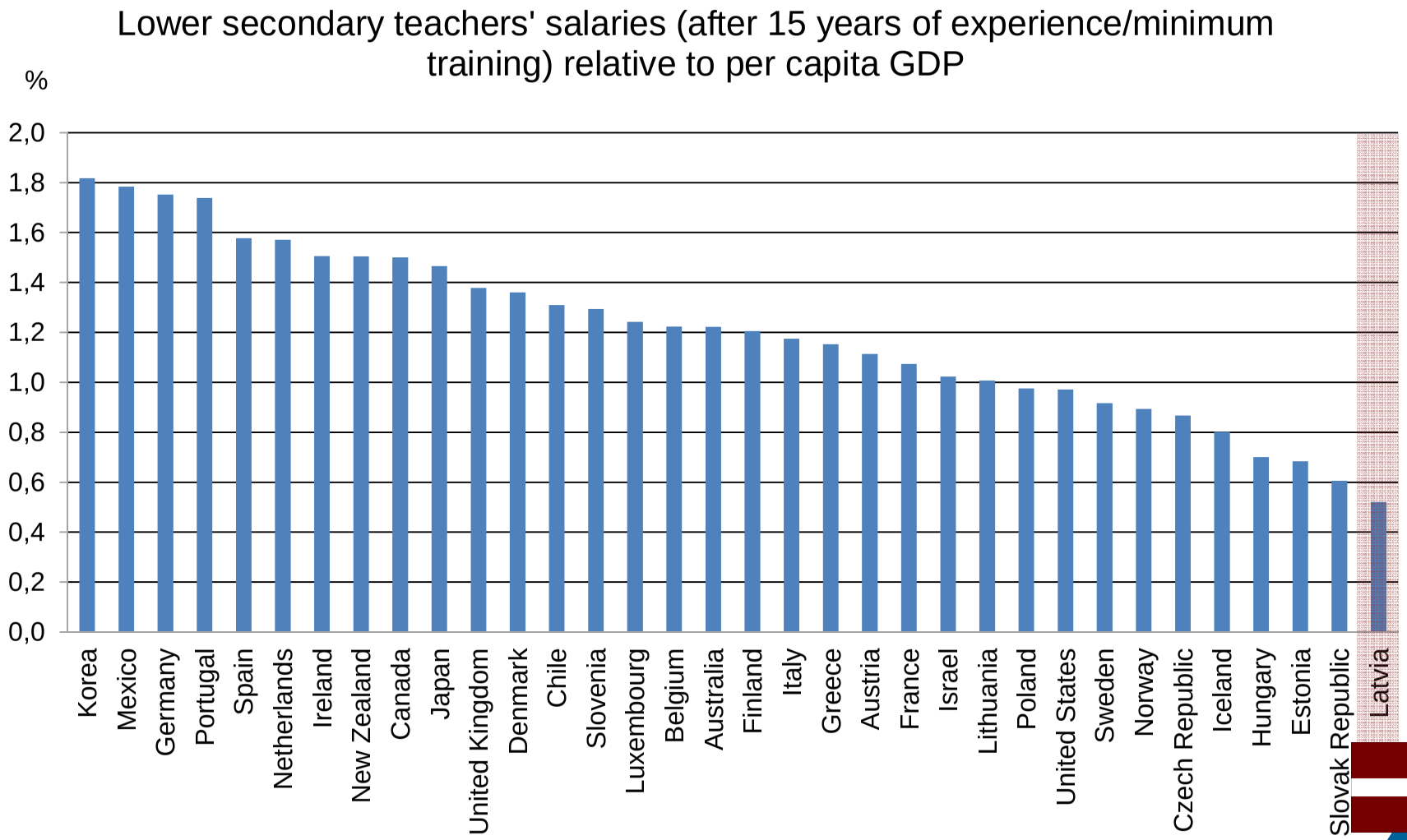
At-risk-of-poverty rate for children under age 6



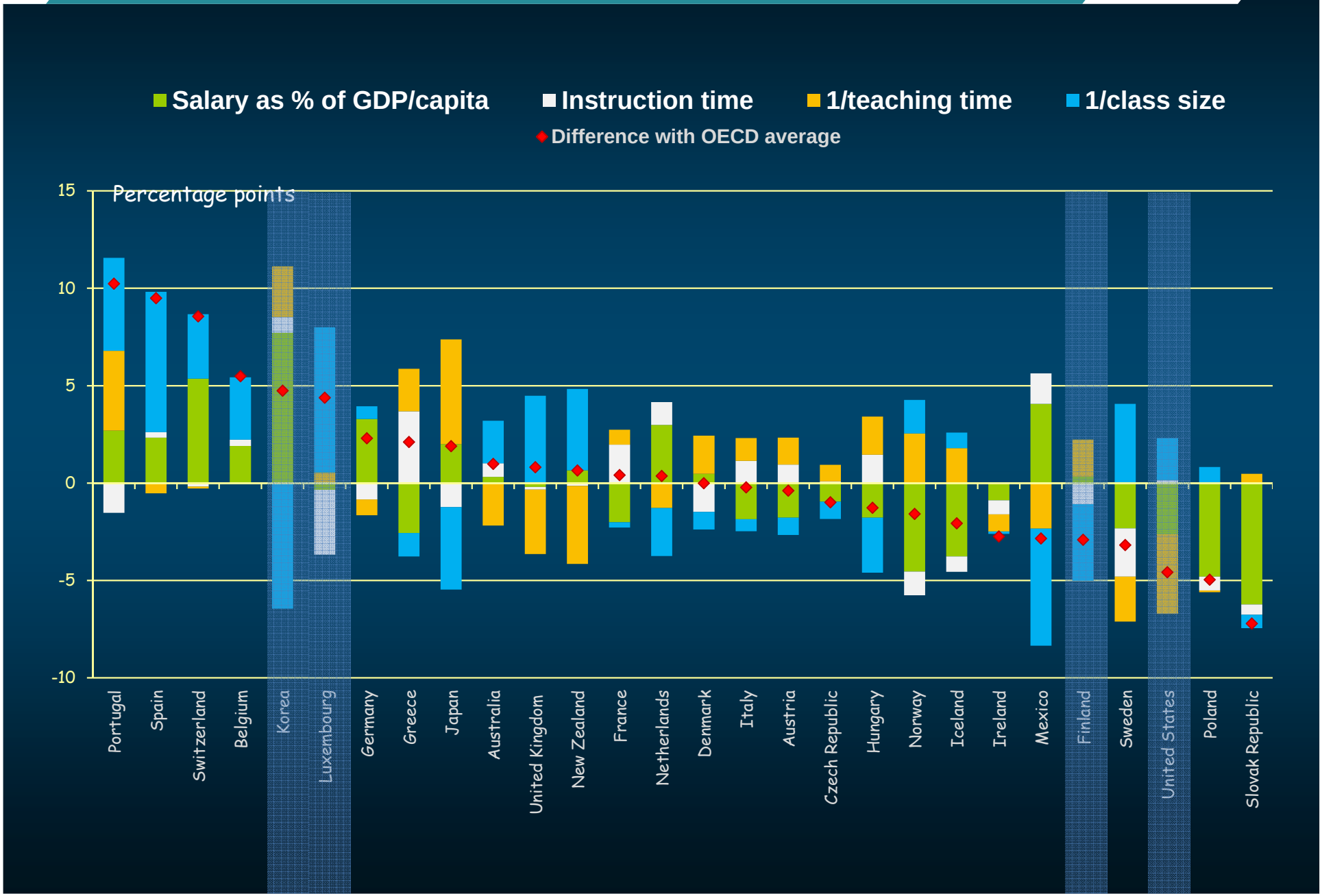
Underdeveloped assessment and evaluation arrangements



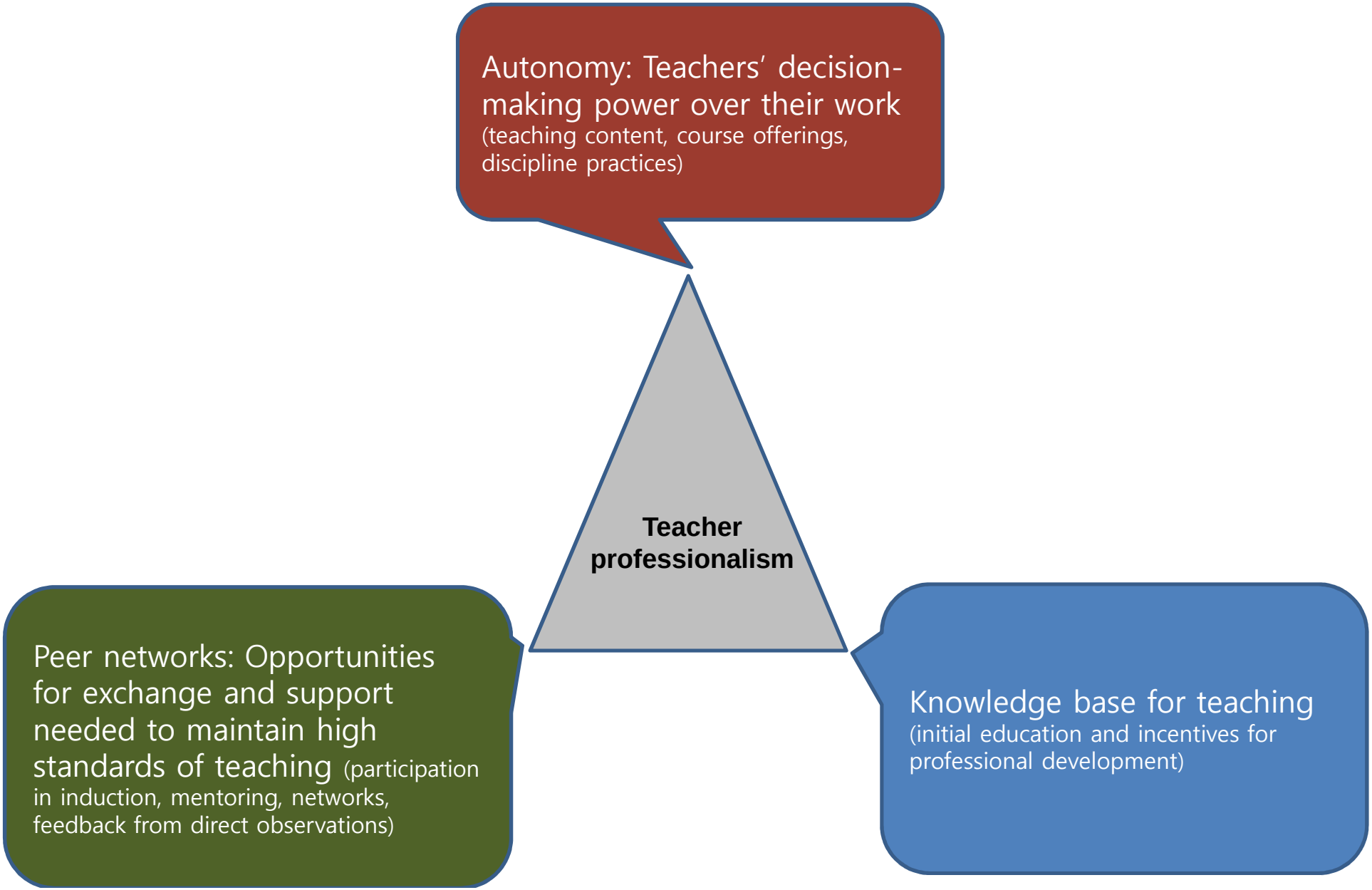
Low remuneration and low status of the education profession



Contribution of various factors to upper secondary teacher compensation costs, per student as a percentage of GDP per capita

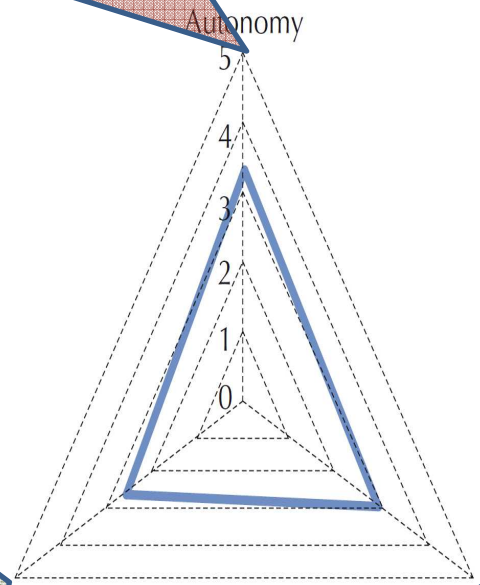


Policy levers to teacher professionalism



Teacher professionalism

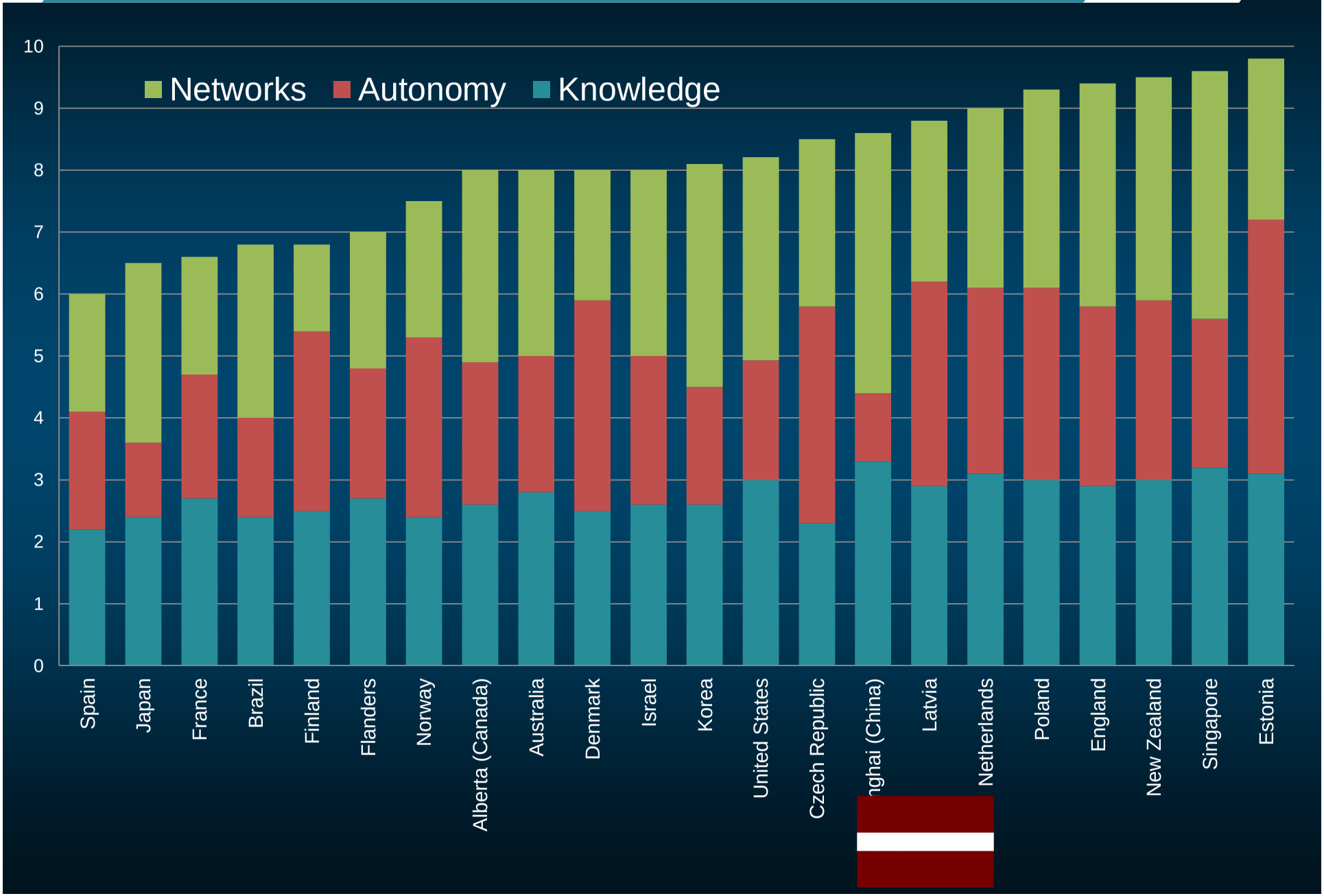
Autonomy: Teachers' decision-making power over their work (teaching content, course offerings, discipline practices)



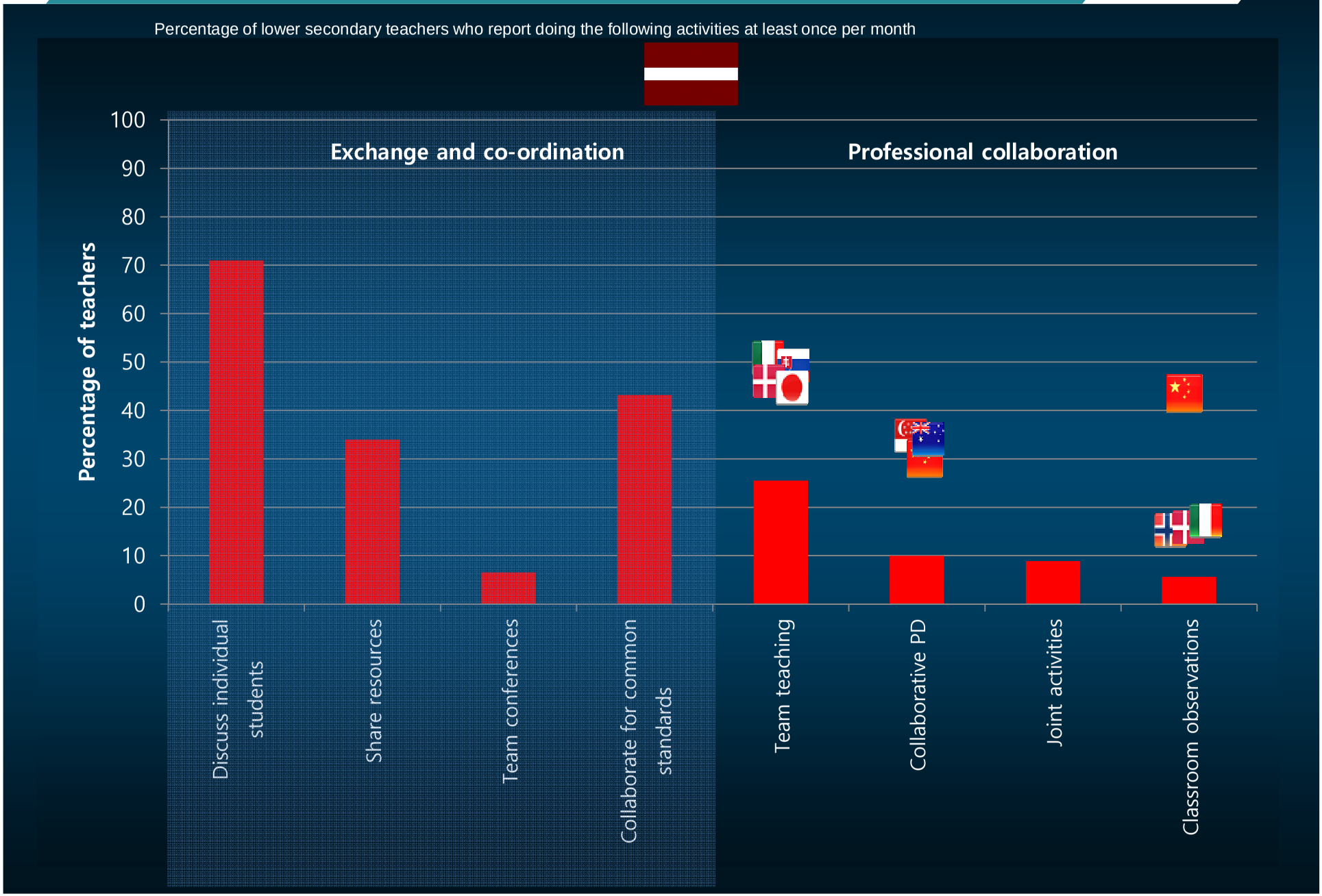
Peer networks: Opportunities for exchange and support needed to maintain high standards of teaching (participation in induction, mentoring, networks, feedback from direct observations)

Knowledge base for teaching (initial education and incentives for professional development)

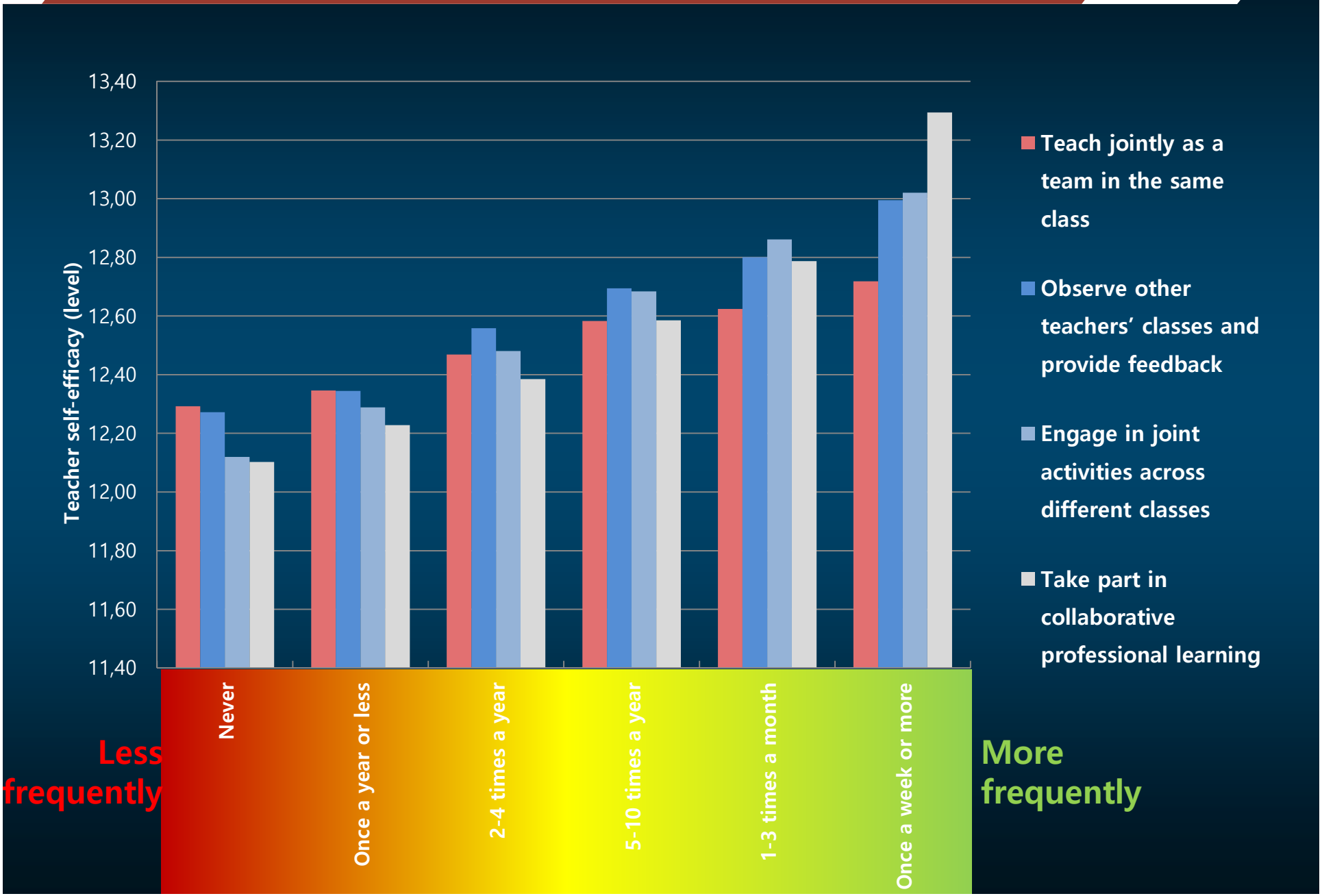
TALIS Teacher professionalism index



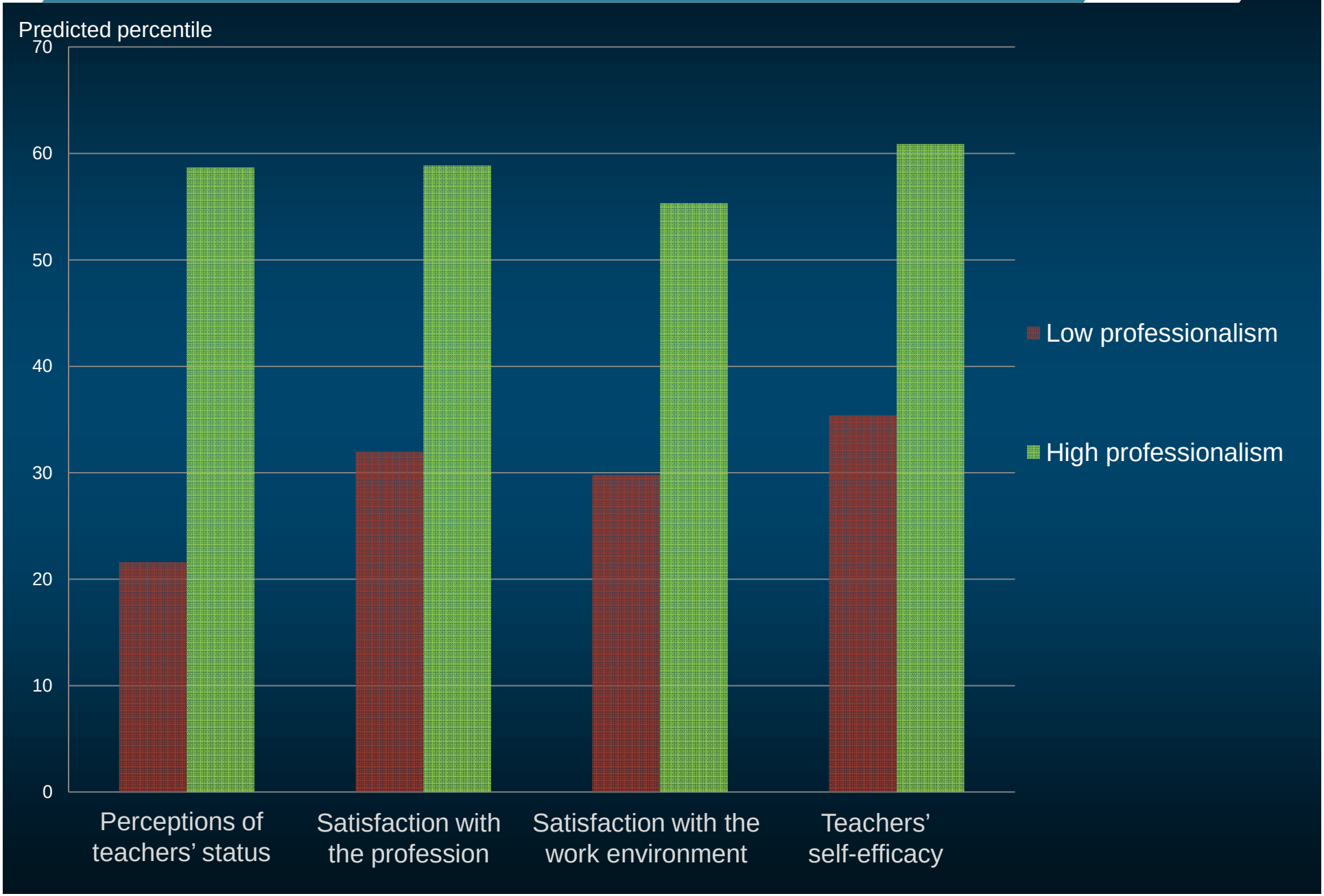
Professional collaboration among teachers



Teachers Self-Efficacy and Professional Collaboration



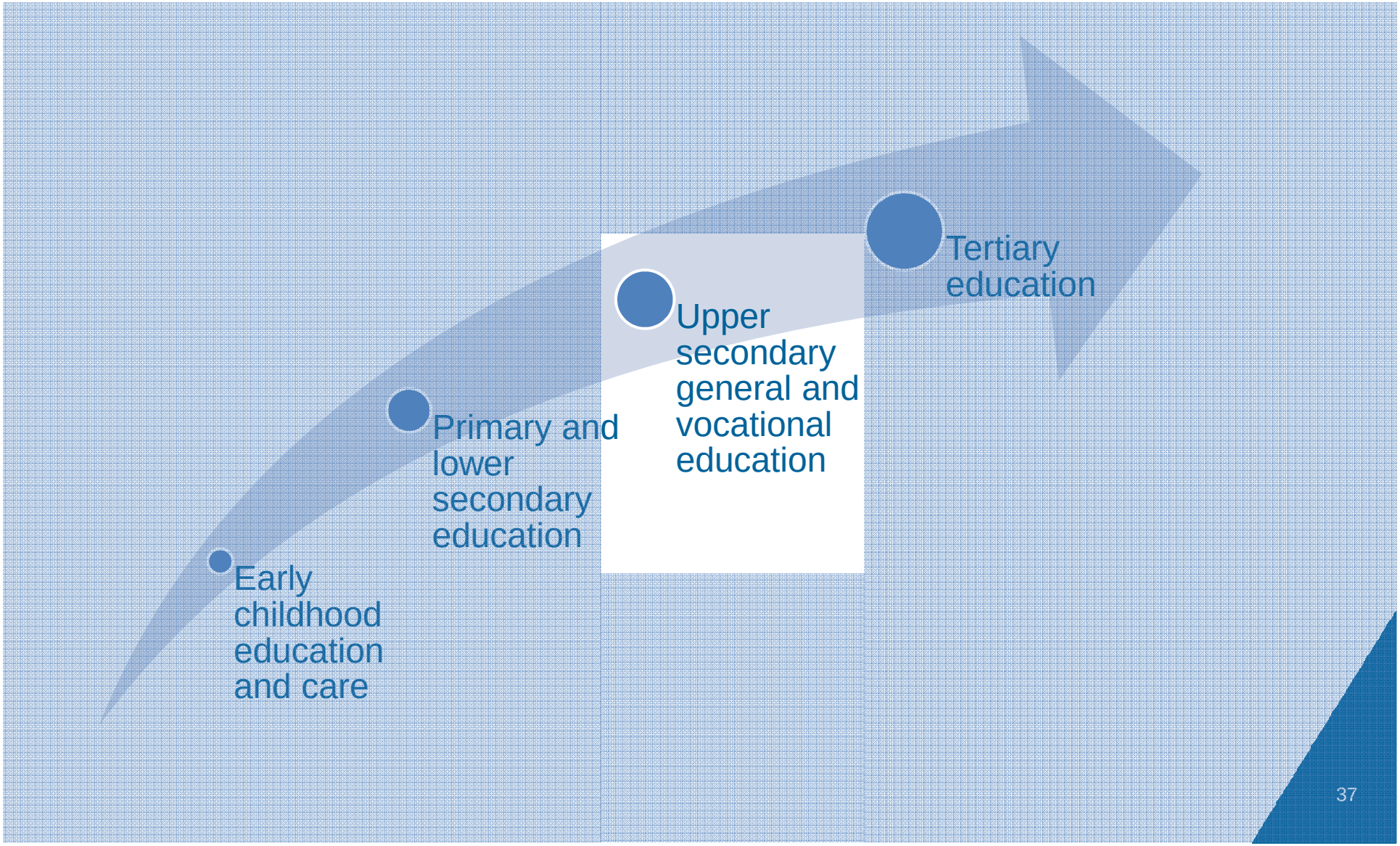
Teacher professionalism index and teacher outcomes



Recommendations for primary and lower secondary education

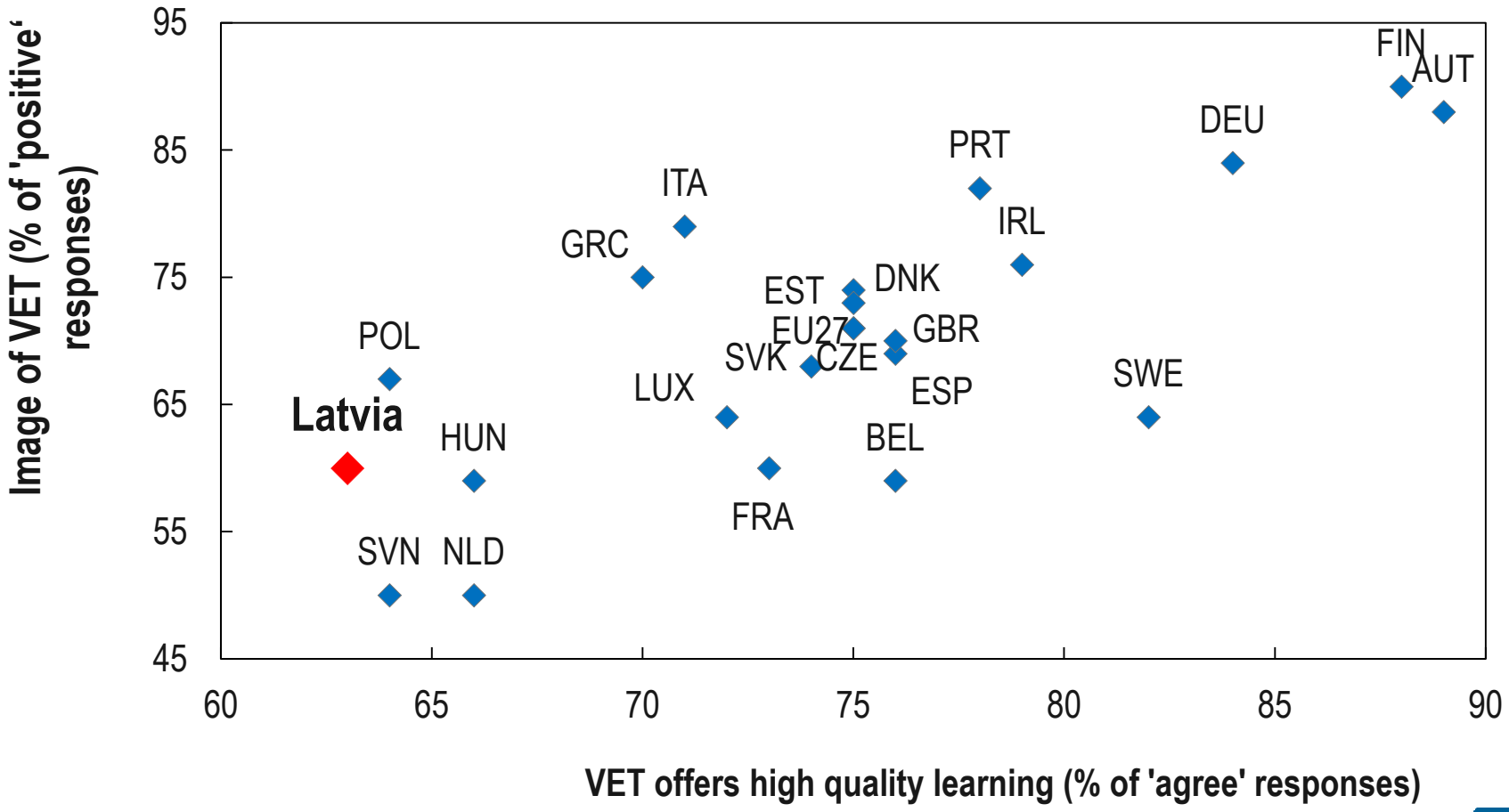
- Establish the conditions for a high-quality teaching and leadership profession
- Promote equity and excellence in education, with a focus on rural schools
- Develop a coherent assessment and evaluation framework for informing policy and educational practice

Challenges and recommendations

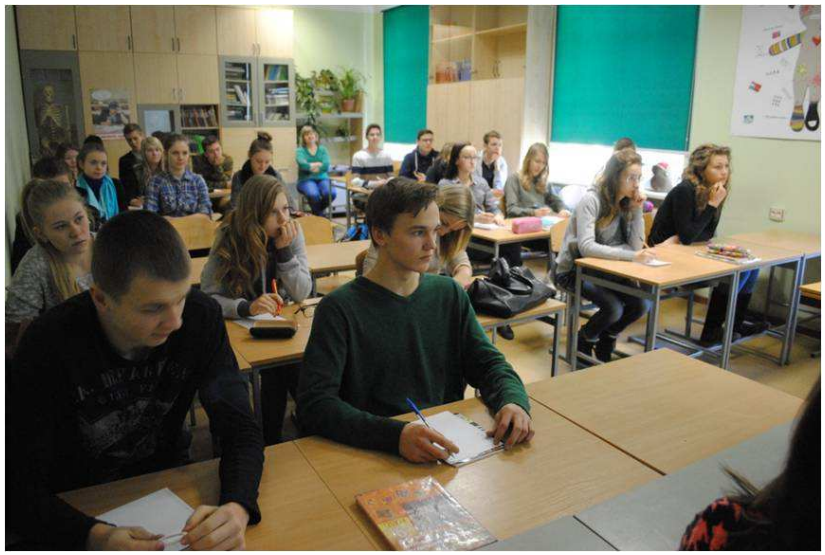


Lack of quality and relevance of vocational education

Perceived quality and image of vocational education

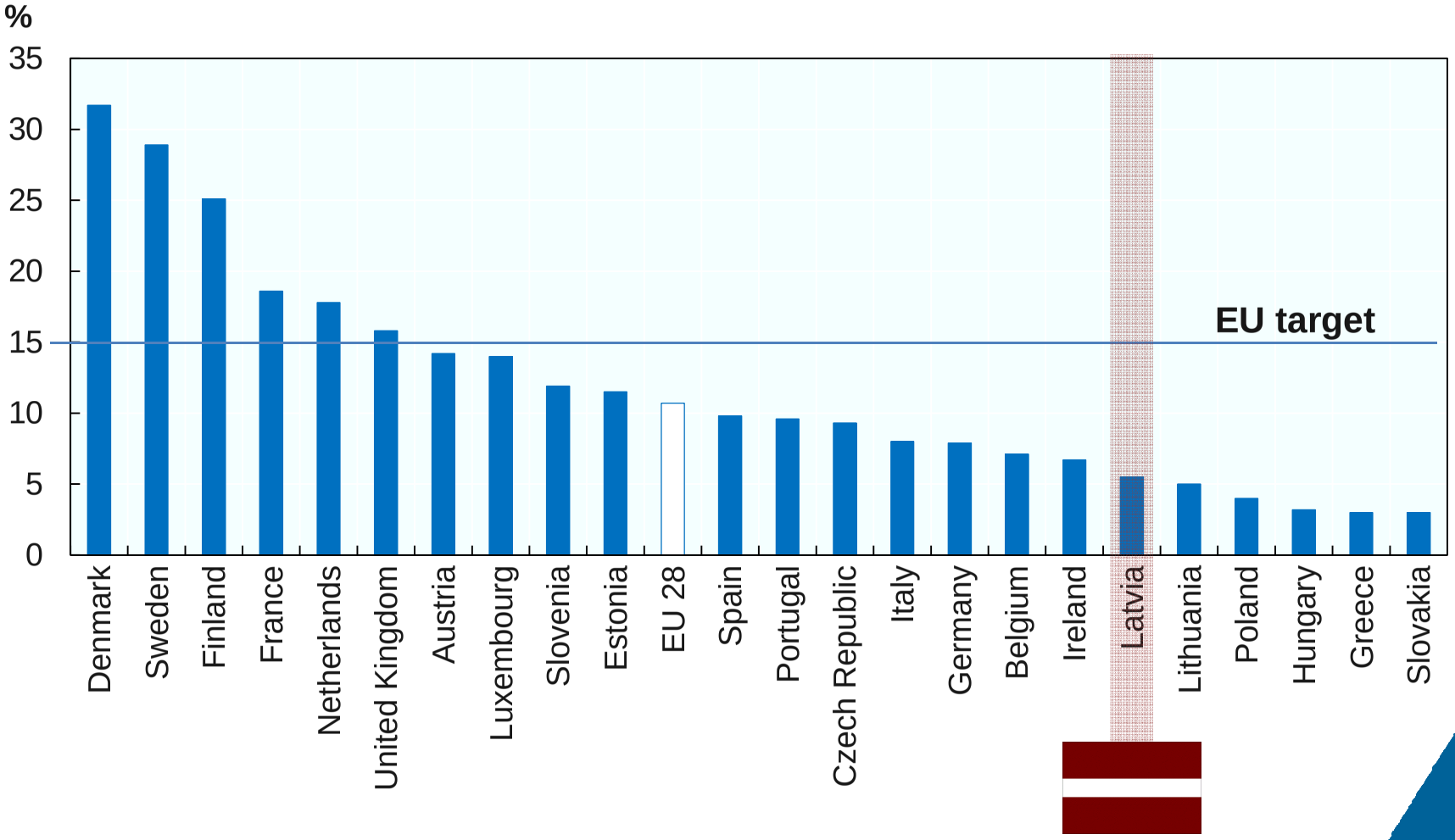


Stark divide between upper secondary general and vocational pathways



Lifelong learning underdeveloped

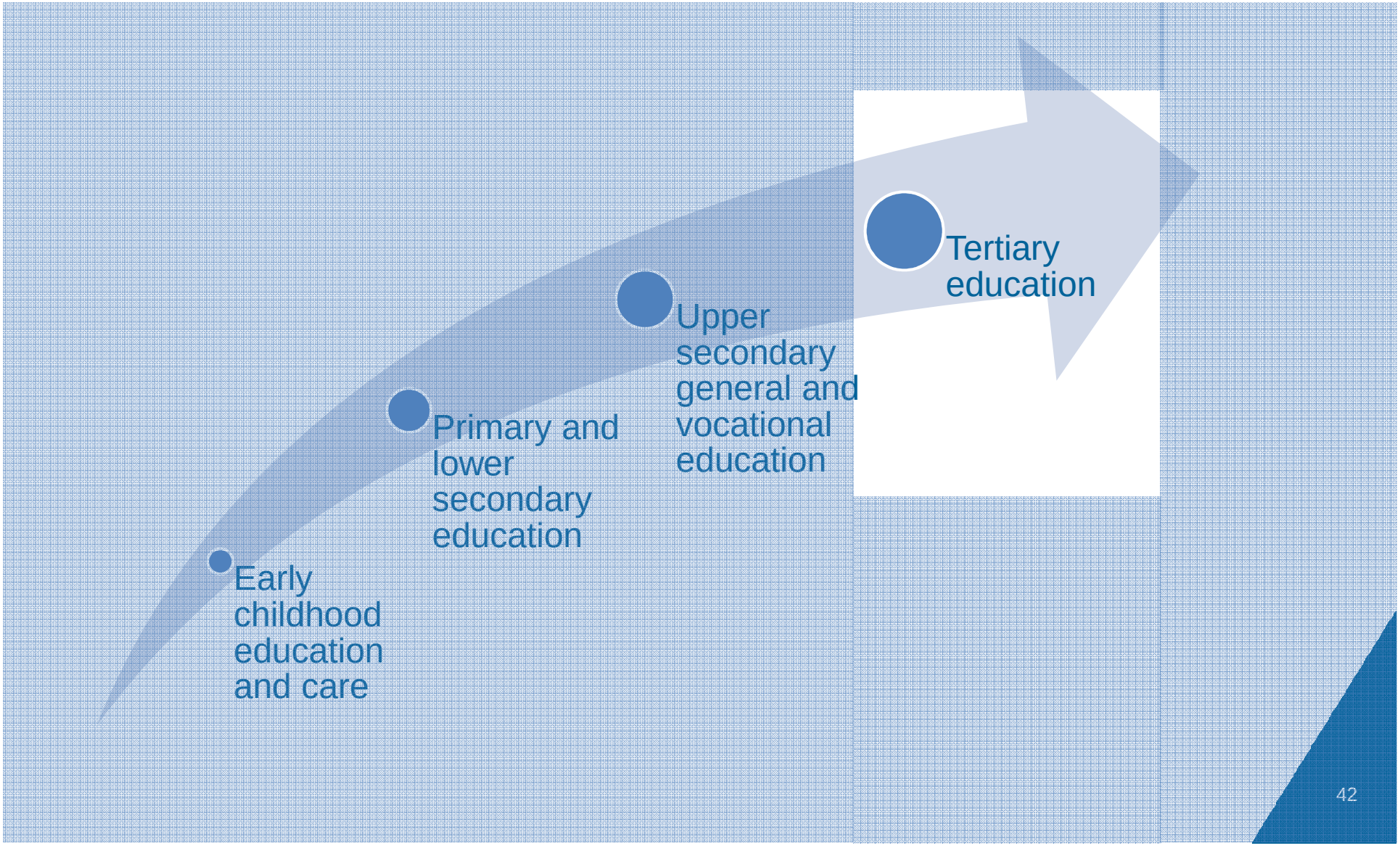
Participation of adults in formal and non-formal learning, 2014



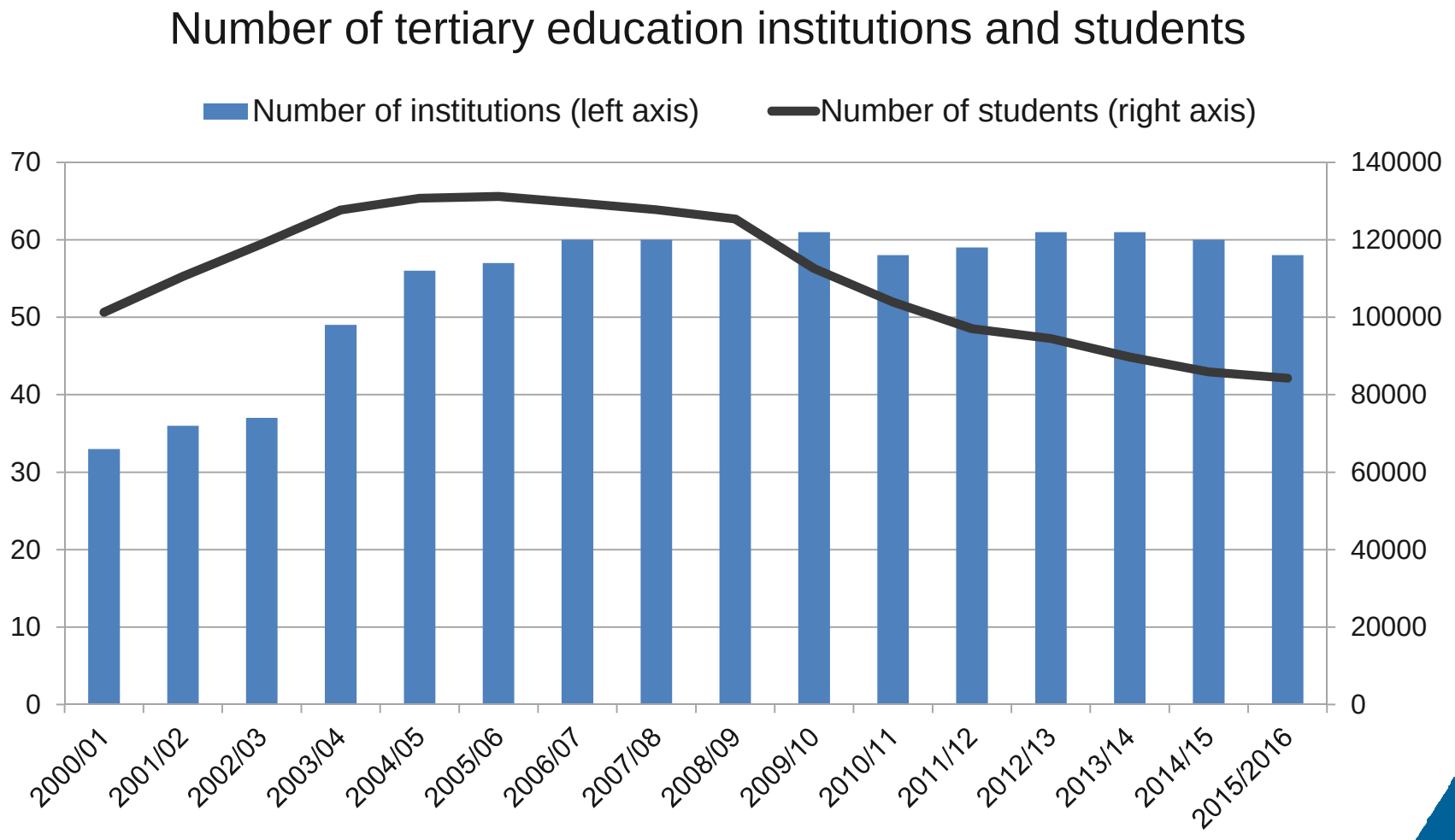
Recommendations for upper secondary general and vocational education

- Continue improving the quality and relevance of vocational education
- Narrow the divide between general and vocational upper secondary education
- Increase efforts to raise participation in lifelong learning

Challenges and recommendations

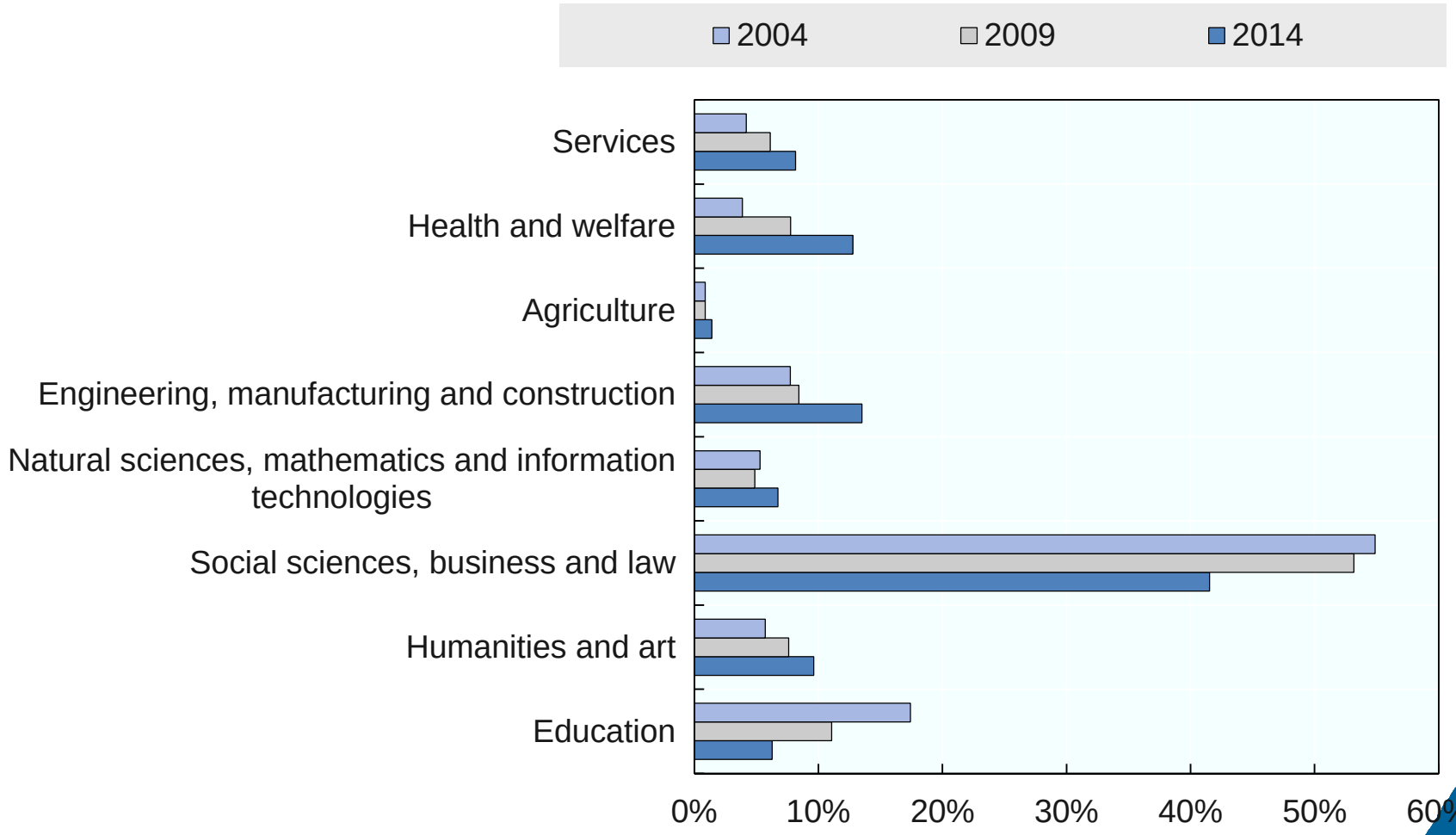


System capacity not aligned with demographic decline, fiscal reality and labour market needs



System capacity not aligned with demographic decline, fiscal reality and labour market needs

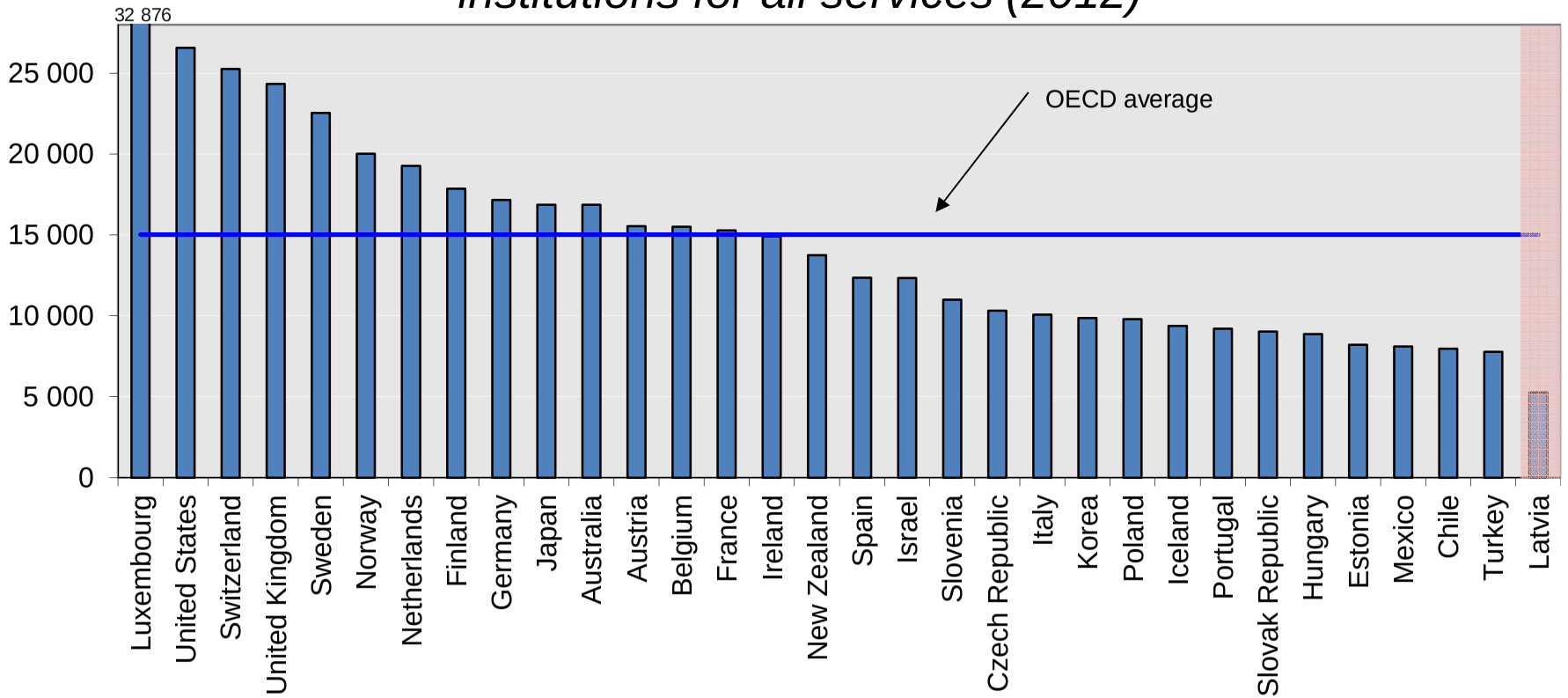
Percentage of graduates by field of study



Inadequate tertiary education funding

Annual expenditure per tertiary student by educational institutions for all services (2012)

In equivalent USD converted using PPPs)

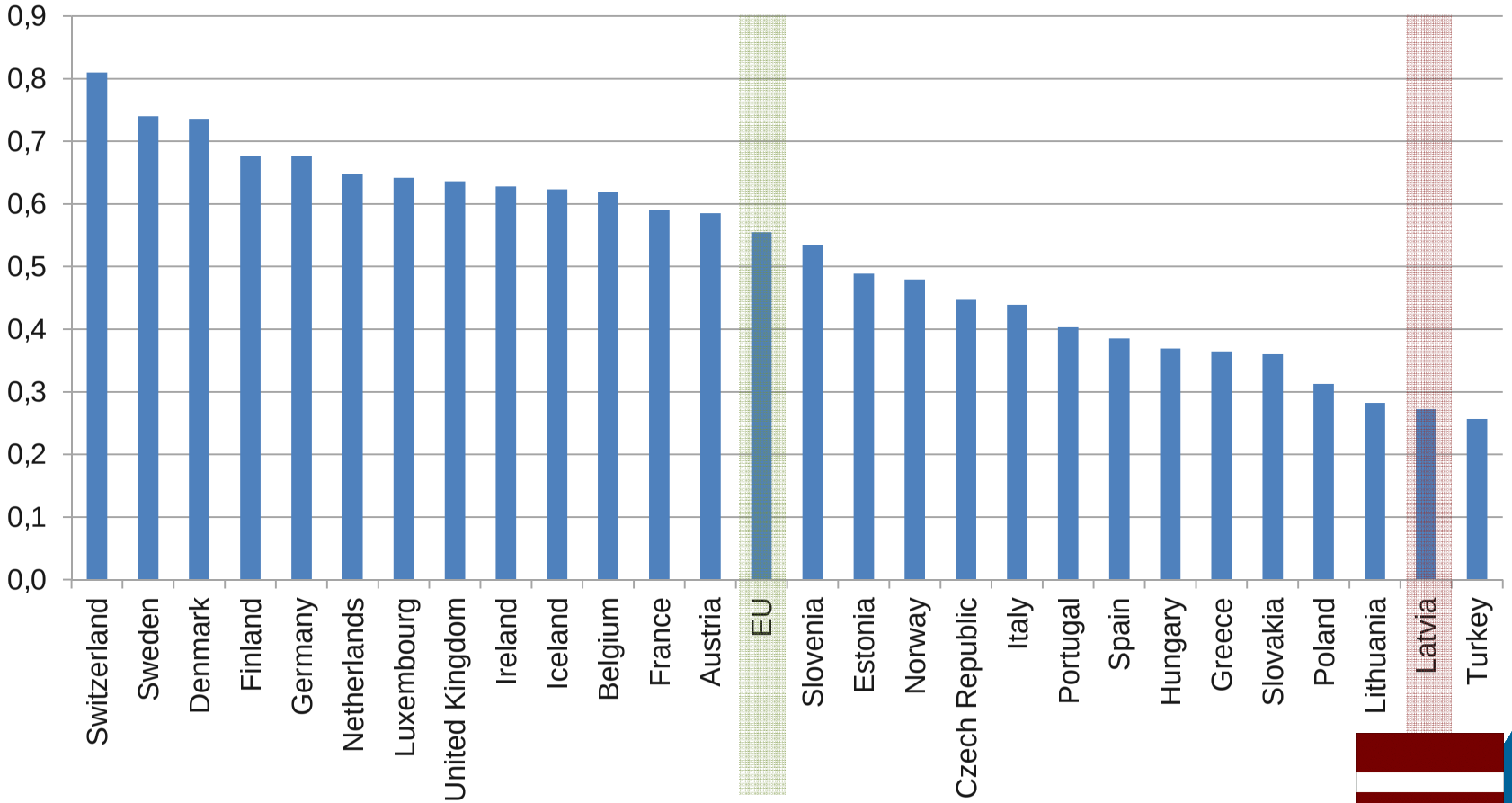


Proposed tertiary education financing model

	Pillar 1: basic funding	Pillar 2: performance-oriented funding	Pillar 3: innovation-oriented funding
Teaching	• number of study places (per field) • cost-oriented weight	• number of graduates • number of incoming and outgoing students Institutional indicators	profile-oriented target agreements teaching + research + third mission
Research	• number of professors/academic staff (per field) • cost-oriented weight	• bibliometric indicator • third party funds • number of PhDs Institutional indicators	Funding of centres of excellence

Concerns about the quality of tertiary education and science

European Innovation Scoreboards: Summary Innovation Index 2014



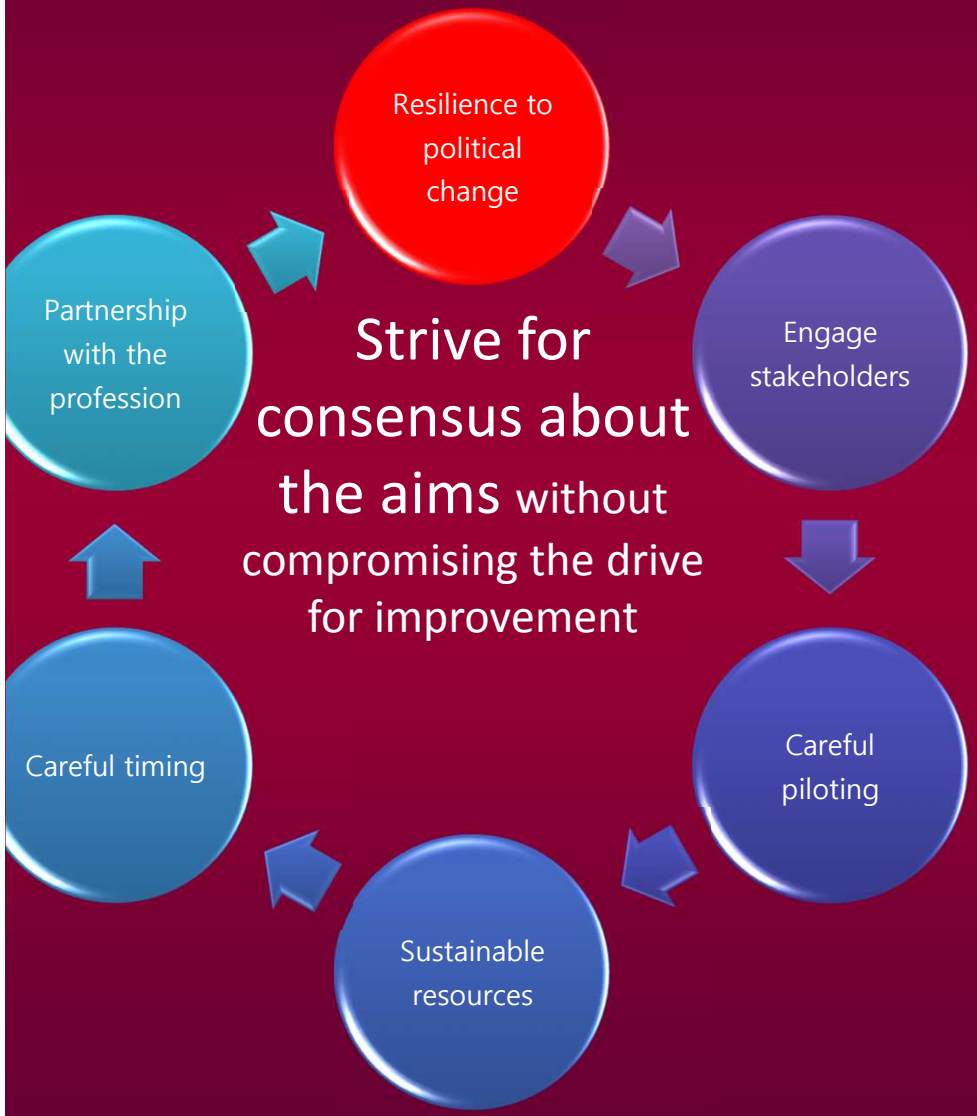
Recommendations for tertiary education

- **Move forward with the implementation of the three-pillar financing model**
- **Continue improving the quality of tertiary education and science**
- **Continue efforts to realign system capacity with demographic decline, fiscal reality and labour market needs**
- **Strengthen the capacity for strategic leadership and management**

Shared vision	• Clear and consistent priorities (across governments and across time), ambition and urgency, and the capacity to learn rapidly.
Performance management	• Appropriate targets, real-time data, monitoring, incentives aligned to targets, accountability, and the capacity to intervene where necessary.
Frontline capacity	• Building professional capabilities, sharing best practice and innovation, flexible management, and frontline ethos aligned with system objectives.
Delivery architecture	• Strong leadership at every level, including teacher leadership, adequate process design and consistency of focus across agencies.

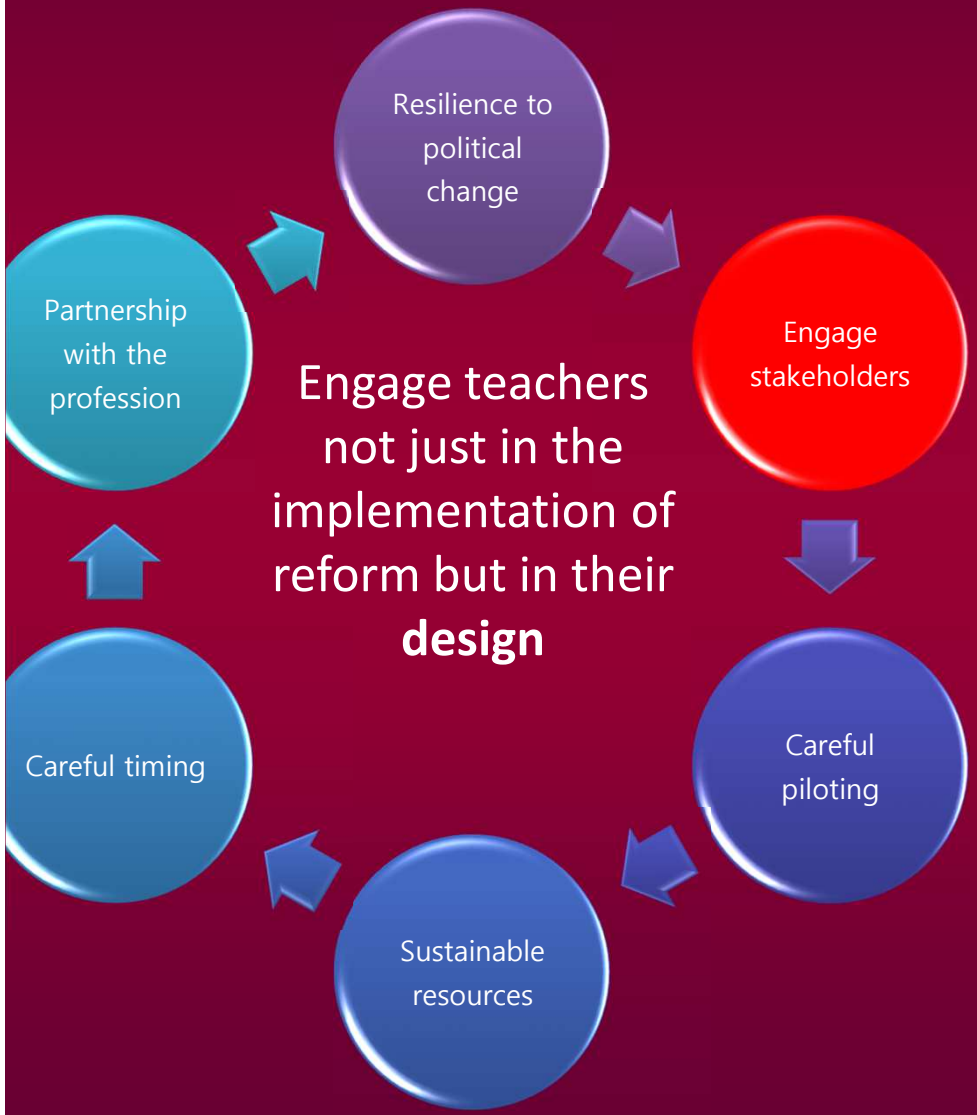
Making educational reform happen

Successful reform implementation



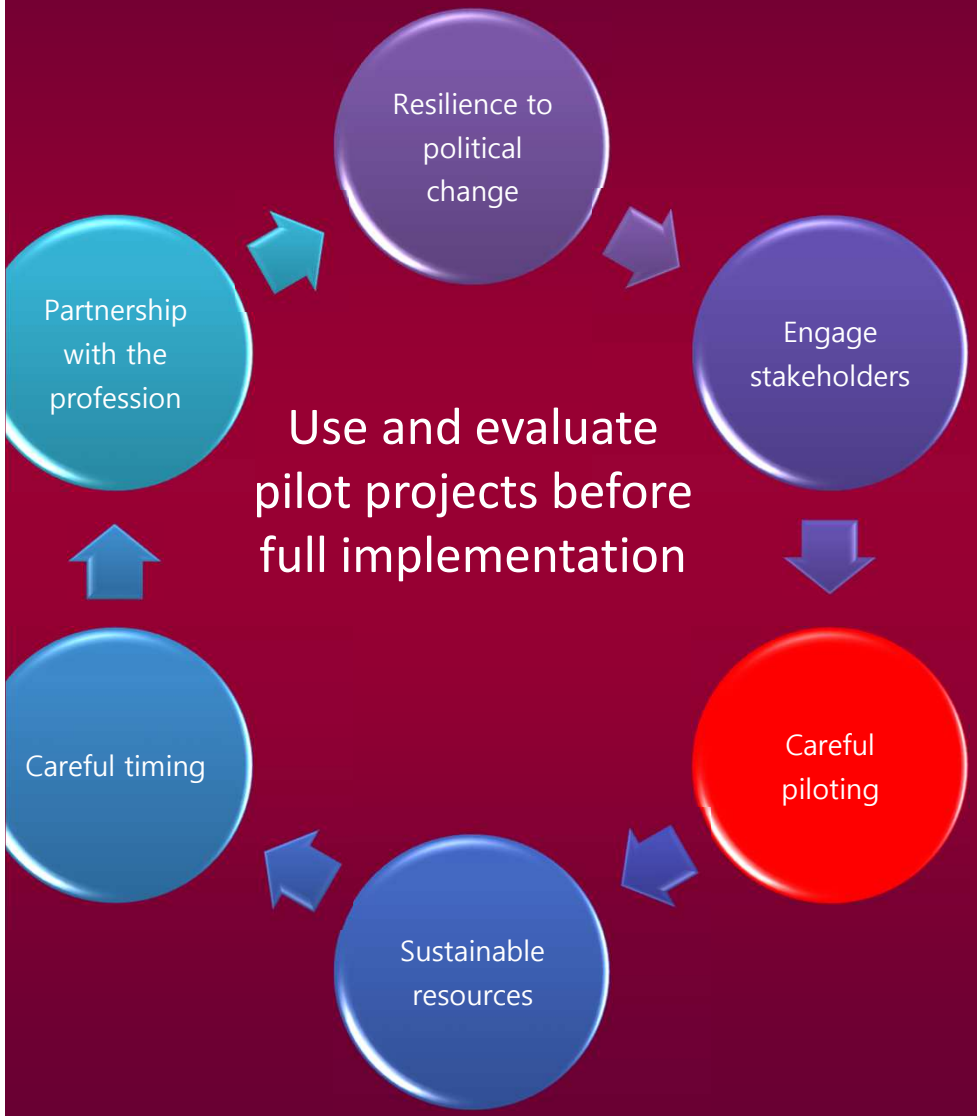
- Acknowledge divergent views and interests
- Communicate, communicate, communicate
  - Feedback reduces the likelihood of strong opposition
  - Involvement of stakeholders cultivates a sense of joint ownership over policies, and hence helps build consensus over both the need and the relevance of reforms
- Mechanisms of regular and institutionalised consultation contribute to the development of trust among parties, and help them reach consensus
  - Regular interactions raise awareness of the concerns of others, thus fostering a climate of compromise
- External pressures can build a compelling case for change .

Successful reform implementation



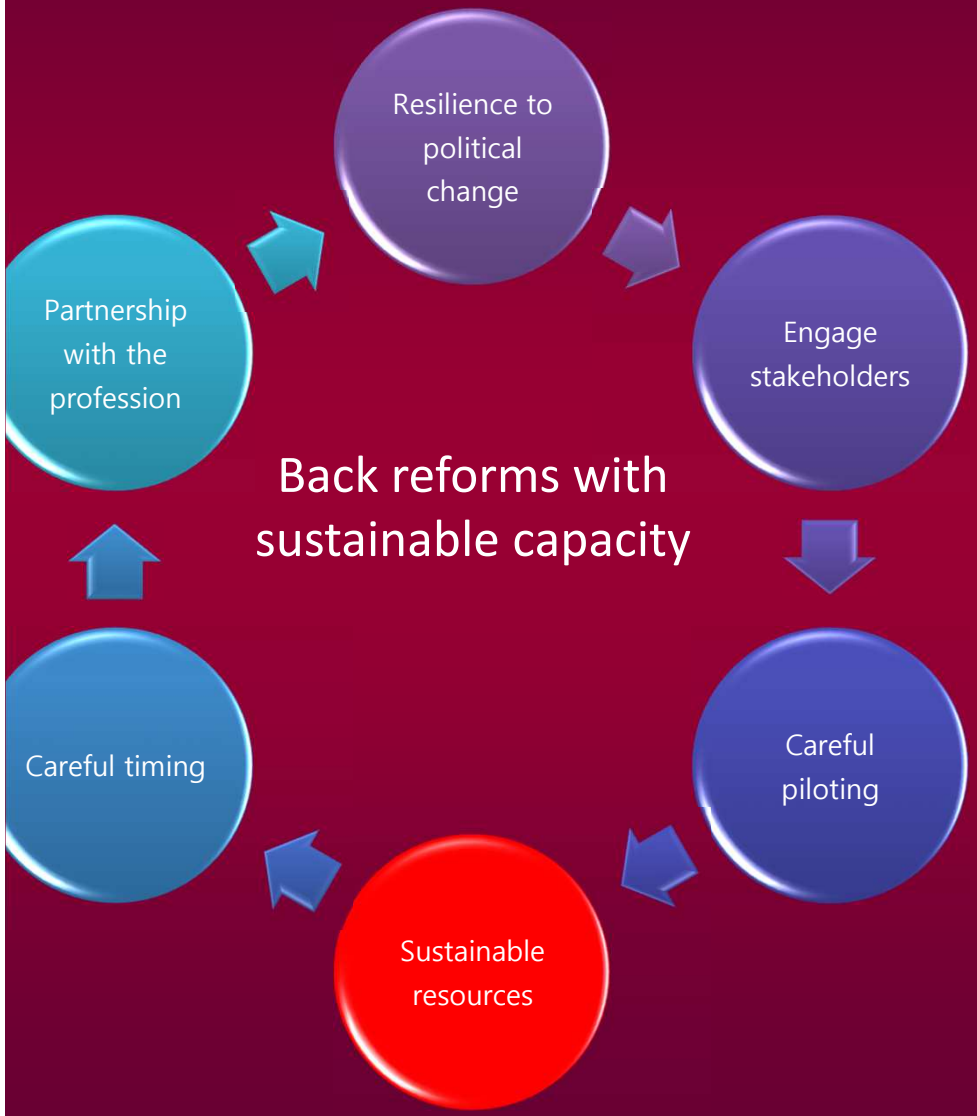
- Regular involvement by teachers in policy design helps to build capacity and shared ideas over time
- Several countries have established teaching councils that provide teachers with both a forum for policy development and, critically, a mechanism for profession-led standard setting and quality assurance in teacher education, teacher induction, teacher performance and career development
- Policy can encourage the formation of such communities .

Successful reform implementation



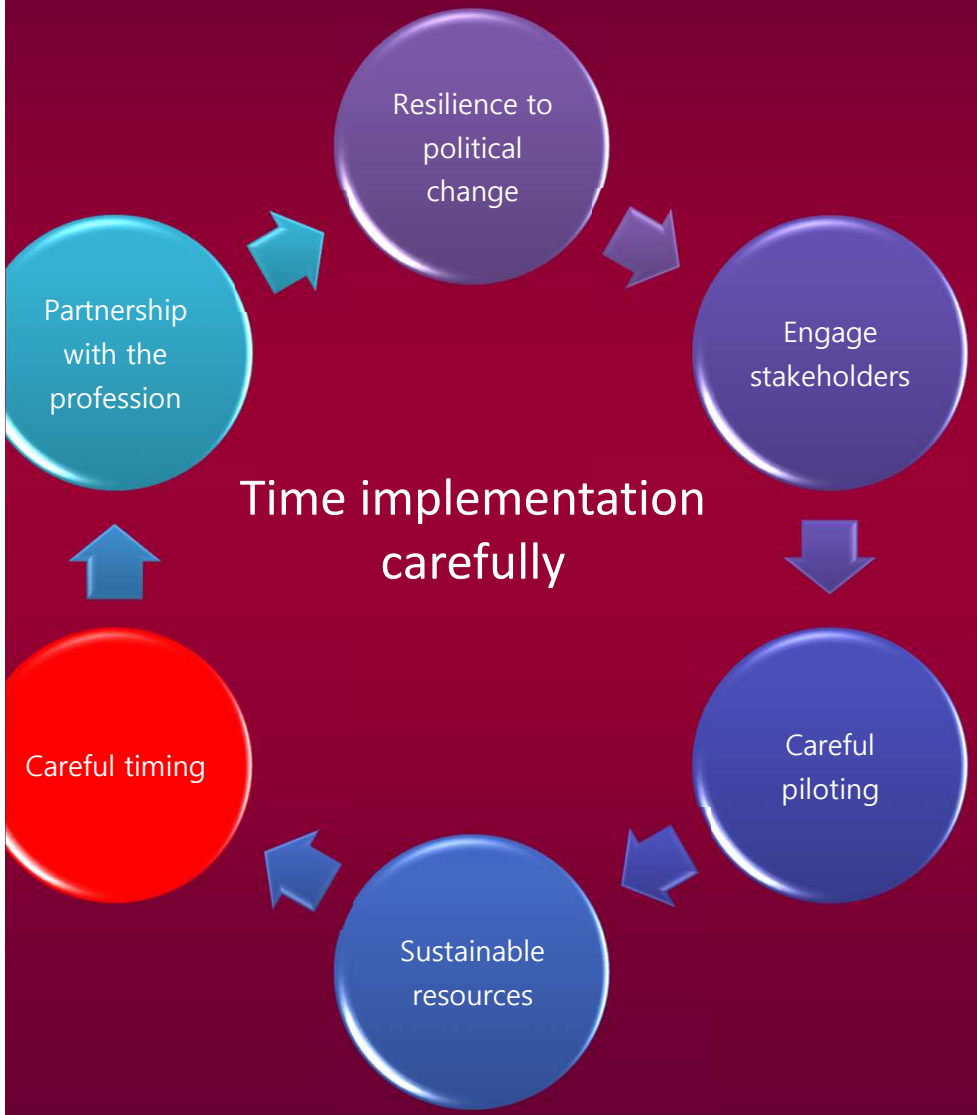
- Currently only one in ten educational reforms is evaluated
- Policy experimentation can help build consensus on implementation and can prove powerful in testing out policy initiatives and – by virtue of their temporary nature and limited scope – overcoming fears and resistance by specific groups of stakeholders.

Successful reform implementation



- The benefits for ‘winners’ are often insufficient to mobilise support, the costs for ‘losers’ are concentrated
- Need for consistent, co-ordinated efforts to persuade those affected of the need for change and, in particular, to communicate the costs of inaction

Successful reform implementation



- All political players and stakeholders need to develop realistic expectations about the pace and nature of reforms to improve outcomes
- Certain reform measures are best introduced before others, particularly because of the substantial gap between the time at which the initial cost of reform is incurred, and the time when the intended benefits of reforms materialise
- Time is needed to learn about and understand impact, to build trust and develop capacity for the next stage .

Successful reform implementation

- Putting the teaching profession at the heart of education reform requires a fruitful dialogue between governments and unions
- Teachers should not just be part of the implementation of reforms but also part of their design
- Conflict isn't best addressed by weak unions but by strong social partnership .

What it all means

The old bureaucratic system		The modern enabling system
Some students learn at high levels	Student inclusion	**All** students need to learn at high levels
Routine cognitive skills	Curriculum, instruction and assessment	Conceptual understanding, complex ways of thinking, ways of working
Standardisation and compliance	Teacher quality	High-level professional knowledge workers
‘Tayloristic’, hierarchical	Work organisation	Flat, collegial
Primarily to authorities	Accountability	Primarily to peers and stakeholders

Thank you

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ANDREAS.SCHLEICHER@OECD.ORG

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BETTER POLICIES FOR BETTER LIVES