

Education at a Glance

OECD Indicators 2019

Riga, 10 September 2019

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Education and Skills





Education at a Glance, Country Note and OECD.Stat



Education at a Glance 2019 OECD INDICATORS

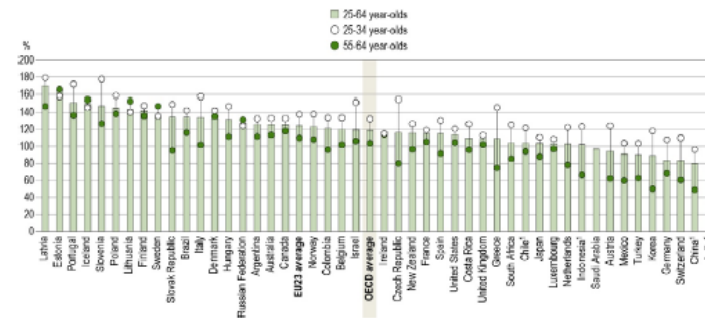


Education at a Glance: OECD Indicators (OECD, 2019^[1]) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Latvia

- The tertiary attainment rate among young adults (25-34 year-olds) has improved from 29% in 2008 to 42% in 2018. However, a wide gender gap exists, as 30% of men have a tertiary qualification, compared to 54% among women.
- Despite above-average tertiary entry rates, the cross-cohort probability of completing a short-cycle tertiary or bachelor's programme by its theoretical duration remains relatively low, but it is higher for women.
- Upper secondary general programmes are preferred by young people (over 60% of students in upper secondary education). However, vocational programmes including at least a 25% practical training component, such as Latvia's, can provide numerous advantages in the labour market.
- Net financial returns to a tertiary education are relatively low compared to other OECD countries, especially for men. In addition, the employment rate among 25-34 year-old men with an upper secondary vocational qualification reaches 88%, only 4 percentage points less than those with a tertiary education (92%).
- Small class sizes in Latvia inflate the cost of education per student, although it remains the lowest across OECD countries because of teachers' low statutory salaries.

Figure 1. Share of tertiary-educated women as a percentage of the share of tertiary-educated men, by age group (2018)



1. Year of reference differs from 2018. Refer to Table A1.1 for more details. Countries are ranked in descending order of percentage point difference for the age group 25-64. Source: OECD (2019), Education at a Glance Database, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/8d7880d-en>).

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- By selecting data in the left-hand menu (popular queries or data by theme)
- By accessing your saved queries under "My Queries" (for logged-in users)



Organisation of Education at a Glance (EAG)

The Education Sustainable Development Goal (SDG4)

Chapter A – The output of educational institutions and the impact of learning

- *Attainment rates, labour market outcomes of education (earnings, unemployment), social outcomes of education, adult education, NEETs, financial returns to education*

Chapter B – Access to education, participation and progression

- *Enrolment rates, early childhood education, international student mobility, entrance and completion rates, doctorate holders*

Chapter C – Financial resources invested in education

- *Expenditure per students, expenditure as a share of GDP, share of private expenditure, decentralization of public expenditure, capital vs. current expenditure*

Chapter D – Teachers, the learning environment and the organisation of schools

- *Instruction time, teaching time, class sizes, student-teacher ratio, teachers' salaries, teachers' age and gender, tertiary admission systems*



Outline

I. Tertiary education: attainment and outcomes

II. Tertiary education pathways

III. Vocational education and training

IV. Teaching profession

V. Early childhood education and care

VI. Financing education



I. Tertiary
education:
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pathways

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profession

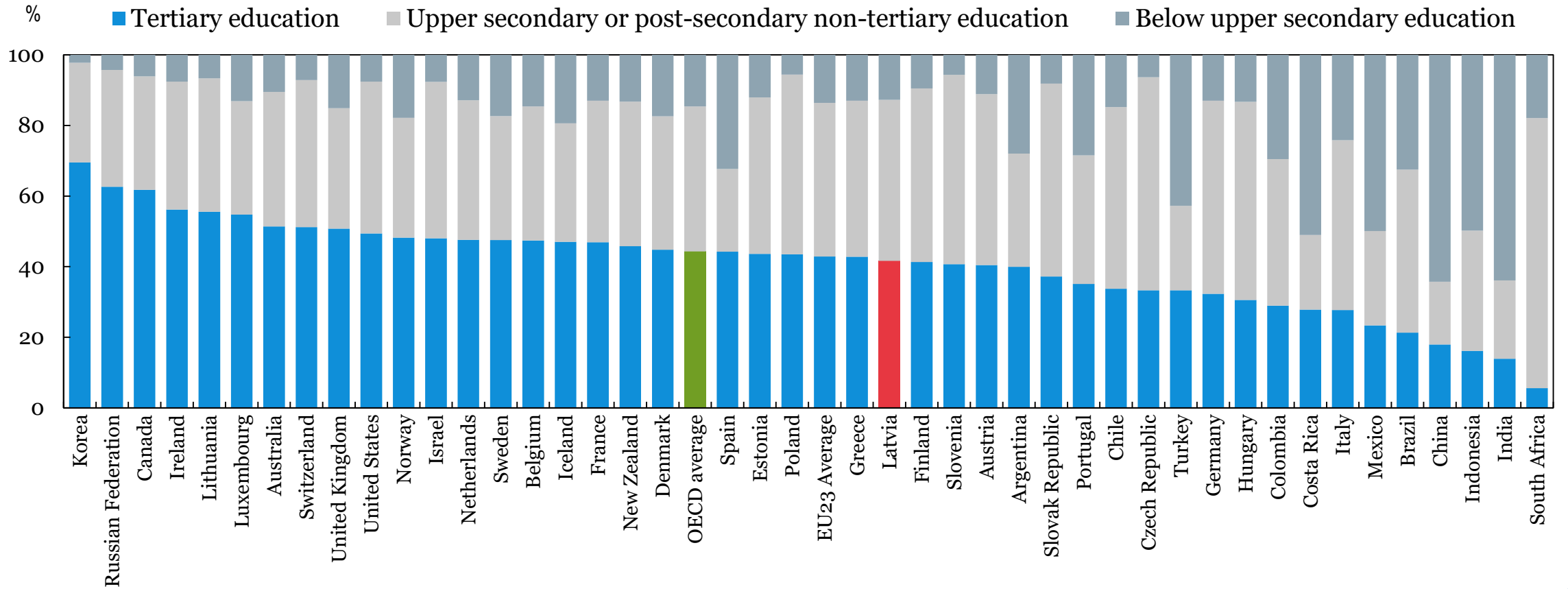
V. Early
childhood
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VI. Financing
education



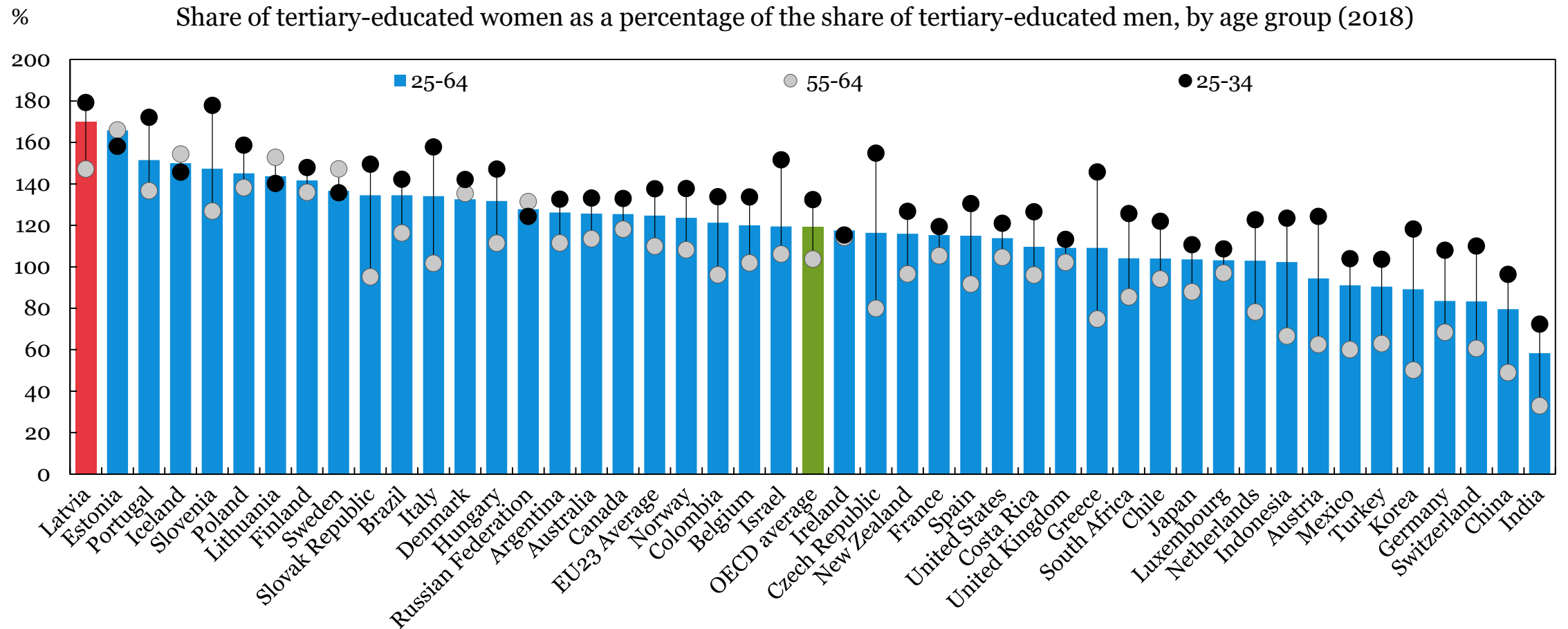
In Latvia, one-third of 25-64 year-olds are tertiary educated but this share is higher for the younger generation

Educational attainment of 25-34 year-olds (2018)





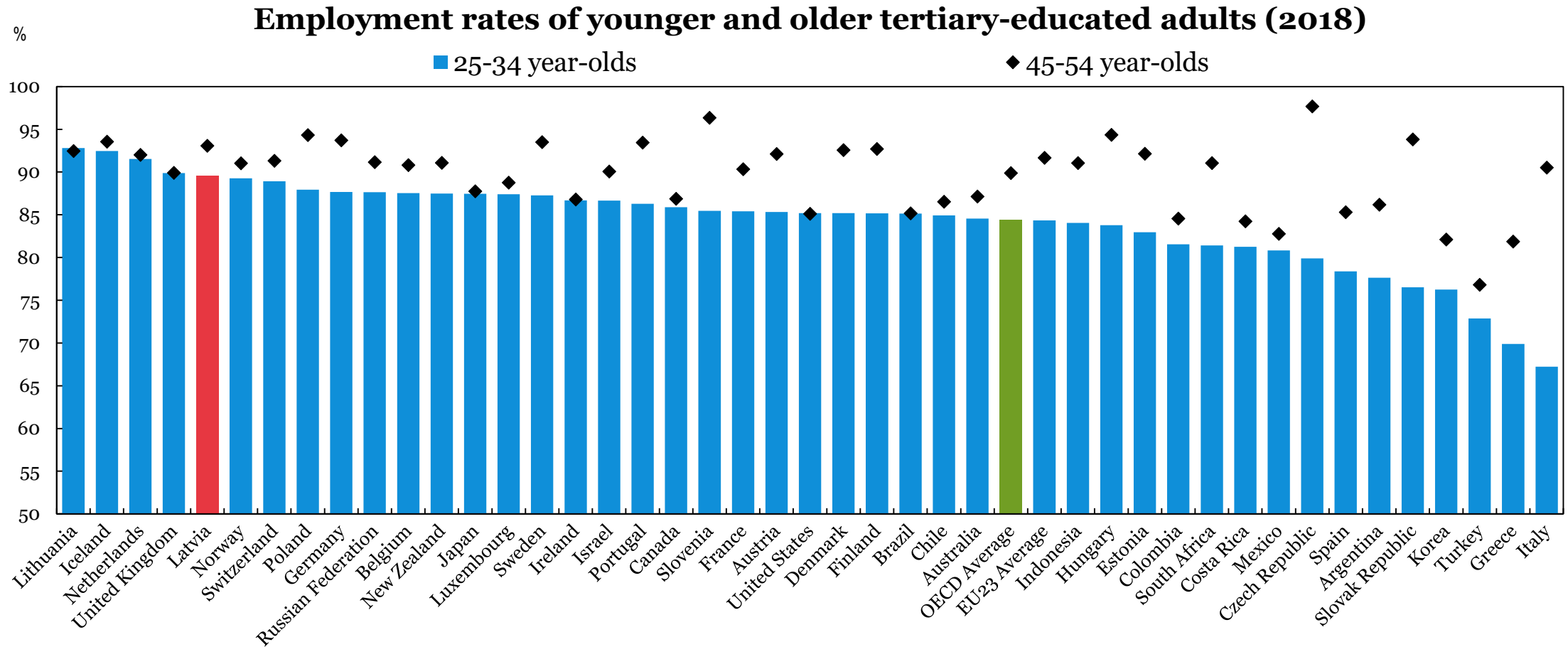
Tertiary educational attainment is uneven among young men (30%) and young women (54%)



Source: Figure A1.4



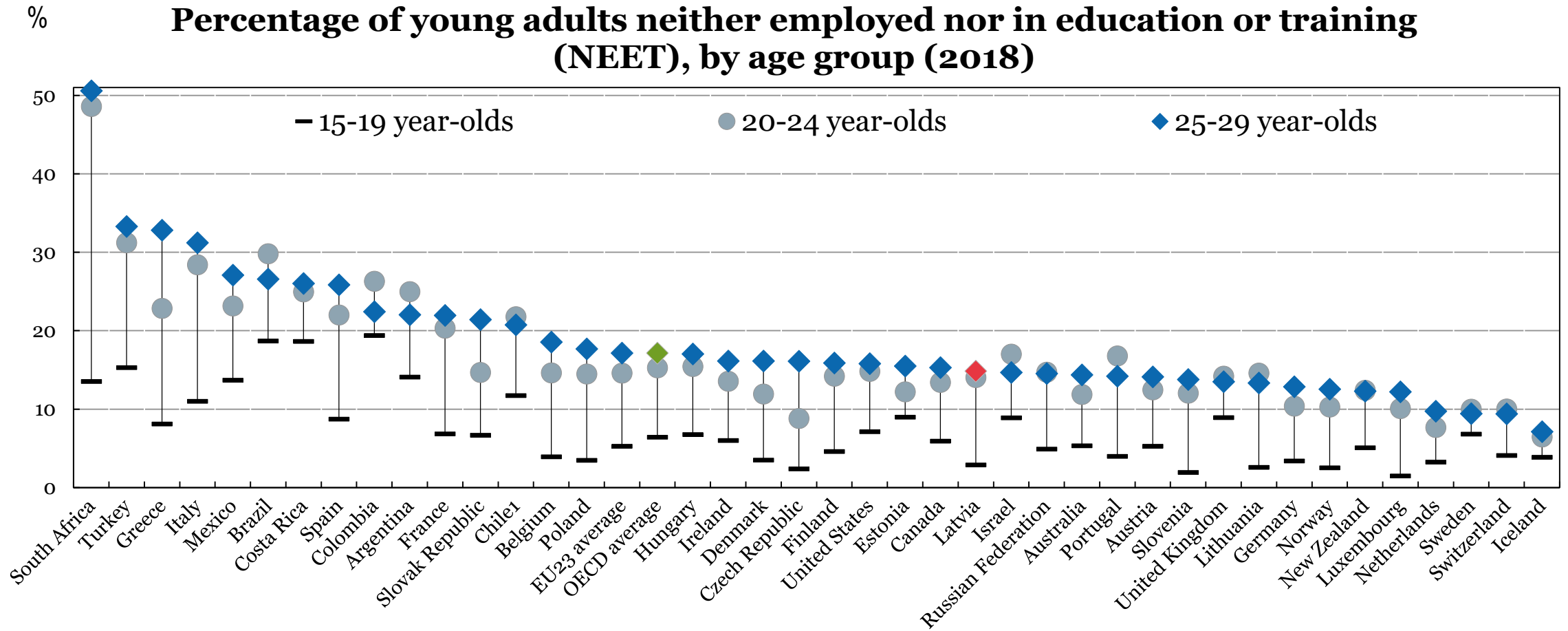
Employment prospects for the tertiary-educated (89%) are higher than for those with upper secondary educational attainment (75%)



Source: Figure A3.4



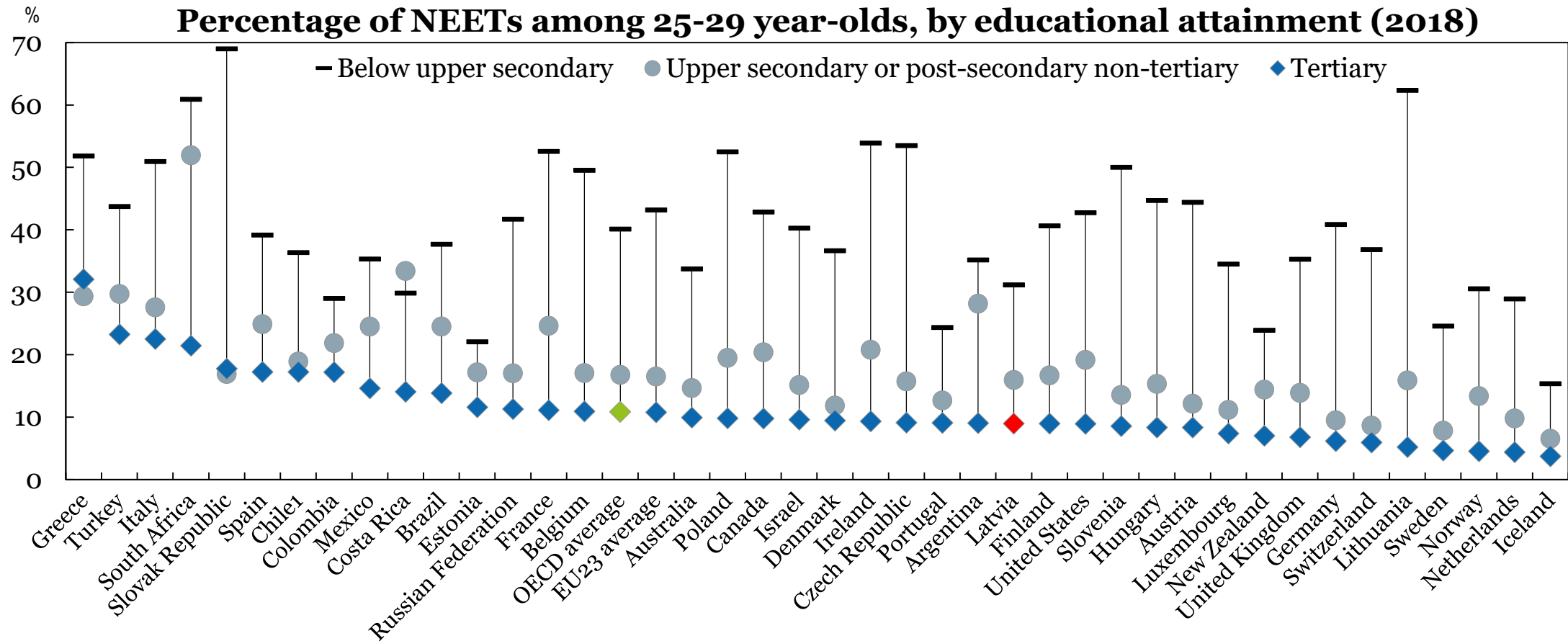
In Latvia, 15% of 25-29 year-olds are NEET...



Source: OECD Education at a Glance Database



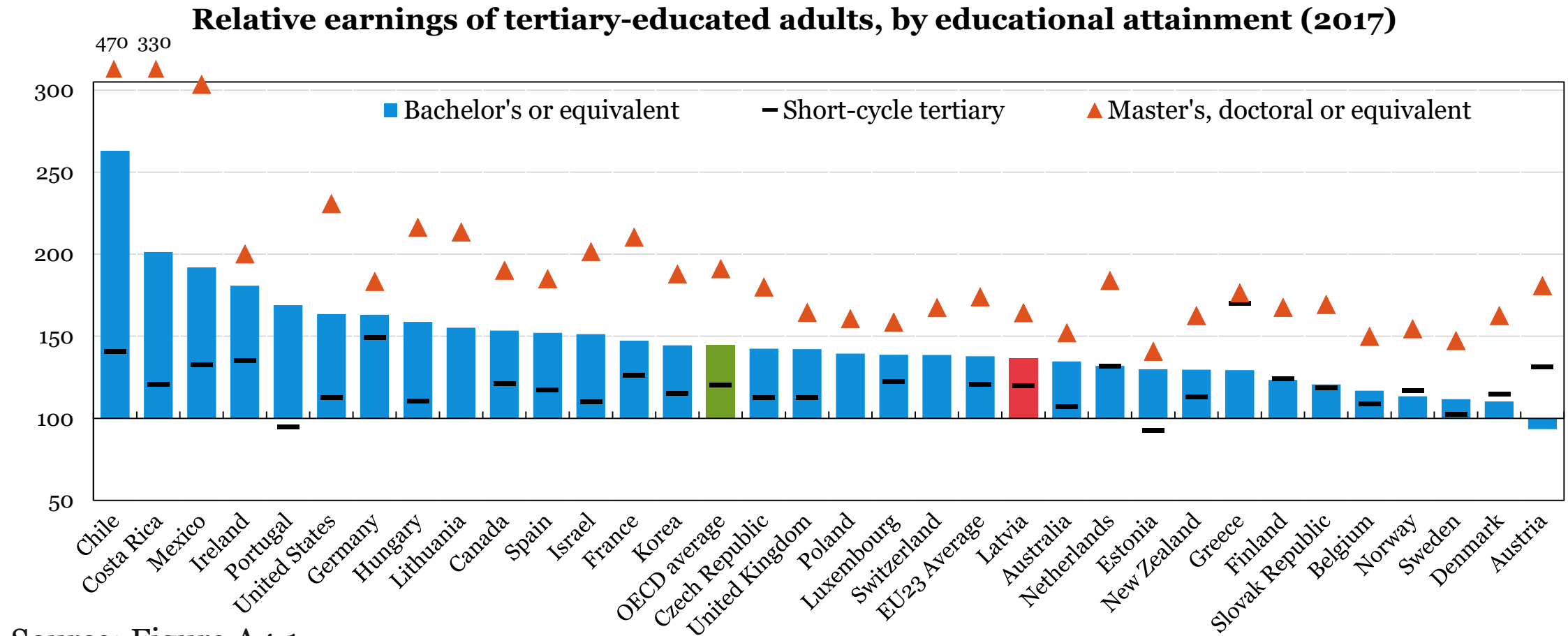
...but this share reaches only 9% among the tertiary-educated (16% among those with upper secondary or post-secondary non-tertiary attainment)



Source: Figure A2.4



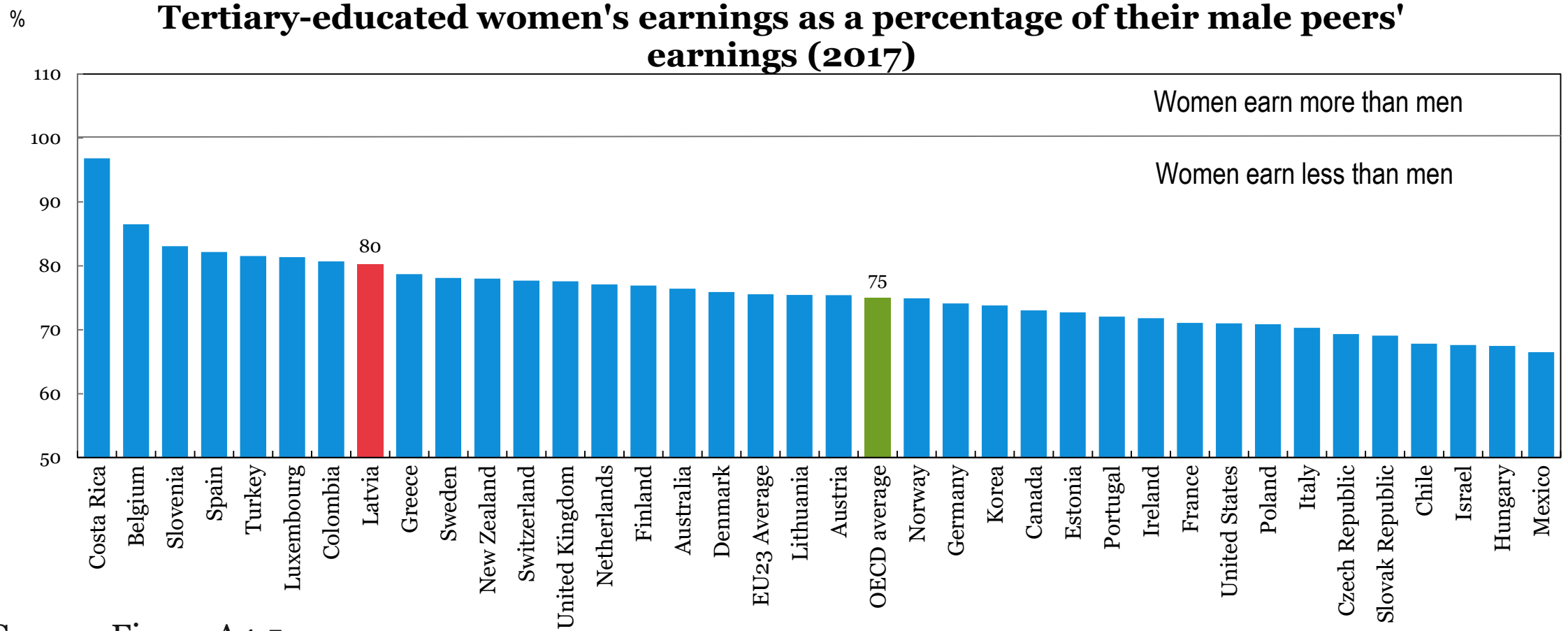
Tertiary-educated adults can expect to earn 46% more than those with an upper secondary qualification (OECD average: 57% more)



Source: Figure A4.1



Completion of studies at tertiary level helps to narrow the gender earnings gap



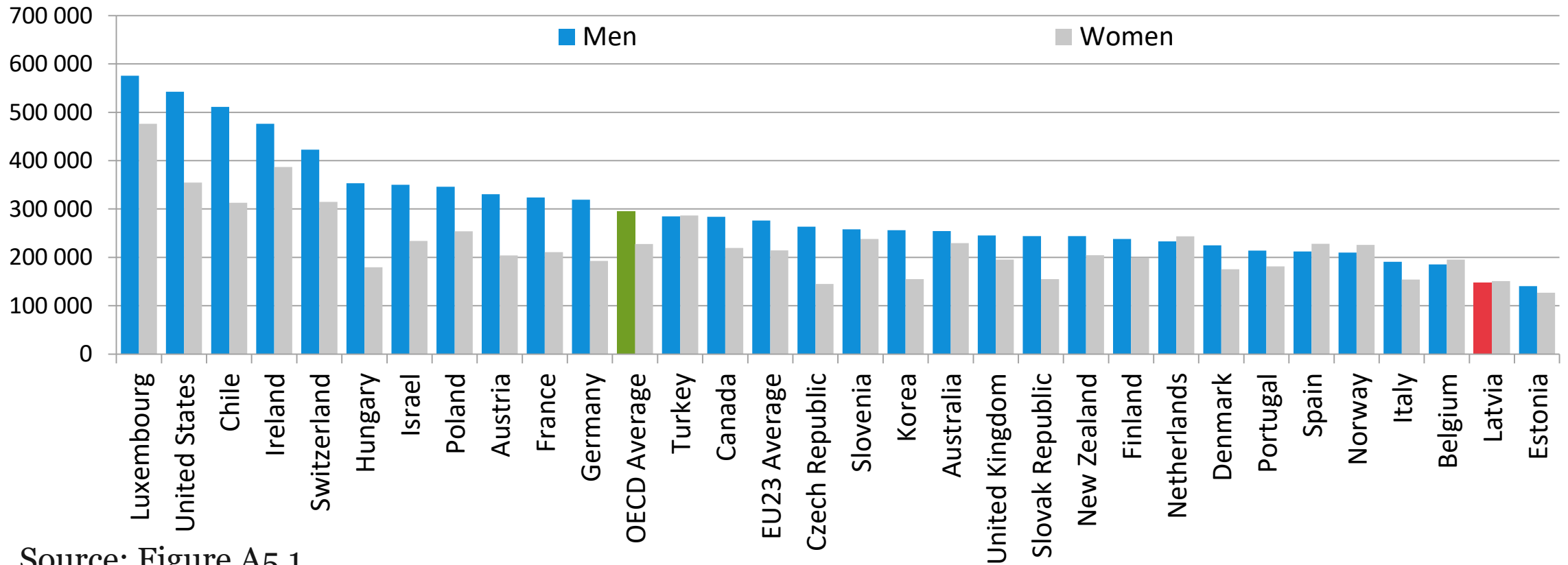
Source: Figure A4.5



Both benefits and costs from attaining a tertiary qualification are relatively low in Latvia

In equivalent USD
converted using PPPs

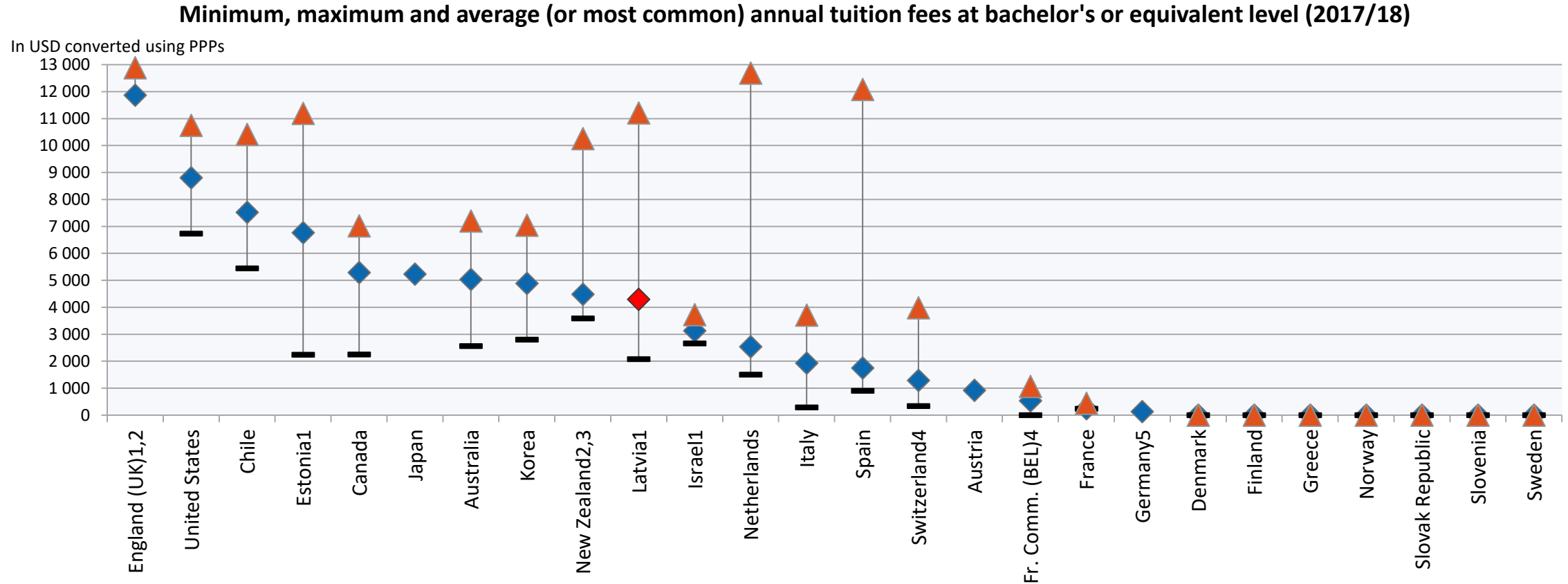
Private net financial returns for a man or a woman attaining tertiary education (2016)



Source: Figure A5.1



Even though tuition fees are relatively high compared to other European countries, only one in three students pays fees



1. Data is presented for government-dependent institutions instead of public institutions.

2. Short-cycle tertiary programmes are included in bachelor's or equivalent programmes.

Source: Figure C5.2



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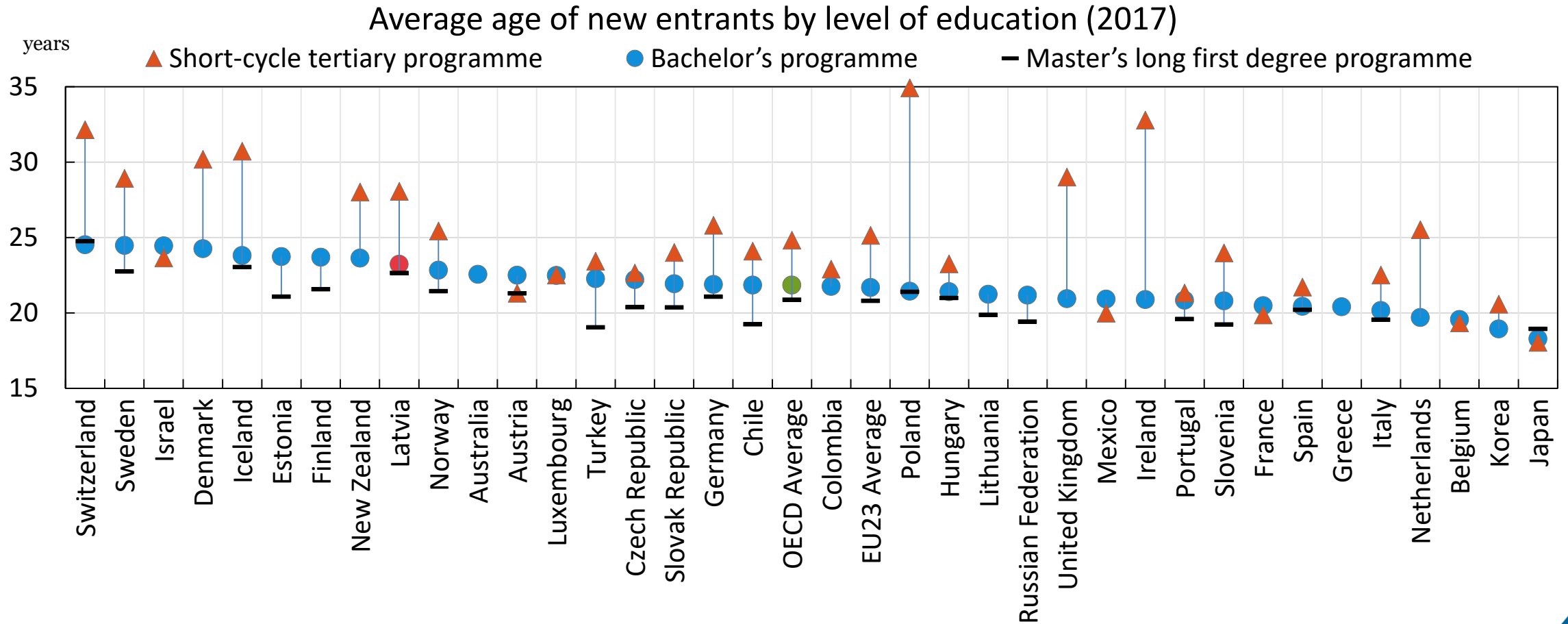
IV. Teaching
profession

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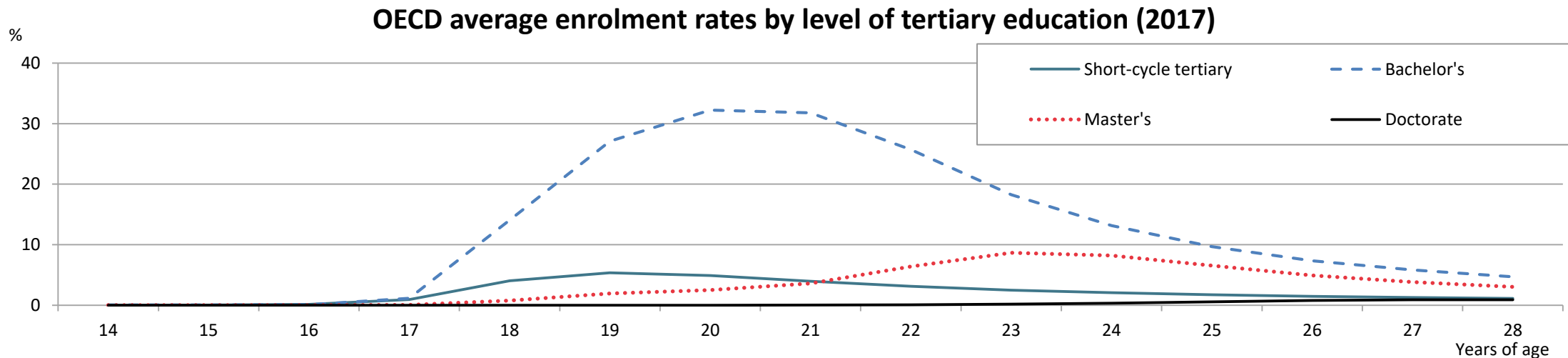
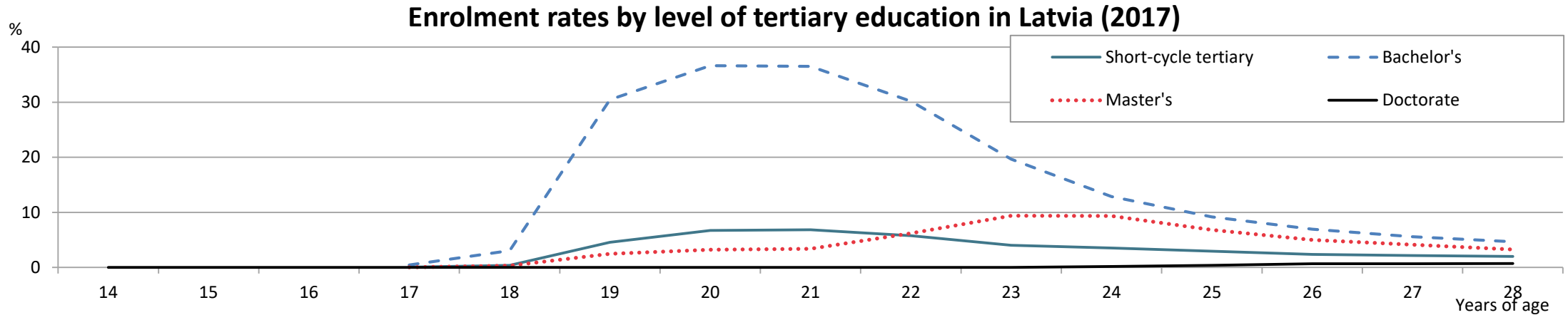
The first-time entry rates and average entry ages in bachelor's and master's programmes are higher than the OECD average



Source: Figure B4.2



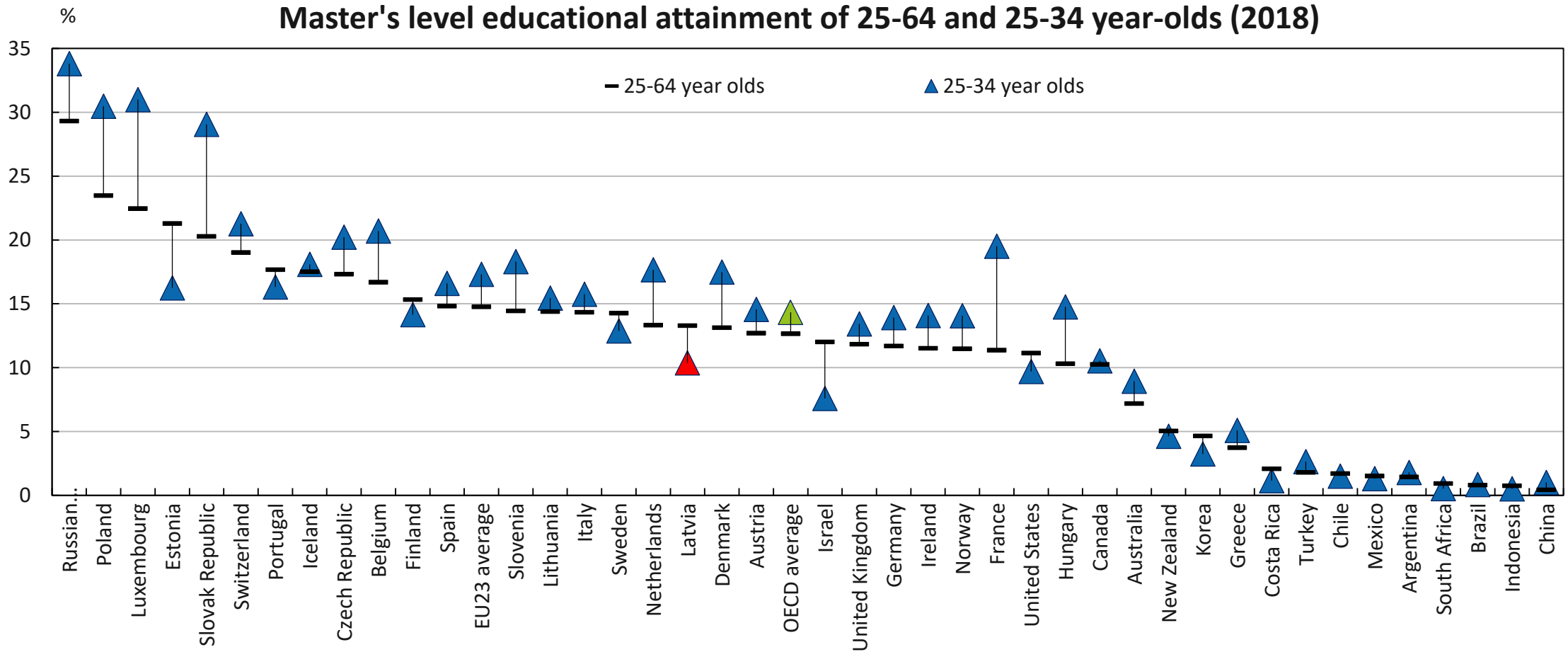
Typical enrolment ages are 19-22 at bachelor's level and 22-27 at master's level



Source: Figure B1.2



However, young adults' educational attainment at master's level (10%) is lower than on average across OECD countries (14%)

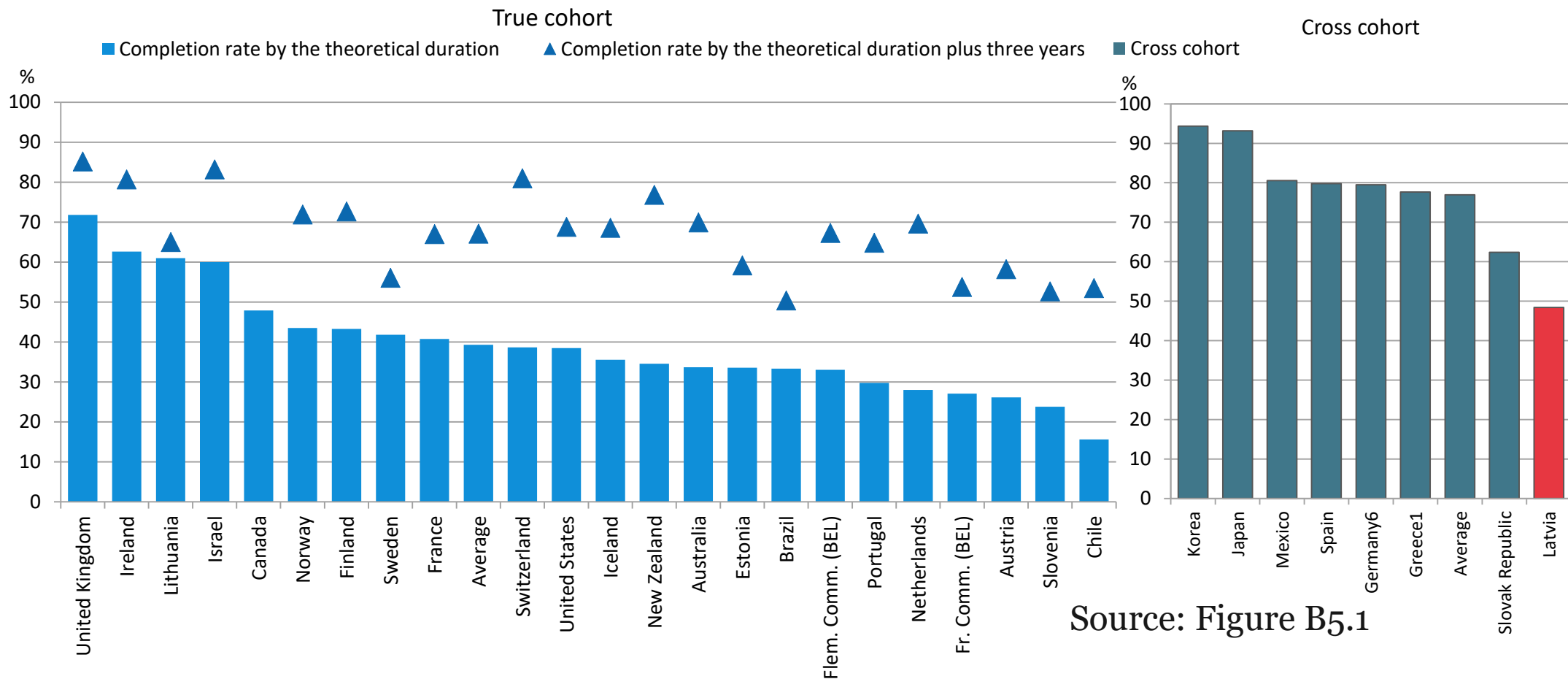


Source: Table A1.1 and Figure A1.3



Cross-cohort completion rates are relatively low for Latvia, they are even lower for men but higher for women

Completion rate of full-time students who entered a bachelor's or equivalent programme (2017)



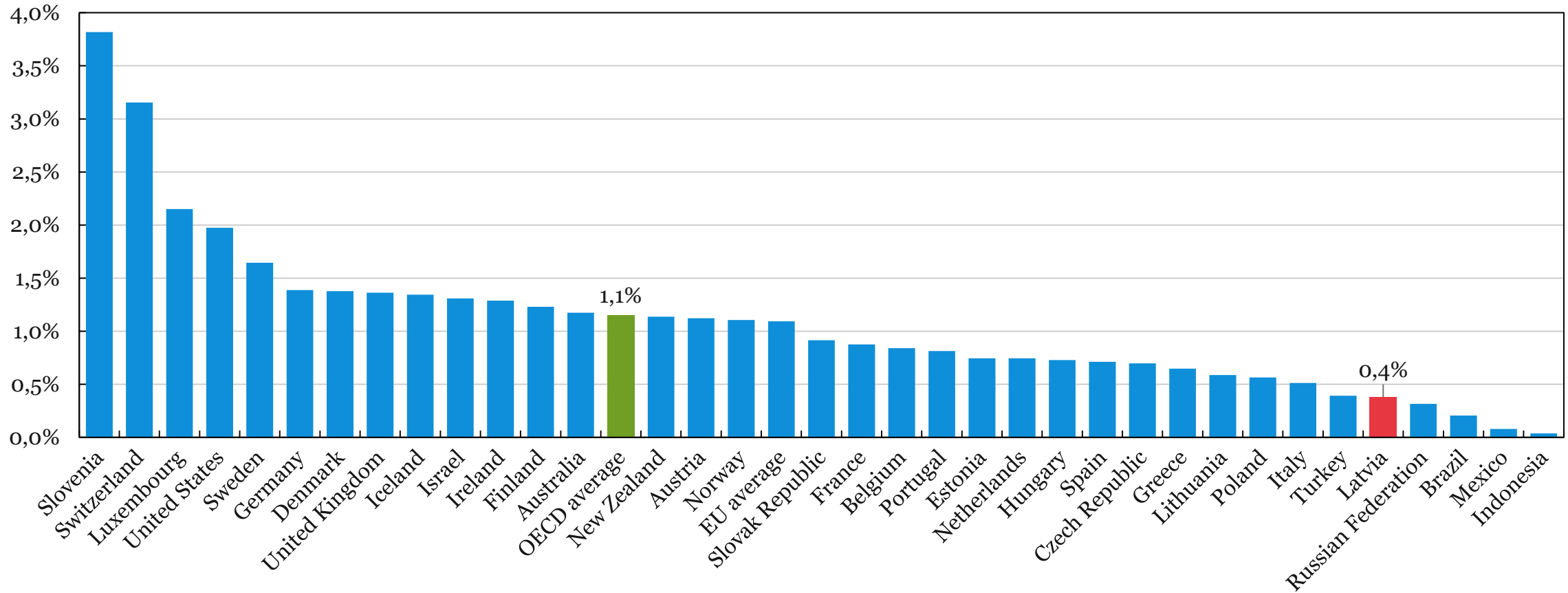
Source: Figure B5.1

NB: Cross-cohort completion rates compare the number of new entrants to a given level of education with the number of graduates after the theoretical duration of the programme.



Despite higher employment rates for adults with a doctoral degree, their share in the working-age population is lower than the OECD average

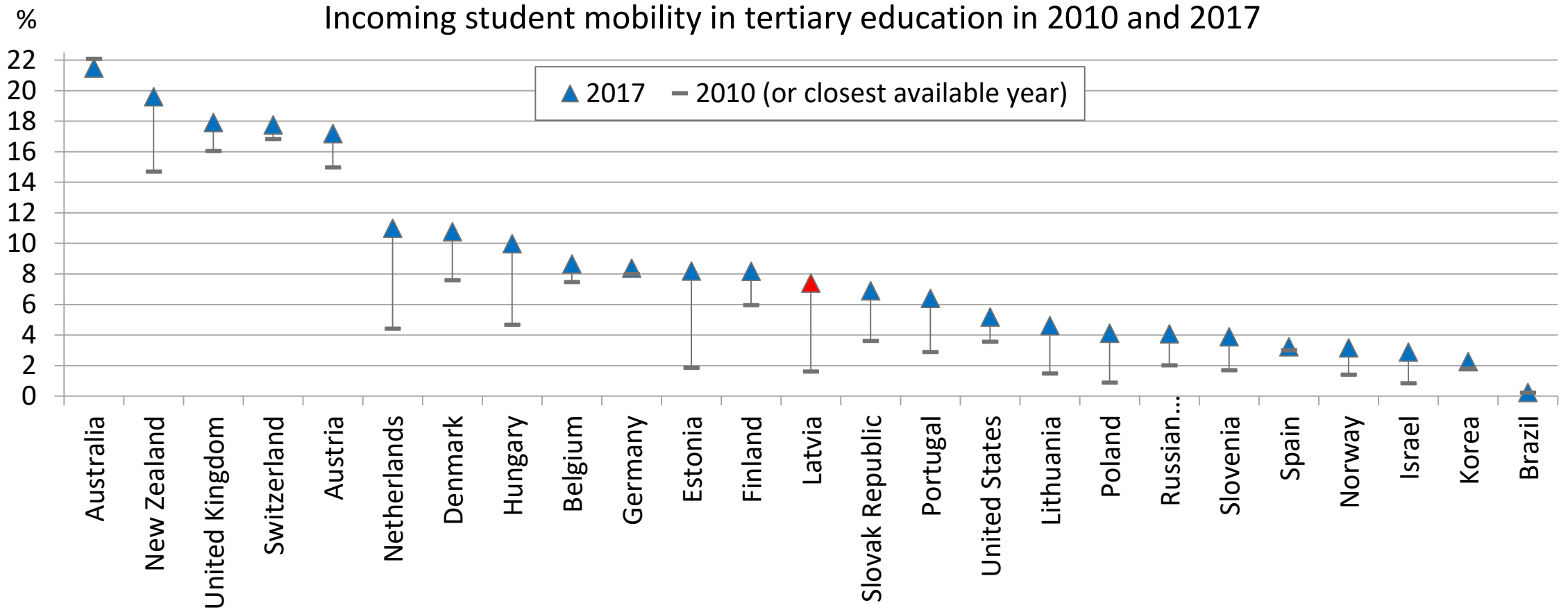
Share of 25-64 year-olds with a doctorate (2018)



Source: Figure B7.1



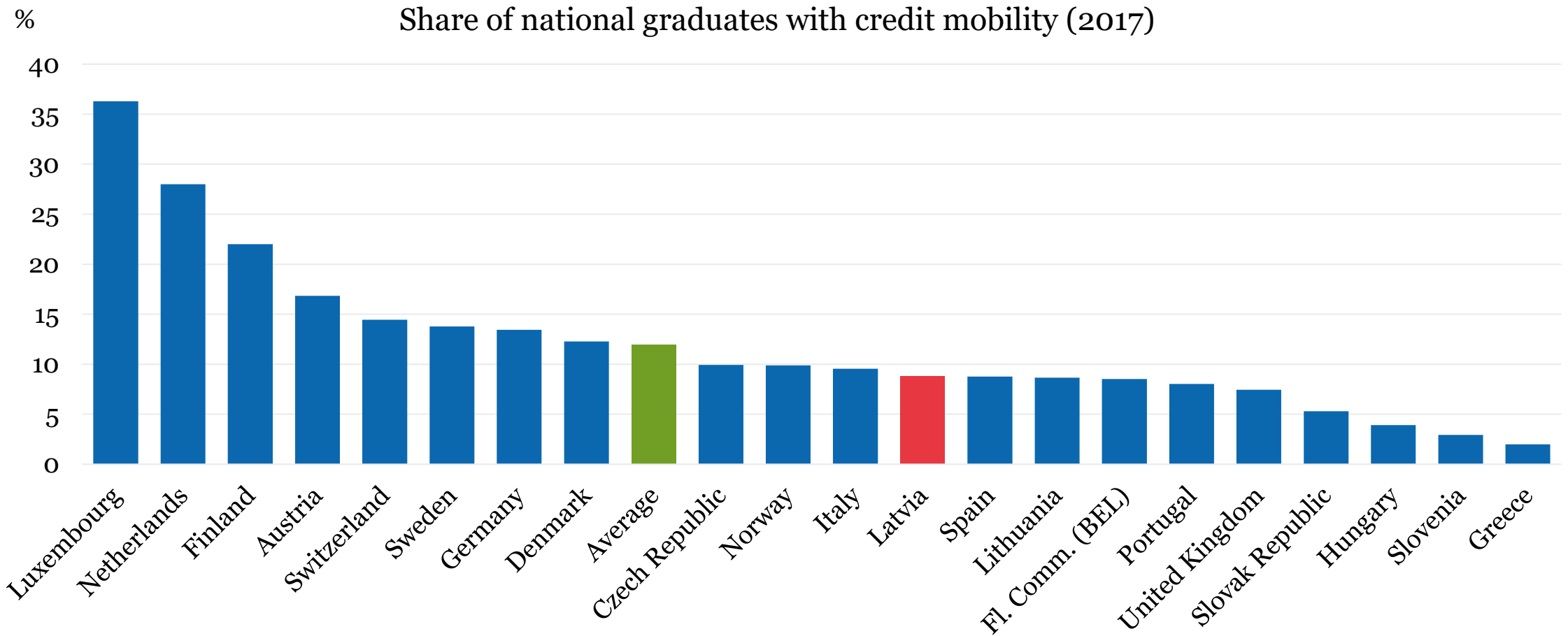
The share of international students more than tripled since 2010 and 6% of national students are enrolled abroad



Source: Figure B6.1



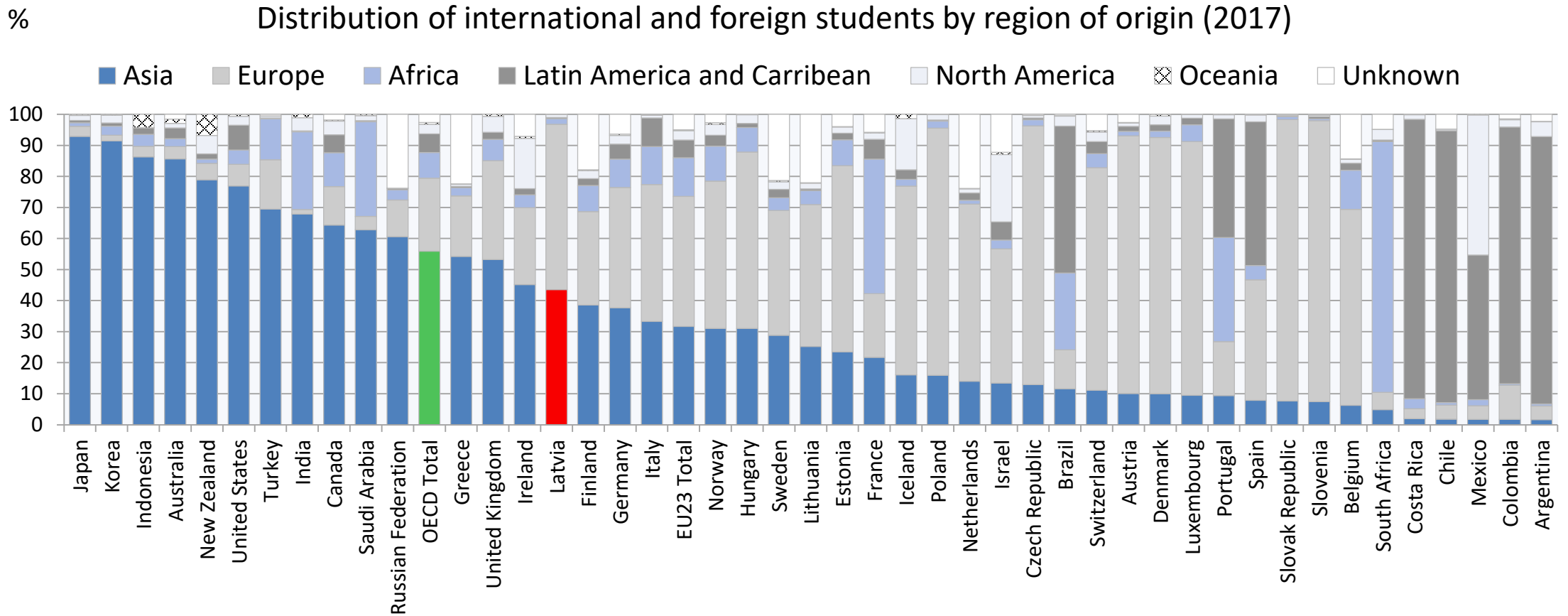
One in ten national graduates has participated in programmes with credit mobility



Source: Table B6.a



One-fifth of international students come from neighbouring countries, 15% from Germany, 12% from India and 17% from Uzbekistan



Source: Figure B6.5



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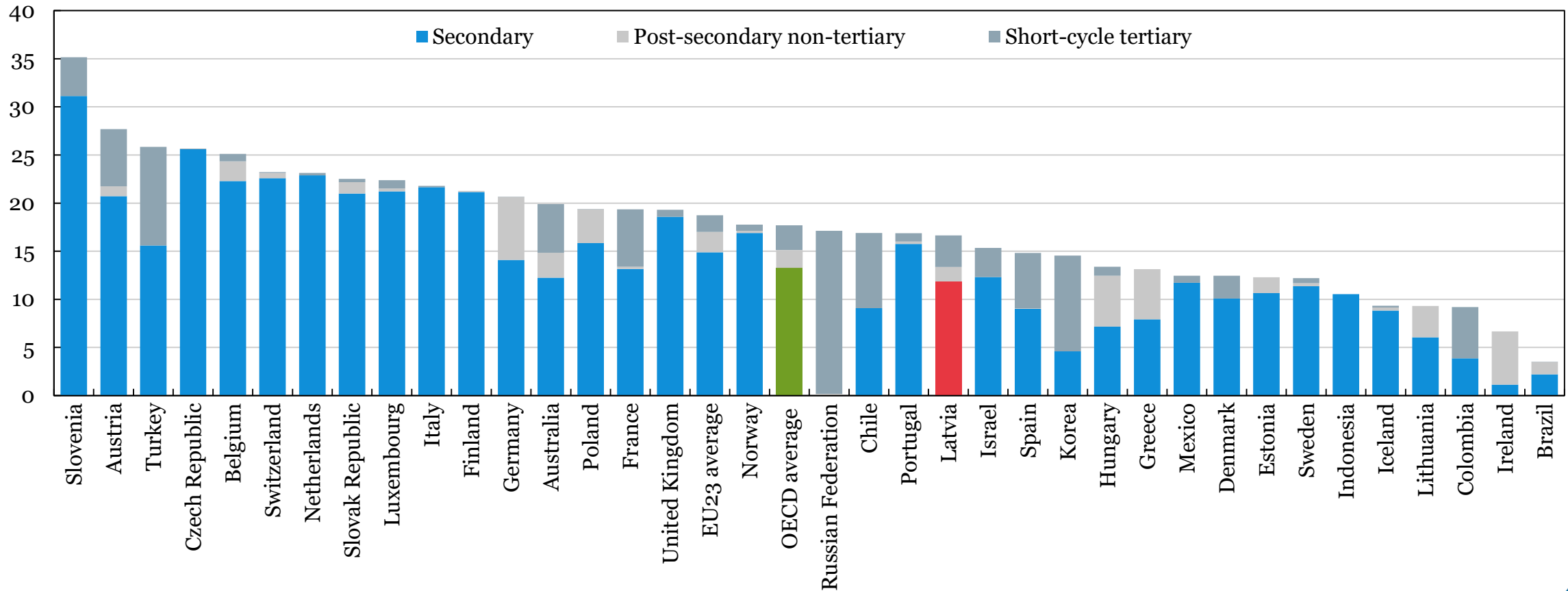
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The indicator 4.3.3 of the Sustainable Development Goal tracks participation in upper secondary to short-cycle tertiary programmes, which reaches 17% for Latvia

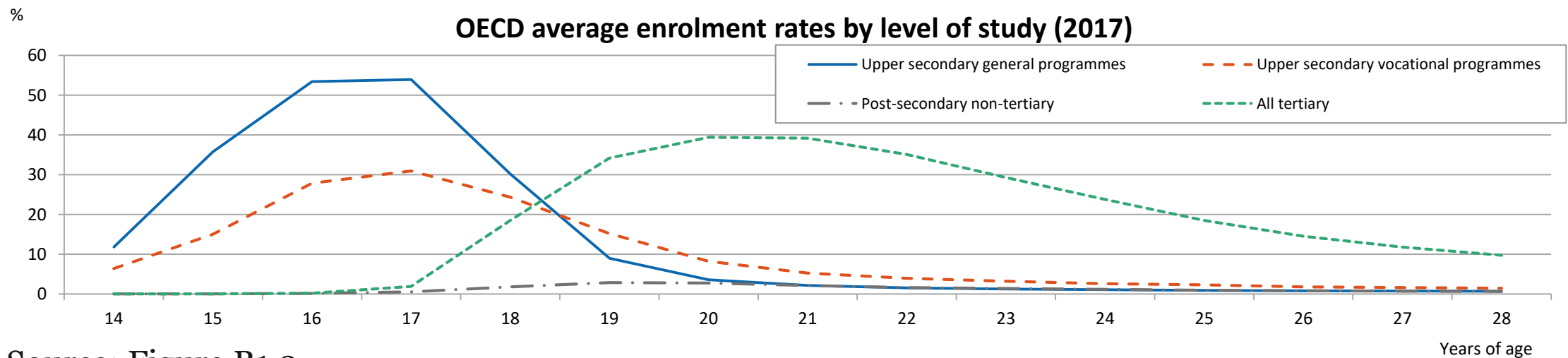
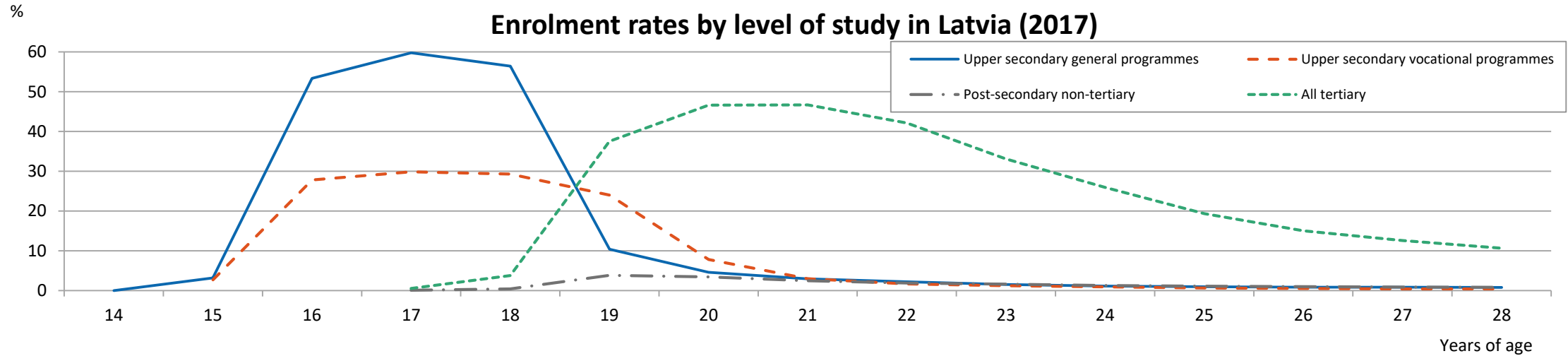
Participation of 15-24 year-olds in vocational education and training, by level of education (2017)



Source: Figure 4



Enrolment patterns in Latvia are similar to the OECD average

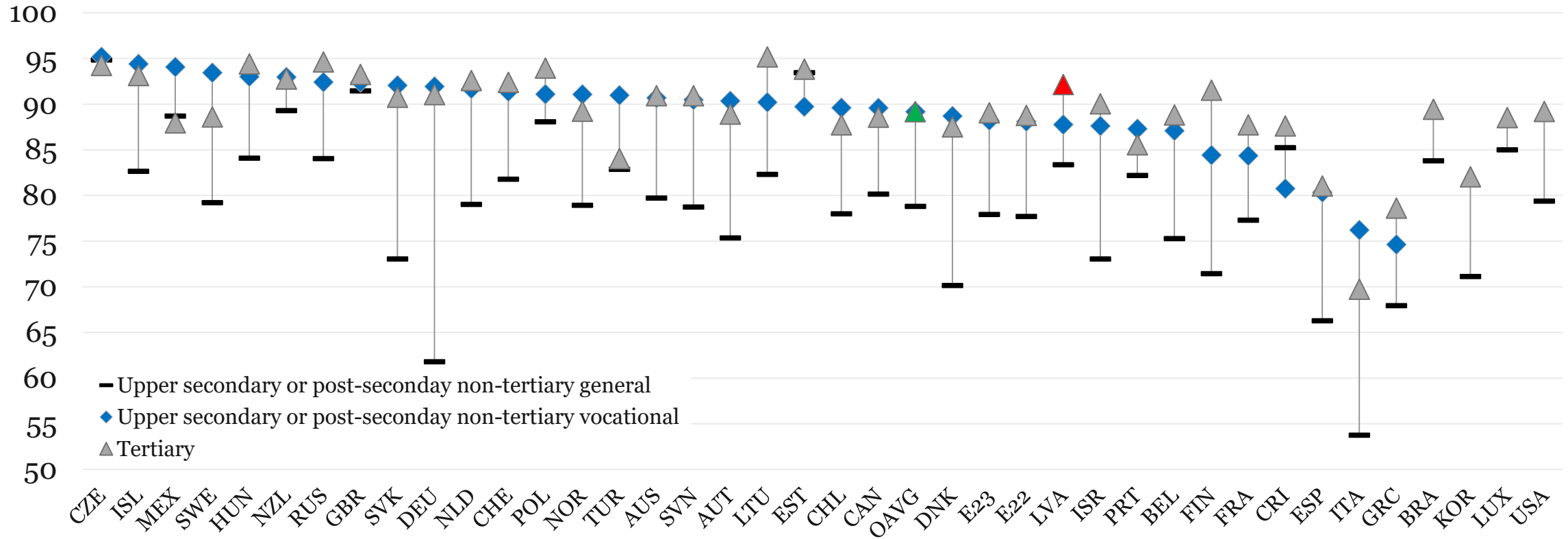


Source: Figure B1.2



The employment rate for 25-34 year-old men with a vocational qualification is only 4 percentage points lower than for tertiary-educated ones (14pp for their female peers)

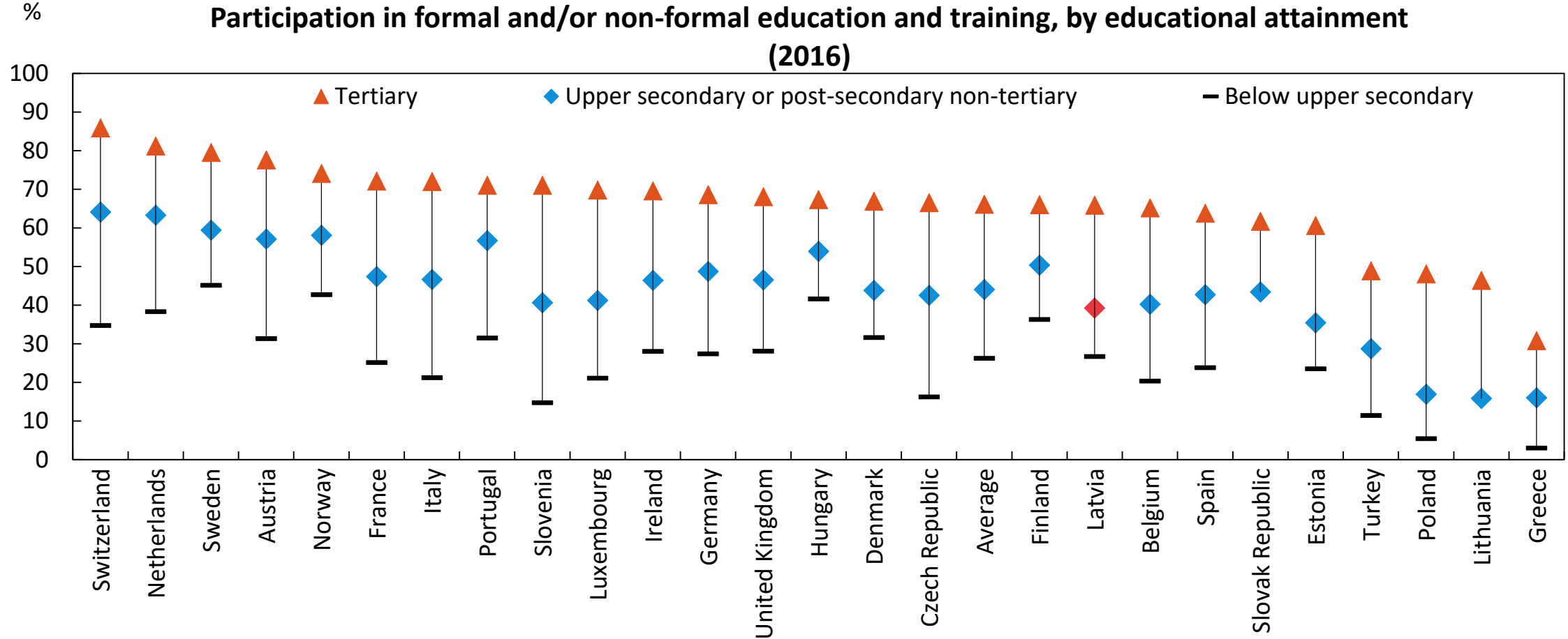
Employment rate for 25-34 year-old men, by educational attainment (2018)



Source: OECD Education at a Glance Database



In Latvia, 48% of 25-64 year-olds participated in formal or non-formal education in the previous 12 months, but participation is lower for men and for those with lower educational attainment



Source: Figure A7.1



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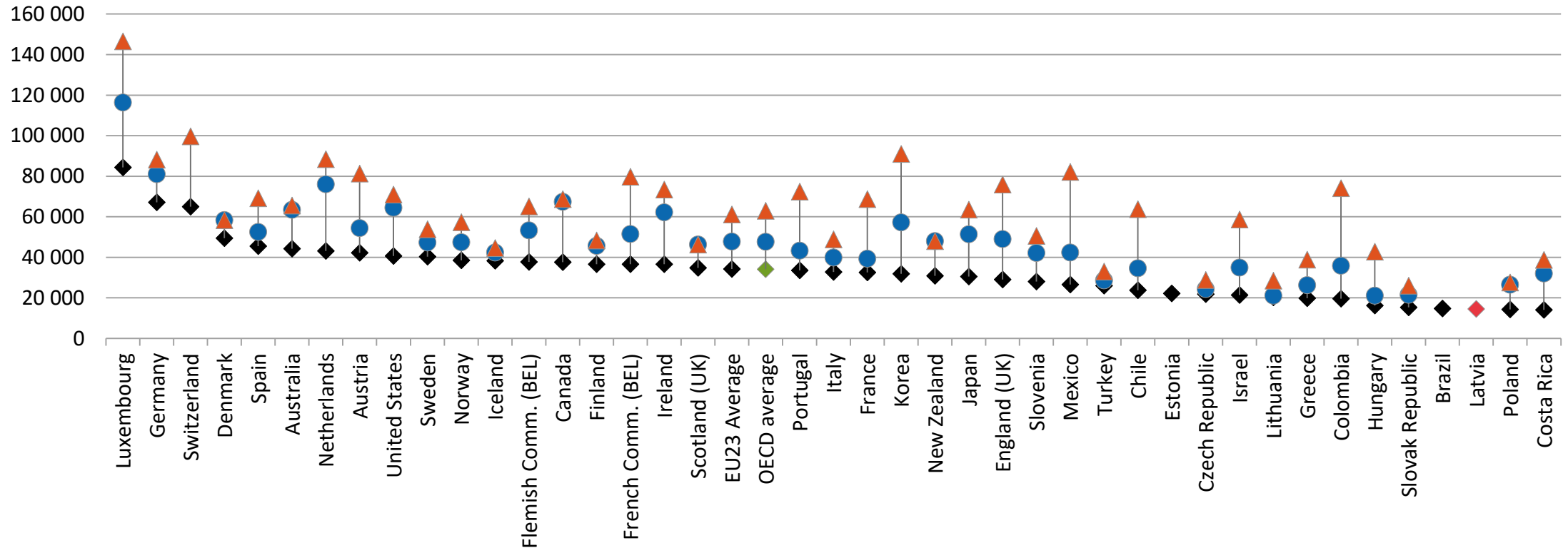


Teachers' salaries are lower than in many other OECD countries

Lower secondary teachers' statutory salaries at different points in teachers' careers (2018)

◆ Starting salary/minimum qualifications ● Salary after 15 years of experience/most prevalent qualifications ▲ Salary at top of scale/maximum qualifications

Equivalent USD converted using PPPs

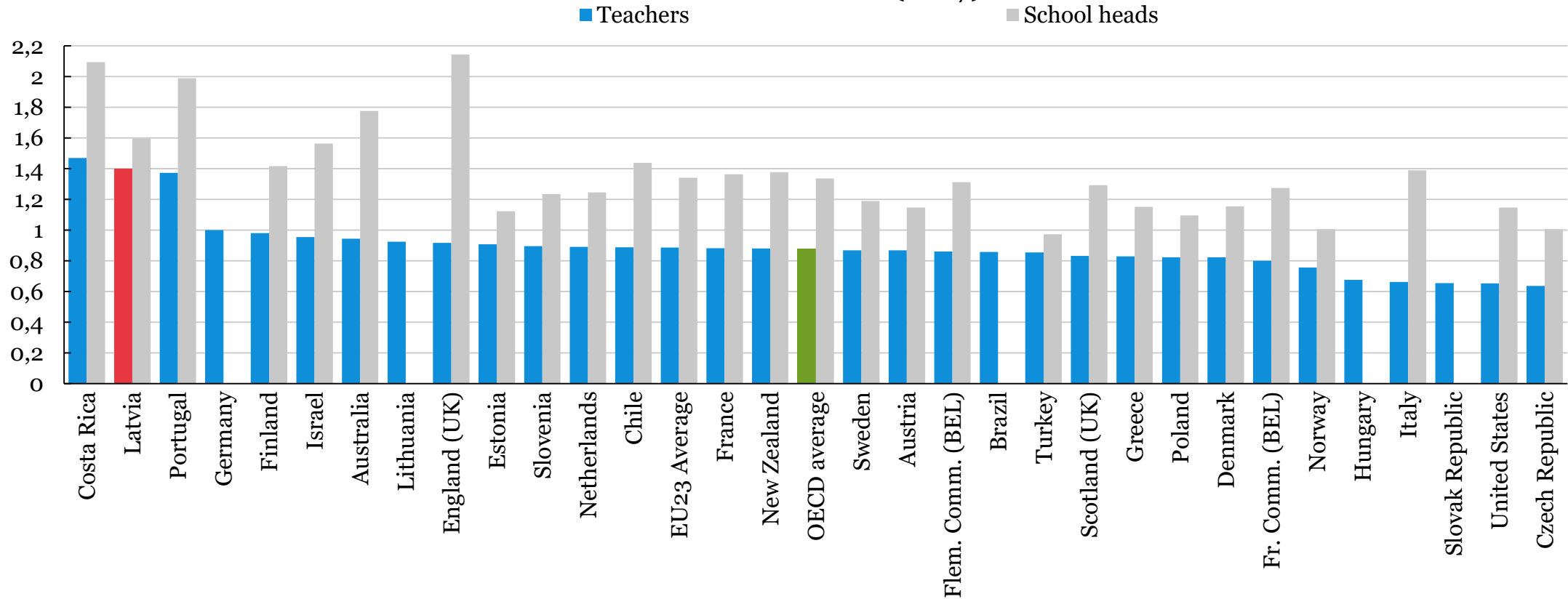


Source: Figure D3.2



Although this reflects relatively low average salaries for tertiary-educated workers

Lower secondary teachers' and school heads' salaries relative to earnings for tertiary-educated workers (2017)

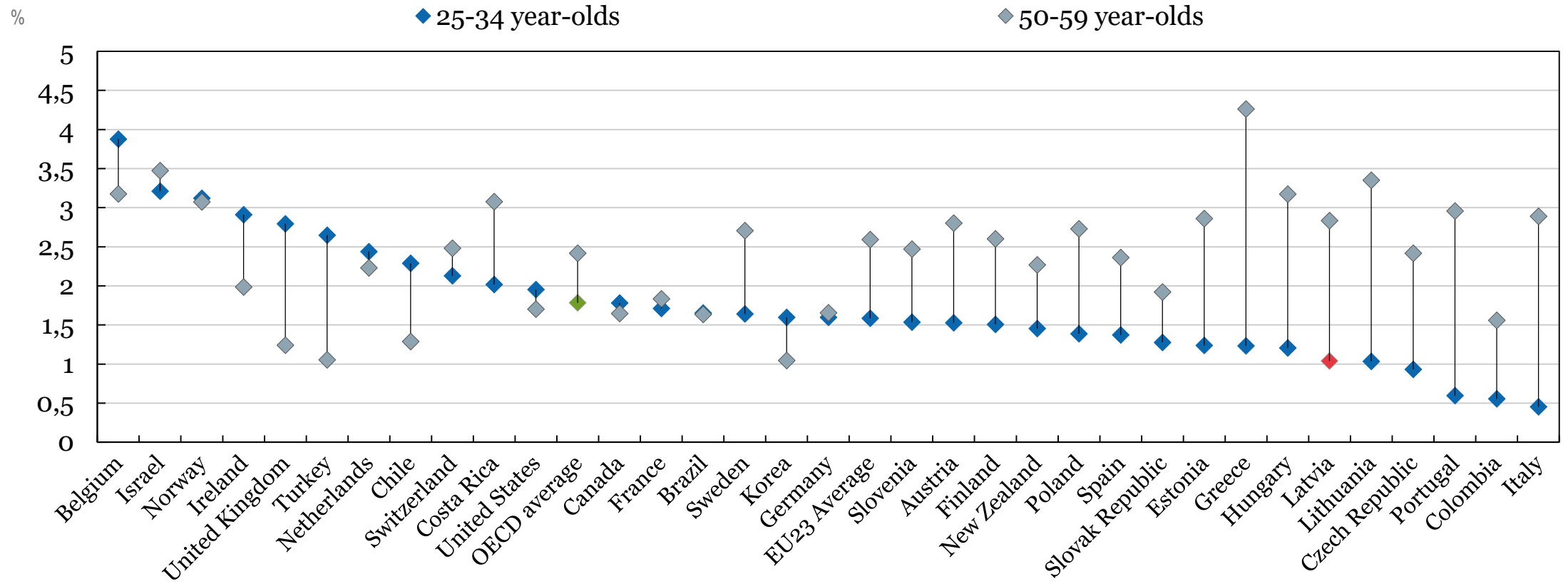


Source: Figure D3.1



Only 1% of 25-34 year-olds are teachers, compared to nearly 3% among 50-59 year-olds

Share of primary and secondary teachers in the population, by age groups (2017)

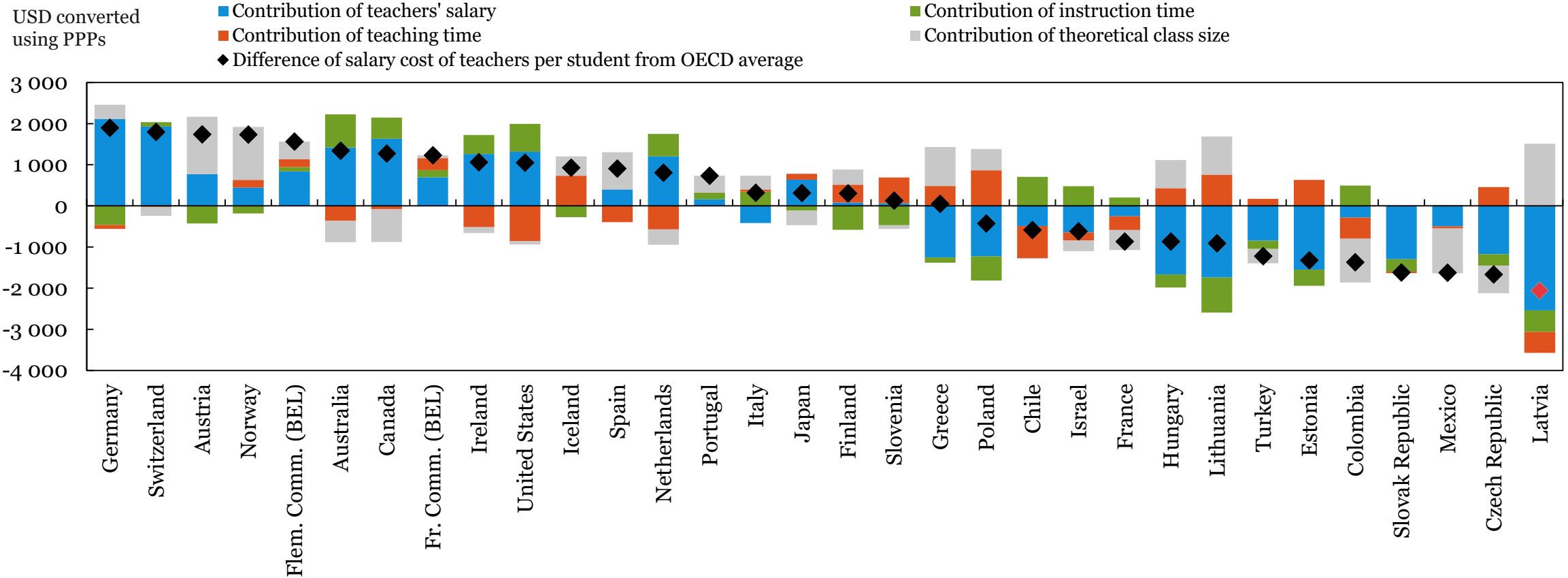


Source: Figure D5.3



Low salaries, below-average instruction time and above-average teaching time push down teachers' salary cost per student

Factors' contributions to salary cost of teachers per student in public institutions, primary education (2017)



Source: Figure B7.2



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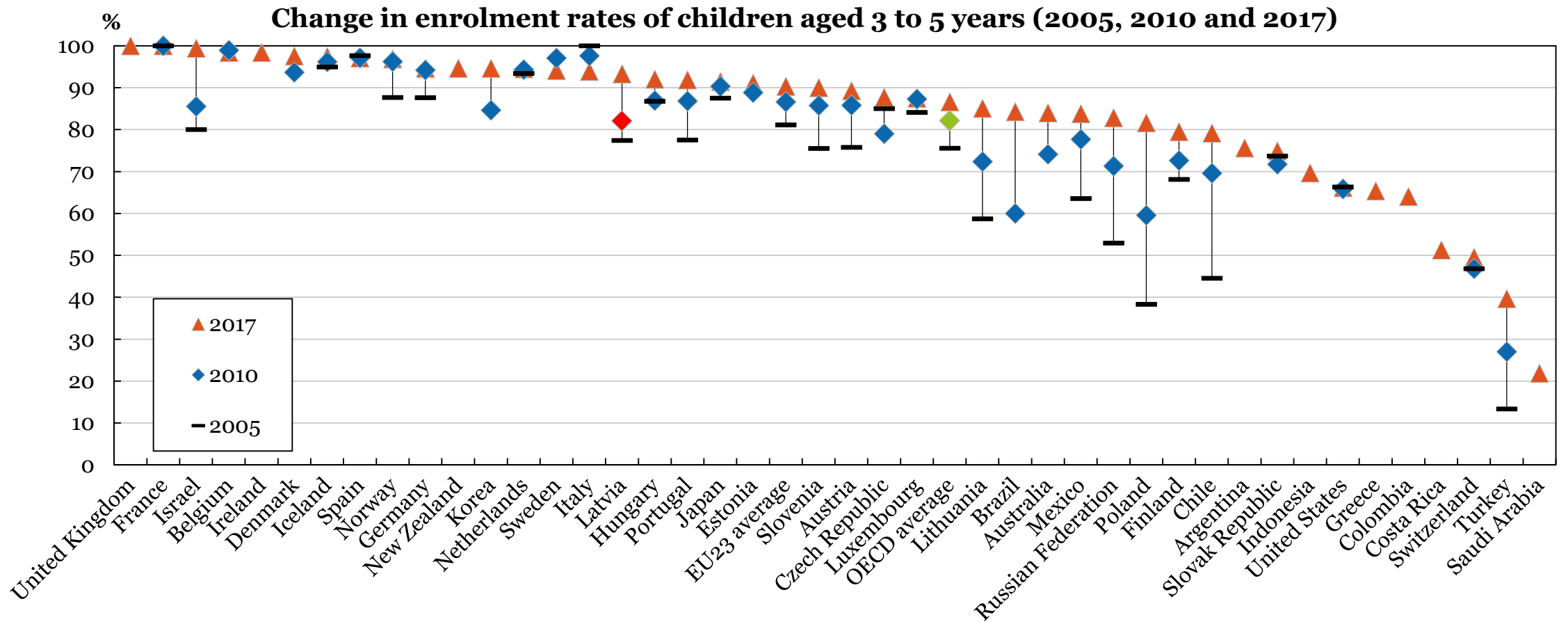
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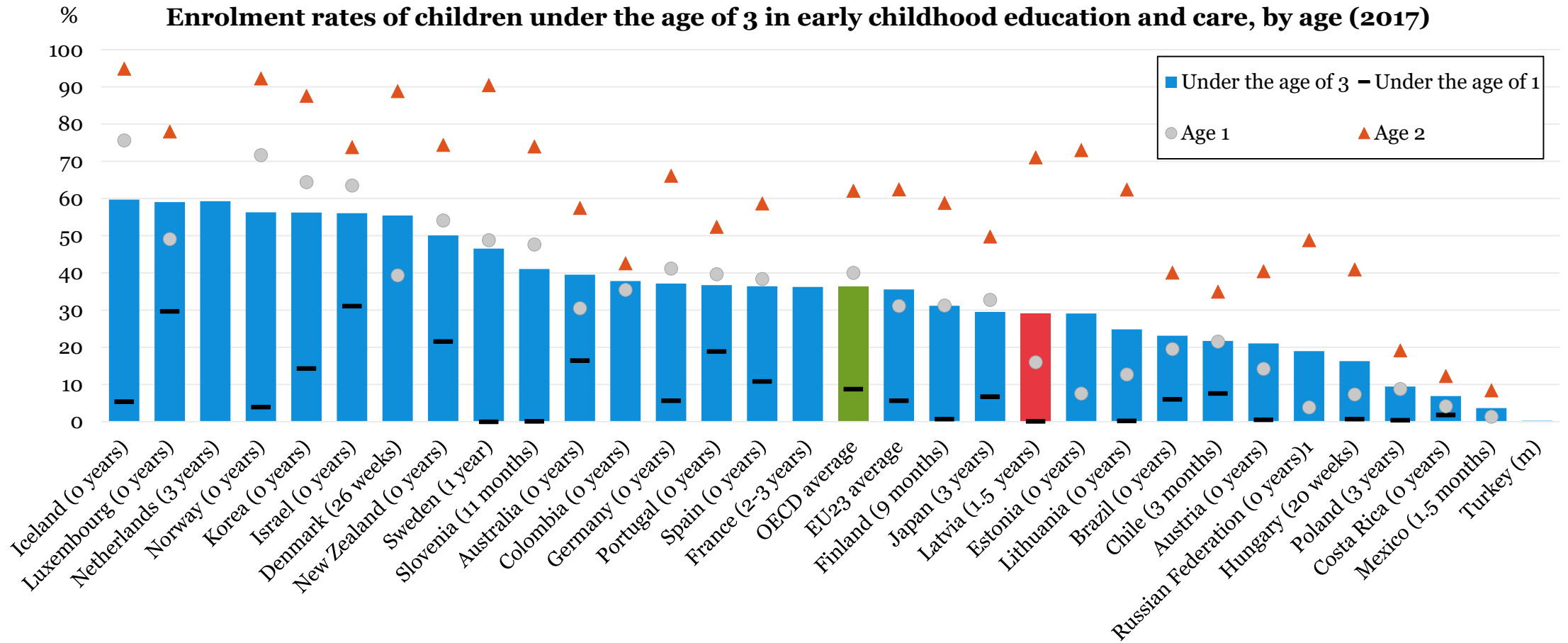
Enrolment in early childhood education reaches already 90% among 3-year-olds



Source: Figure B2.2



Participation also increased among children under 3 rose from 18% in 2010 to 29% 2017



Source: Figure B2.1



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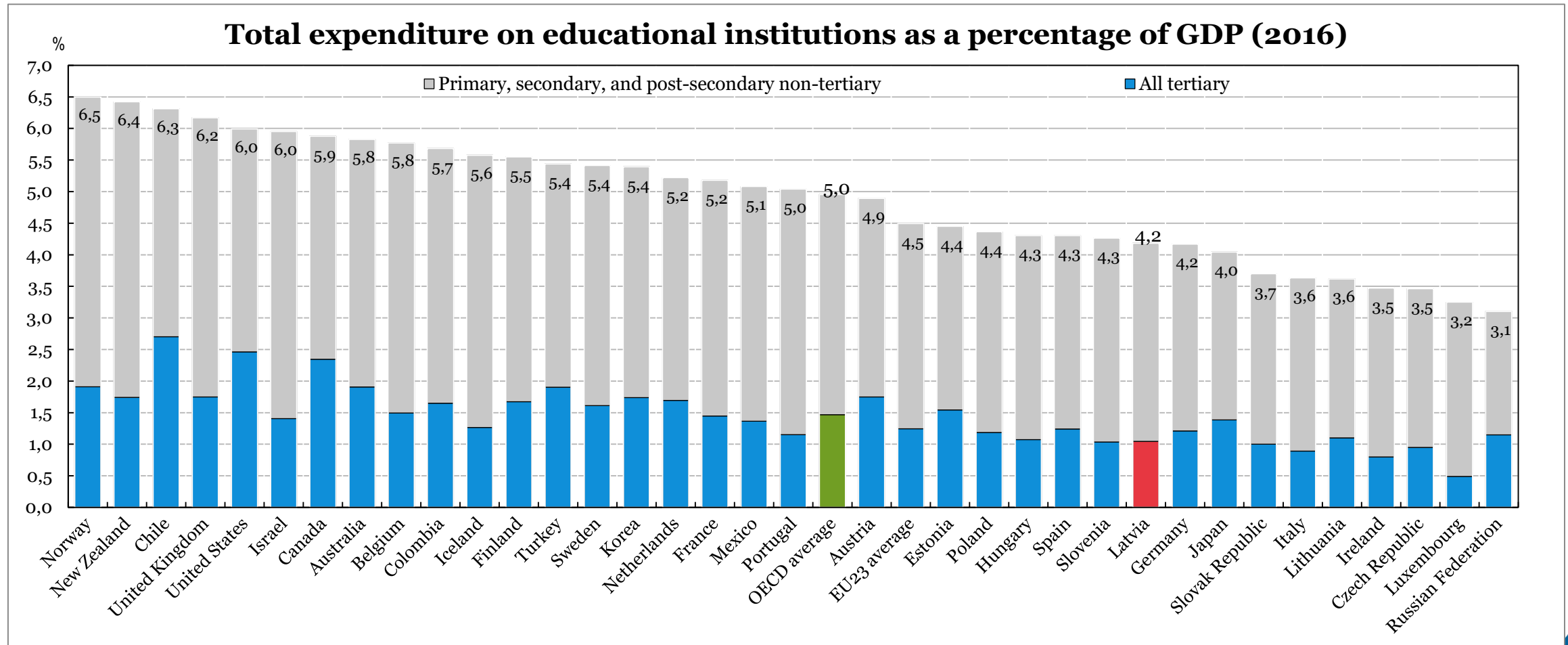
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Latvia spends about 4.2% of its GDP on primary to tertiary education, below the OECD average of 5%

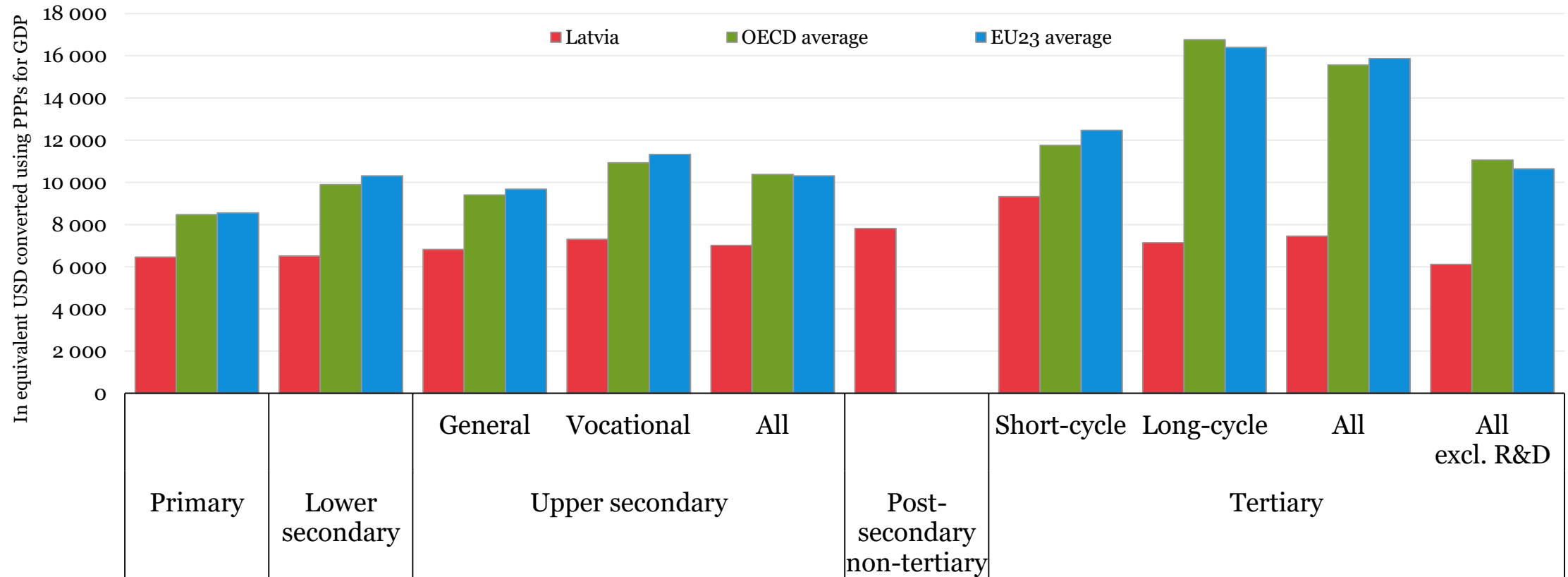


Source: Figure C2.1



Expenditure per student ranges from about USD 6 500 in primary and lower secondary education to over USD 7 000 above those levels.

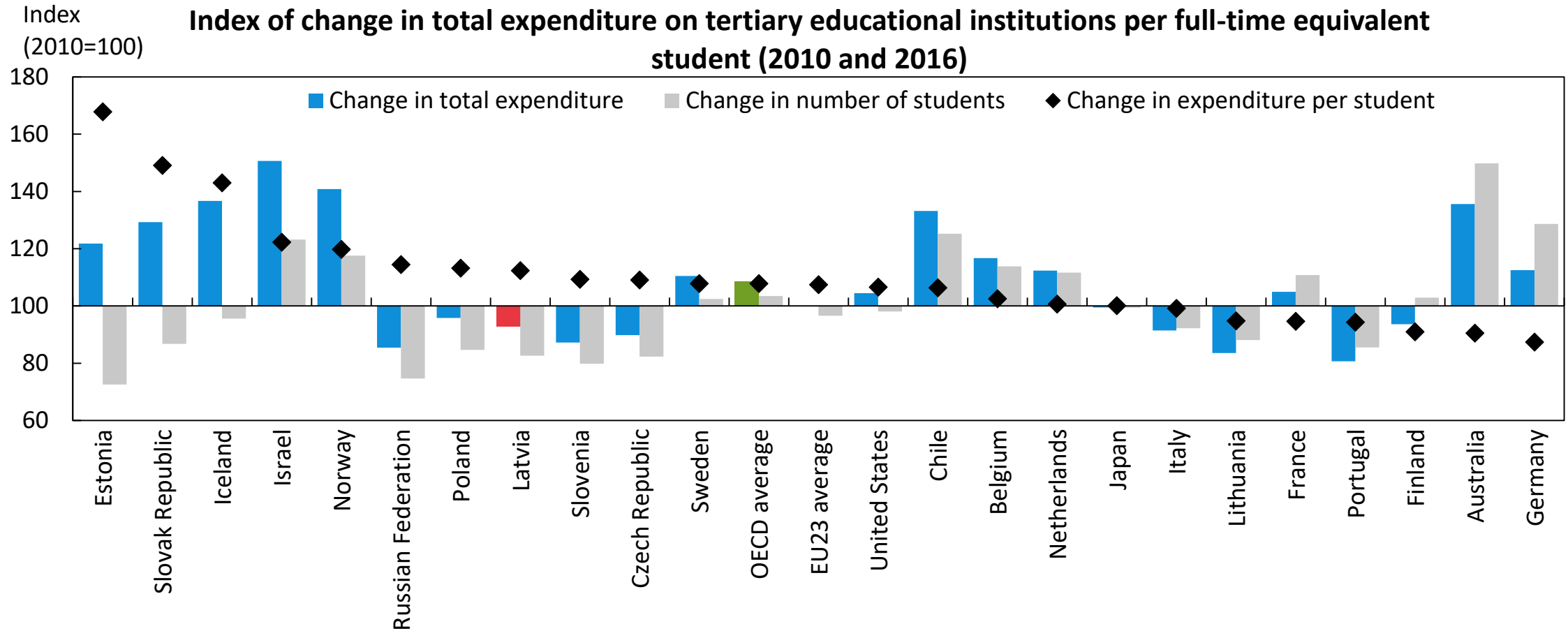
Total expenditure on educational institutions per full-time equivalent student (2016)



Source: Table C1.1



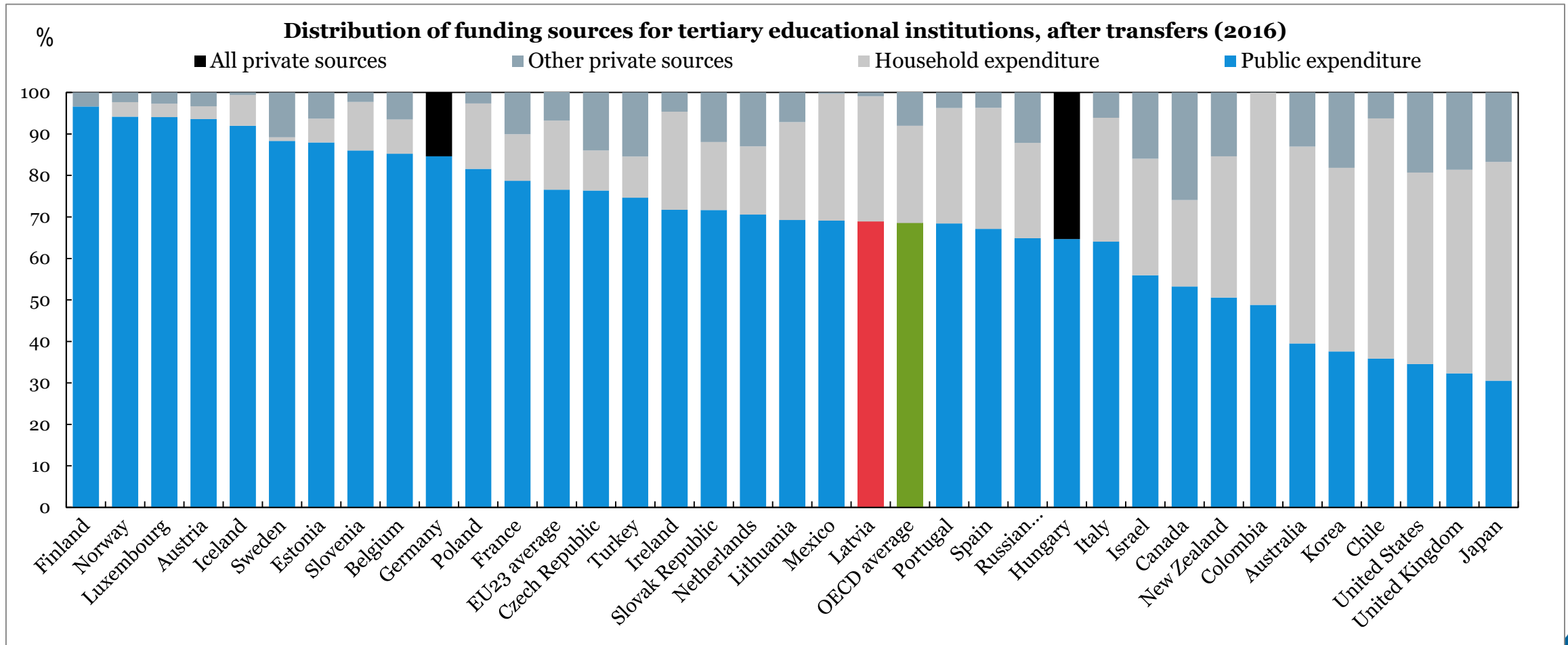
Expenditure on tertiary education fell less rapidly than the fall in the number of students



Source: Table C1.3



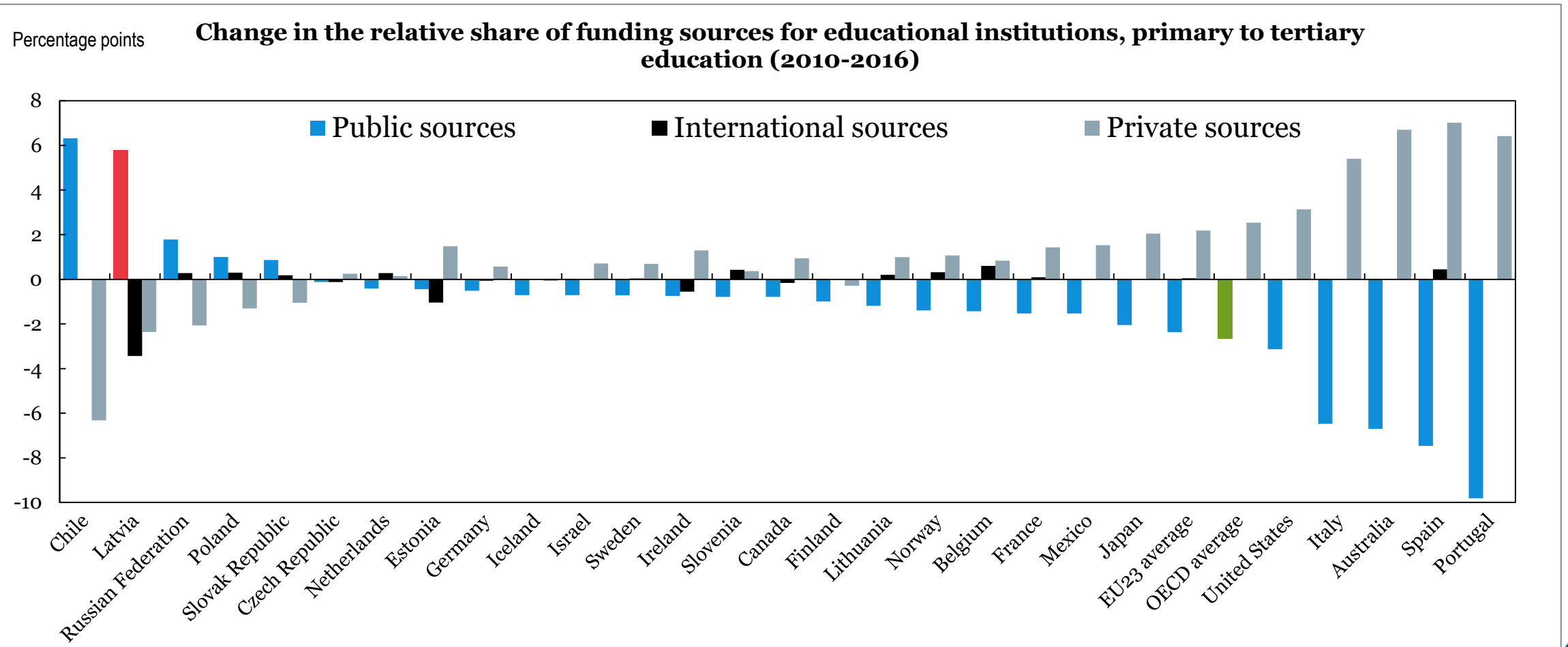
Government funding makes up 65% of the financial resources spent on tertiary educational institutions (and 97% at non-tertiary level)



Source: Figure C3.1



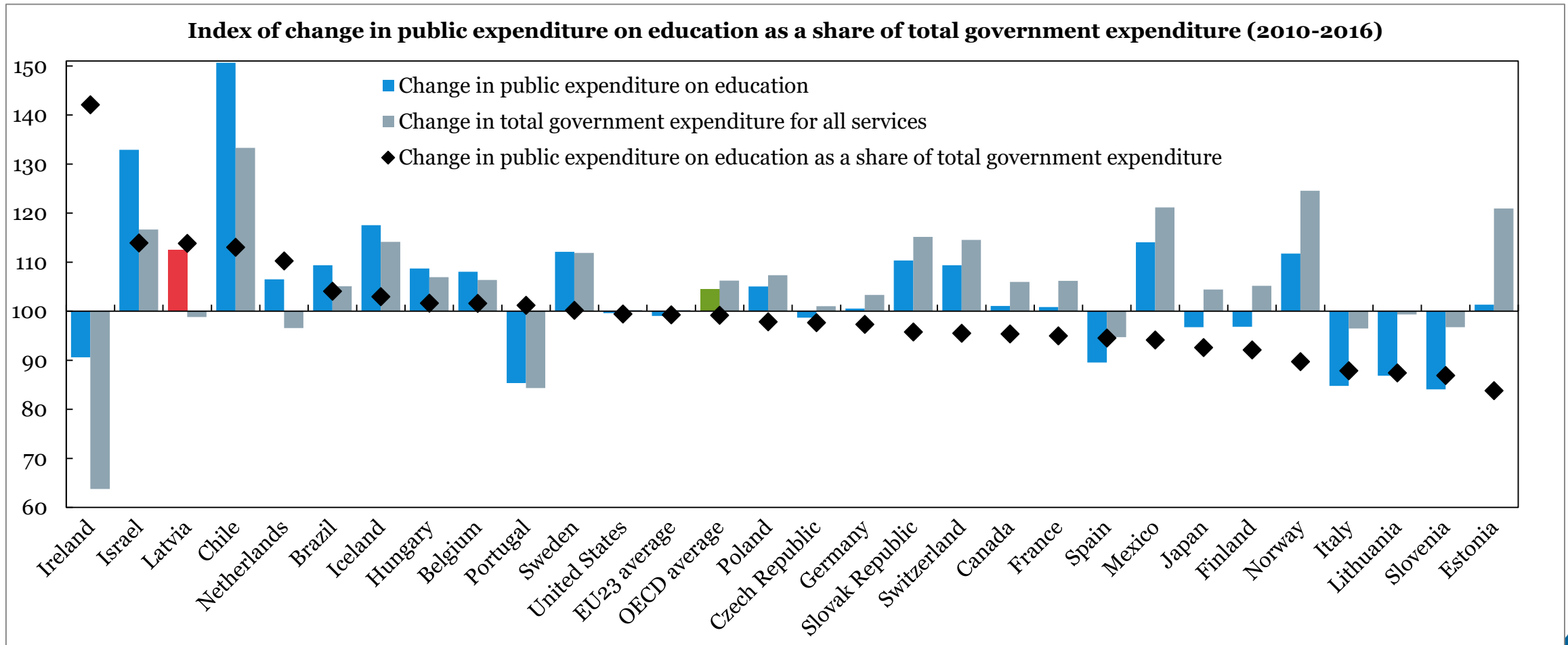
This share has increased since 2010, while international and private sources make up a lower share



Source: Figure C3.3



Public expenditure on education increased since 2010 despite a slight decrease in the level of total government spending for all services



Source: Figure C4.2

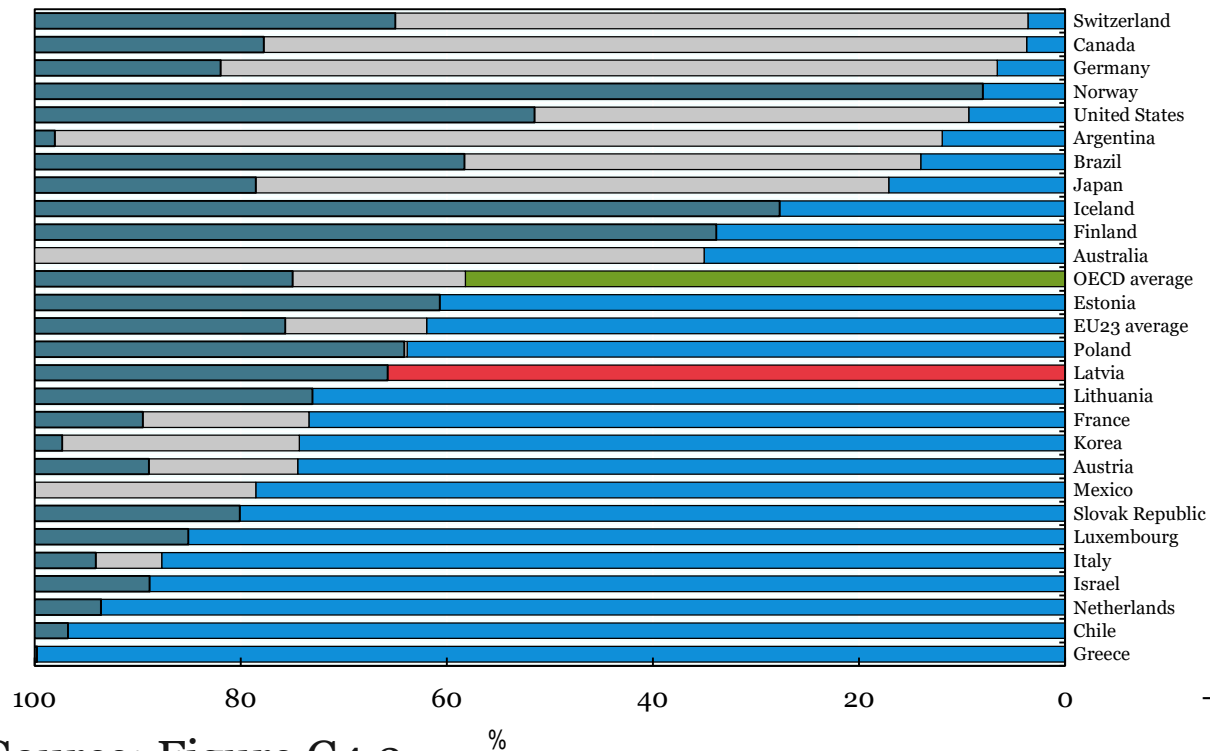


Local governments account for 34% of the initial public funds for non-tertiary education and 75% after intergovernmental transfers

Distribution of initial public funds for primary to post-secondary non-tertiary education and change after intergovernmental transfers (2016), selected countries

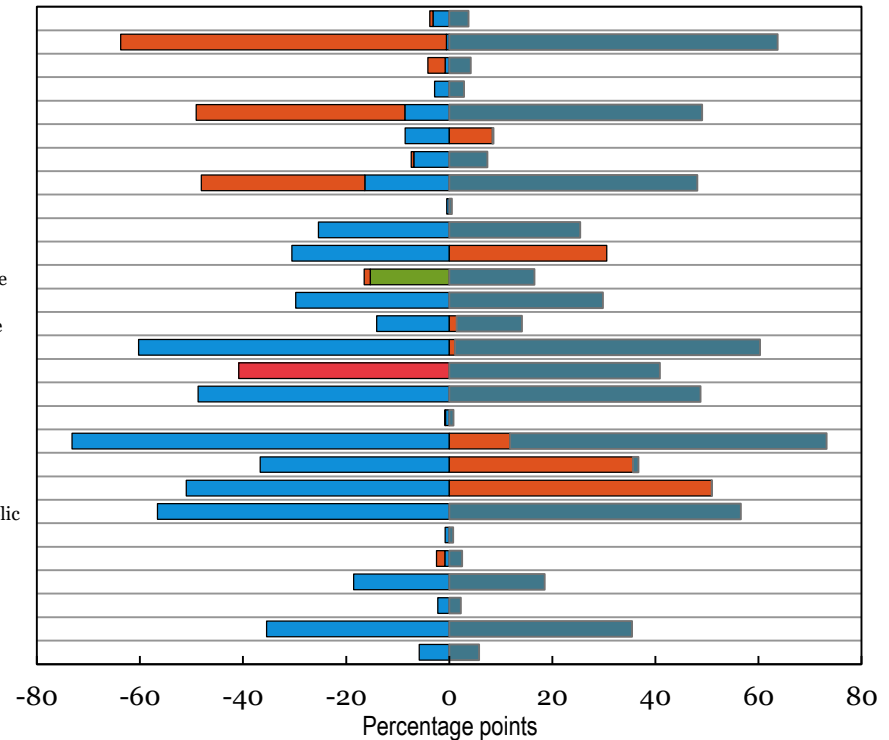
Distribution of initial public funds

■ Central government ■ Regional governments



Change after transfers

■ Local governments



Source: Figure C4.3



KEY MESSAGES



Key messages

- Tertiary educational attainment has improved among young adults in the last decade, but a wide gender gap exists.
- Cross-cohort completion rates for short-cycle tertiary or bachelor's programmes are relatively low, but slightly higher for women.
- General programmes are preferred by upper secondary students, but vocational programmes can provide some advantages in the labour market.
- Low salaries, below-average instruction time and above-average teaching time push down teachers' salary cost per student. Relatively low class sizes (except for vocational programmes) push up the cost per student.
- Participation in education is high among 3-5 year-olds and it has increased for both this age group and the one of children younger than 3.
- Expenditure has increased since 2010 despite falling numbers of students and the slight fall in the level of total government expenditure for all services.



THANK YOU!

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For further information on Latvia please contact GiovanniMaria.Semeraro@oecd.org

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