



IMPROVING EDUCATION IN LATVIA

MEETING THE CHALLENGE

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Richard Yelland

Director for Education and Skills, OECD



What we do

Better policies for better lives

A Global
Policy
Network



To improve
national
policies

Create
international
standards

Raise living
standards



Who we are



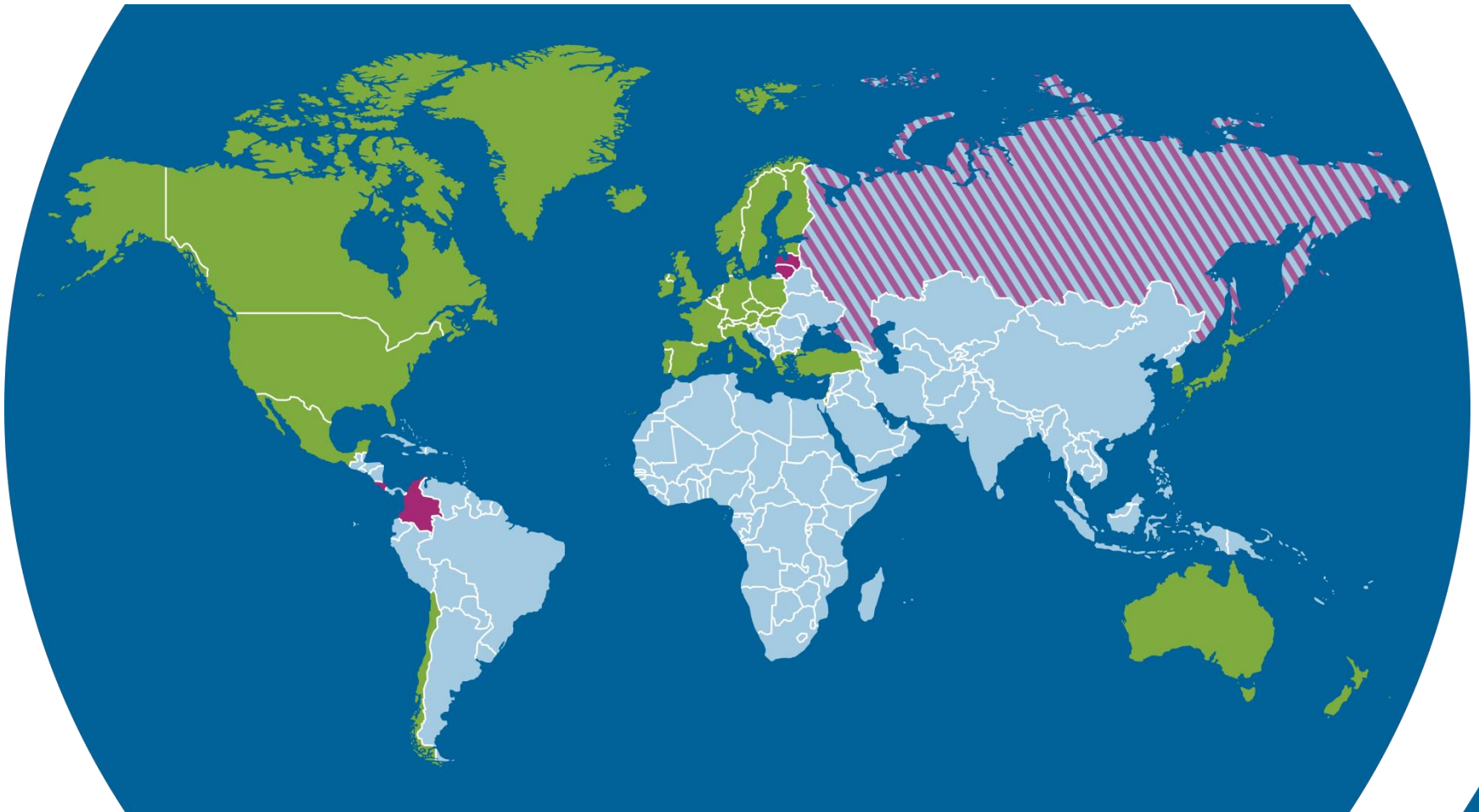


34 member states



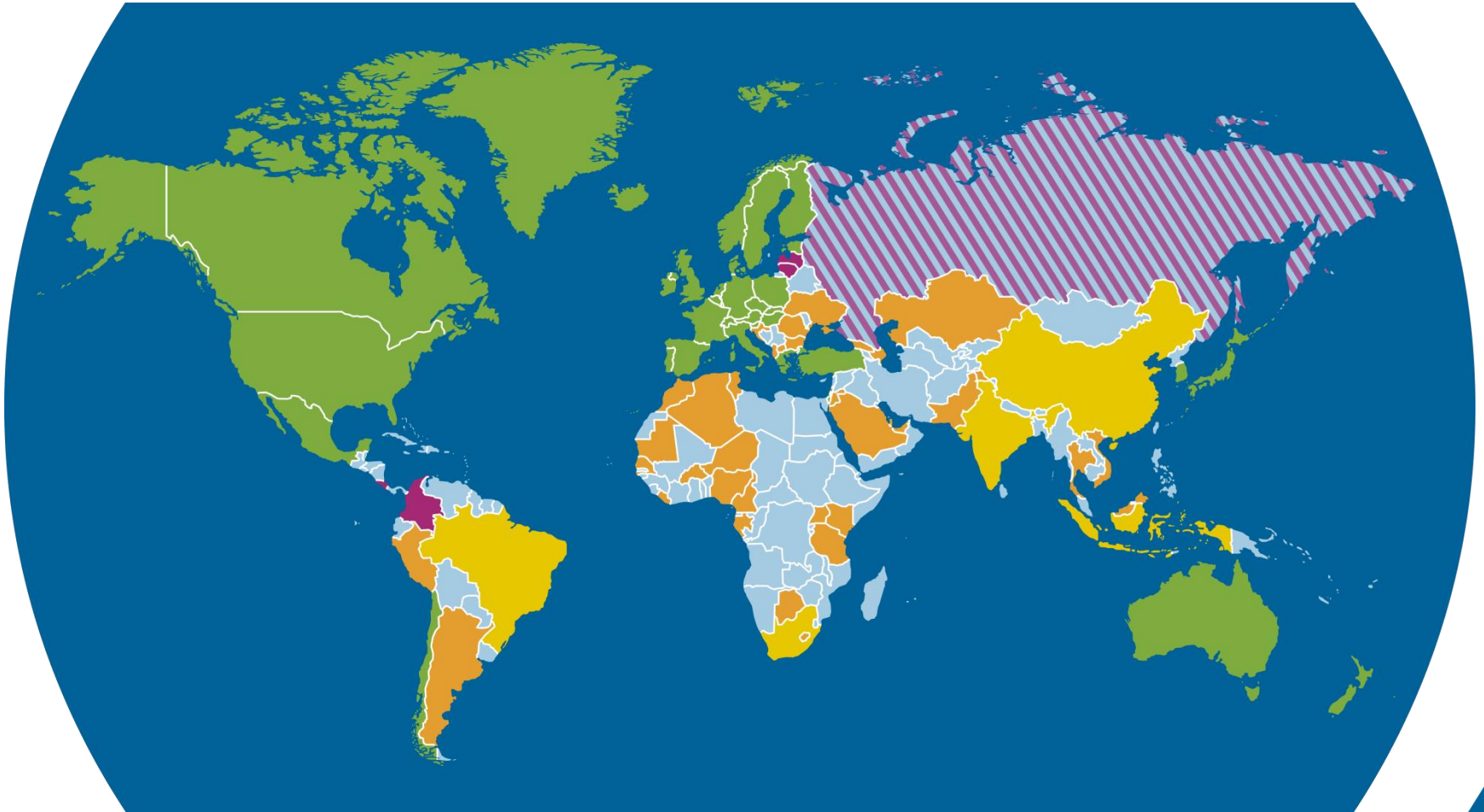


And five accession countries





A growing global reach





Who does what?

Council

Overight and strategic direction

Chaired by the Secretary General,
Angel Gurría

Representatives of member countries (34)
and the European Commission

Sets priorities

Has final decision power

Takes decisions by consensus



Committees

Groups of international experts

More than 250 committees
40,000+ experts from around the world

Exchange information and ideas

Monitor progress in specific policy areas

Request, review and contribute to
Secretariat work



Secretariat

Measures, analyzes, compares

2 500 employees, mostly based in Paris

Measures global performance

Analyzes data

Compares policies

Formulates recommendations





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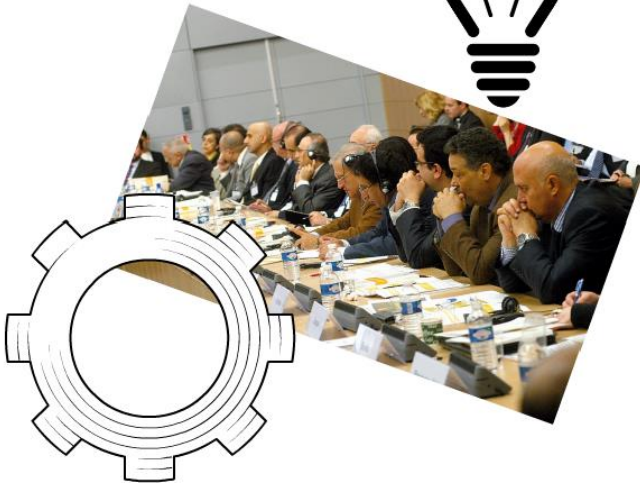
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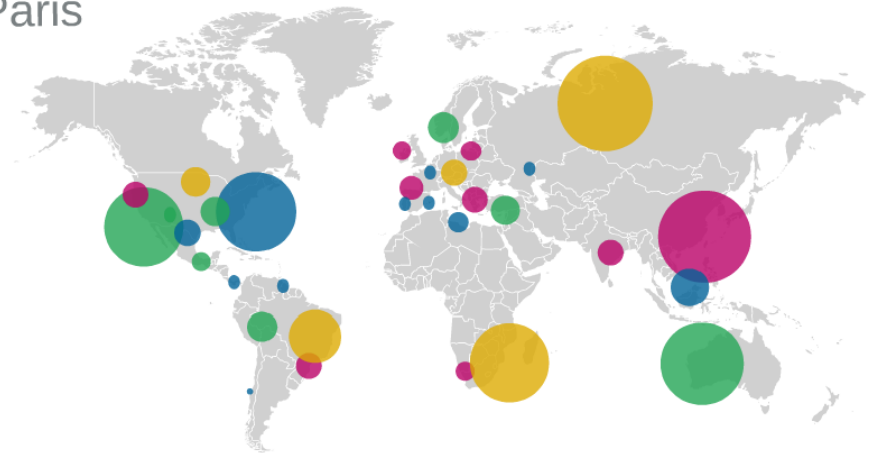
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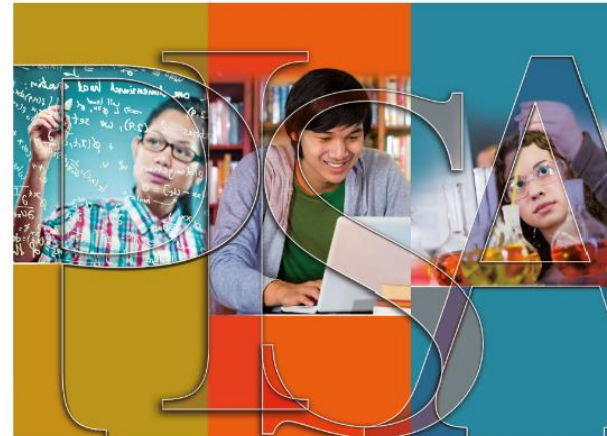




What and how well do children learn?

Example: Education

Programme for
International
Student
Assessment





Individual Measure

Test skills

15 year olds





National Analyze

How
countries
learn



Individual
Measure
Test skills
15 year olds





International Compare

The drivers
of "why"



Gather
insights

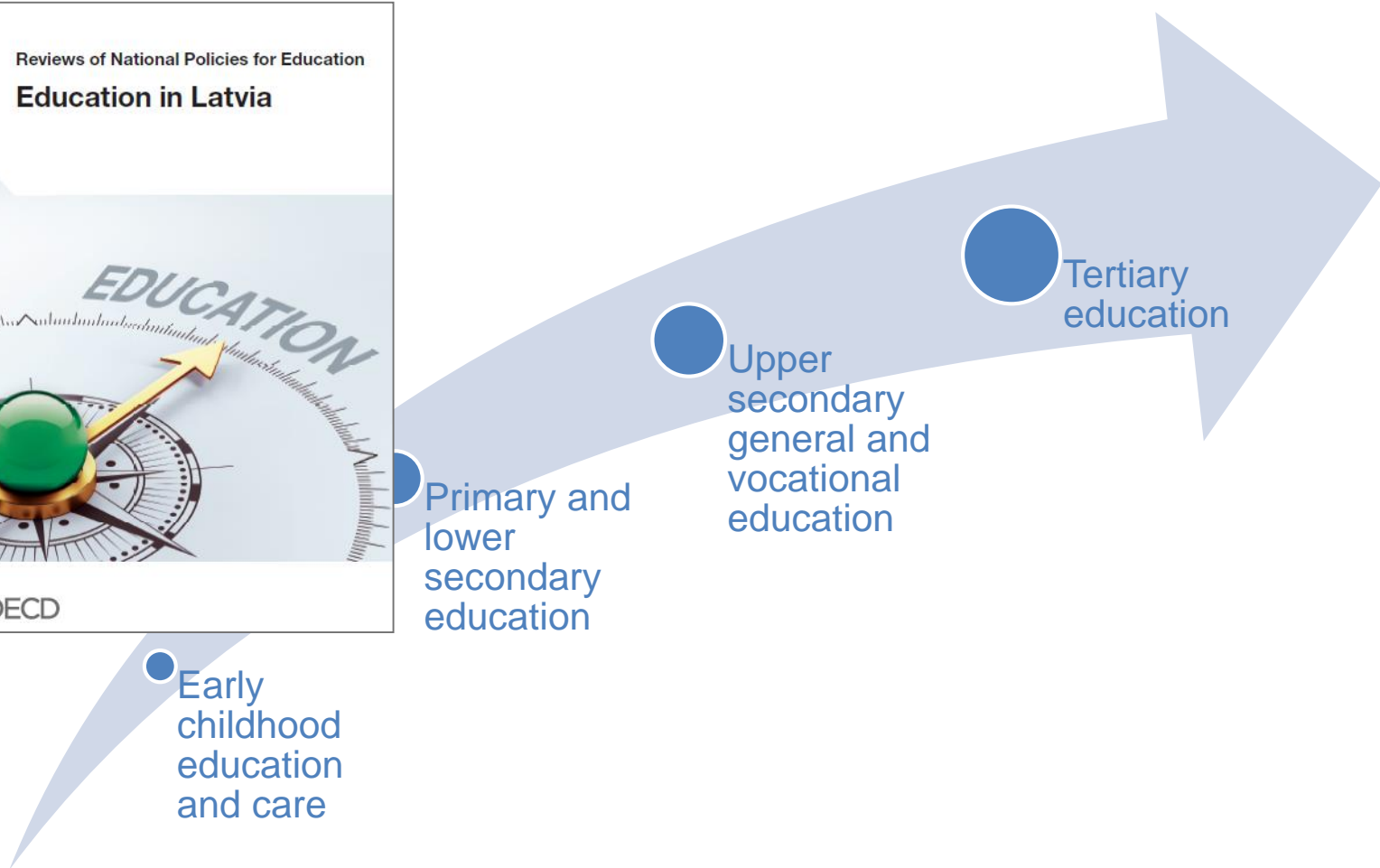
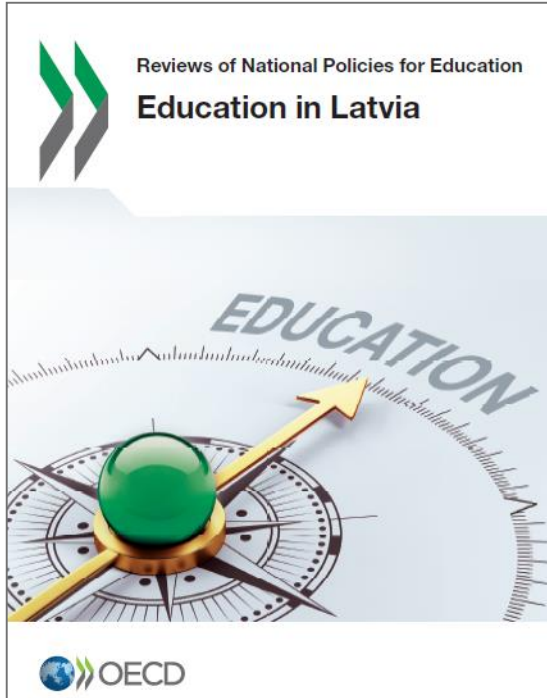
Find ways
to improve

National
Analyze
How
countries
learn





Reviews of National Policies for Education: Education in Latvia

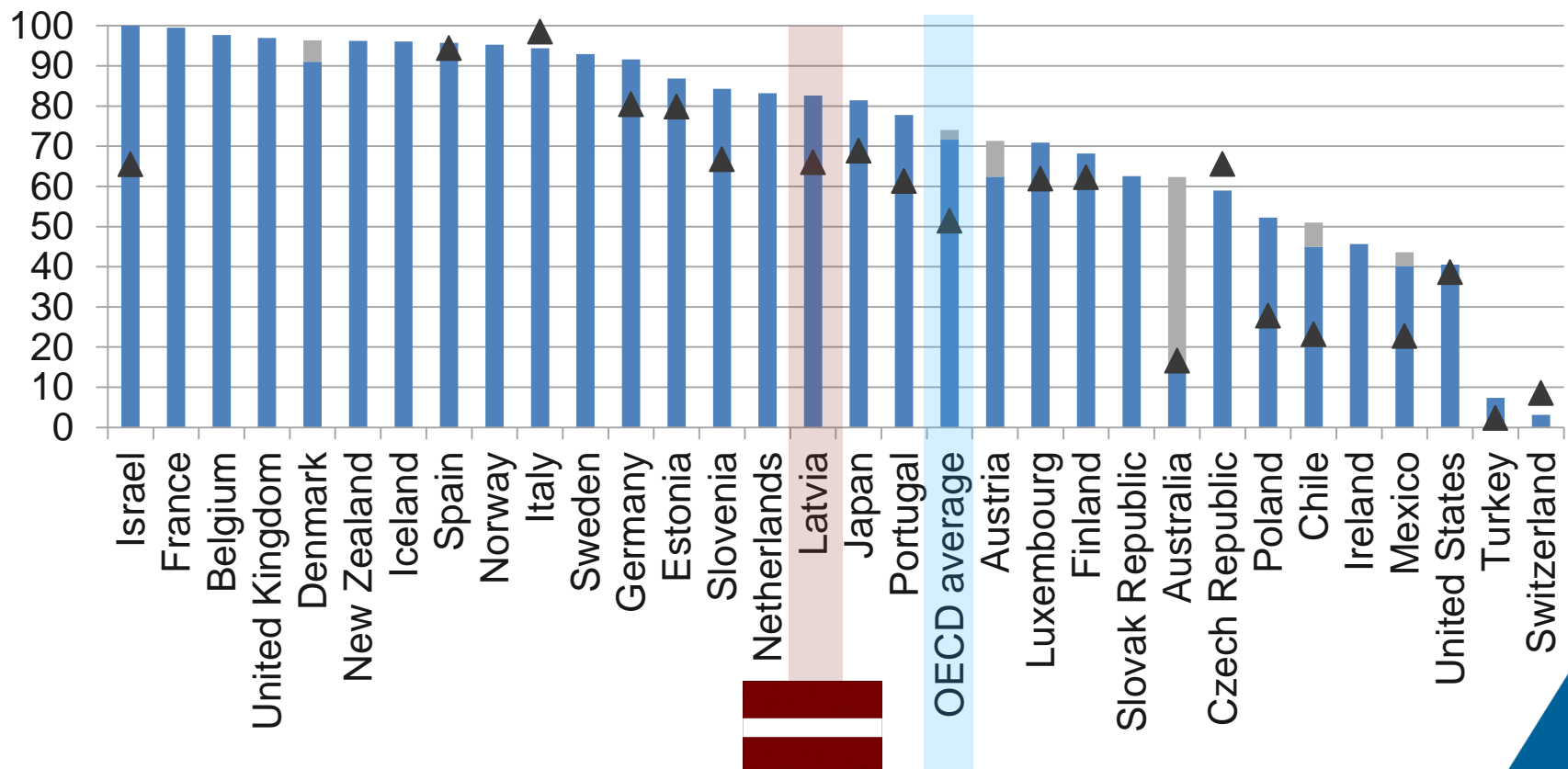




Participation in ECEC is high and starts early in Latvia

Enrolment rate at age 3 in ECEC, 2013

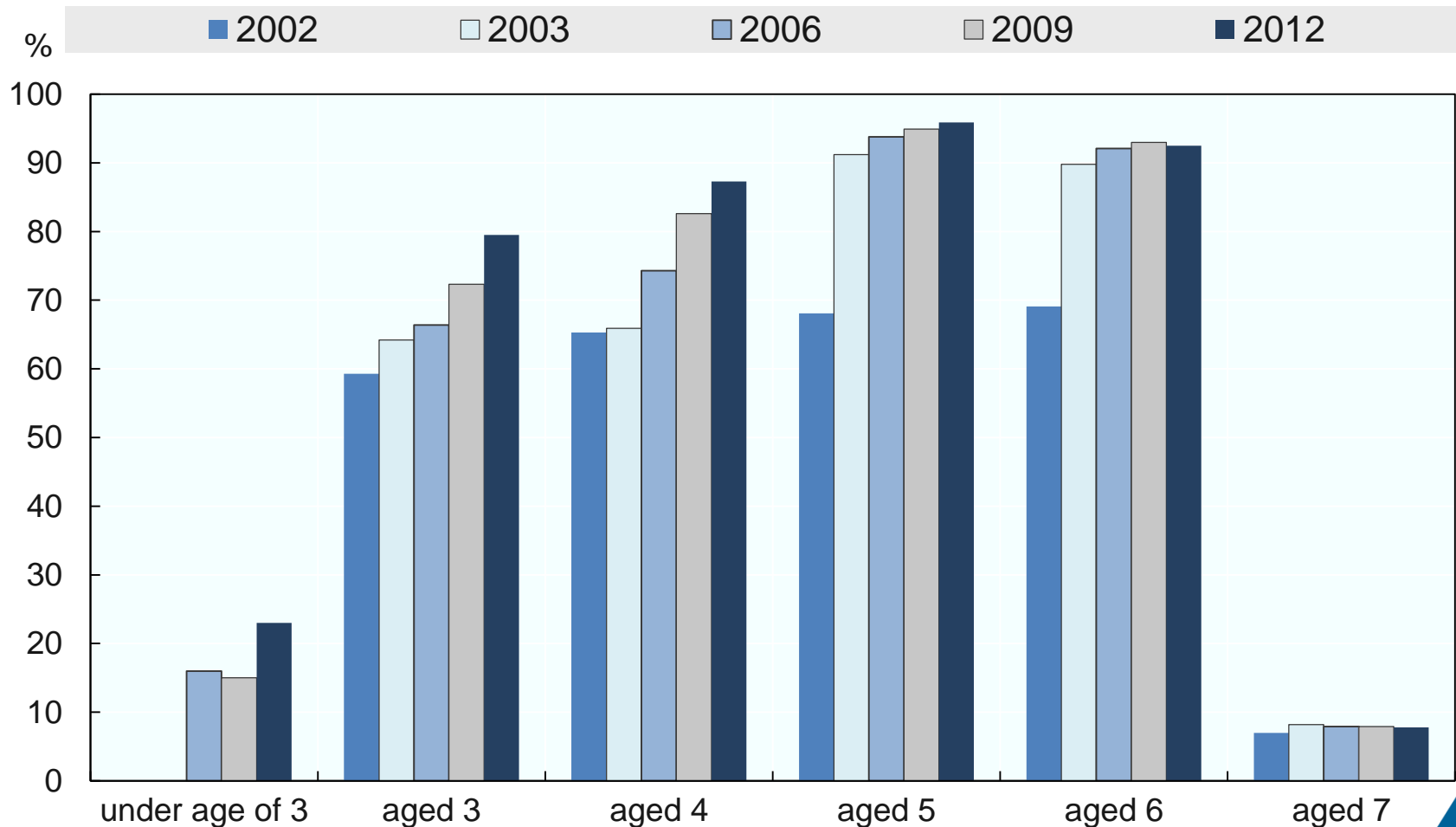
- Early childhood educational programmes (ISCED 01)
- Pre-primary education (ISCED 02)
- ▲ Pre-primary education (ISCED 02) (2005)





Compulsory ECEC for 5 and 6 year-olds

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

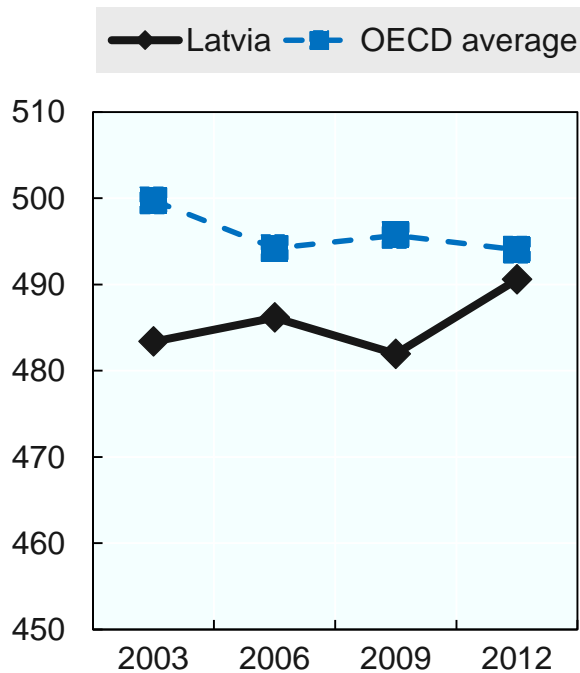




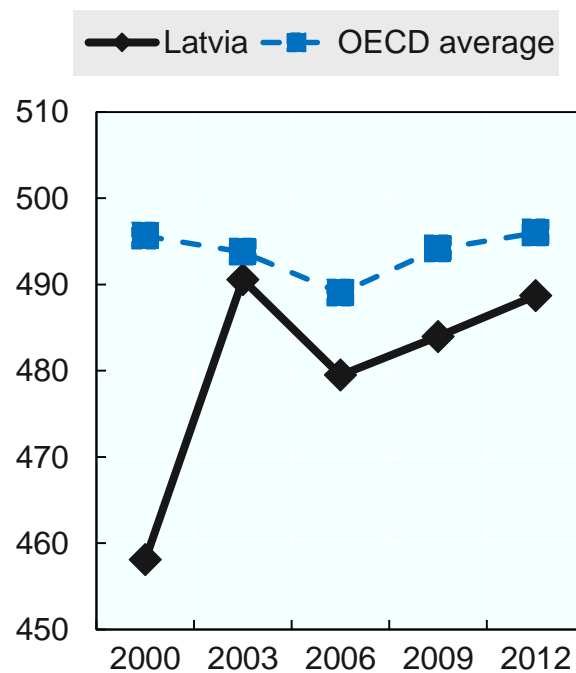
Significant improvements in student performance

Latvian students' performance on PISA

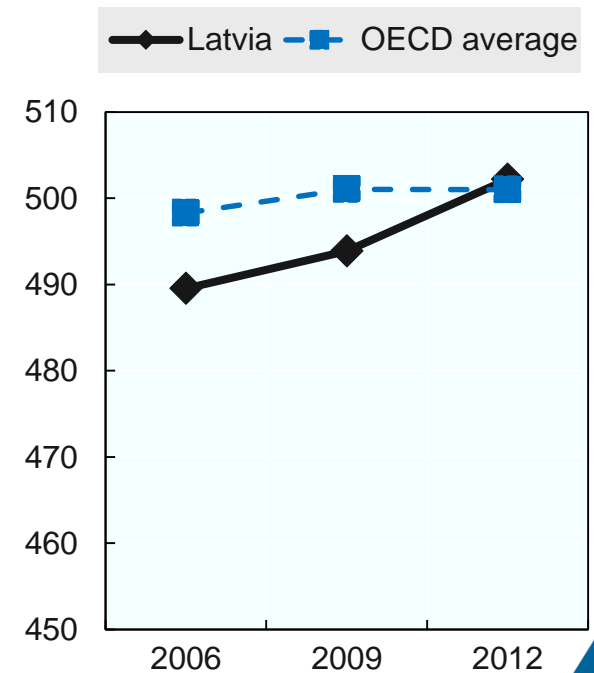
Mathematics performance (2003-2012)



Reading performance (2000-2012)

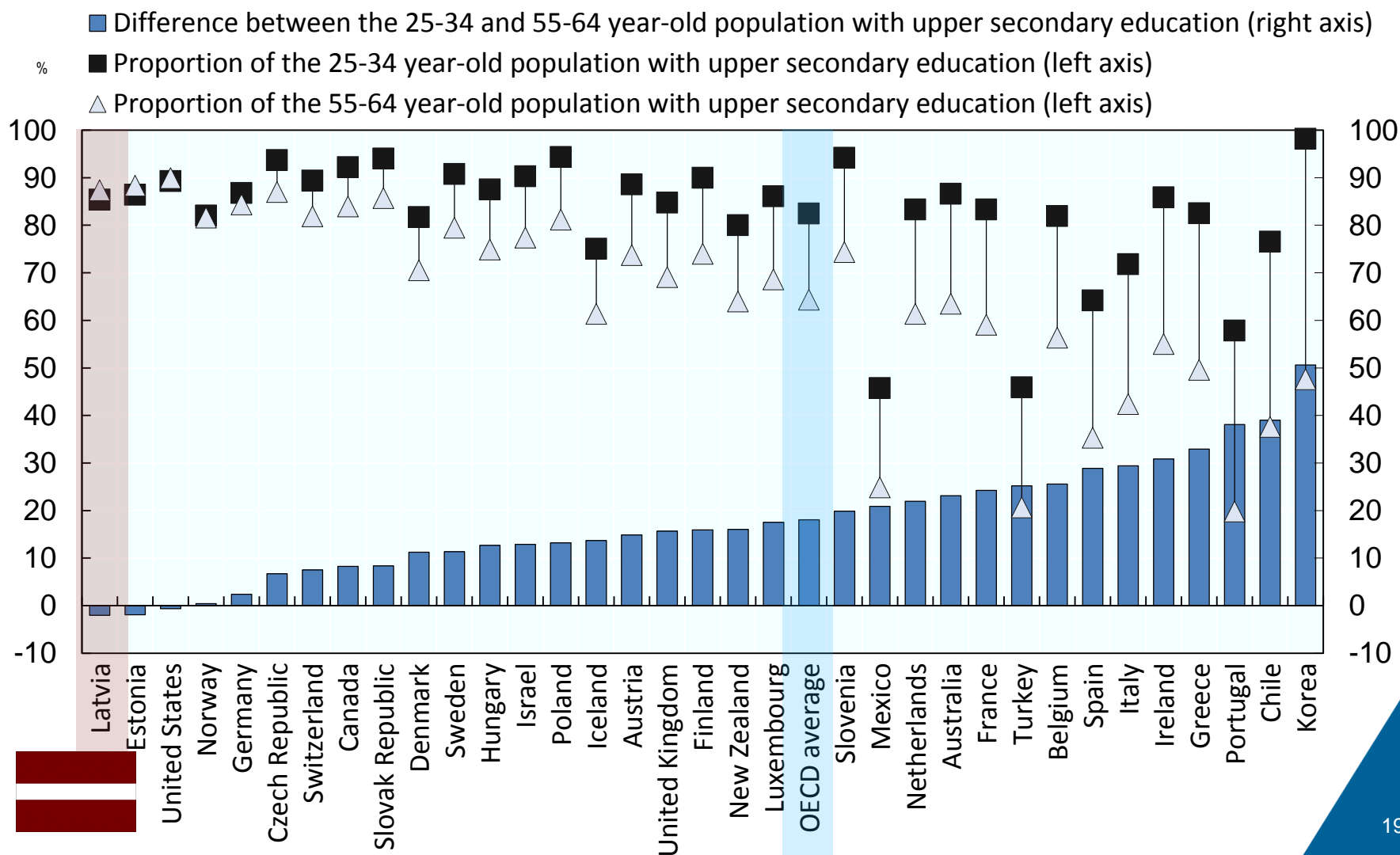


Science performance (2006-2012)





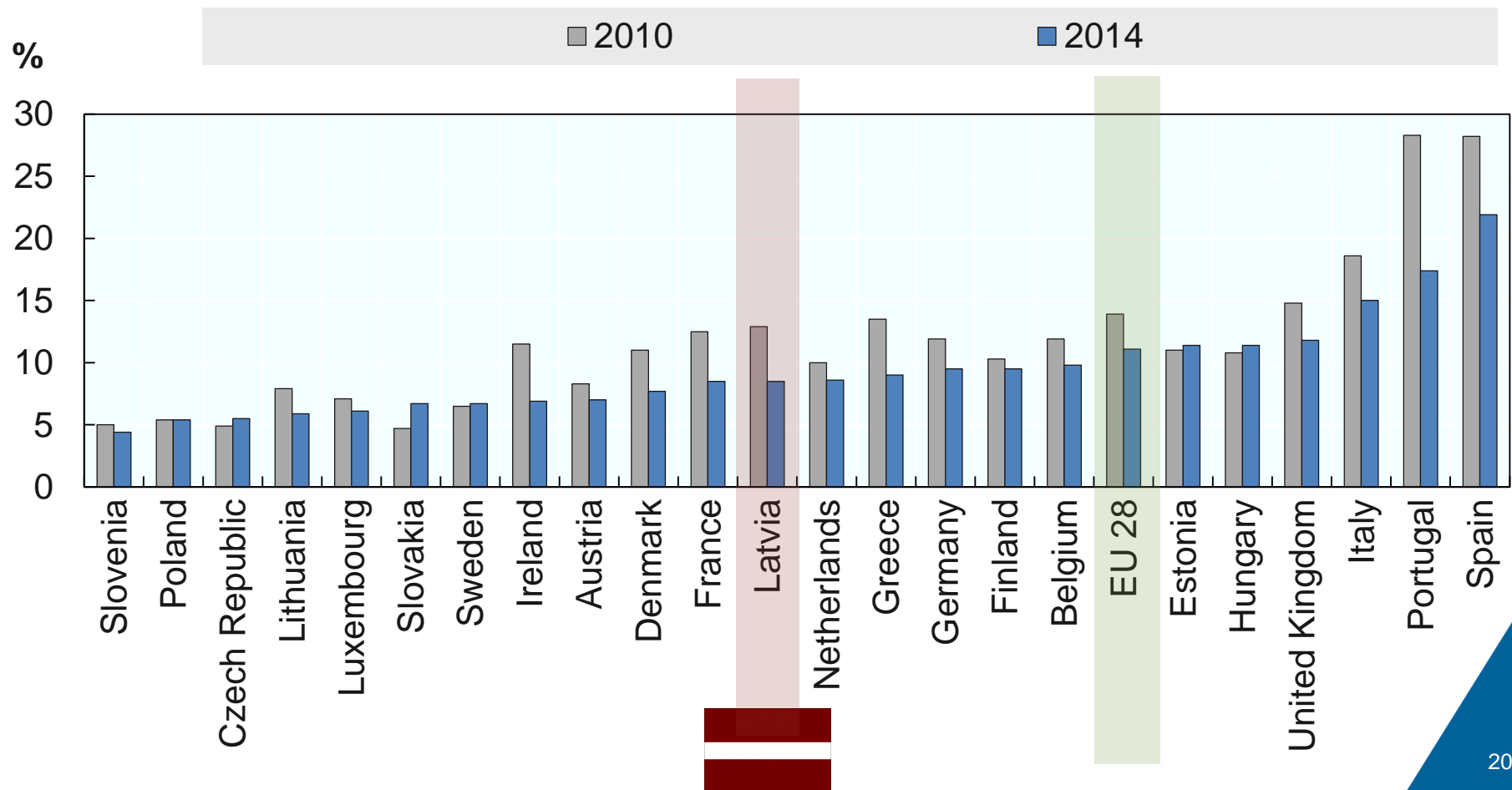
Upper secondary education attainment is high across generations





Good progress in reducing early school leavers

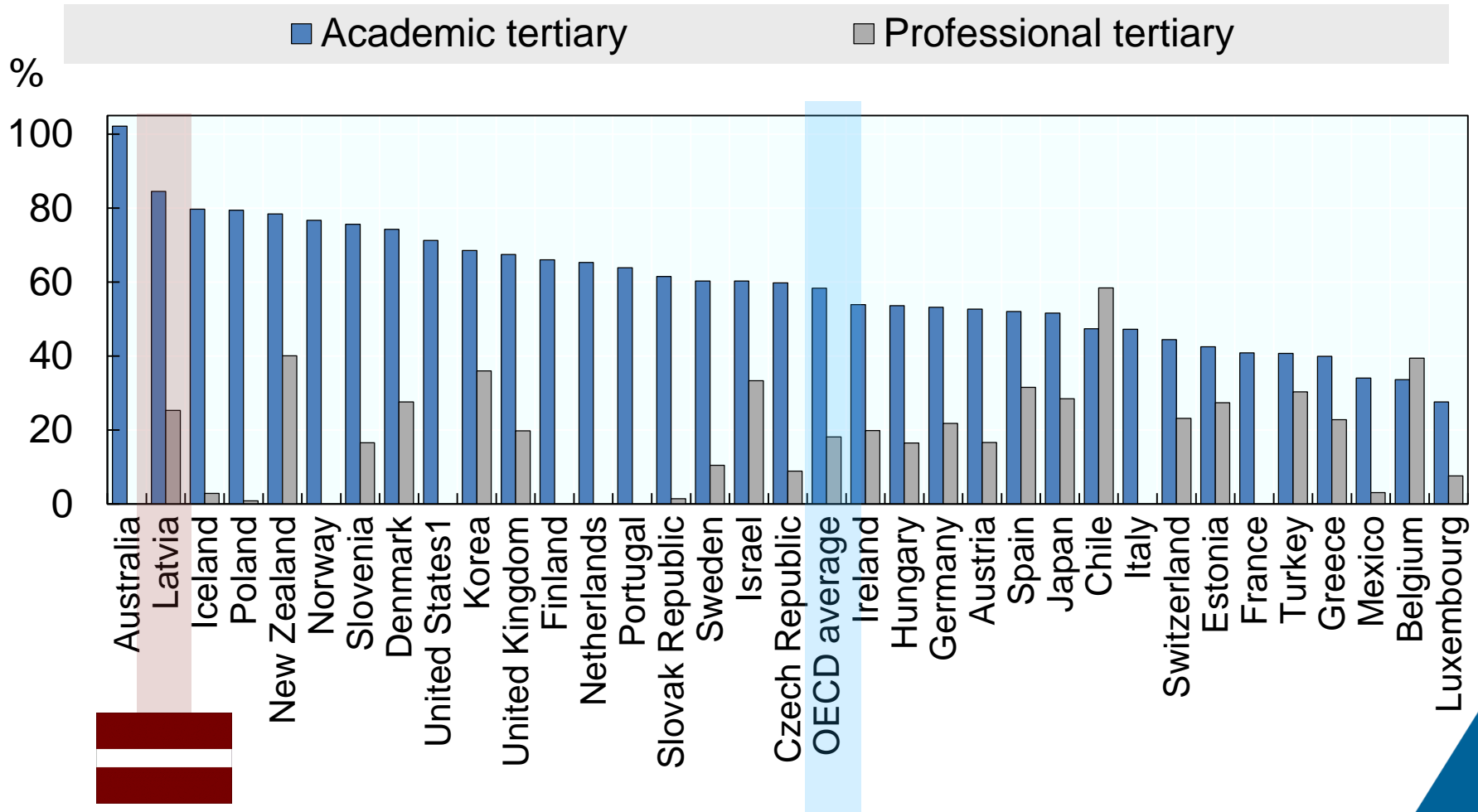
Early leavers from education and training, age group 18-24





Many students continue into tertiary education

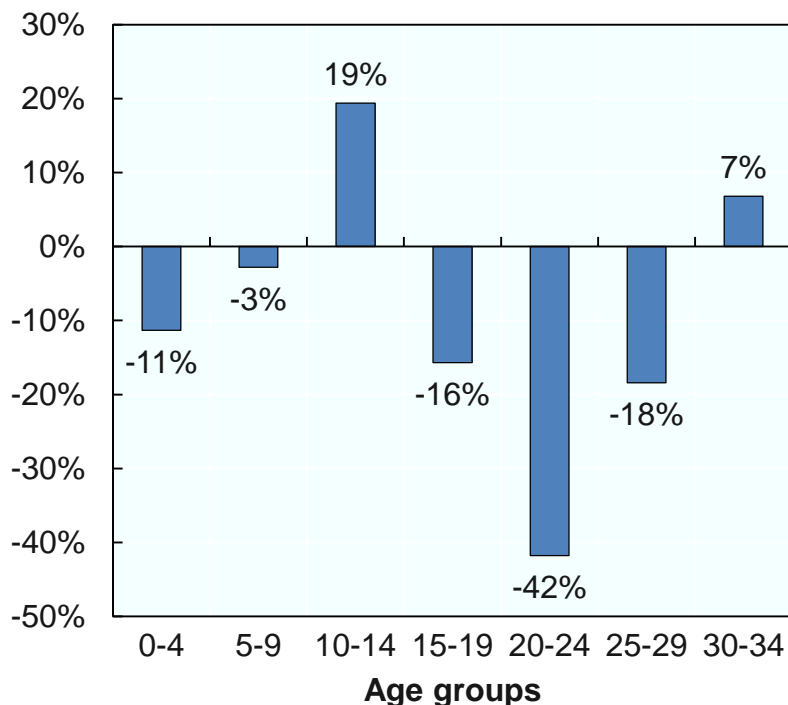
Entry rates to tertiary education, 2012



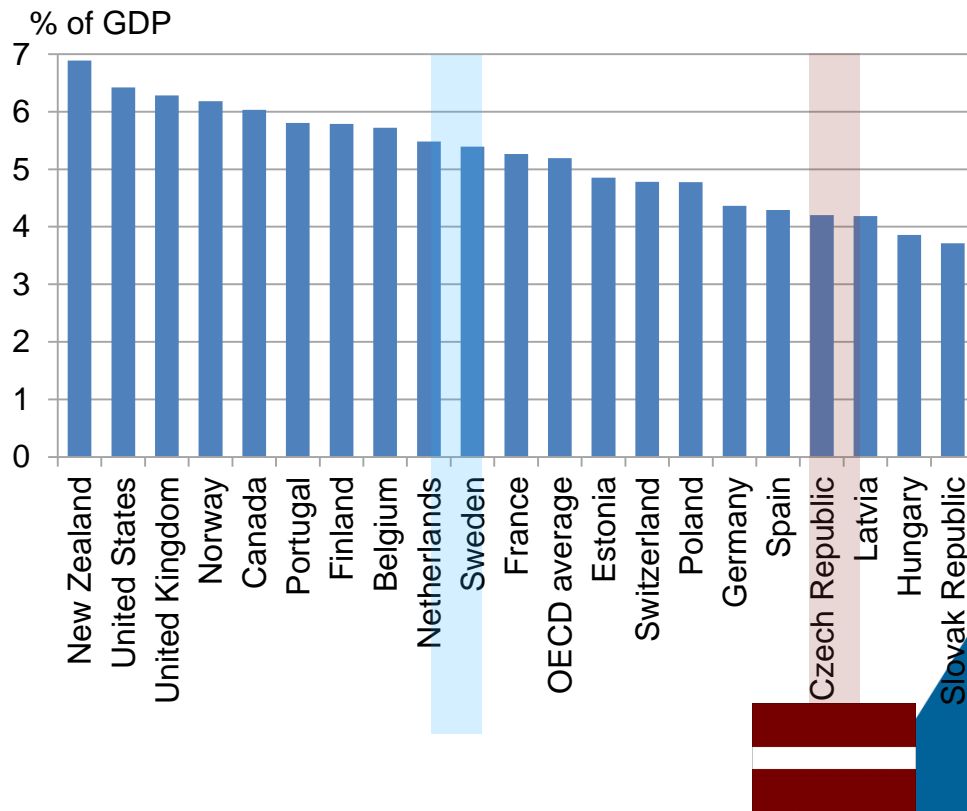


“Remarkable achievements” considering the socio-economic challenges

Estimated changes in population between 2012 and 2020 by age groups

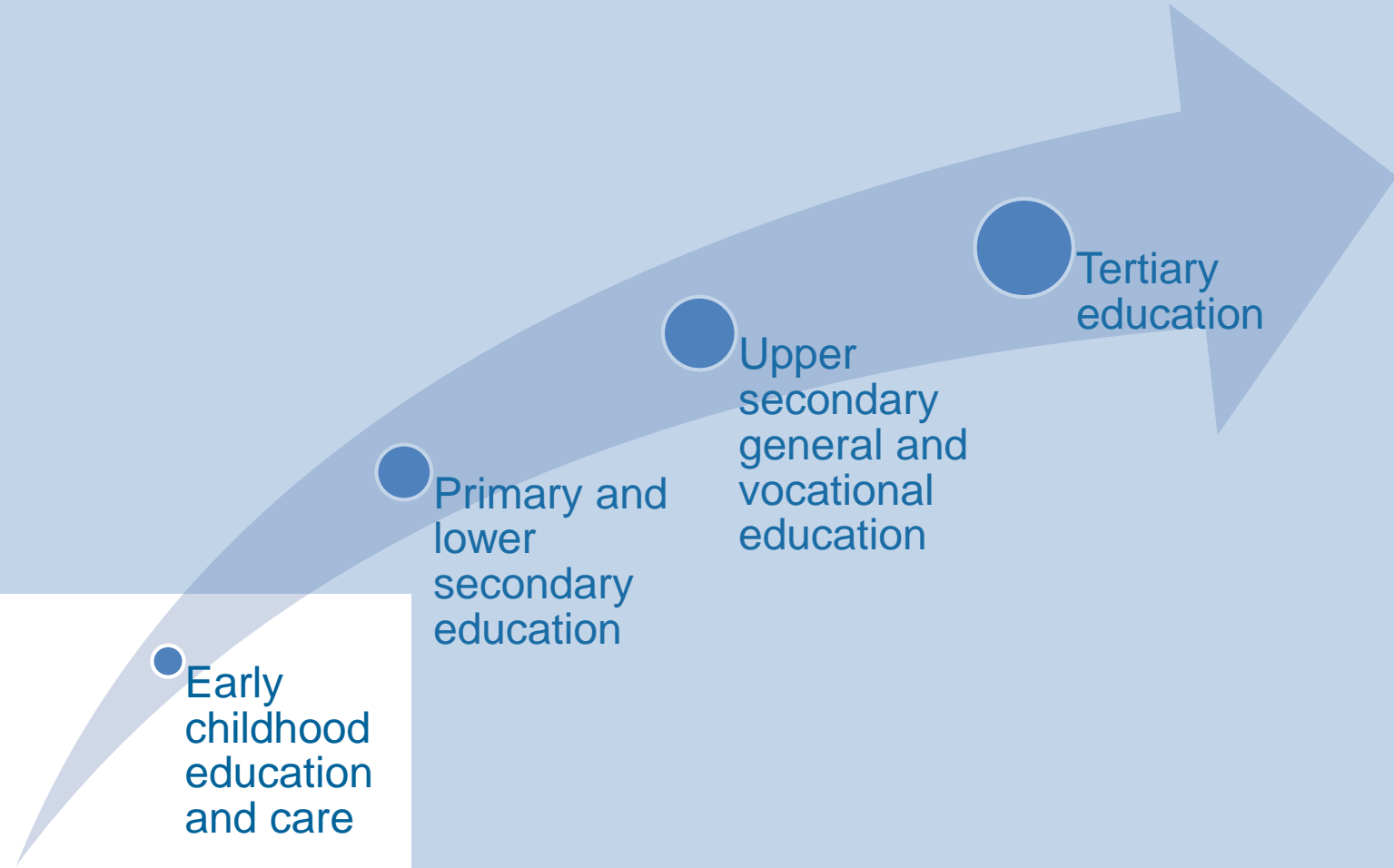


Expenditure on primary to tertiary education institutions as a percentage of GDP (2012)





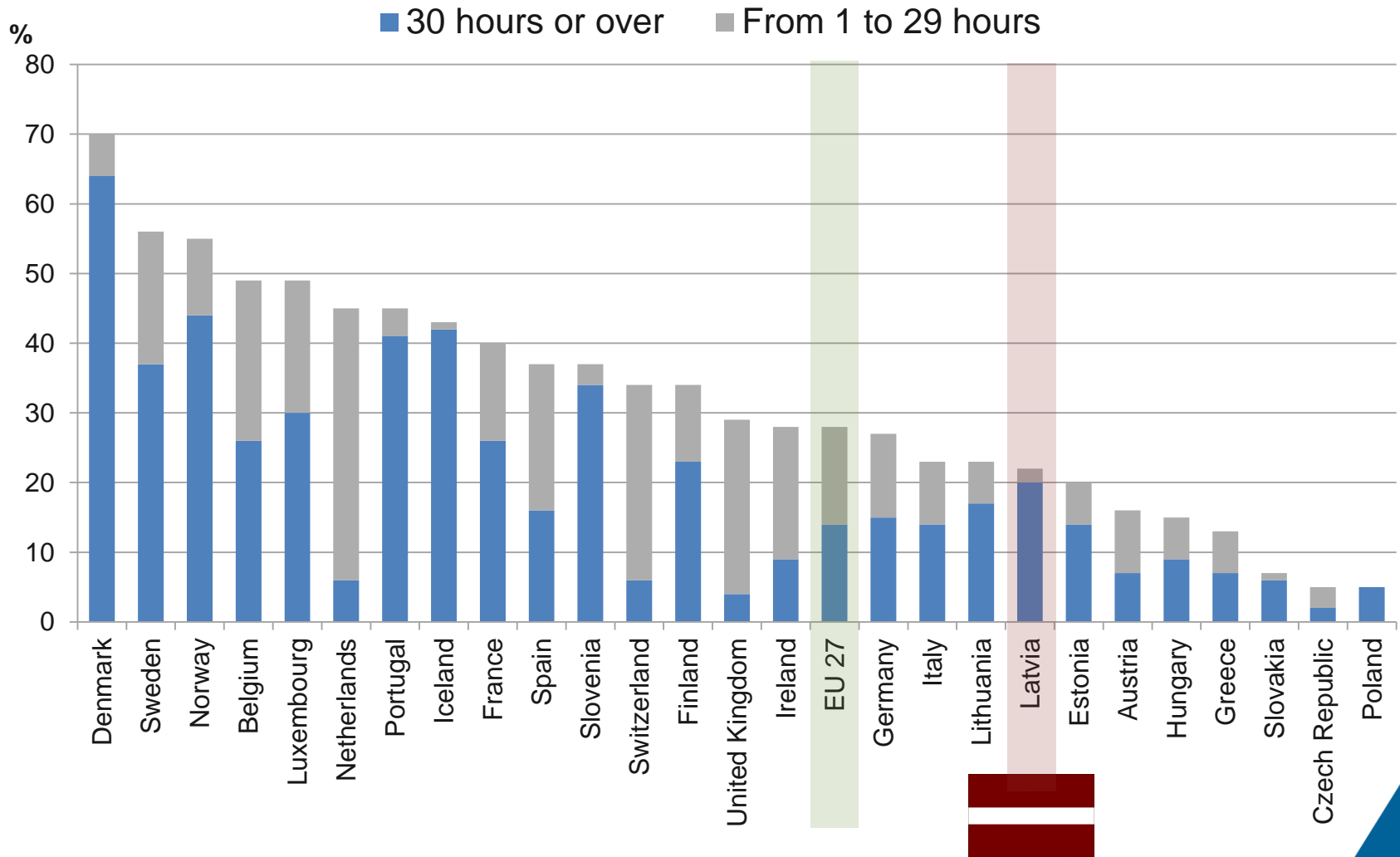
Challenges and recommendations





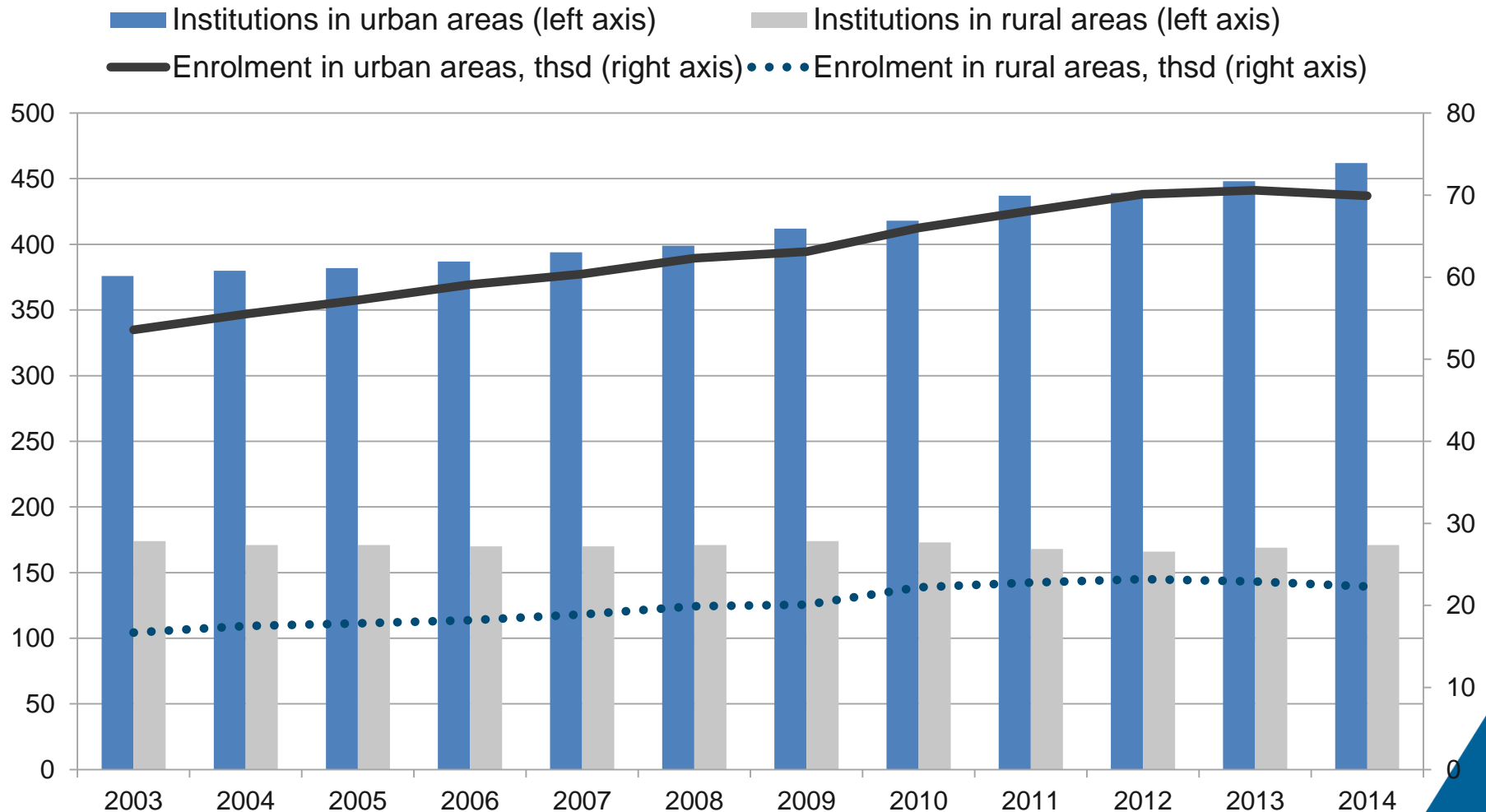
Participation of the youngest children is still relatively low

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





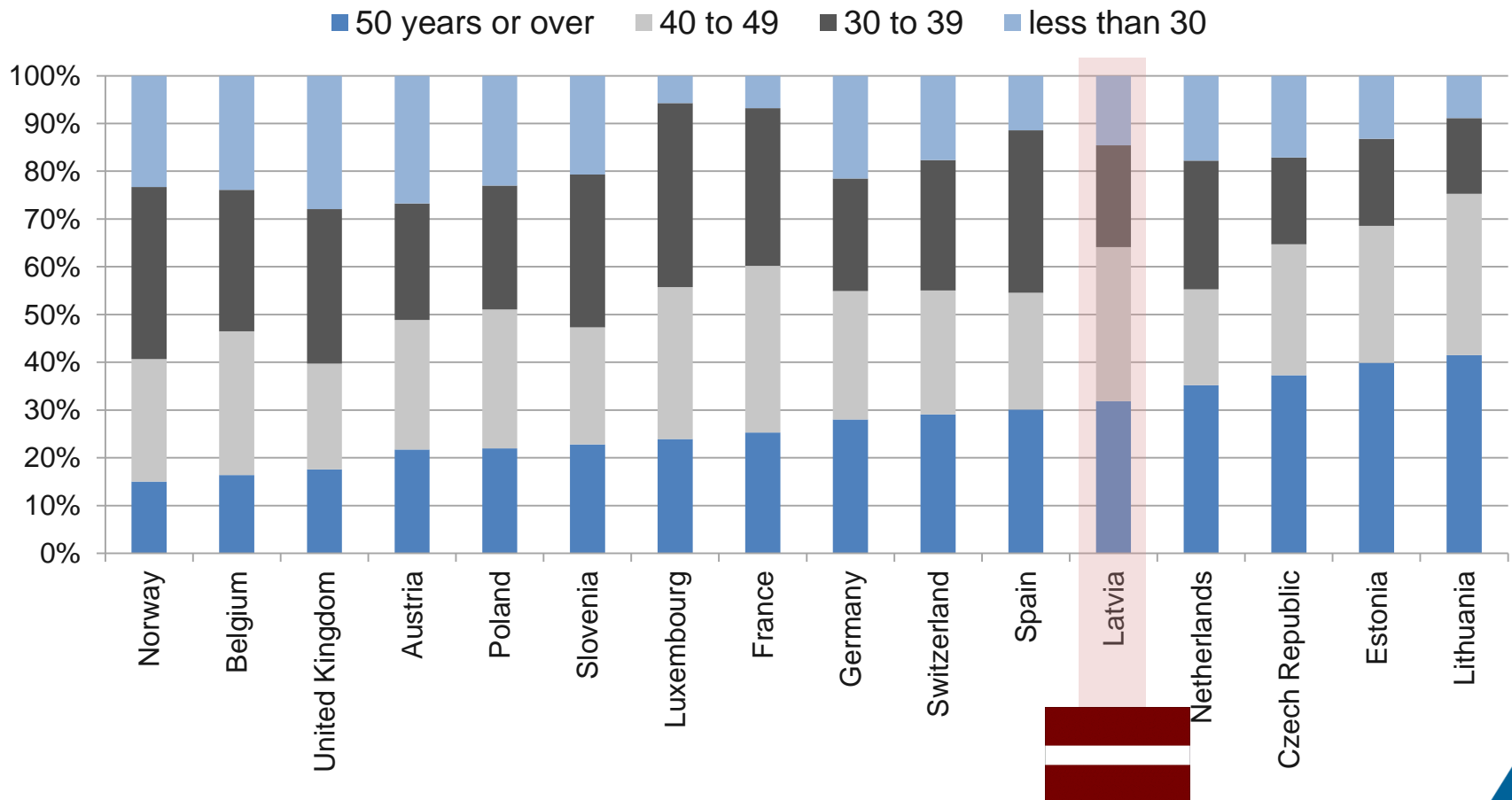
Participation in ECEC is unequal across Latvia





Barriers to developing a high-quality and motivated ECEC profession

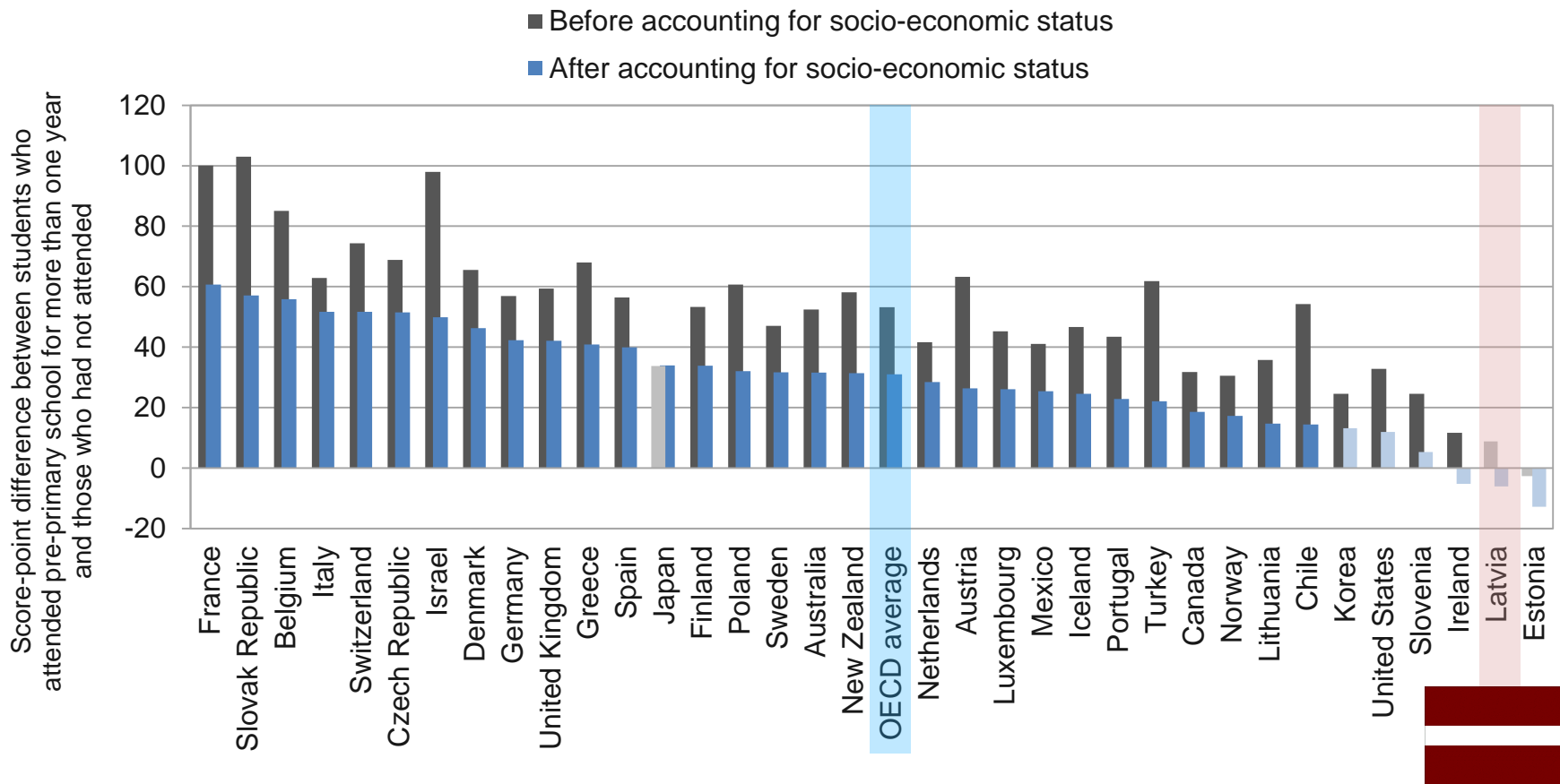
Age distribution of ECEC teachers





Need for strengthen data collection, monitoring and use of research

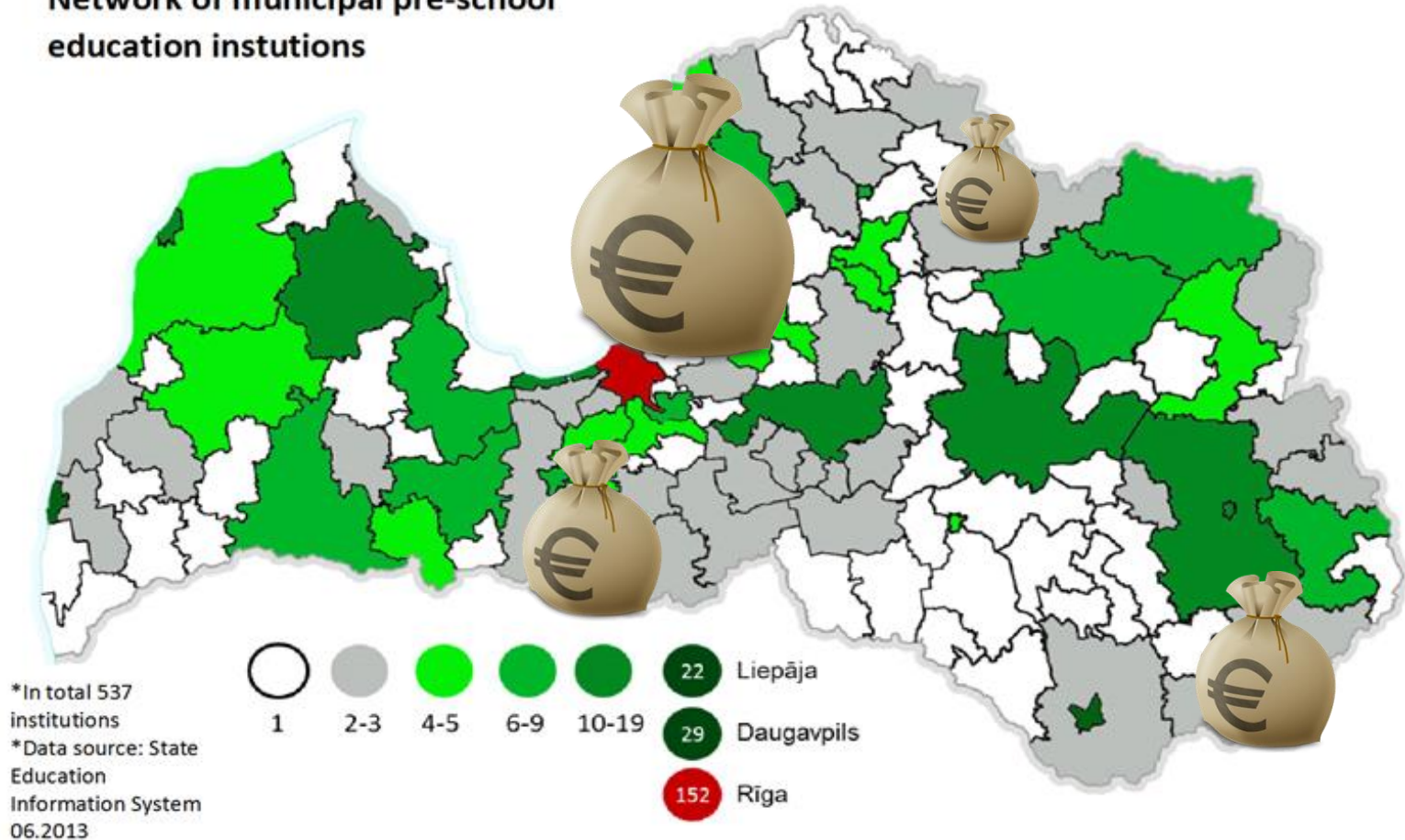
Differences in mathematics performance, by attendance at pre-primary school





Governance and financing hamper equal access to quality ECEC

Network of municipal pre-school education institutions



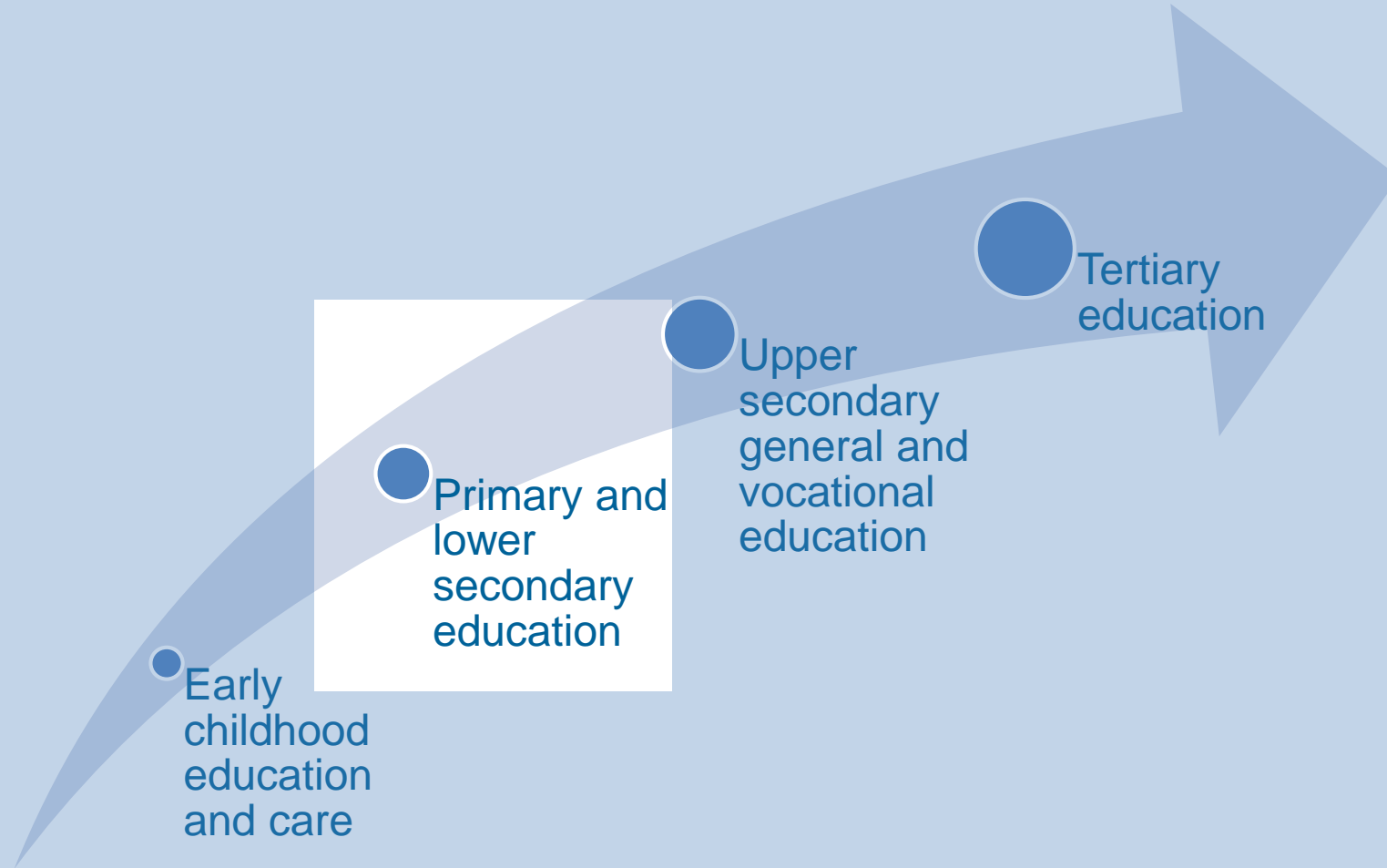


Recommendations for ECEC

- 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



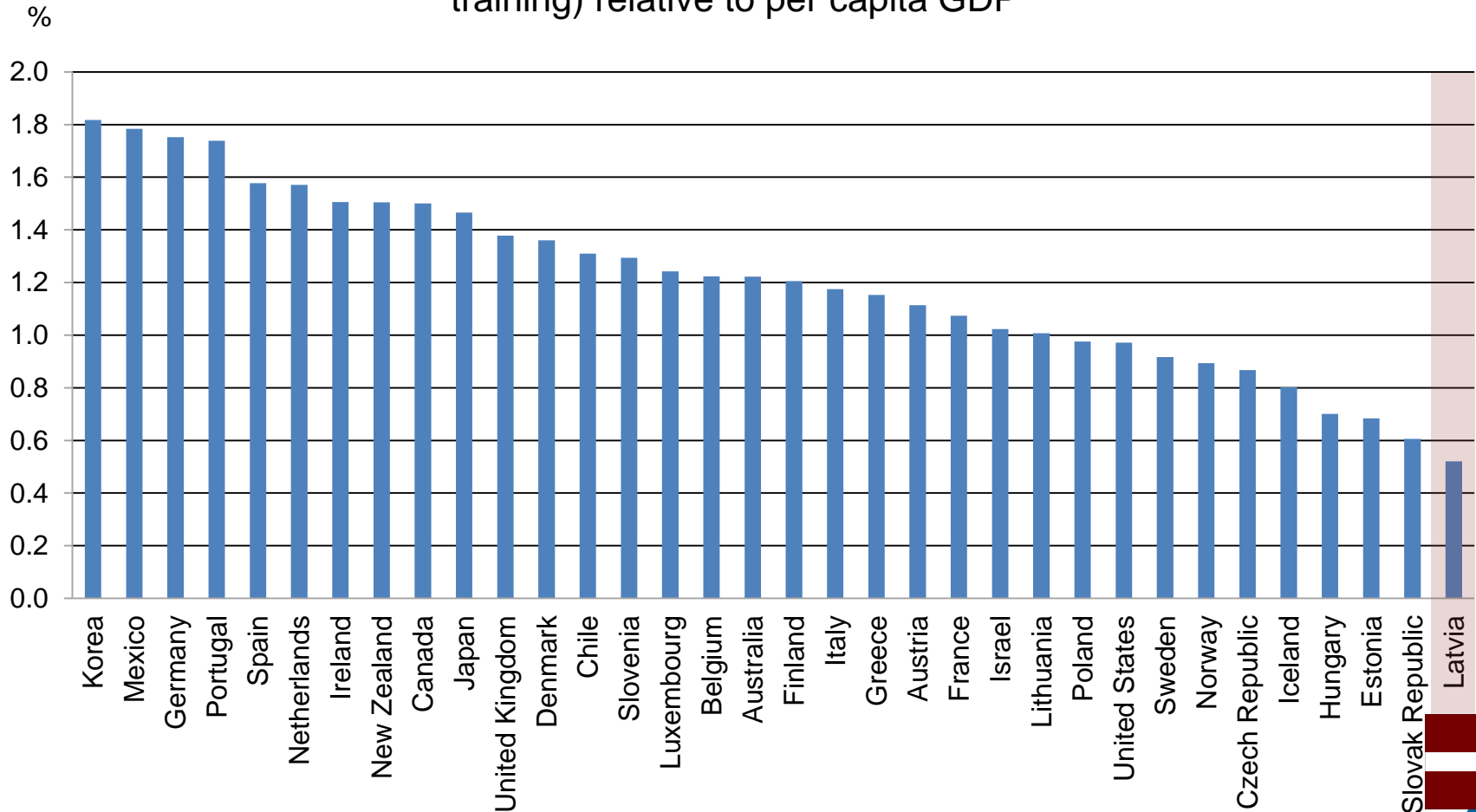
Challenges and recommendations





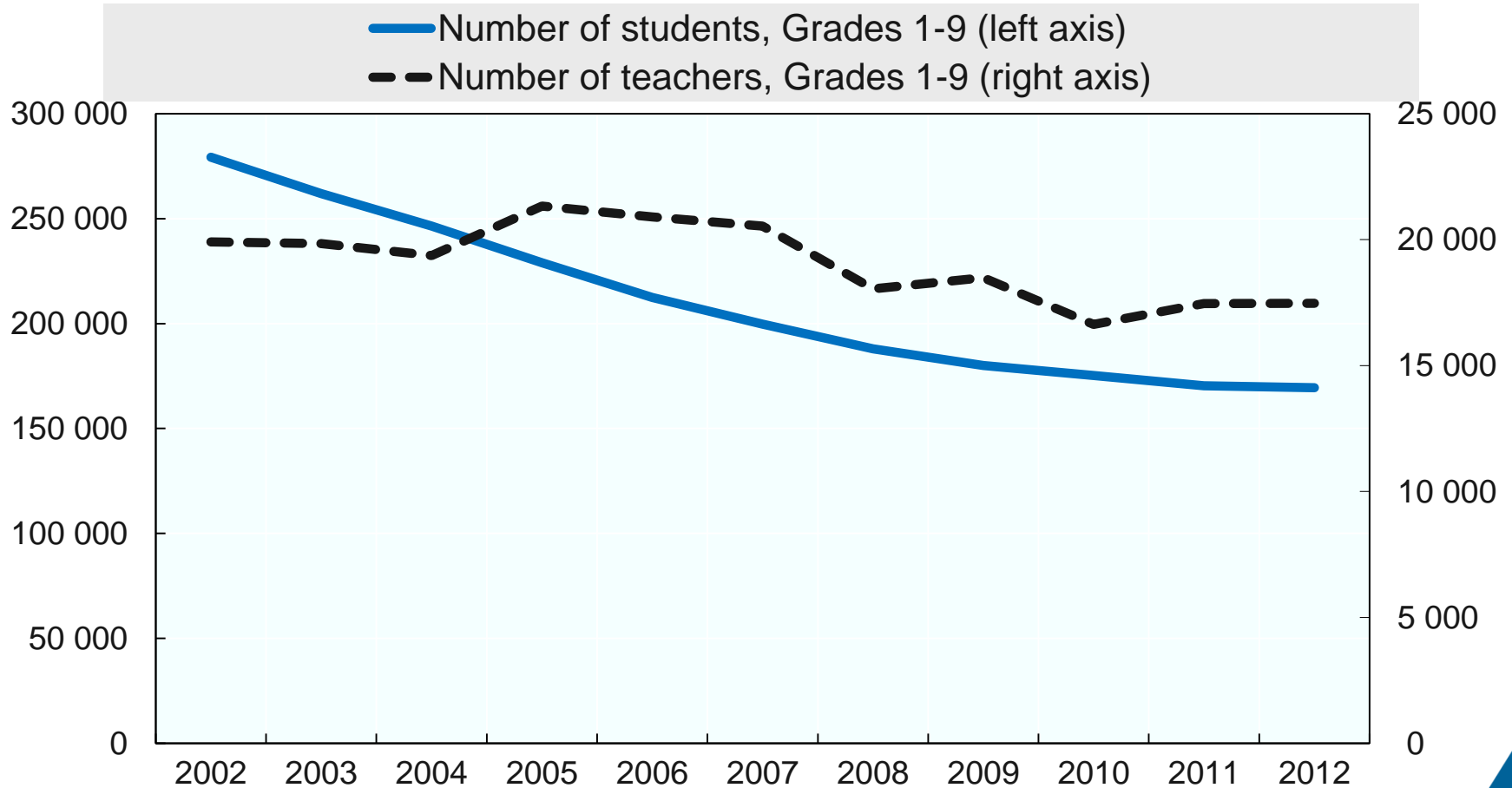
Low remuneration and low status of the education profession

Lower secondary teachers' salaries (after 15 years of experience/minimum training) relative to per capita GDP





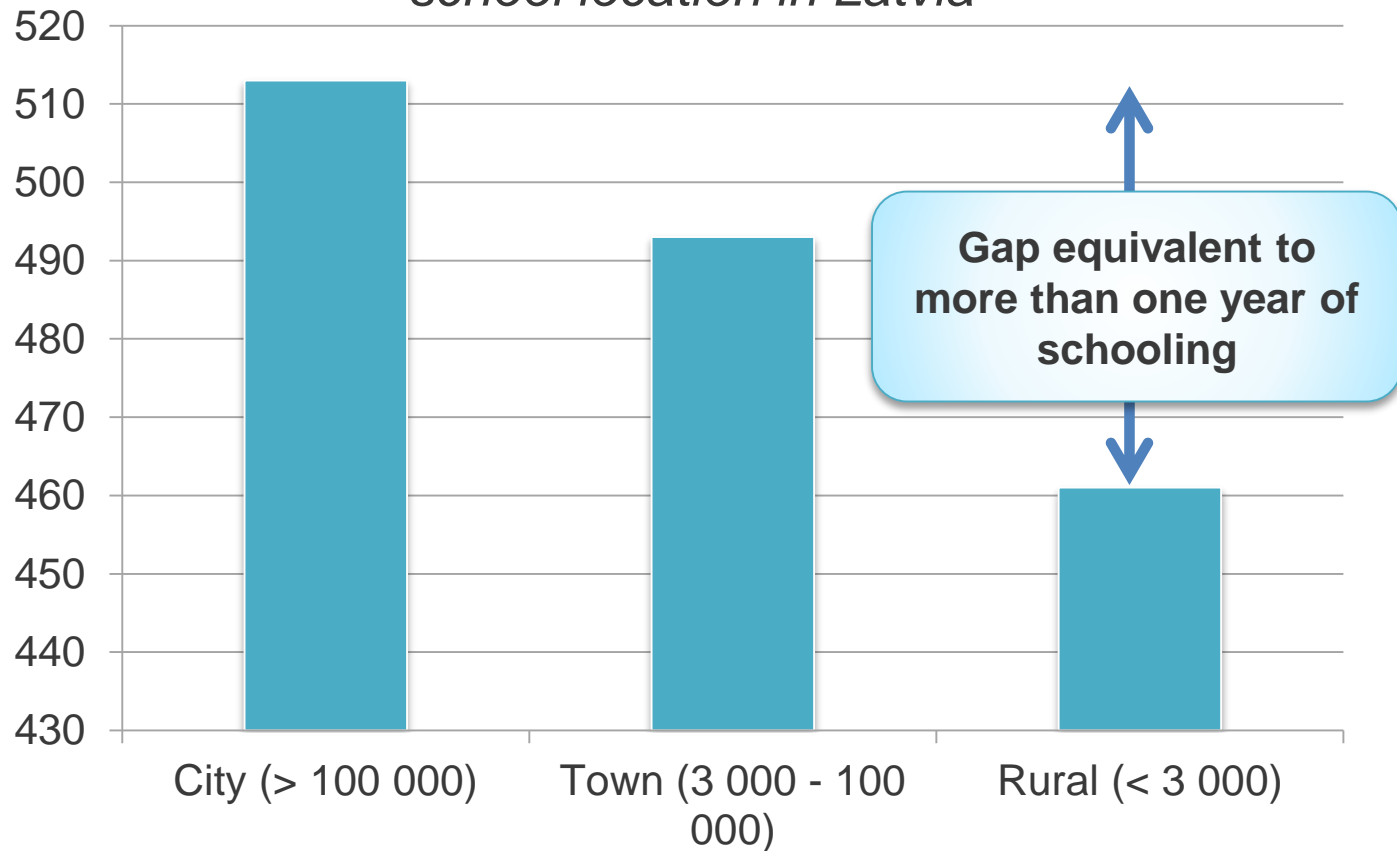
The need to improve teacher and leadership quality





Disparities in equity across the Latvian school system

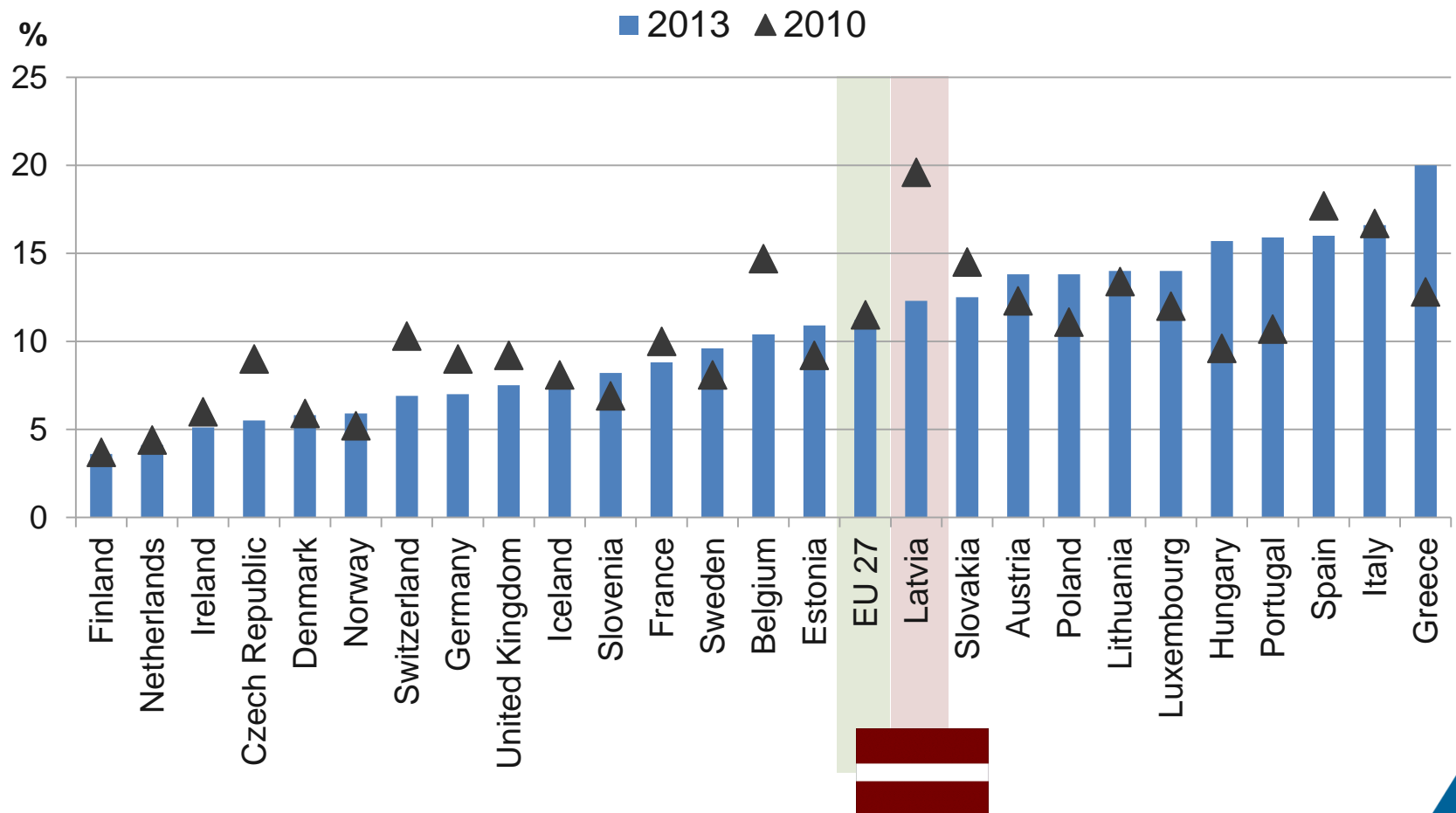
PISA 2012 mathematics performance and school location in Latvia





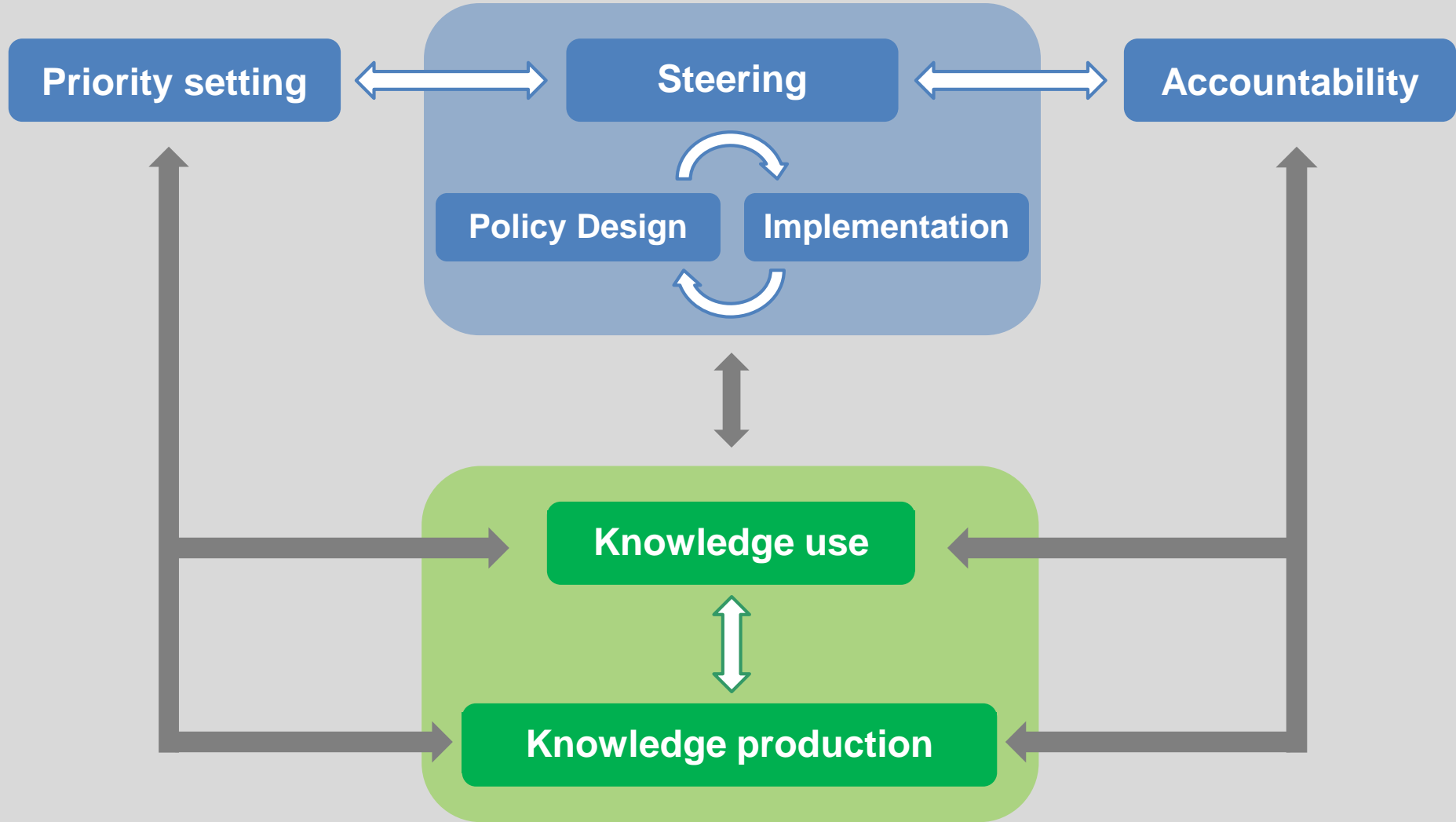
Disparities in equity across the Latvian school system

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





Underdeveloped assessment and evaluation arrangements



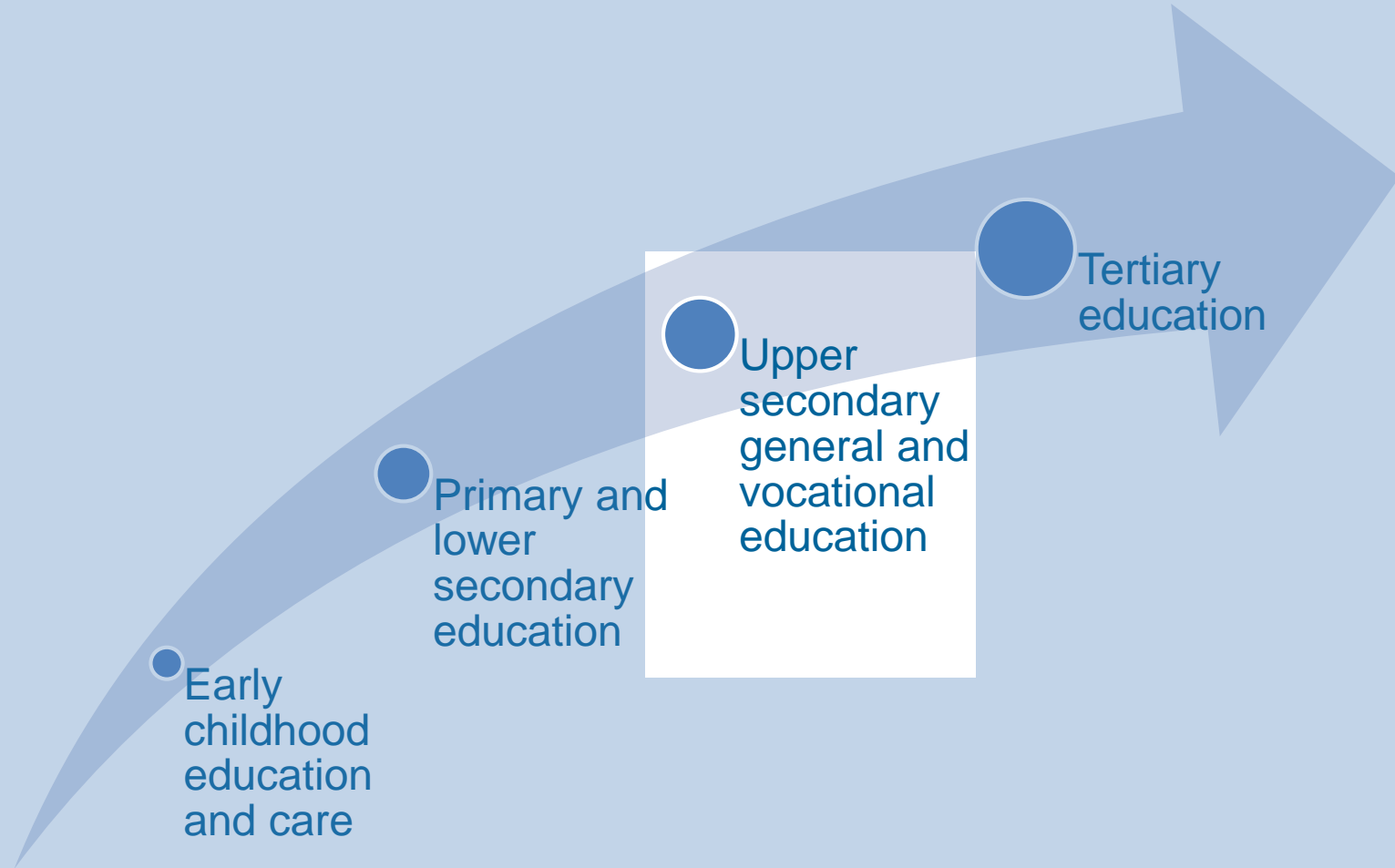


Recommendations for primary and lower secondary education

- 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



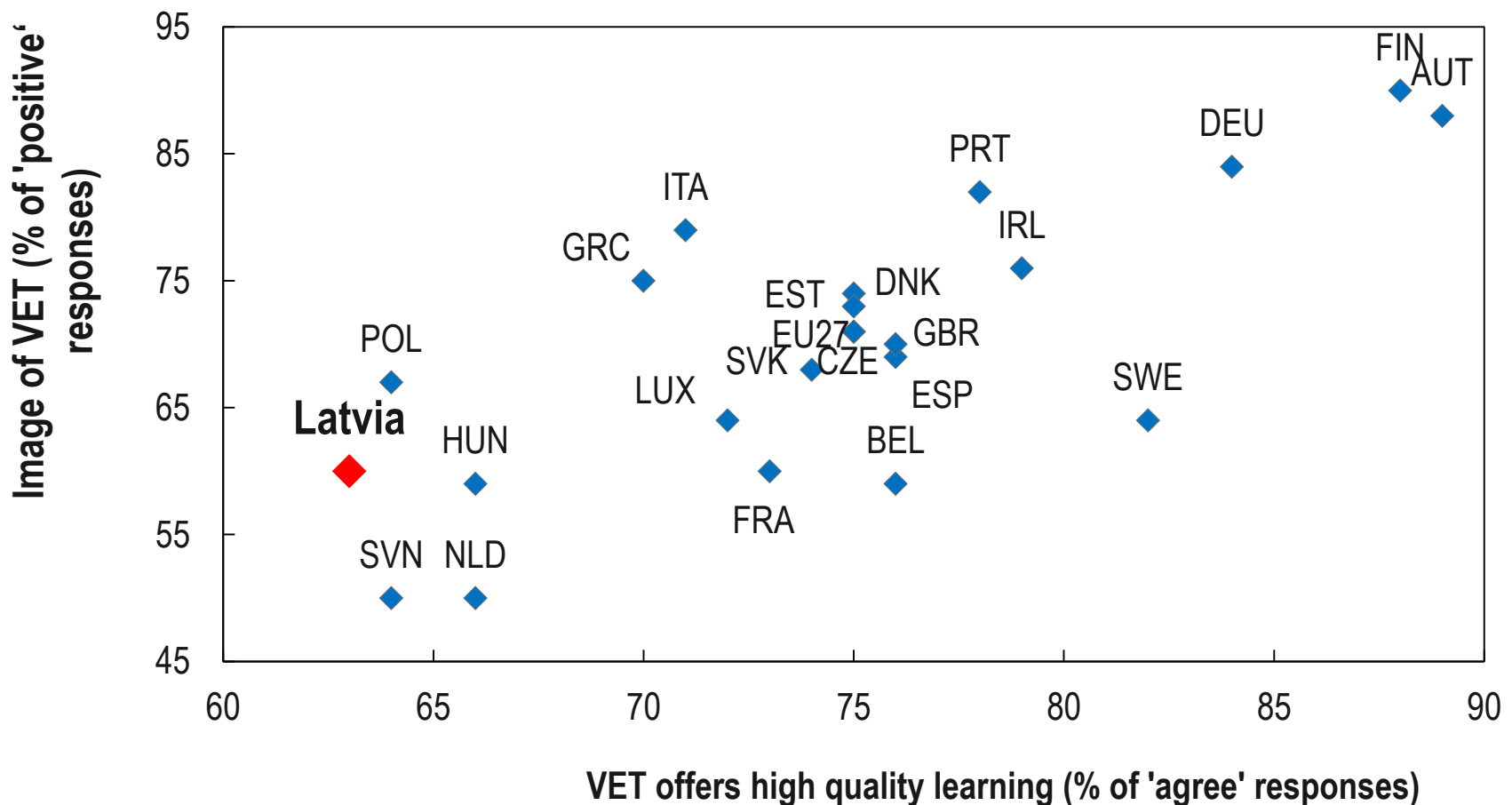
Challenges and recommendations





Lack of quality and relevance of vocational education

Perceived quality and image of vocational education





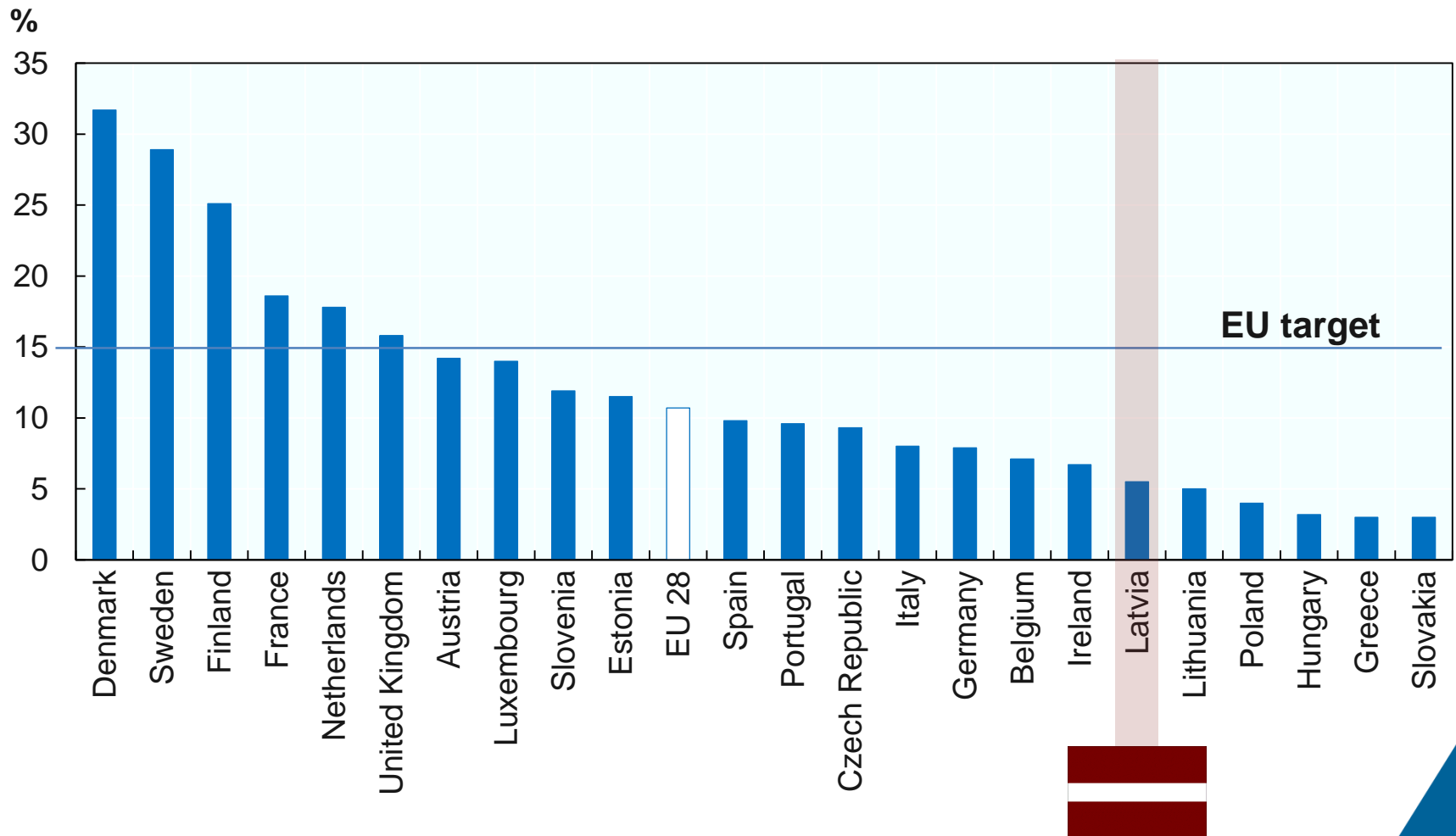
Stark divide between upper secondary general and vocational pathways





Lifelong learning underdeveloped

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



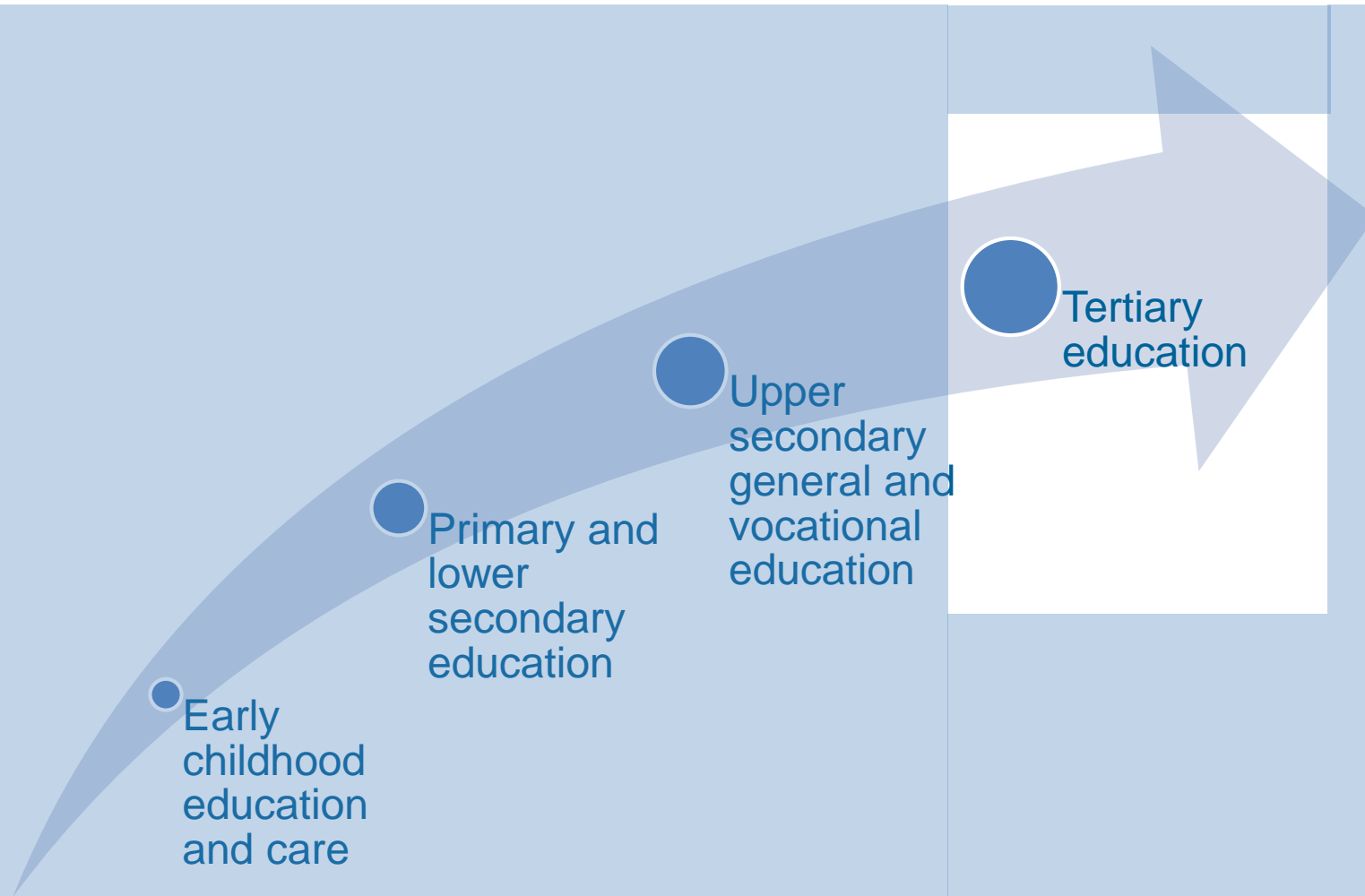


Recommendations for upper secondary general and vocational education

- 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



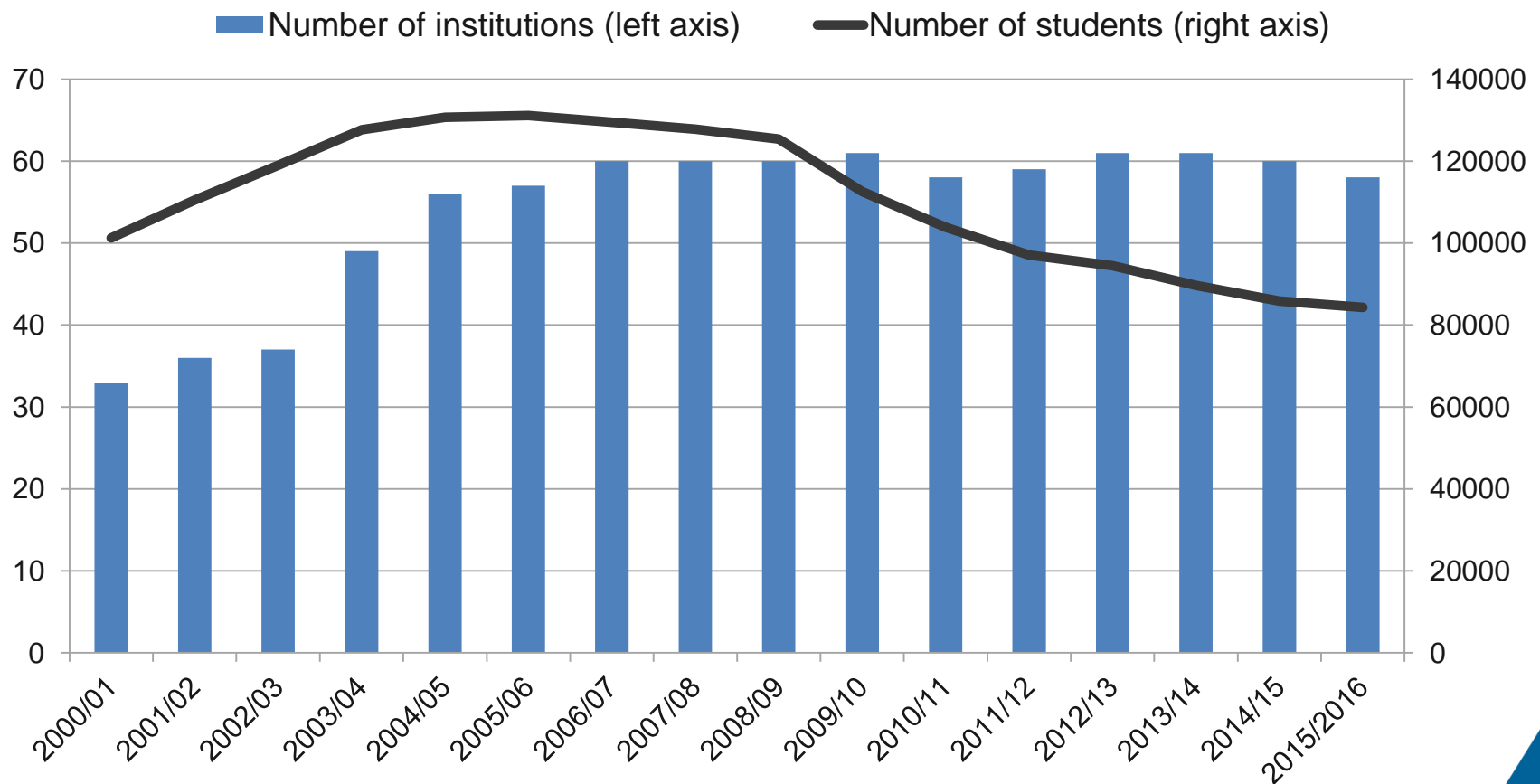
Challenges and recommendations





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

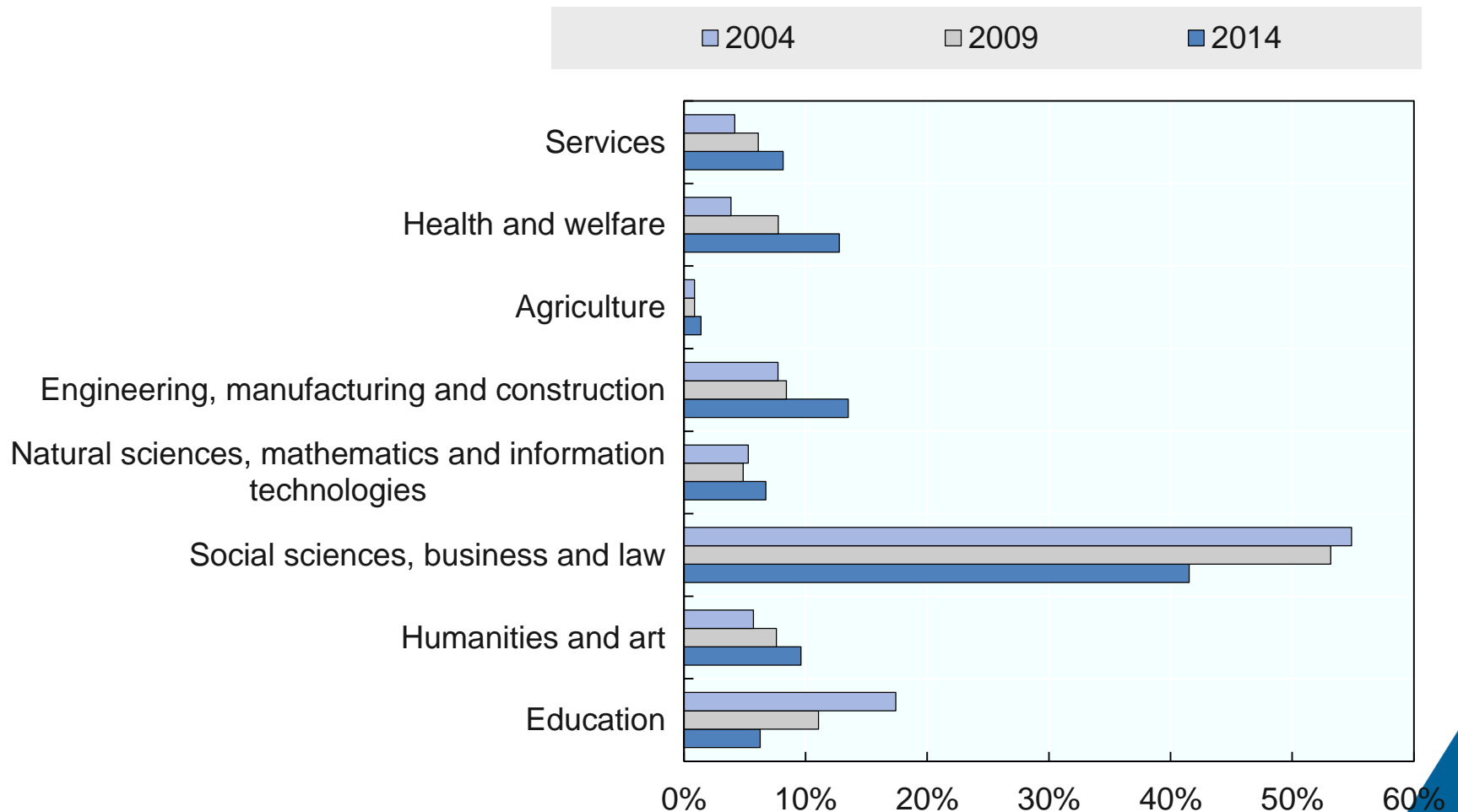
Number of tertiary education institutions and students





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

Percentage of graduates by field of study

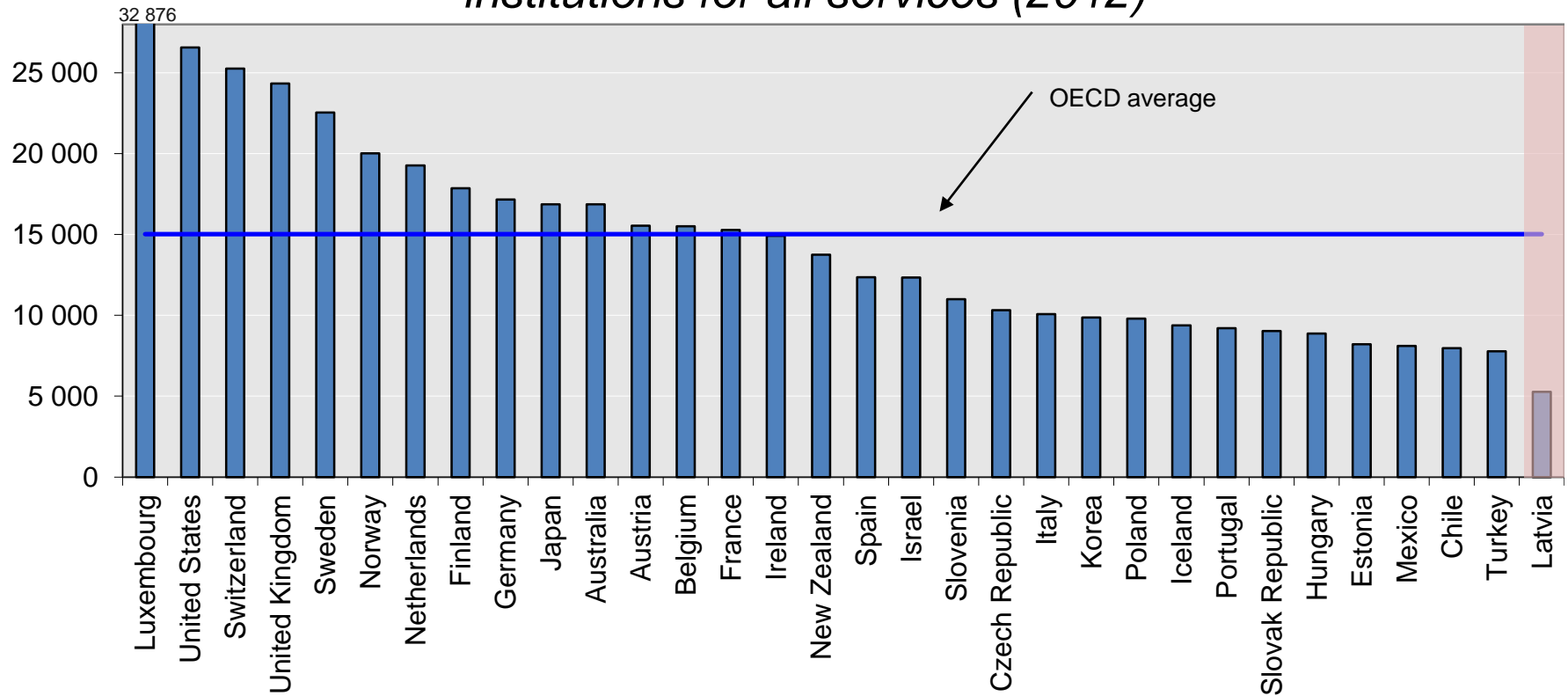




Inadequate tertiary education funding

*In equivalent USD
converted using PPPs)*

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





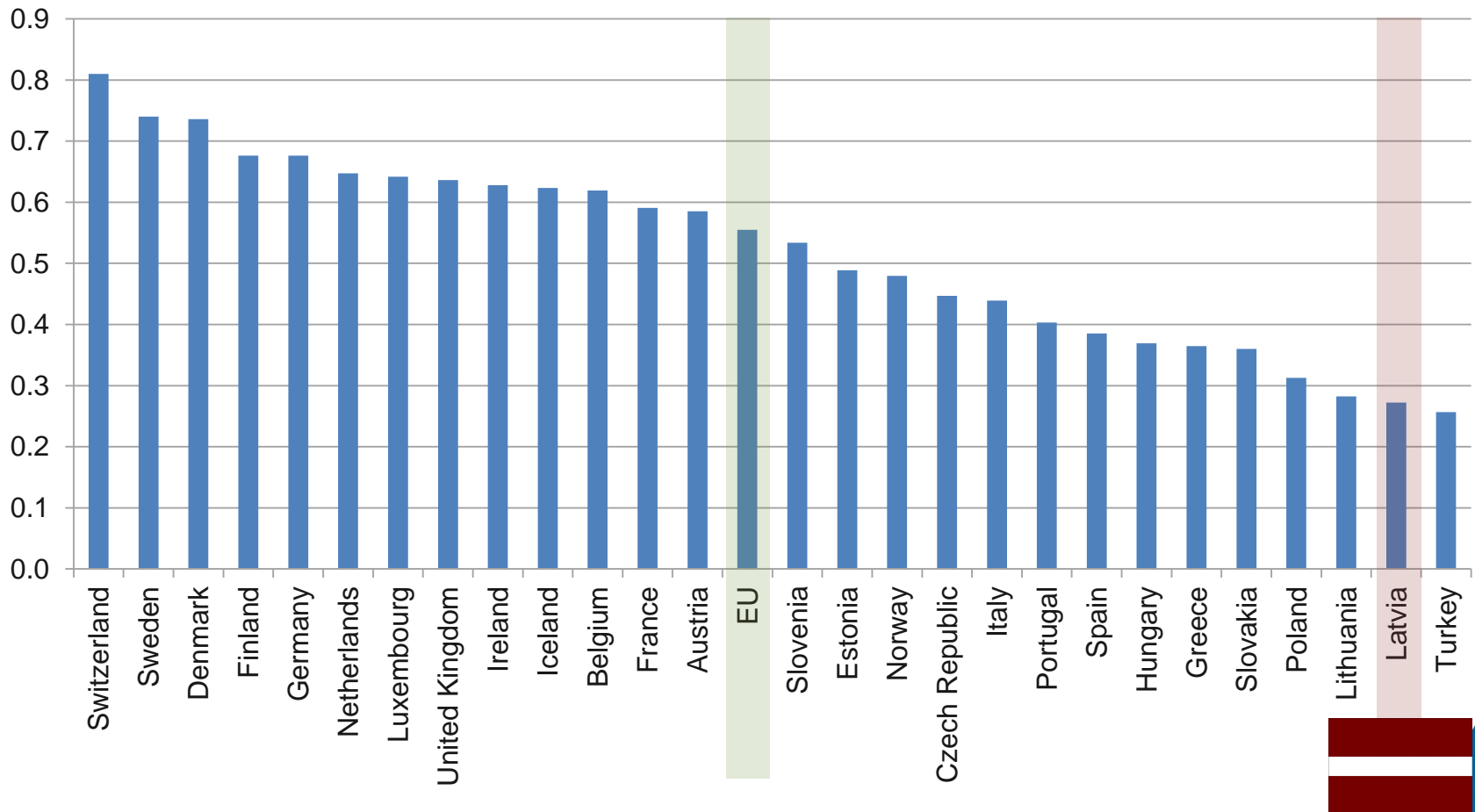
Proposed tertiary education financing model

	Pillar 1: basic funding	Pillar 2: performance-oriented funding	Pillar 3: innovation-oriented funding
Teaching	<ul style="list-style-type: none">• number of study places (per field)• cost-oriented weight	<ul style="list-style-type: none">• number of graduates• number of incoming and outgoing students <div>Institutional indicators</div>	profile-oriented target agreements teaching + research + third mission <div>Funding of centres of excellence</div>
Research	<ul style="list-style-type: none">• number of professors/ac academic staff (per field)• cost-oriented weight	<ul style="list-style-type: none">• bibliometric indicator• third party funds• number of PhDs <div>Institutional indicators</div>	



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**



Thank you

WWW.OECD.ORG/EDUCATION
RICHARD.YELLAND@OECD.ORG



Reviews of National Policies for Education
Education in Latvia

