

Education at a Glance 2026

Highlights for Latvia

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Directorate for Education and Skills

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Outline

- Teacher shortages
- Teacher working conditions
- Tertiary attainment, labour market outcomes and lifelong learning
- Transition in and out of upper secondary education
- Investment into education

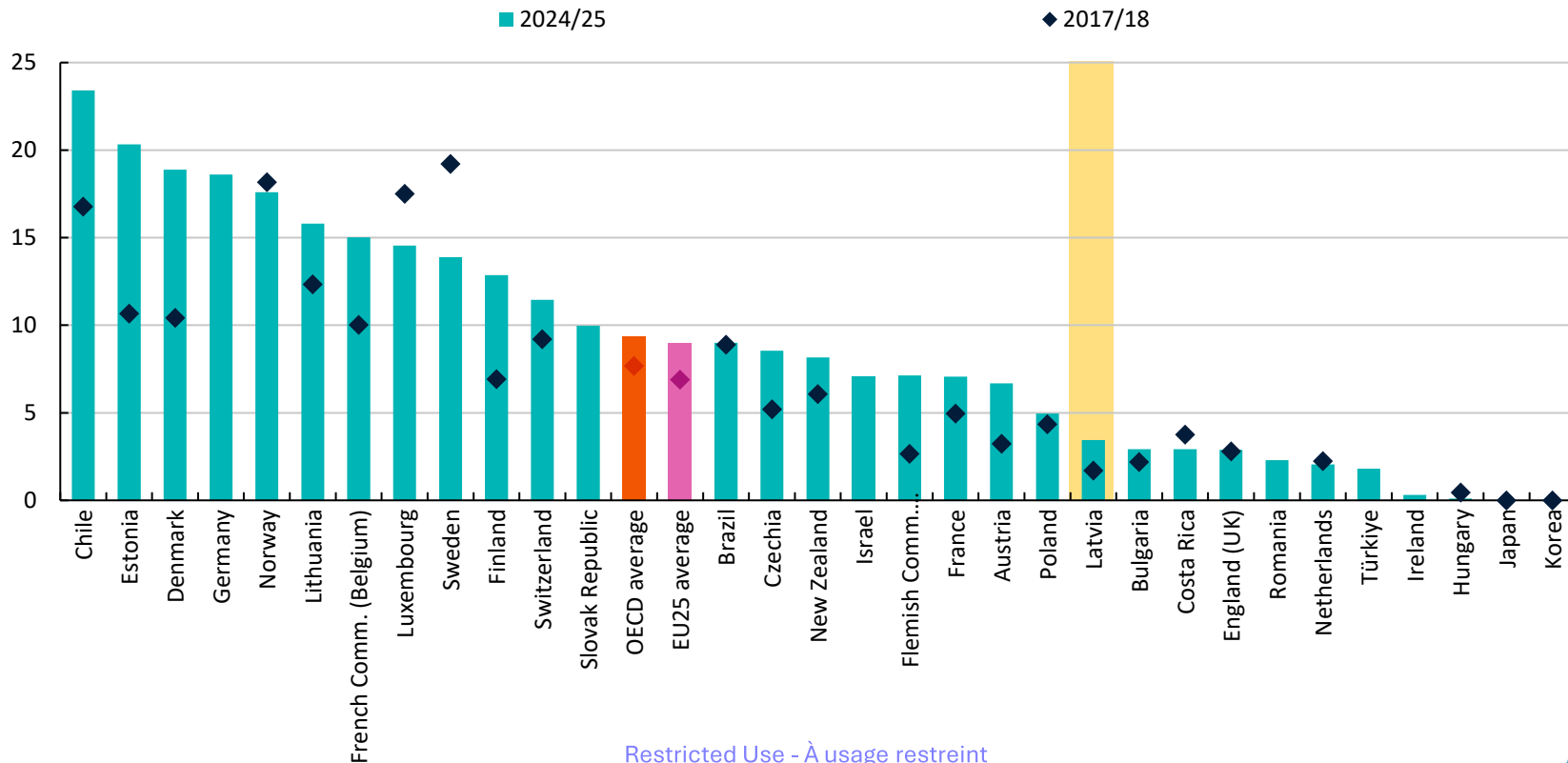
1

Teacher shortages



Education systems have become more reliant on non-fully qualified teachers

Trends in the share of non-fully qualified teachers in primary and secondary education (2017/18 and 2024/25)





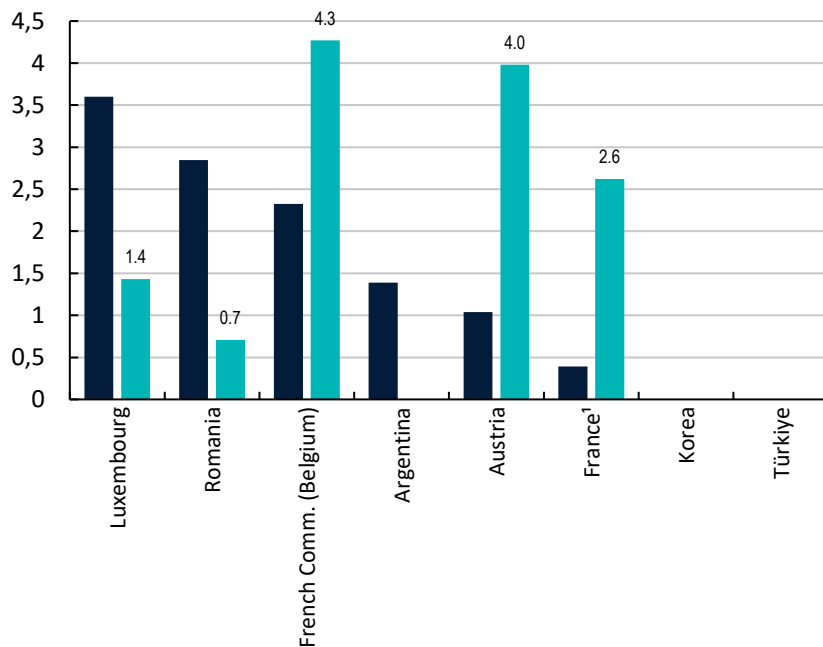
Shortages of skilled workers are not an education-specific challenge

Comparing unfilled teaching positions in primary and secondary education with economy-wide job vacancy rates (2024)

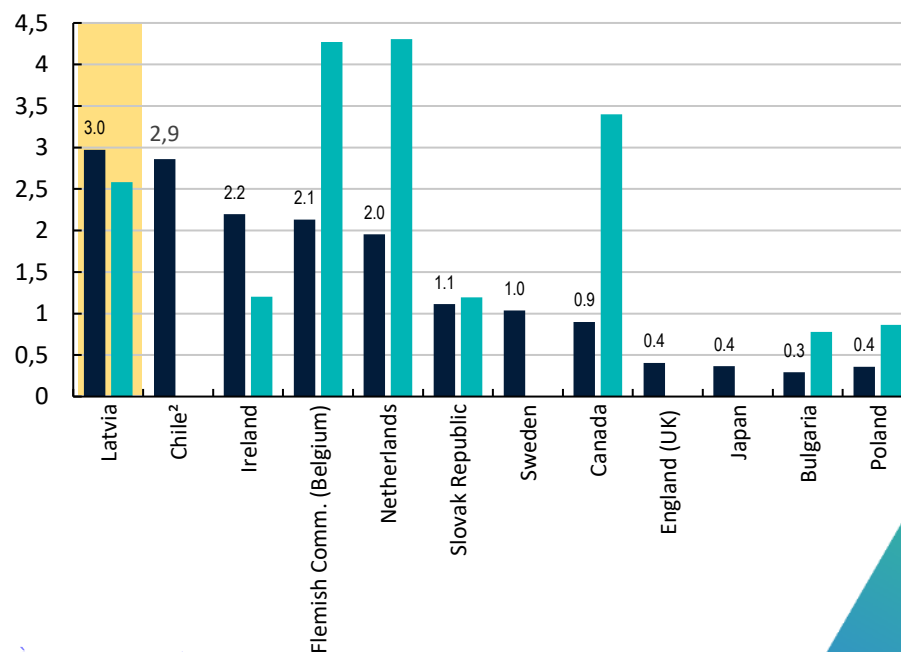
■ Unfilled teacher vacancy rates in primary and secondary education

■ Job vacancy rates (all jobs)

Group 1 : Shortage of fully qualified teachers before the start of the school year (pre-start stock measure)



Group 2 : Unfilled teaching vacancies at or shortly after the start of the school year (post-start stock measure)





Unfilled vacancies are higher in secondary than primary education

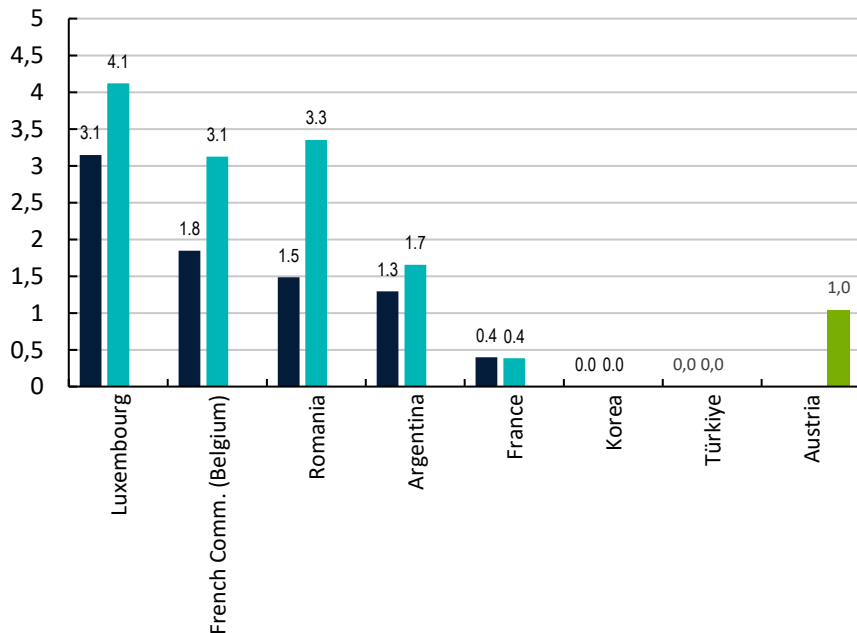
Unfilled teaching vacancies in primary and secondary education (2024/25)

■ Primary education

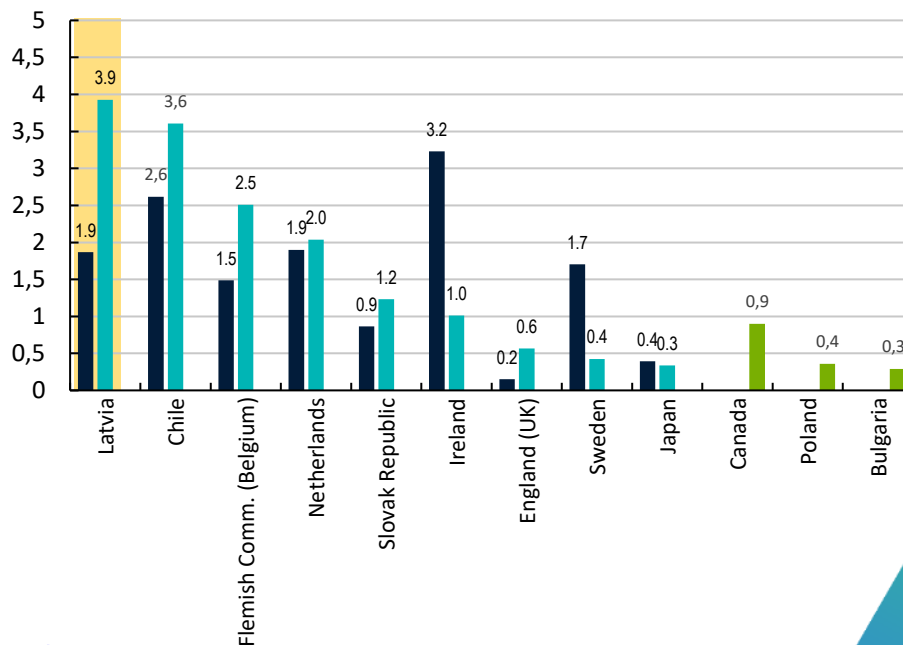
■ Secondary education

■ Primary and secondary education (no breakdowns by level of education)

Group 1 : Shortage of fully qualified teachers before the start of the school year (pre-start stock measure)



Group 2 : Unfilled teaching vacancies at or shortly after the start of the school year (post-start stock measure)



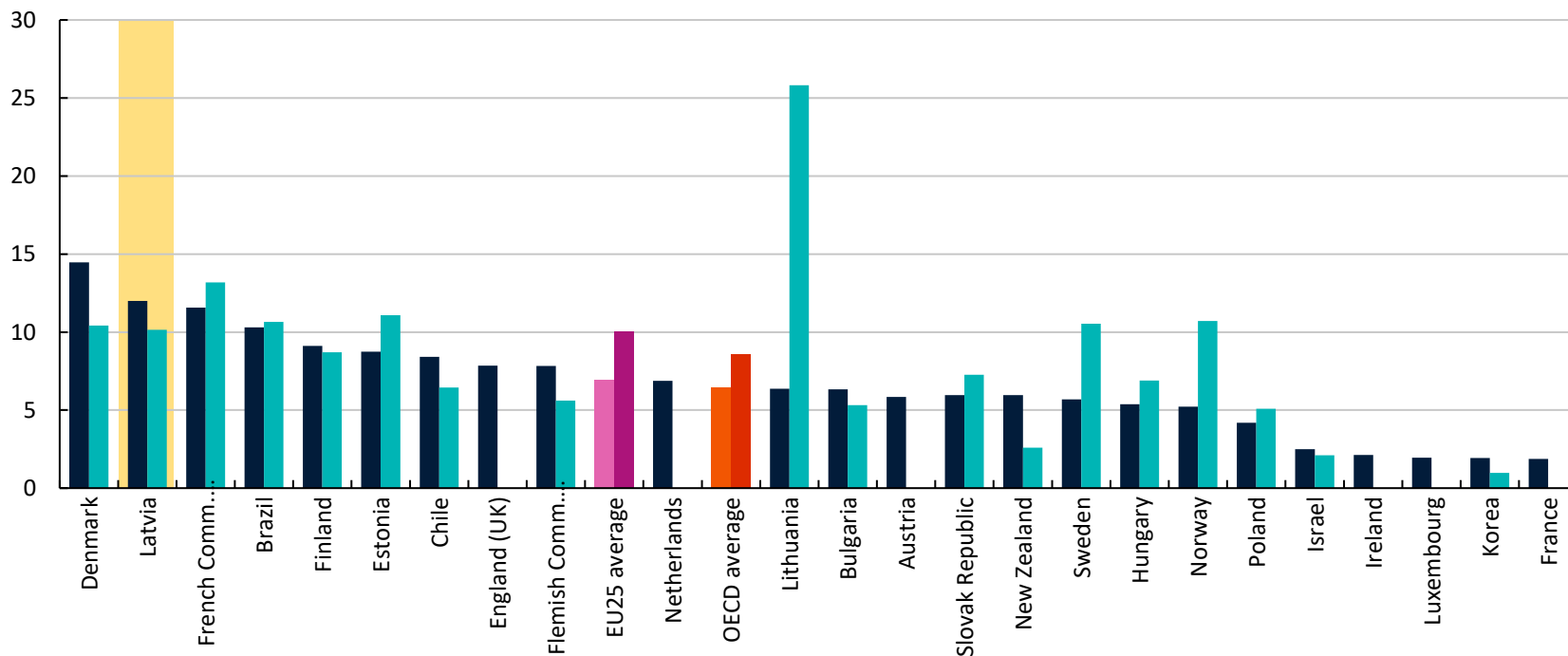


Latvia faces relatively high teacher attrition

Fully qualified teachers who left the profession as a percentage of the total teaching workforce, by level of education (2024/25)

■ Primary and secondary education

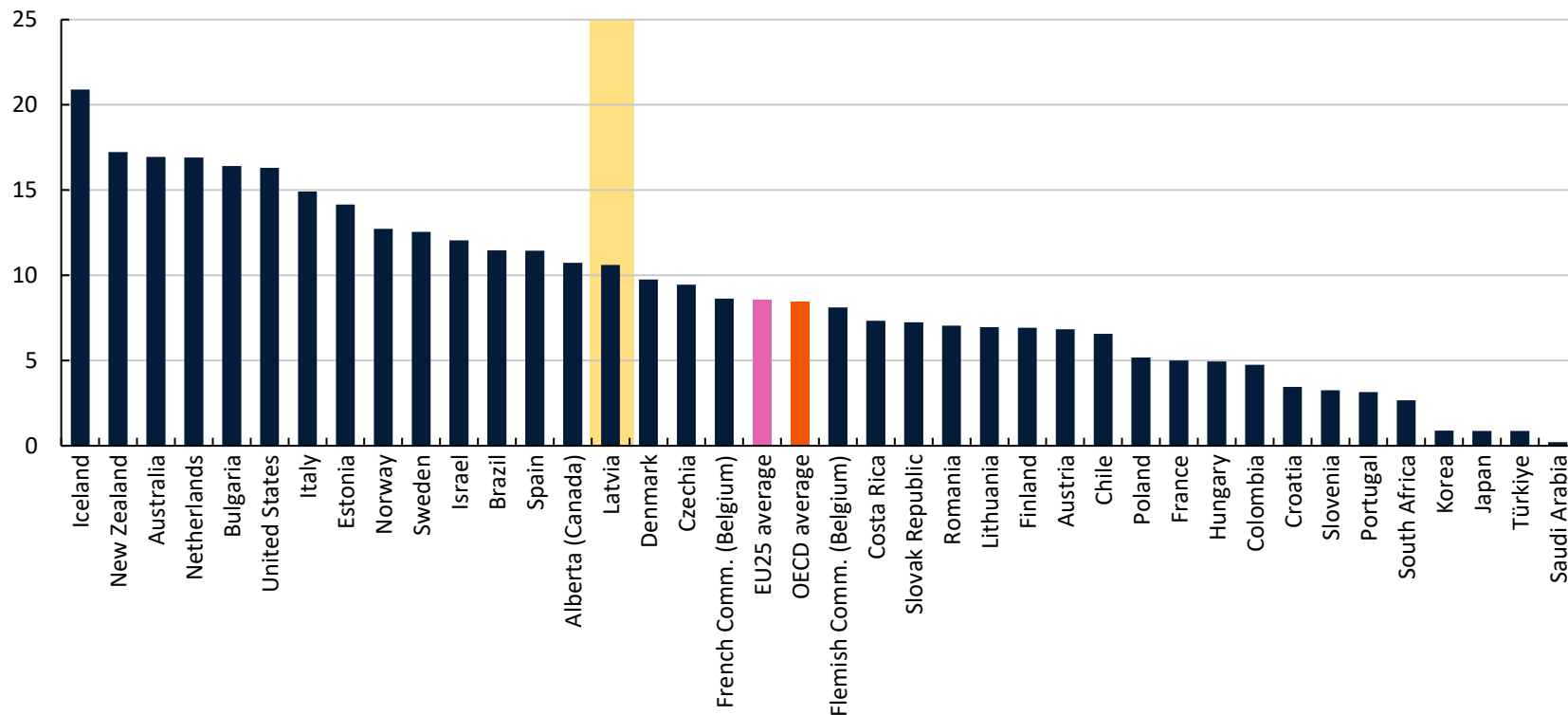
■ Pre-primary education





Recruiting second-career teachers can be a lever to address shortages

Share of second-career teachers among all lower secondary teachers (2024)



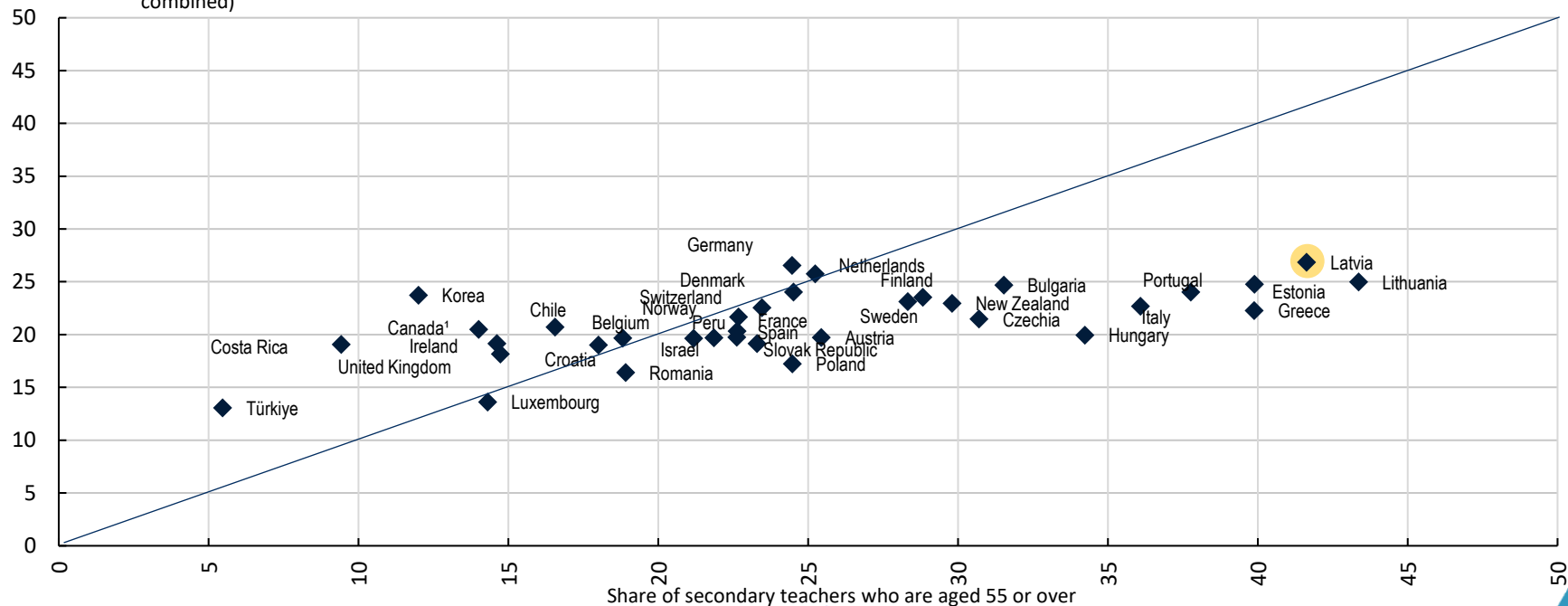
Note: Second-career teachers are defined as those with at least ten years of work experience outside teaching and for whom teaching was not a first career choice.



Latvia has a high share of teachers aged 55 and older

Comparing the share of secondary teachers and the wider workforce who are aged 55 and over, by educational attainment (2024)

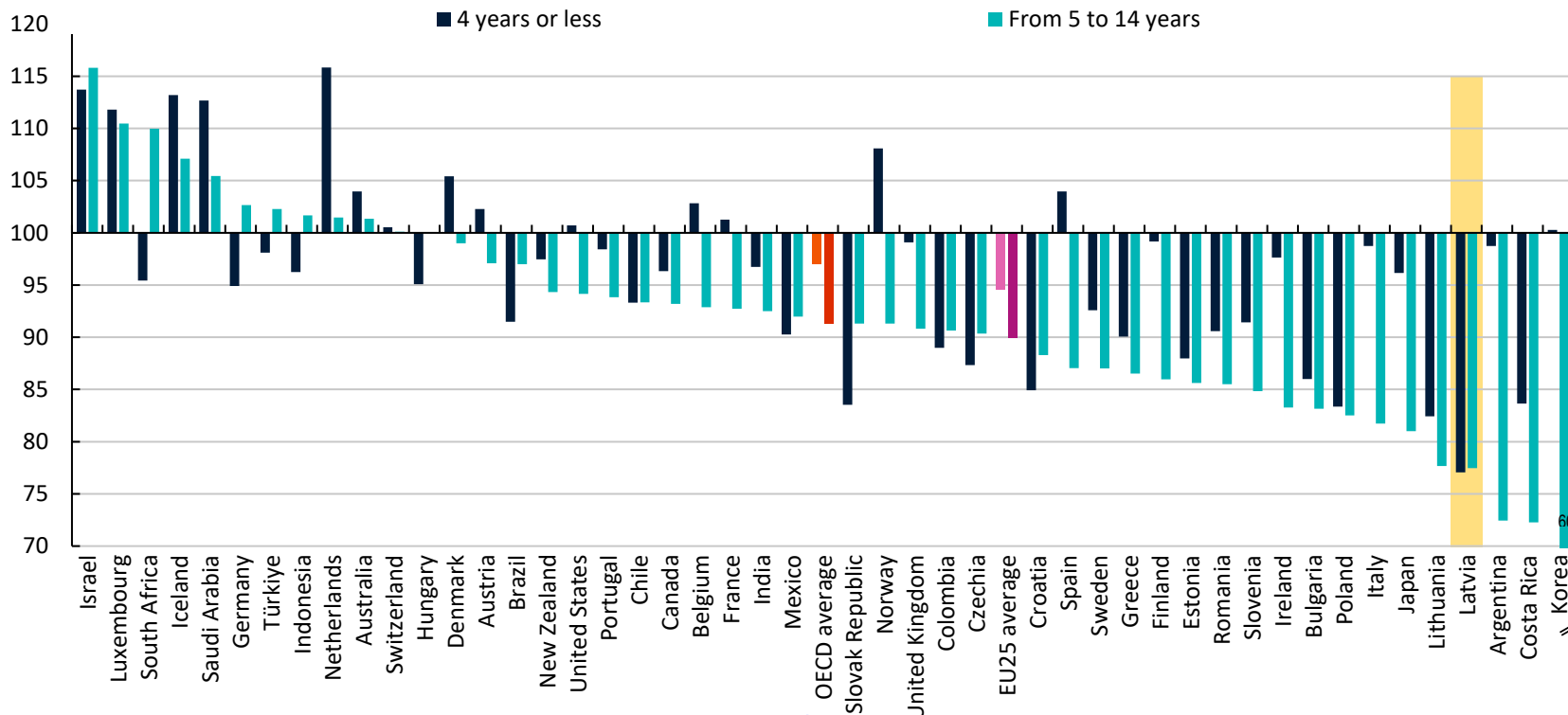
Share of employed individuals
who are aged 55 or over (all
educational attainment levels
combined)





Latvia could face one of the sharpest declines in school-aged populations

Projected changes in the population of children between 2024 and 2033, by age group



2

Teacher working conditions



Teachers are often more satisfied with other employment conditions than with their salaries

Figure 12

Across OECD countries, 68% of lower secondary teachers are satisfied with their employment conditions excluding salaries, compared to only 39% who are satisfied with their salaries (TALIS 2024)

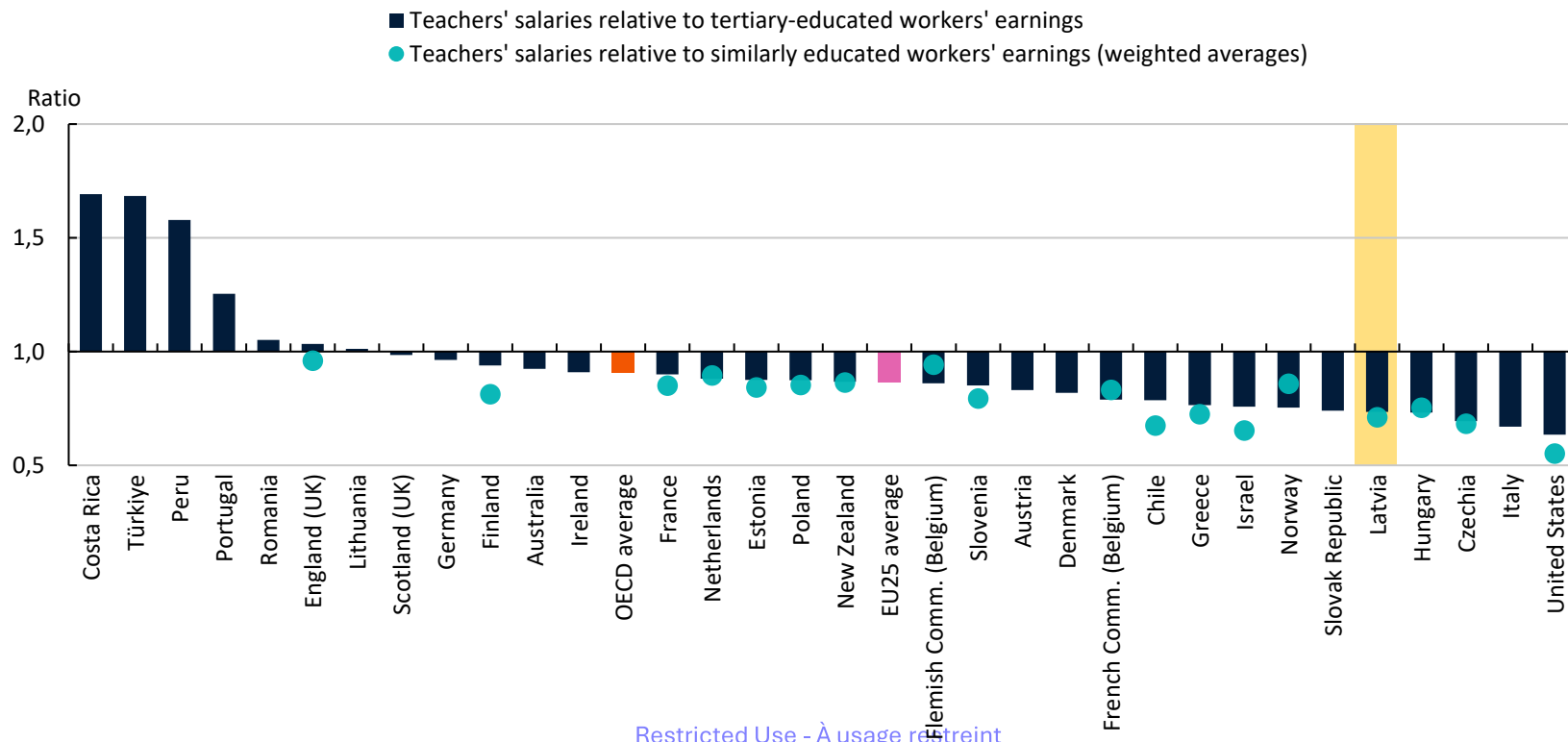




Salaries of teacher are often lower than salaries of other tertiary educated workers

Figure D3.1

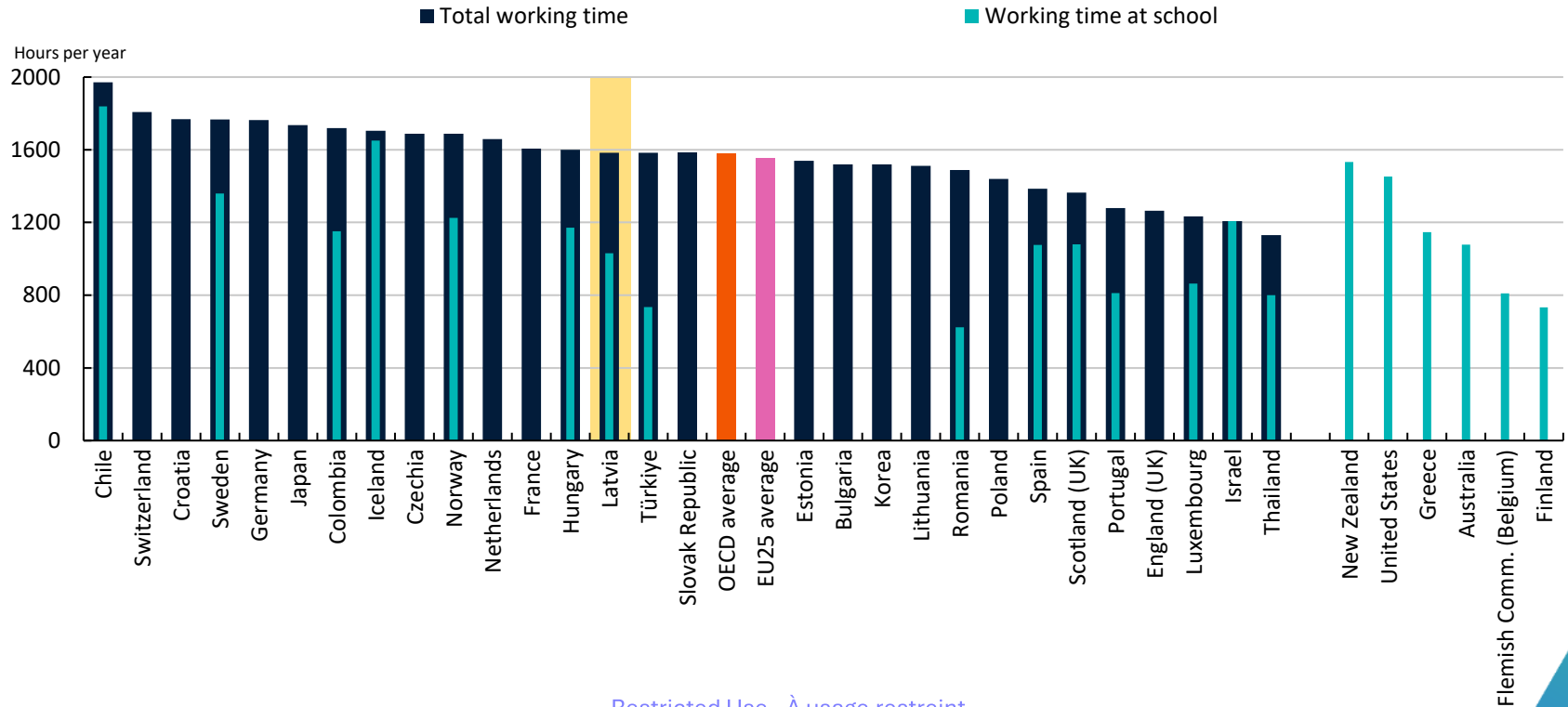
Actual salaries of lower secondary teachers and school heads relative to earnings of tertiary-educated workers (2025)





Teachers in Latvia work slightly more hours than the OECD average...

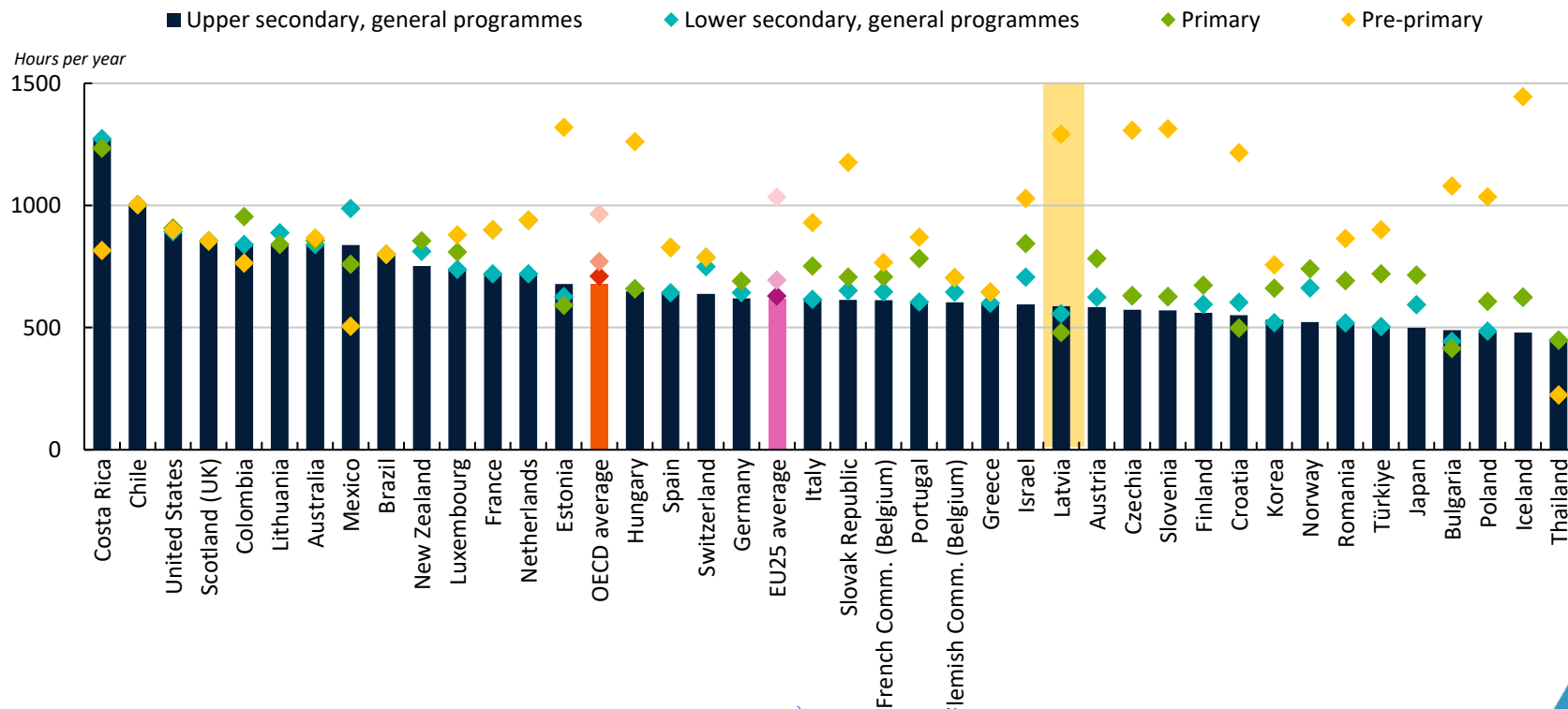
Working time of teachers in lower secondary education (2025)





... yet spend relatively less of their working time teaching

Teaching time of teachers, by level of education (2025)



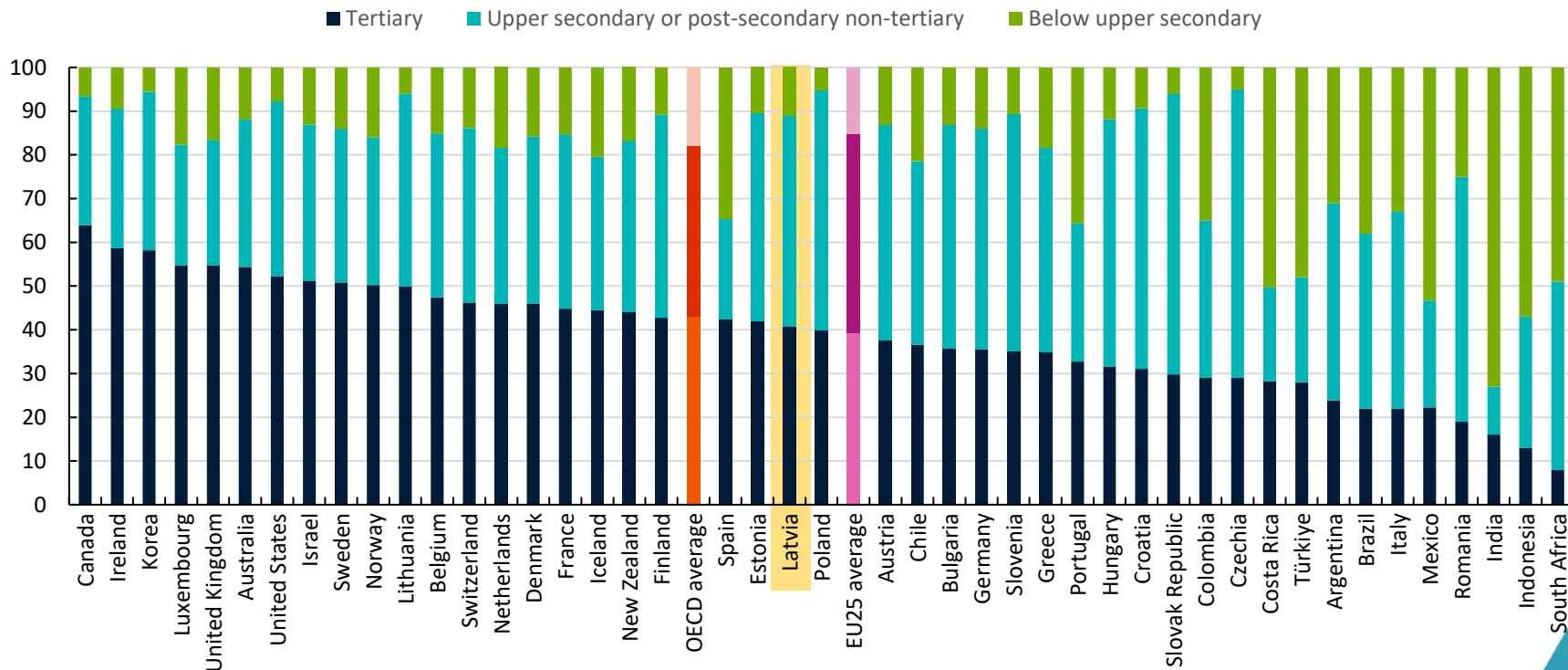
3

**Educational attainment, labour market
outcomes and lifelong learning**



Tertiary attainment is increasingly common

Distribution of educational attainment of adults (2025)

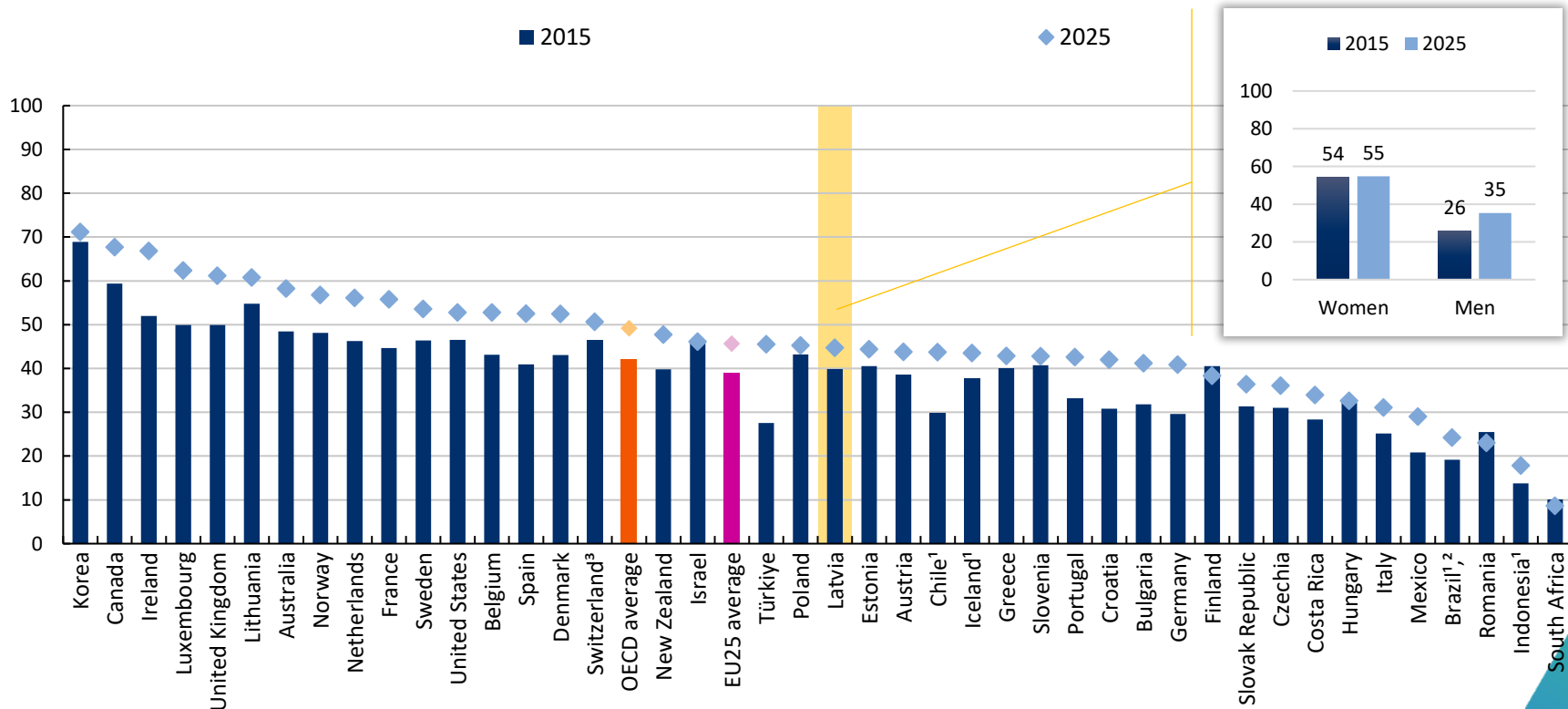




Tertiary attainment increased everywhere among young adults, including in Latvia

Table A1.2.

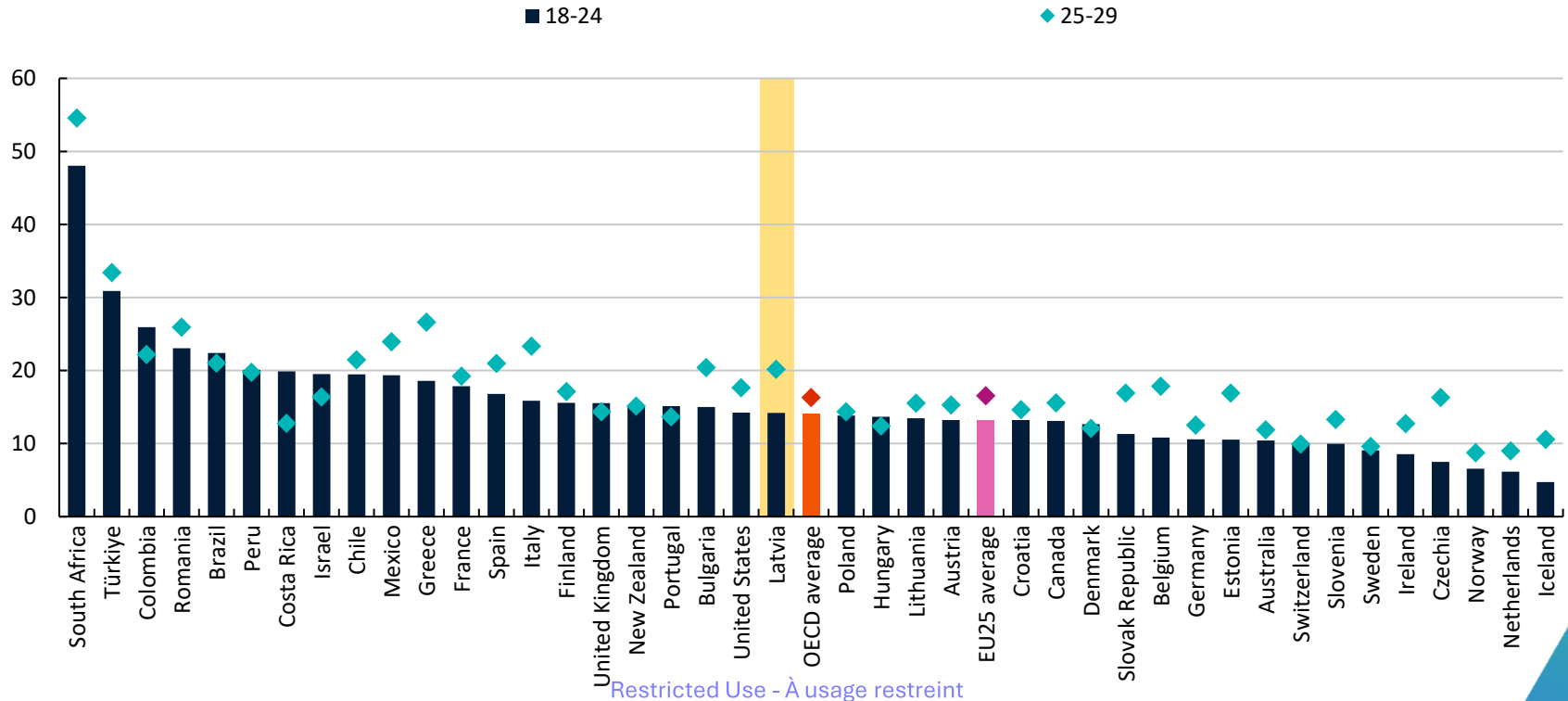
Trends in the share of 25-35 year-olds with tertiary attainment (2015 and 2025)





NEET rates remain high across countries

Share of NEETs among 18-29 year-olds, by age group (2025)

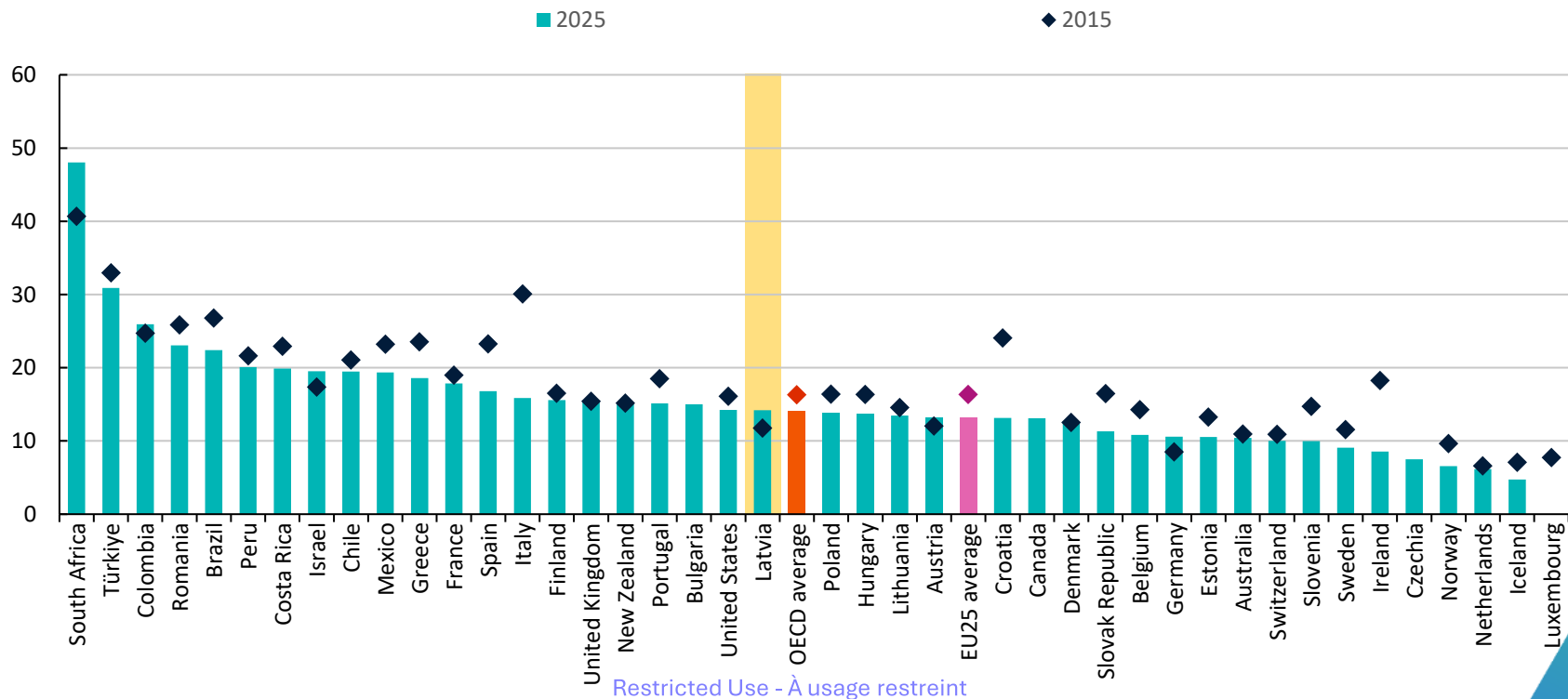




NEET rates changed little in many countries, and increased slightly in Latvia

Figure A2.3.

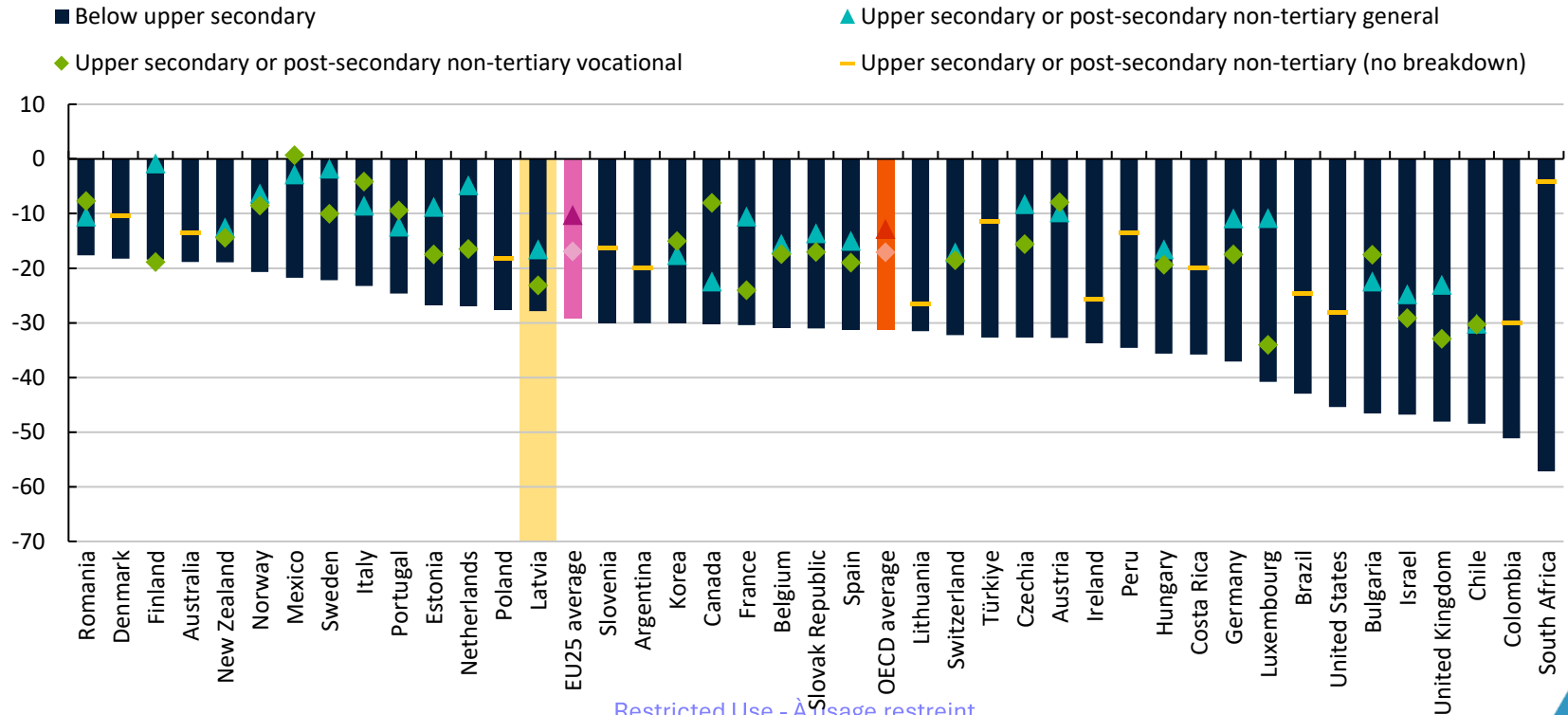
Trends in the share of NEETs among 18-24 year-olds (2015 and 2025)





Workers without a tertiary qualification earn below average wages

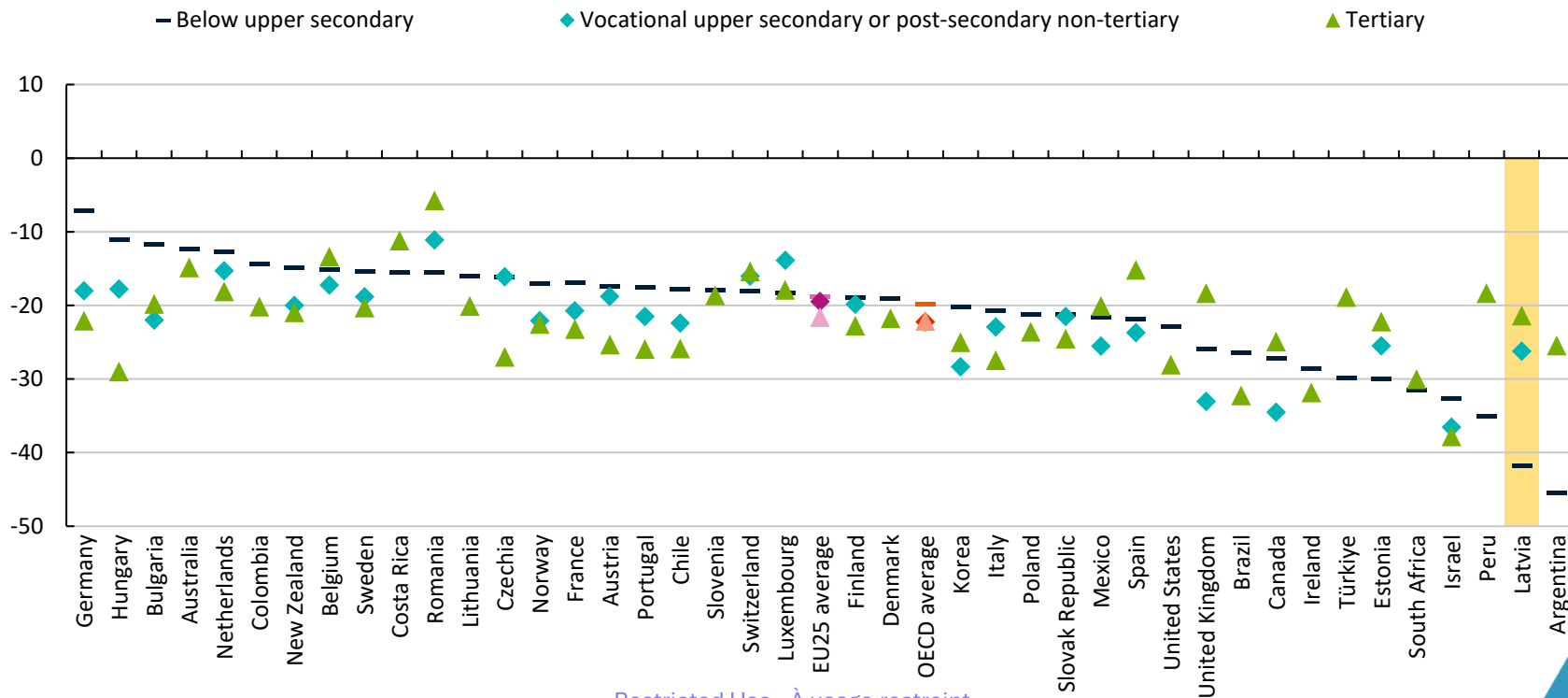
Difference in earnings from the overall average, by level and programme orientation (2024)





Gender wage gaps persist for all education levels

Women's wage gap in earnings, by educational attainment and programme orientation (2024)

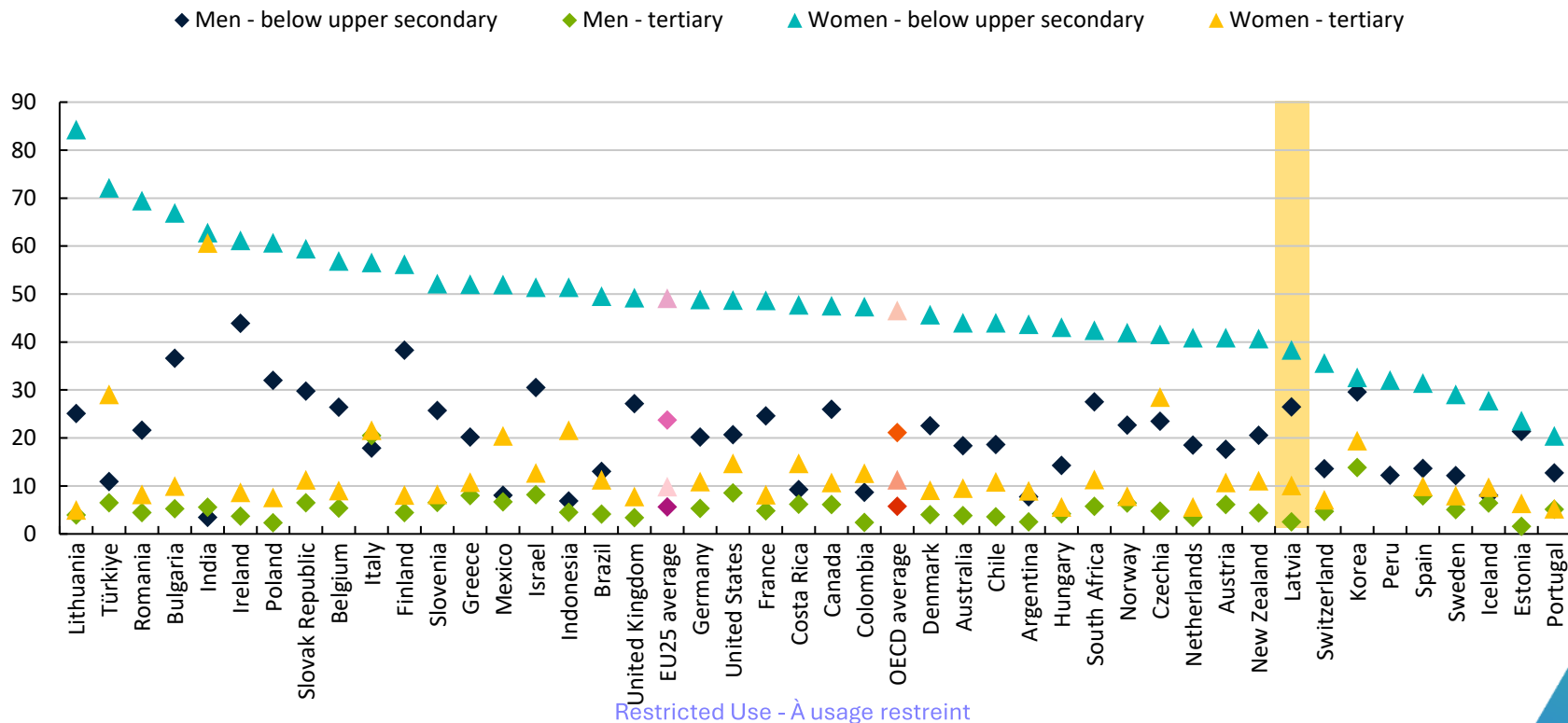




Women with below upper secondary attainment are at high risk of dropping out of the labour force

Figure A3.5.

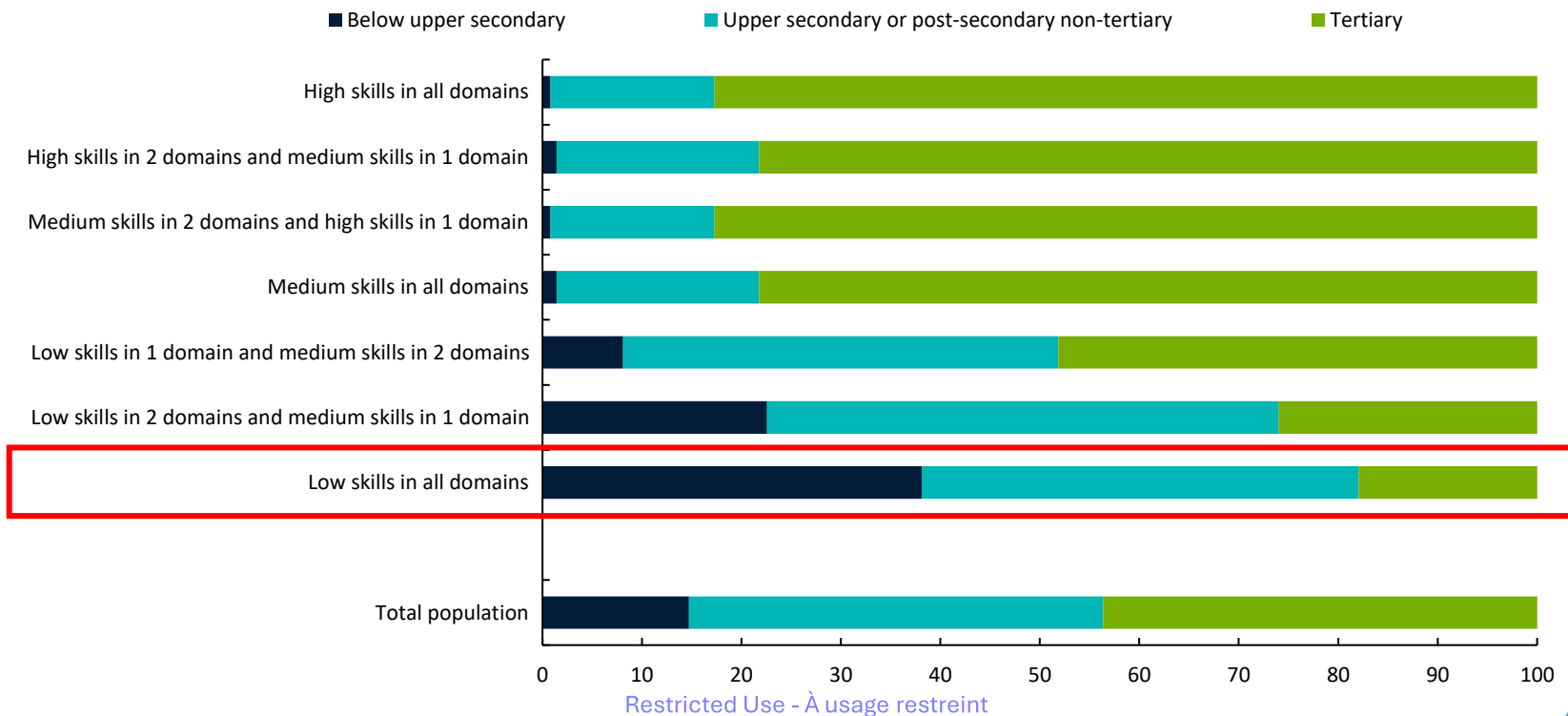
Share of 25-34 year-olds who are not in the labour force, by gender and educational attainment level (2025)





Many tertiary educated adults do not have strong skills in all domains

OECD average educational attainment of adults, by combined skill level (2023)

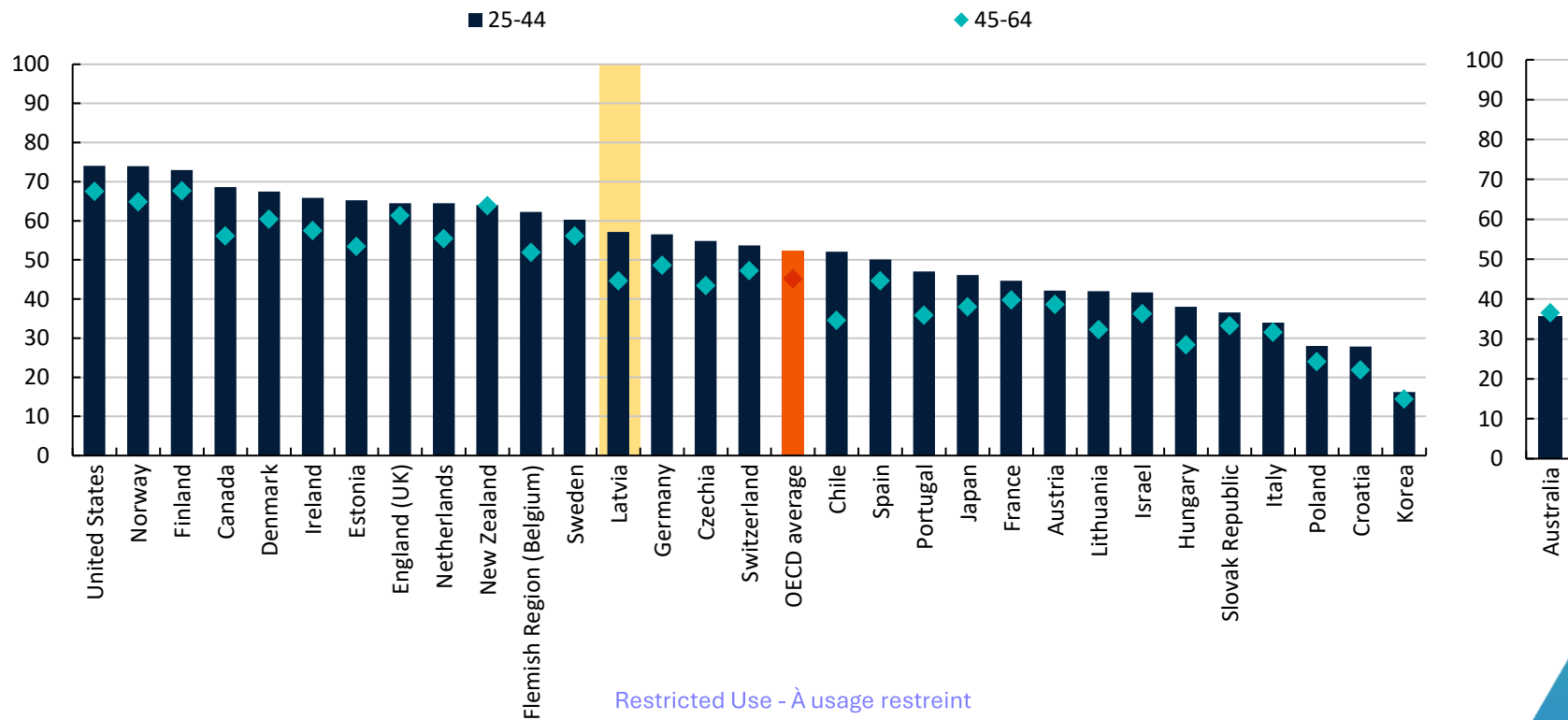




Younger adults are more likely to participate in non-formal education than older adults

Figure A5.2.

Share of employed adults participating in non-formal education or training, by age group (2023)



4

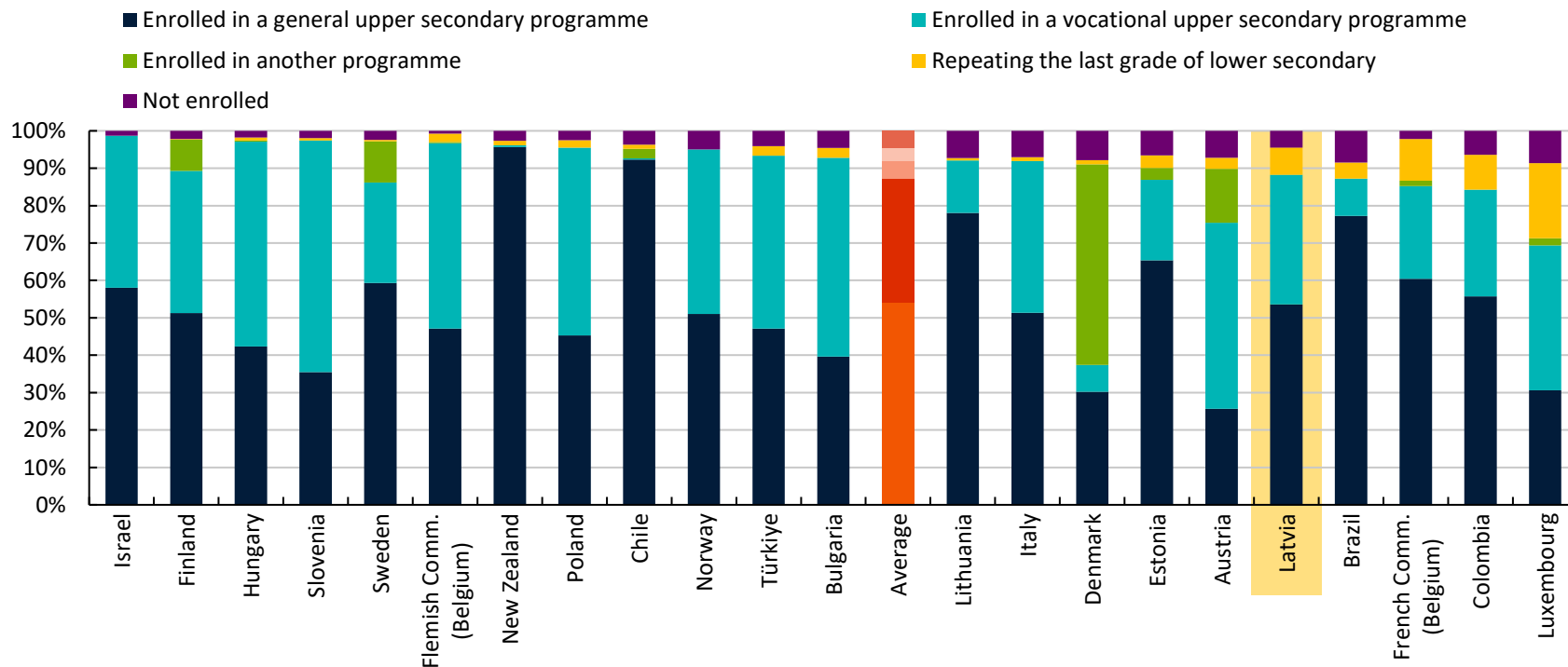
**Transition into and out of upper secondary
education**



Most students move directly into upper secondary education after completing lower secondary

Figure B3.1

Status of students one year after the last grade of lower secondary education



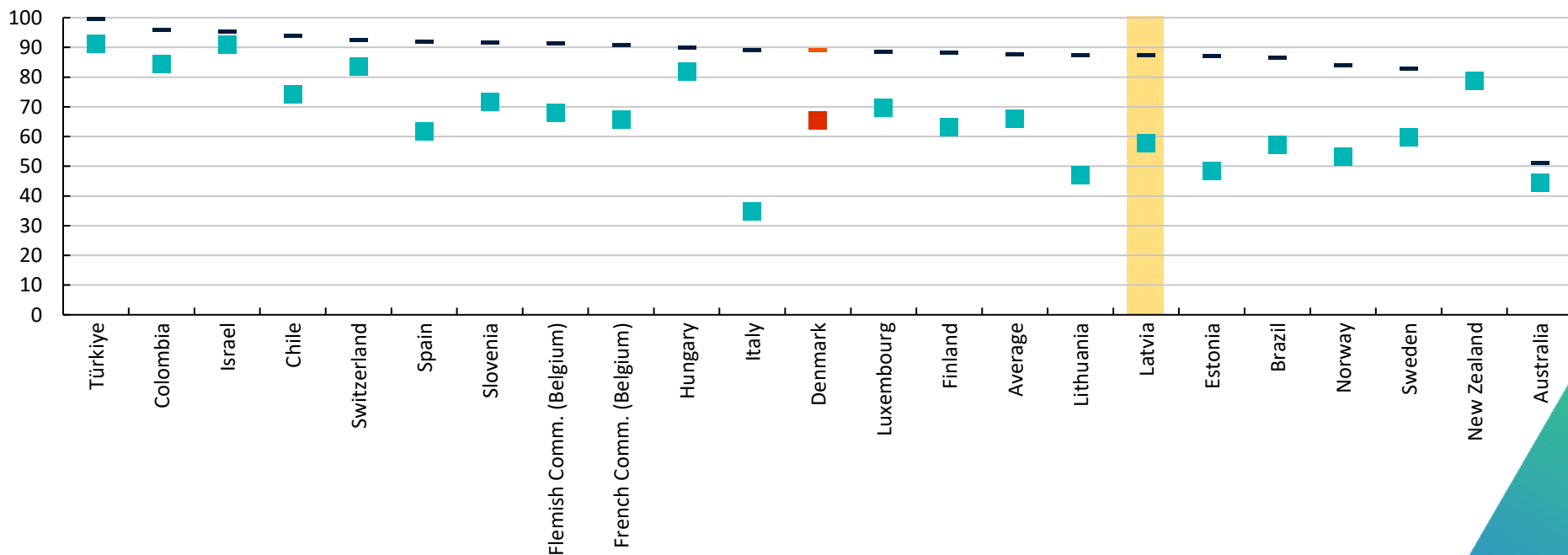


Older entrants are less likely to complete upper secondary education

Upper secondary completion rates two years after the end of the theoretical duration of the programme, by relative age at entry (2024)

— At or below the theoretical entry age

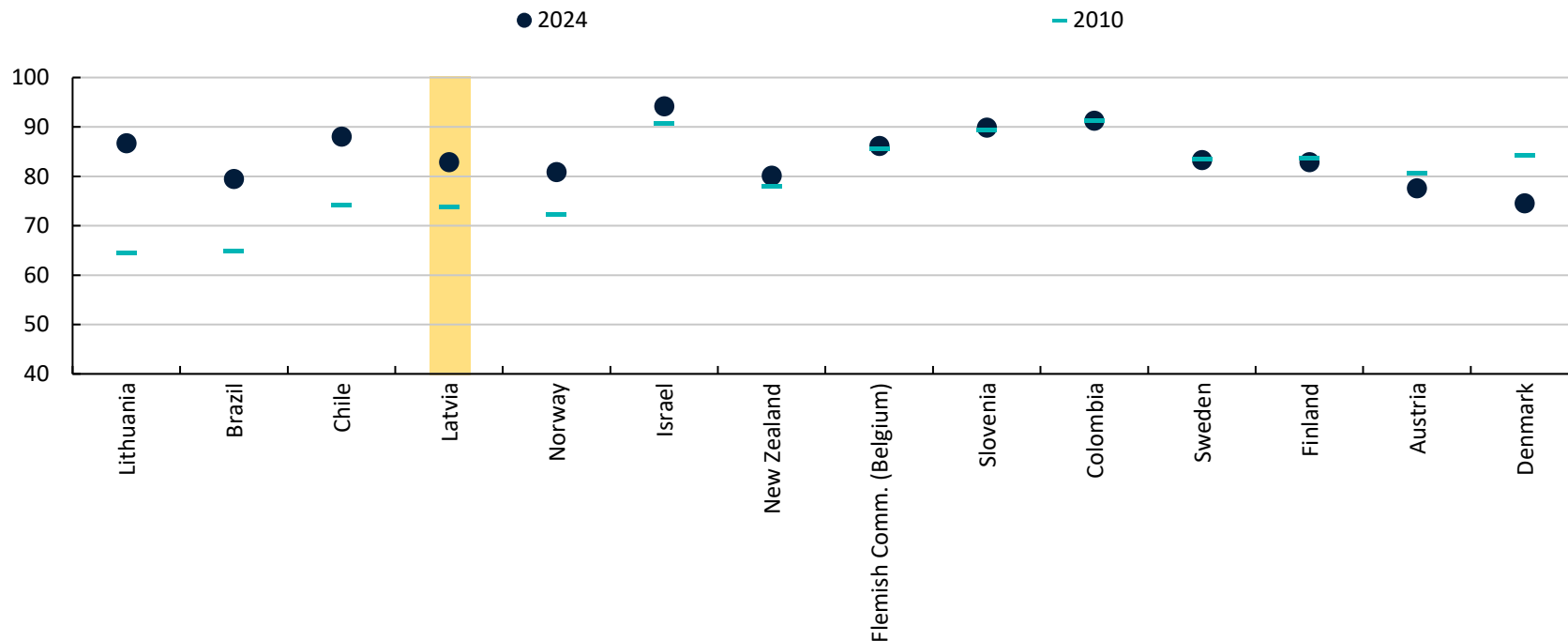
■ One or more years over the theoretical entry age





Upper secondary completion rates increased in Latvia

Trends in upper secondary completion rates two years after the end of the theoretical duration of the programme (2010 and 2024)

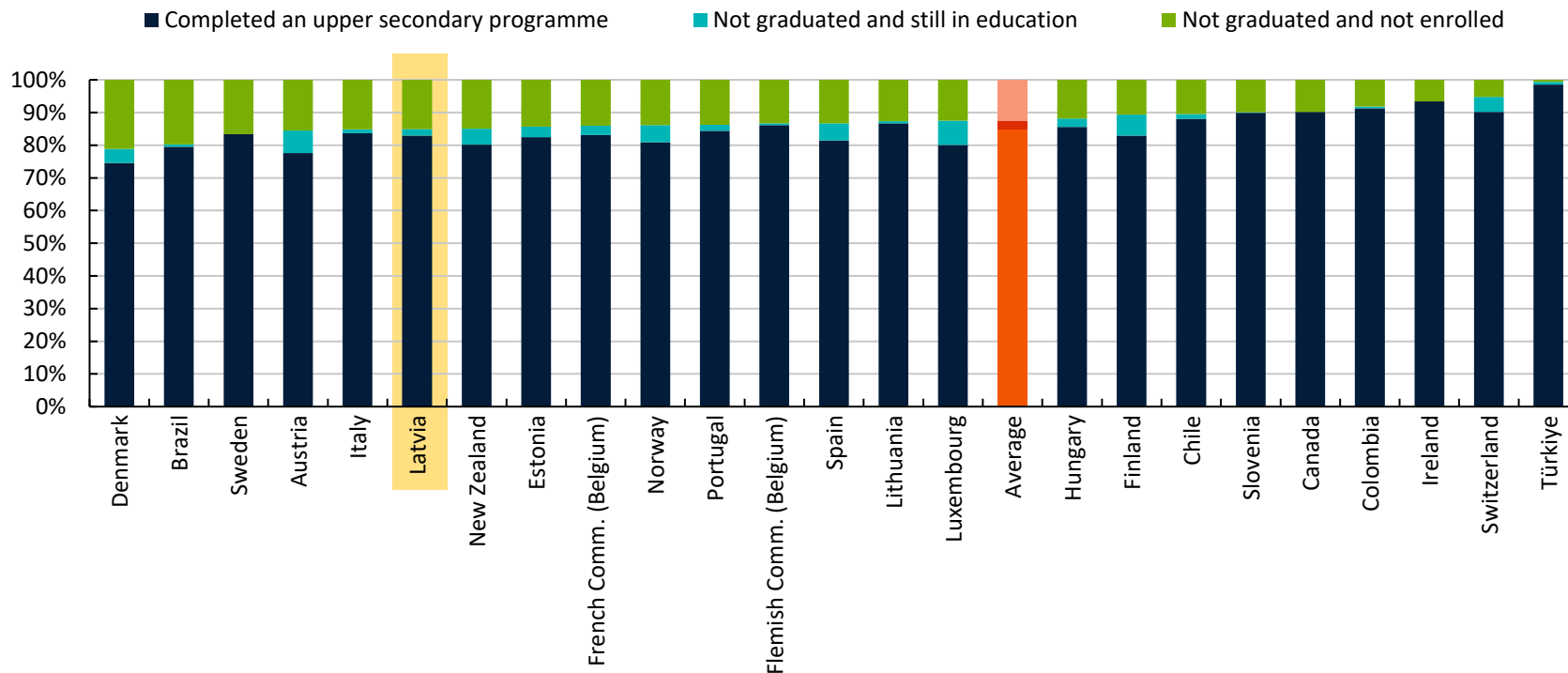




Most upper secondary students graduate within two years of the theoretical duration or drop out

Figure B3.4

Status of upper secondary students two years after the end of the theoretical duration of their programme (2024)



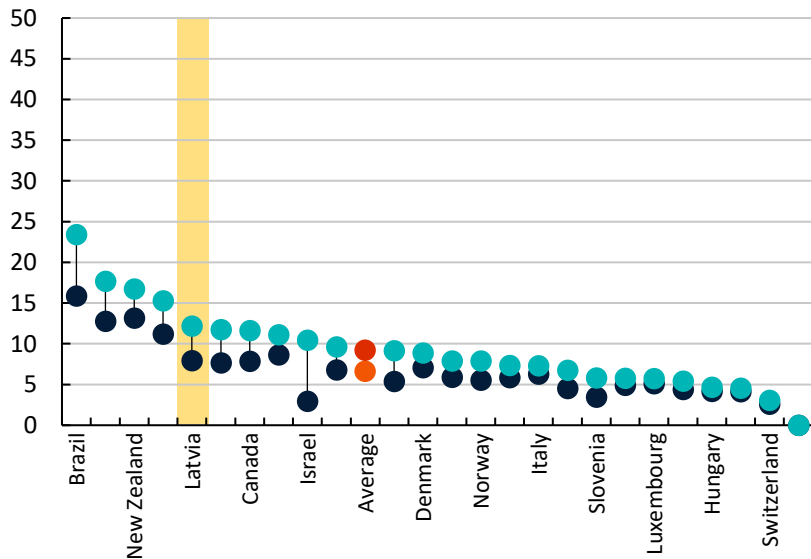


Drop out rates are higher for men in Latvia, as in most countries

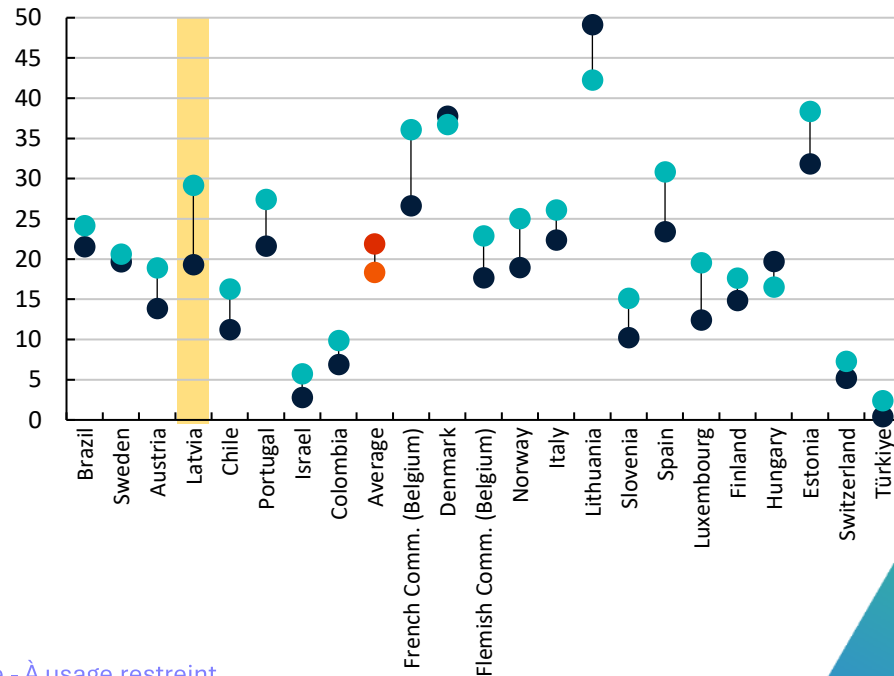
Upper secondary drop out rates two years after the end of the theoretical duration of the programme, by gender and programme orientation (2024)

● Women ● Men

General programmes



Vocational programmes

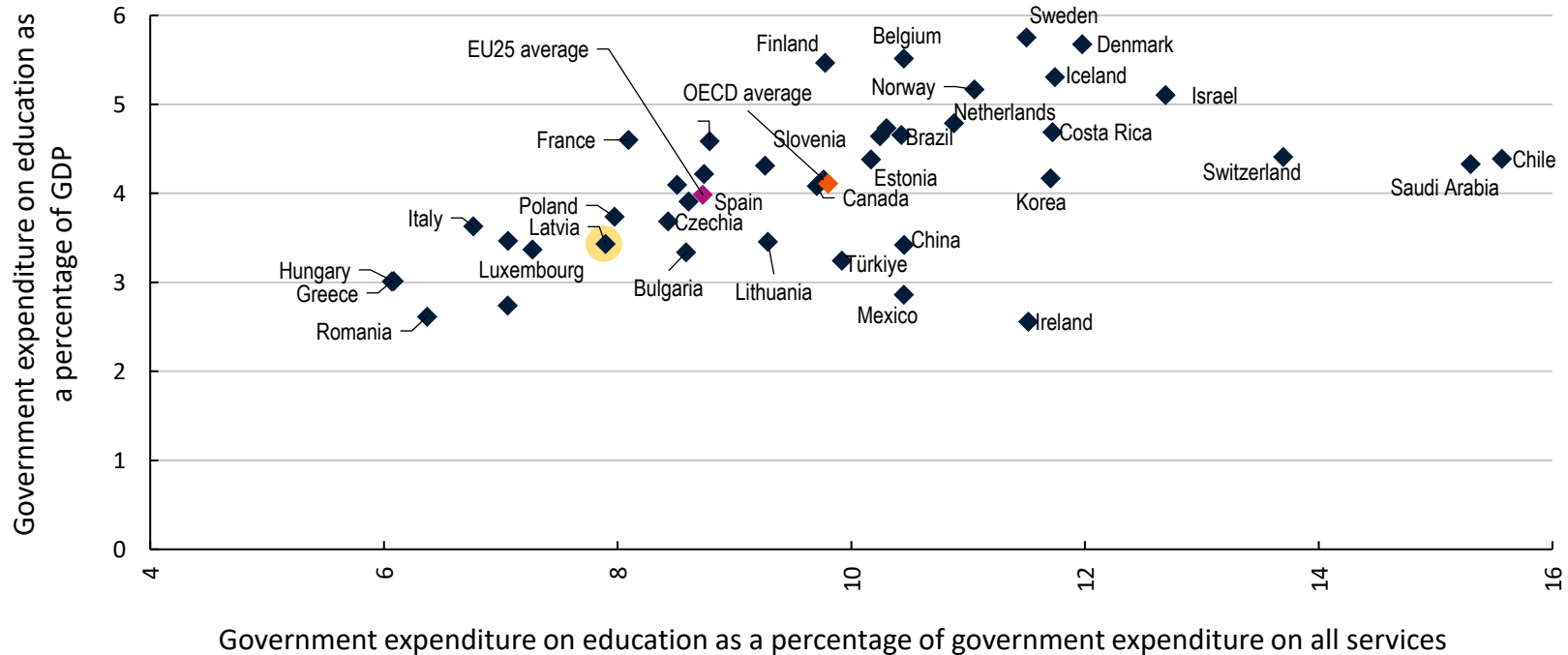


Investment into education



The importance of education in public budgets varies

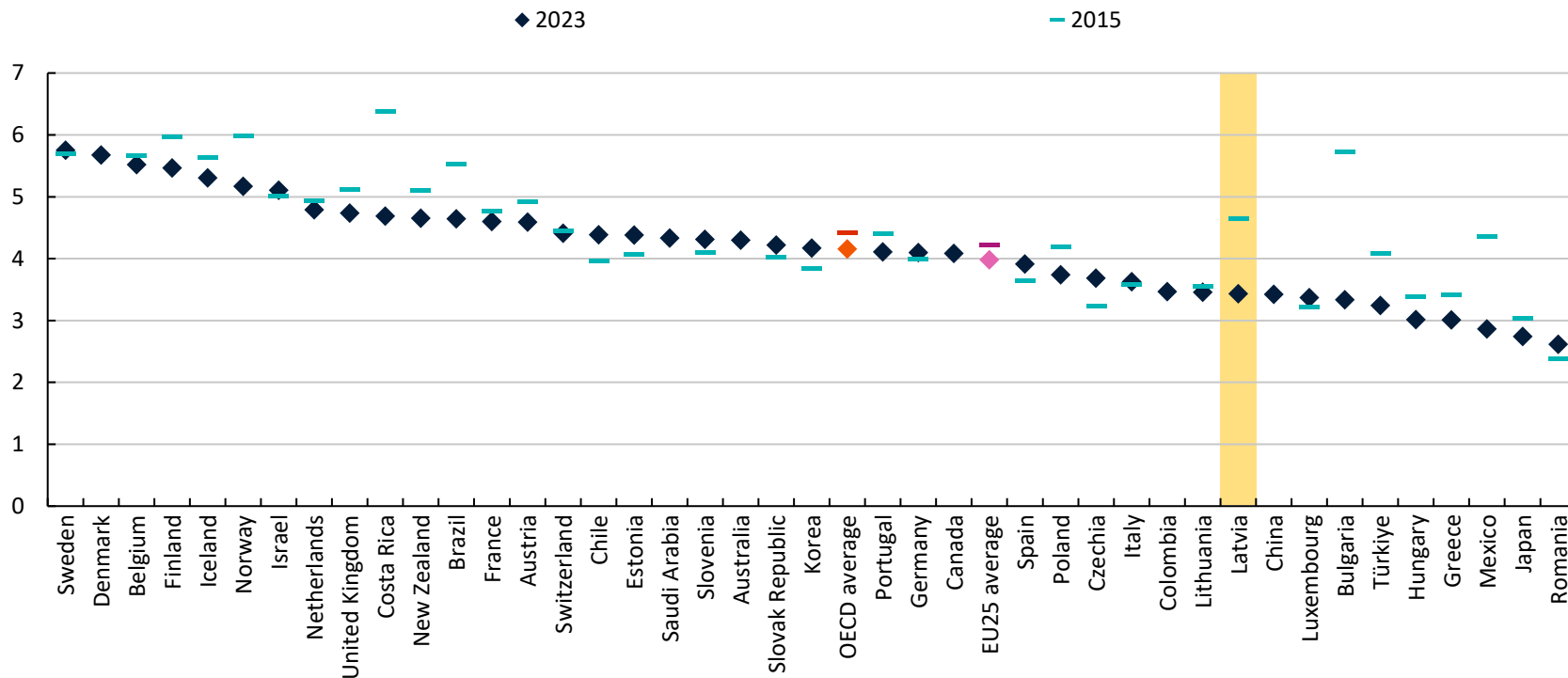
Government expenditure on education as a percentage of GDP and as a percentage of government expenditure on all services (2023)





Expenditure on education has declined in many countries, including Latvia

Trends in government expenditure on education as a percentage of GDP (2015 and 2023)

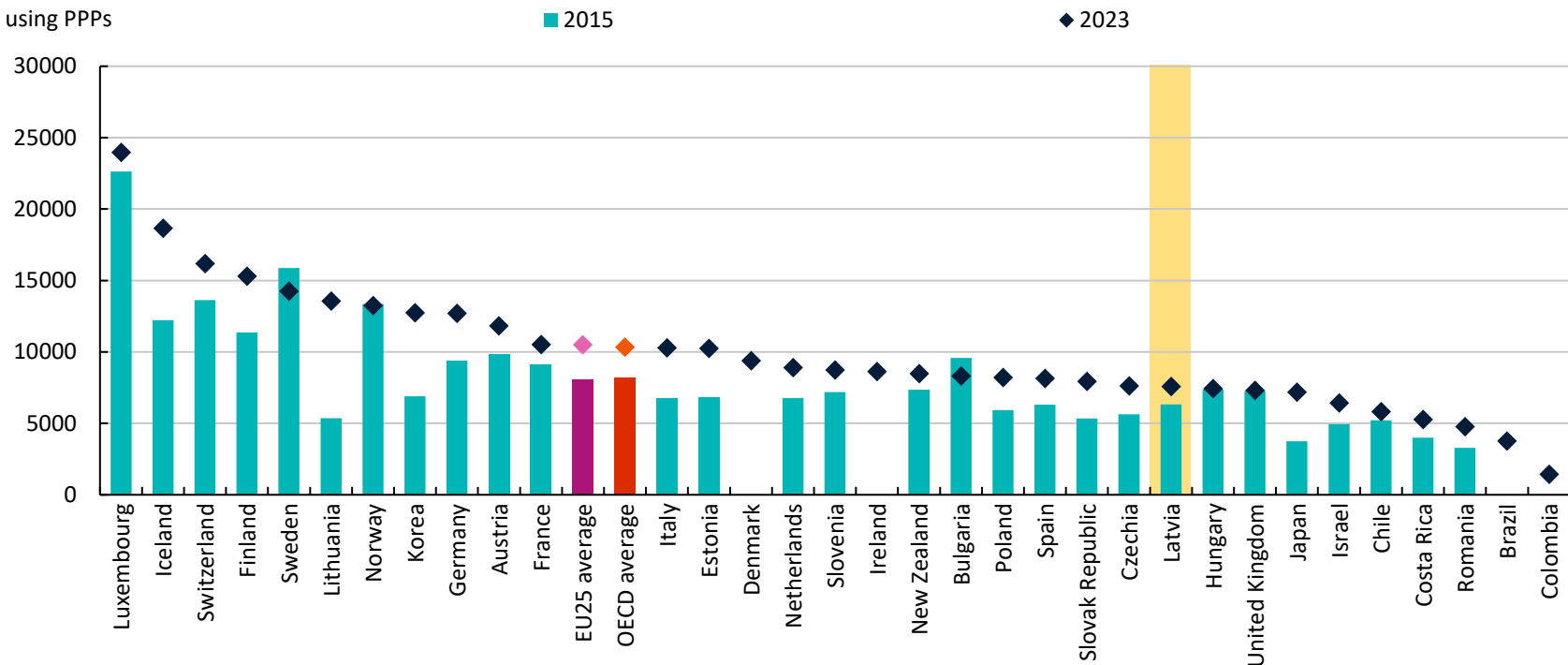




Expenditure per child in early childhood education has been increasing

Trends in government expenditure per child aged 3 to 5 (2015 and 2023)

USD converted
using PPPs

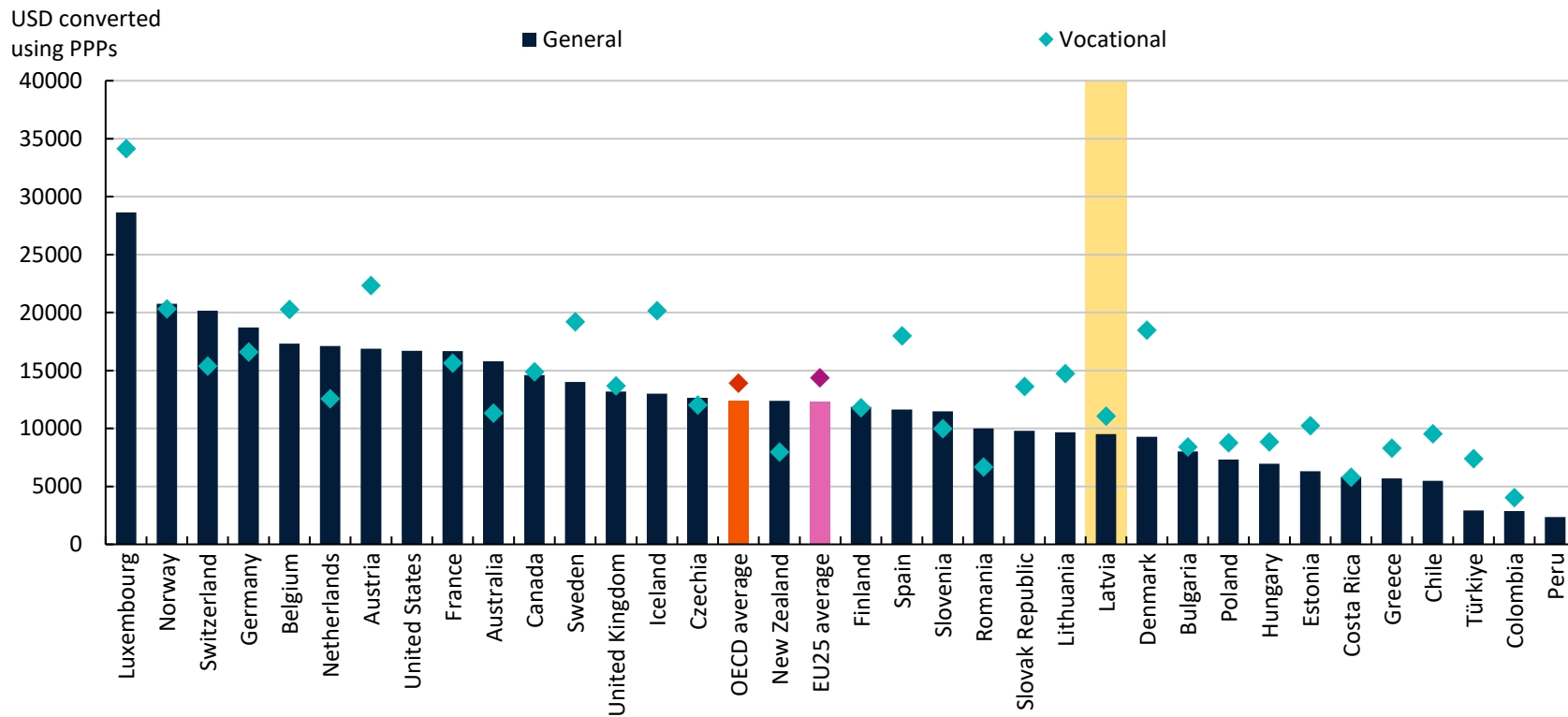




Latvia invests almost as much in vocational education as in general schools

Figure C4.1

Government expenditure per full-time equivalent student on upper secondary educational institutions, by programme orientation (2023)



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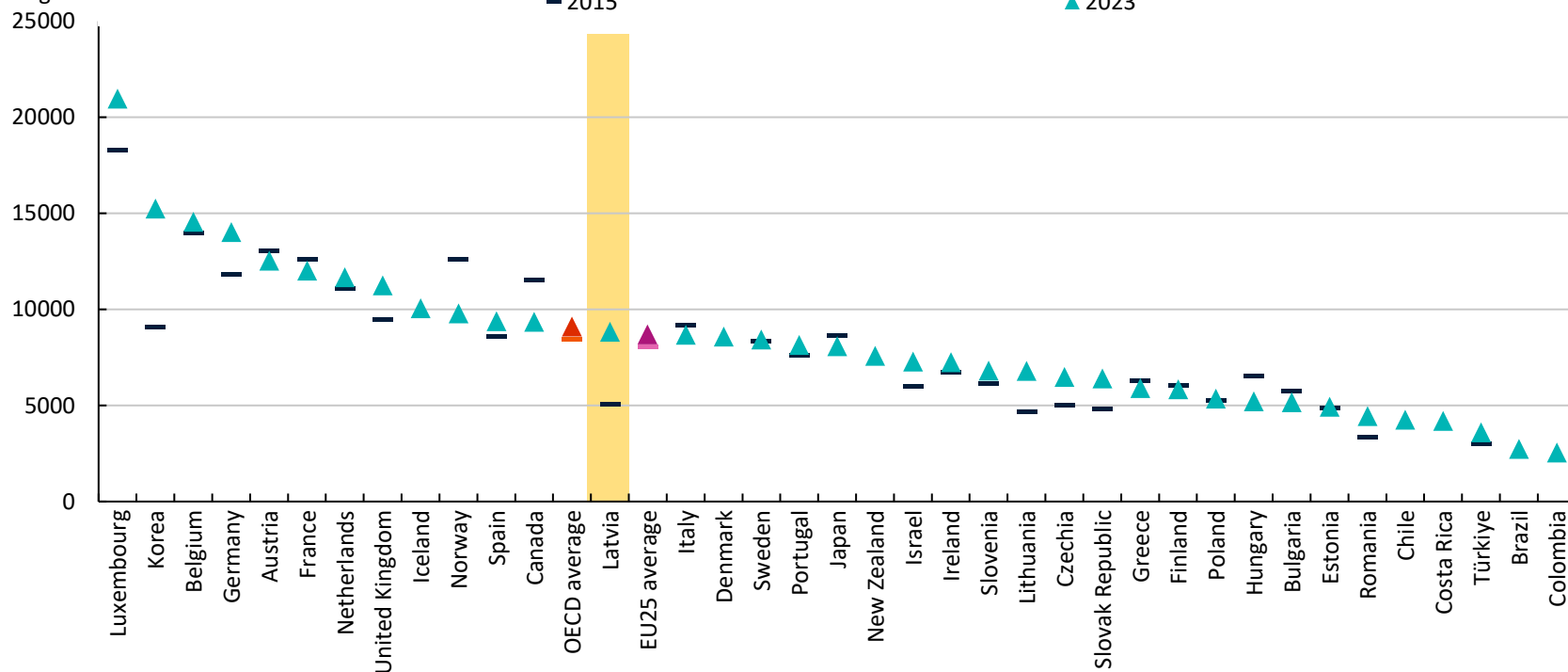


Average expenditure on staff per student has been increasing slightly in most countries in upper secondary education

Figure C4.4

Trends in expenditure on staff compensation in upper secondary educational institutions per full-time equivalent student (2015 and 2023)

USD converted
using PPPs

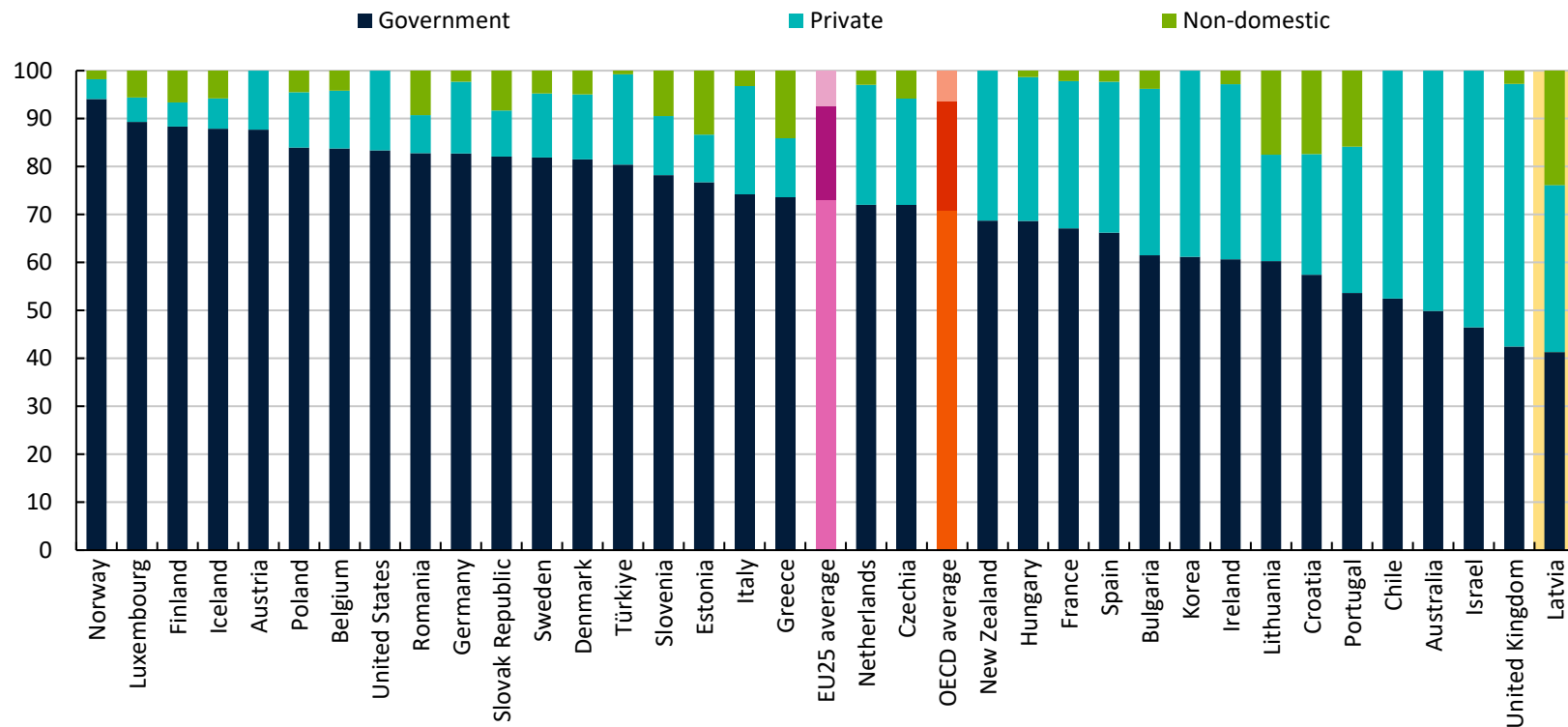




In Latvia, non-domestic expenditure contributes strongly to education budgets

Figure C1.4

Distribution of expenditure on tertiary educational institutions, by source of funds before transfers (2023)



Key takeaways



Key takeaways

Teachers

Projected declines in student numbers may ease future demand, but an ageing teaching workforce may still create substantial replacement needs

Adults

Attainment is increasing for men, but women still face tougher labour market outcomes at similar levels of attainment

Students

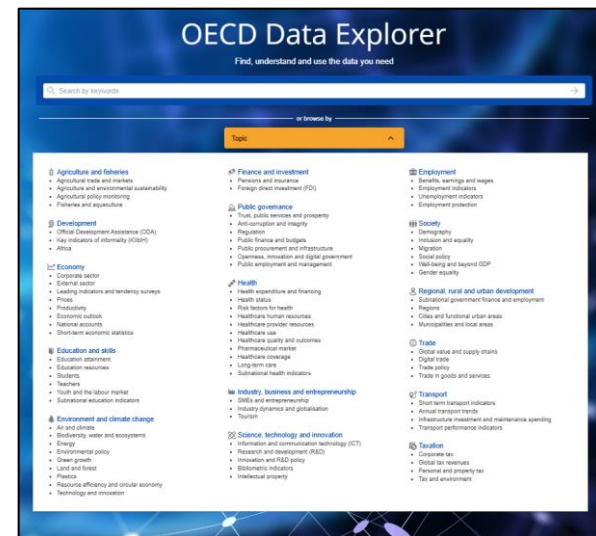
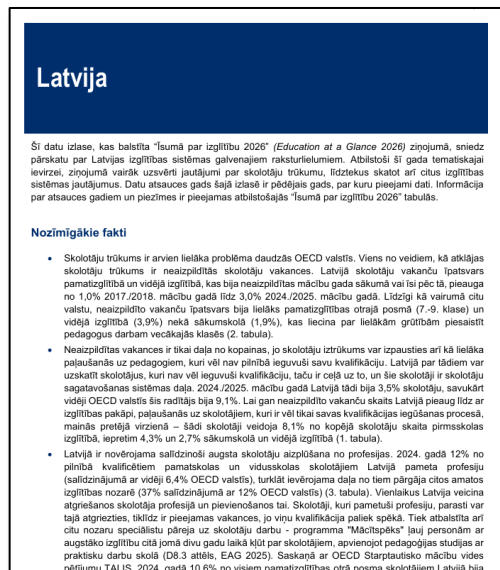
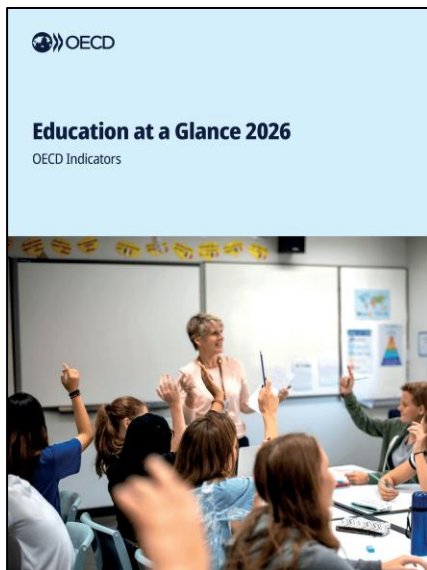
While upper secondary completion rates have increased, there is room to further strengthen transitions between lower and upper secondary education

Investment

Expenditure per child increased markedly, yet lies below the OECD average



Other materials to explore



Education at a Glance

oecd.org/en/publications/serials/education-at-a-glance_g1gha6b0.html

OECD Data Explorer

data-explorer.oecd.org

Thank you