



# IMPROVING EDUCATION IN LATVIA

*MEETING THE CHALLENGE*

20 May 2016

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# What we do

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## Better policies for better lives

A Global  
Policy  
Network



To improve  
national  
policies

Create  
international  
standards

Raise living  
standards



# Who we are

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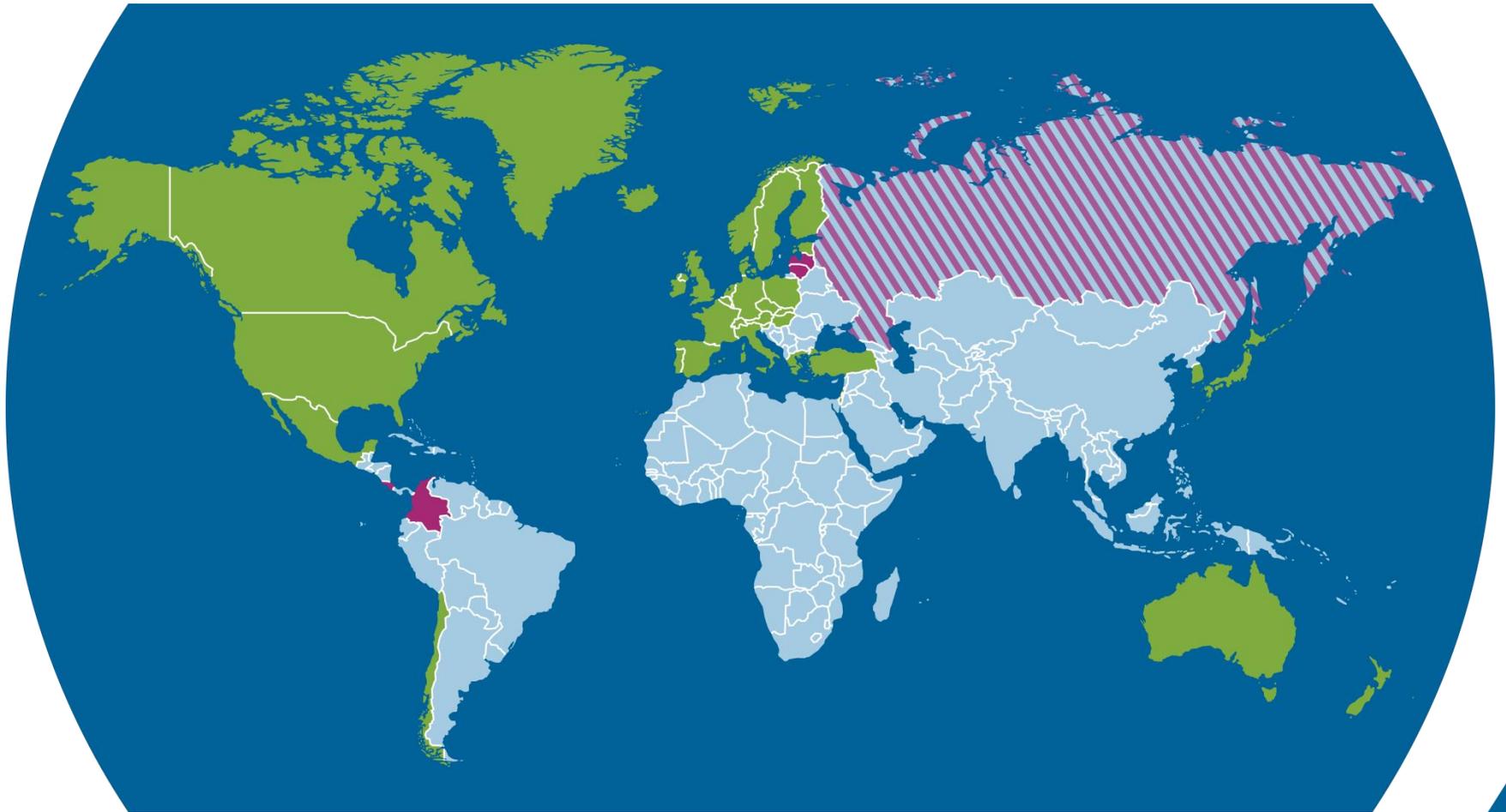


34 member states





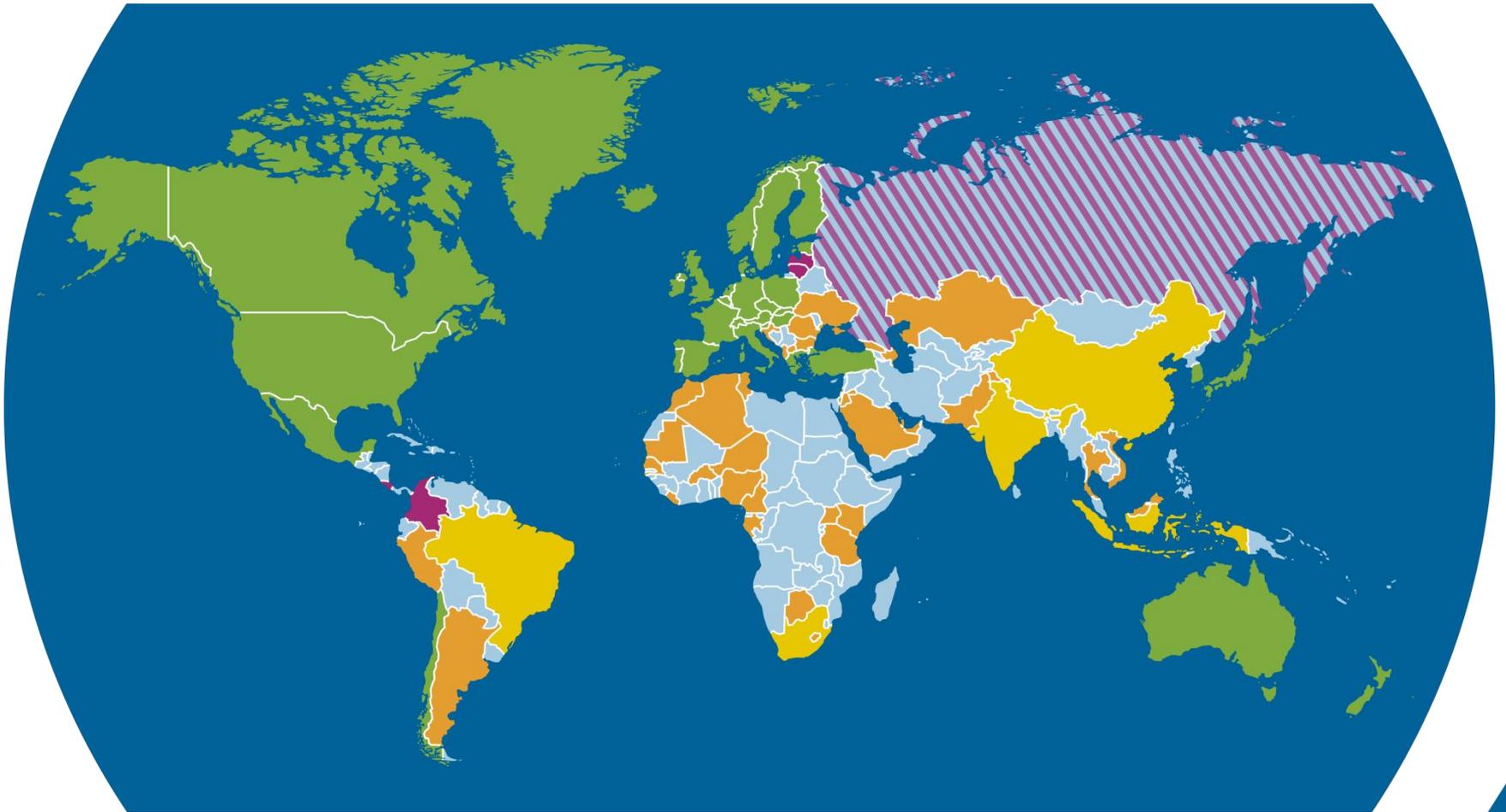
# And five accession countries





# A growing global reach

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# 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

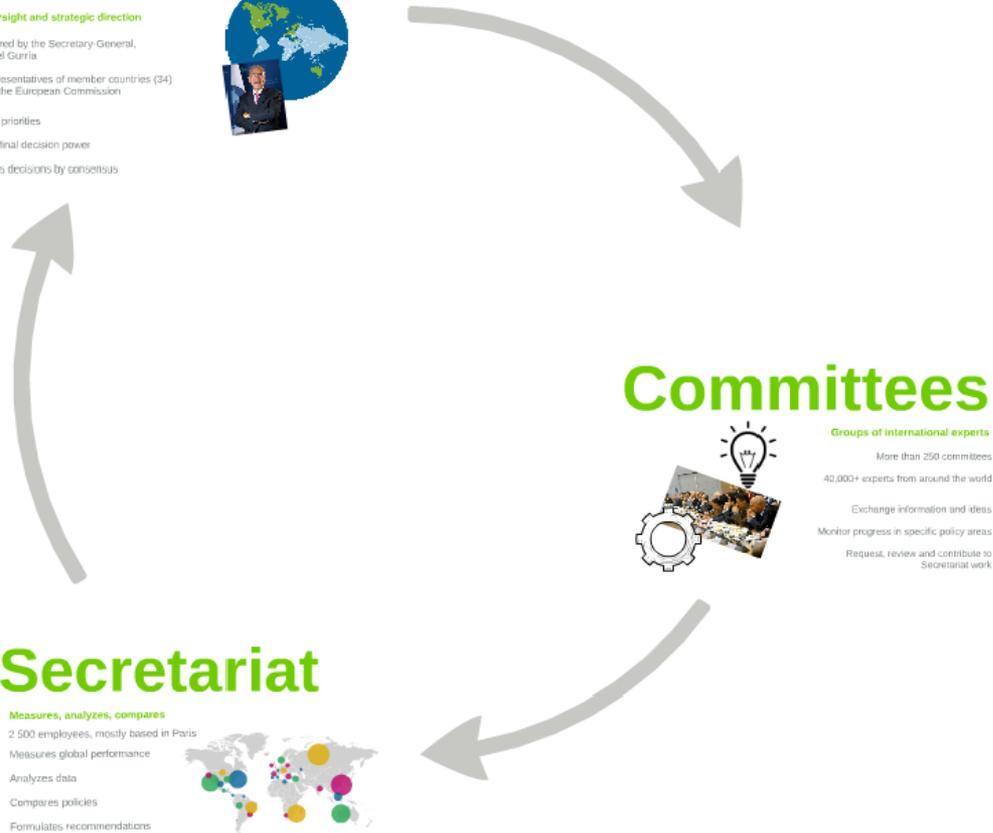
2 500 employees, mostly based in Paris

Measures global performance

Analyzes data

Compares policies

Formulates recommendations





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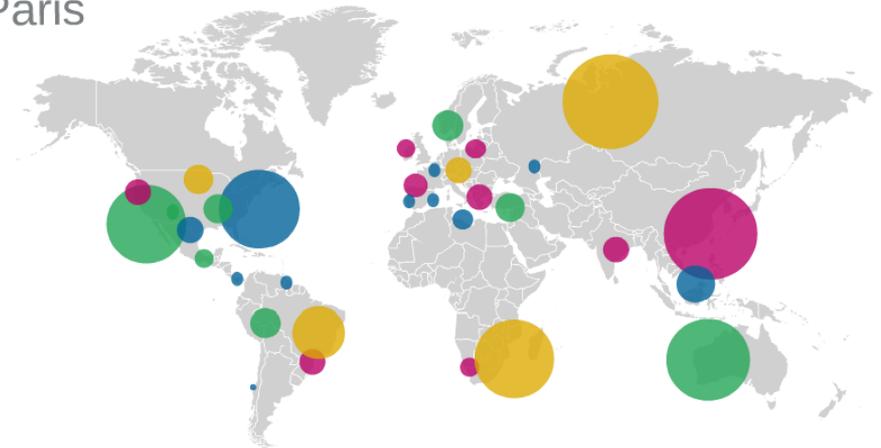
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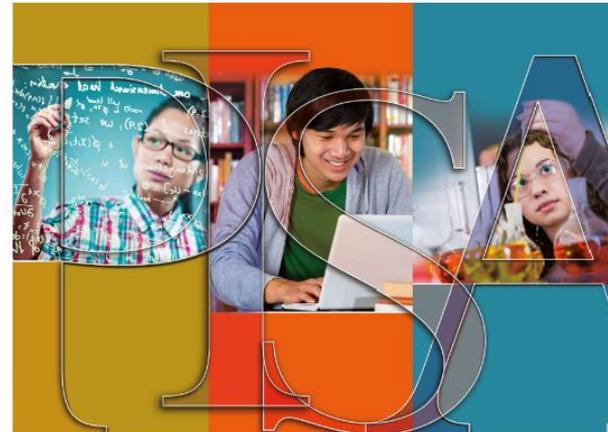




What and how well do children learn?

## Example: Education

**P**rogramme for  
**I**nternational  
**S**tudent  
**A**ssessment

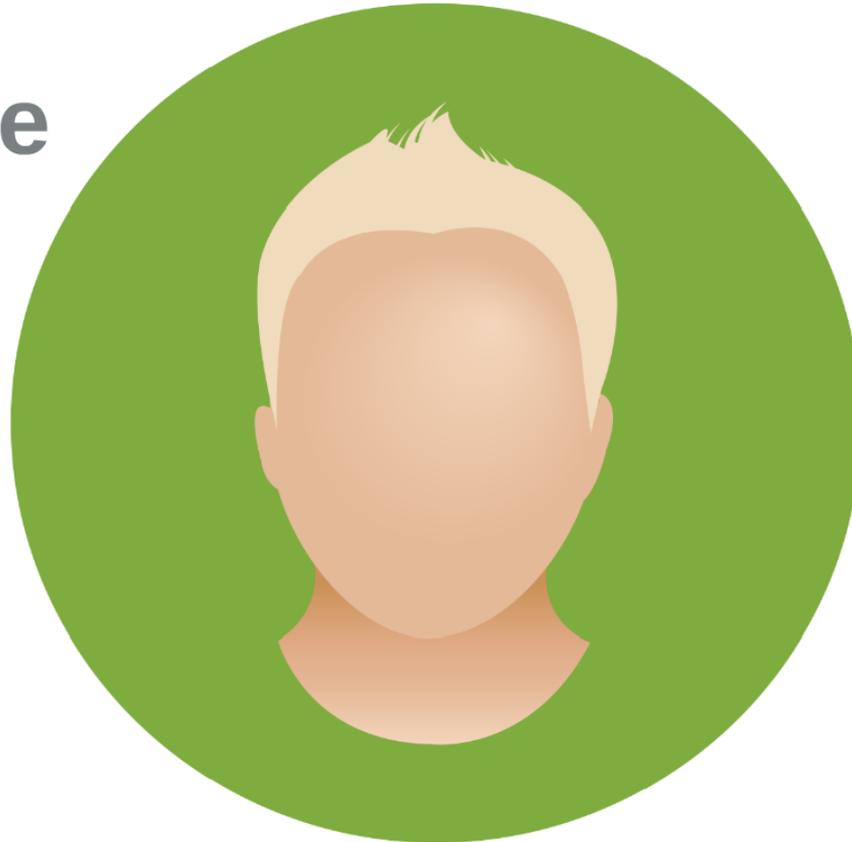




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**Individual**  
**Measure**

**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



Reviews of National Policies for Education  
Education in Latvia

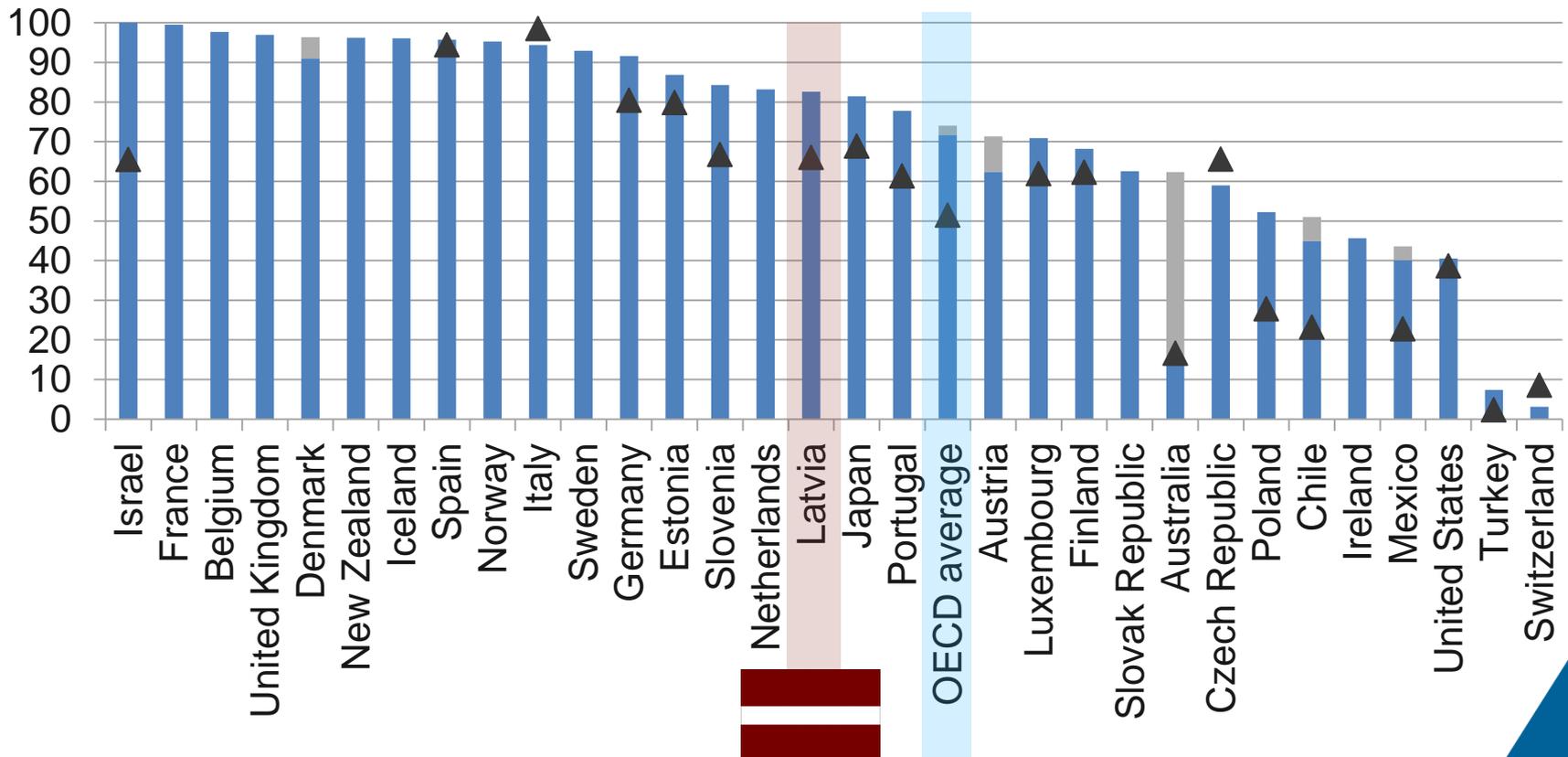




# Participation in ECEC is high and starts early in Latvia

*Enrolment rate at age 3 in ECEC, 2013*

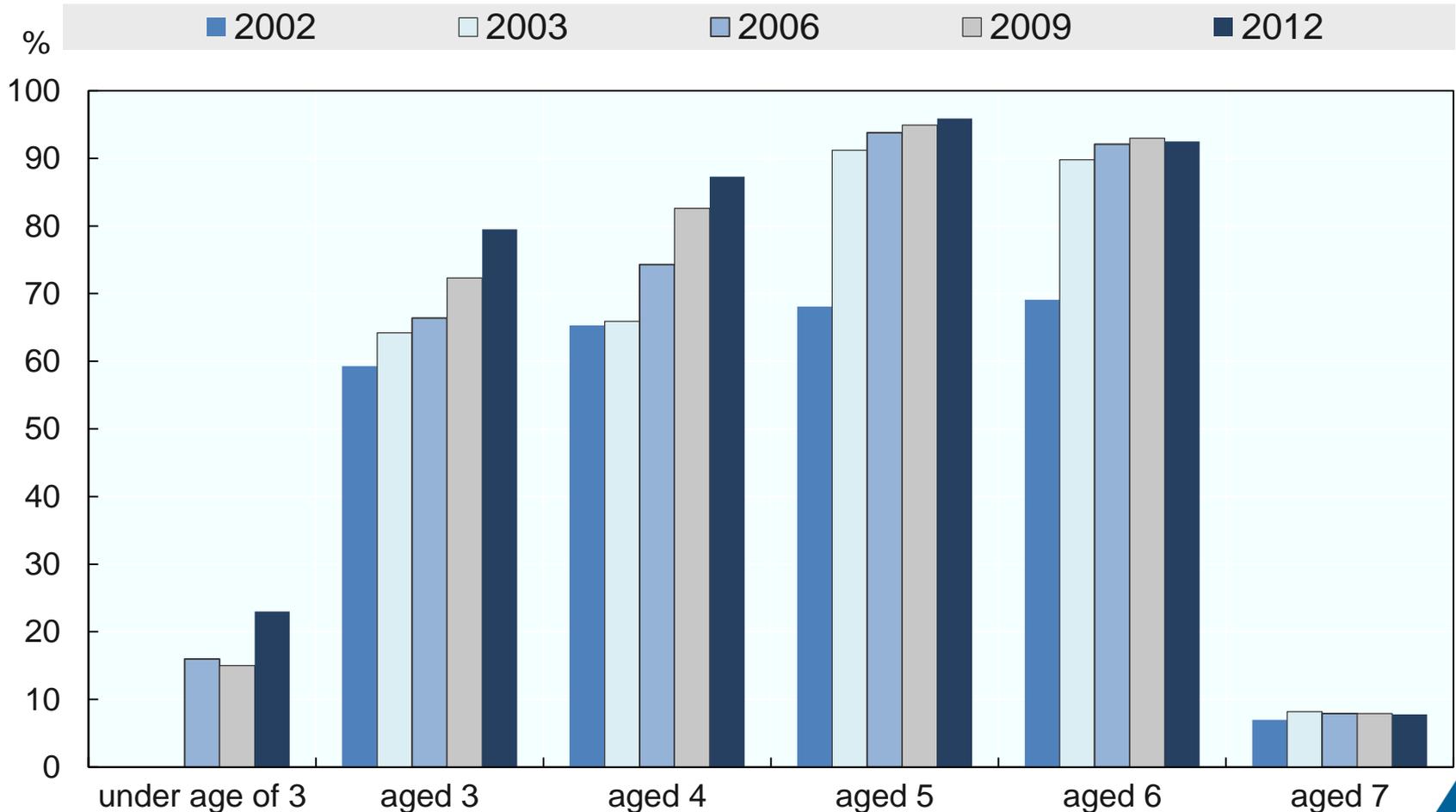
- Early childhood educational programmes (ISCED 01)
- Pre-primary education (ISCED 02)
- ▲ Pre-primary education (ISCED 02) (2005)





# Compulsory ECEC for 5 and 6 year-olds

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

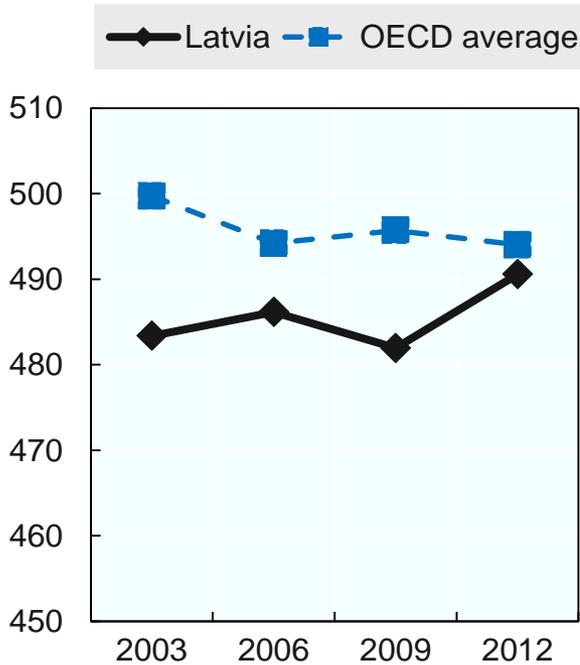




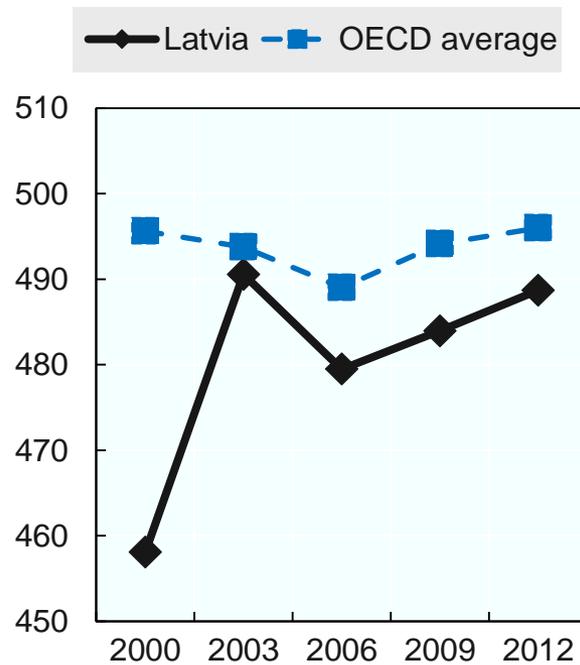
# Significant improvements in student performance

## *Latvian students' performance on PISA*

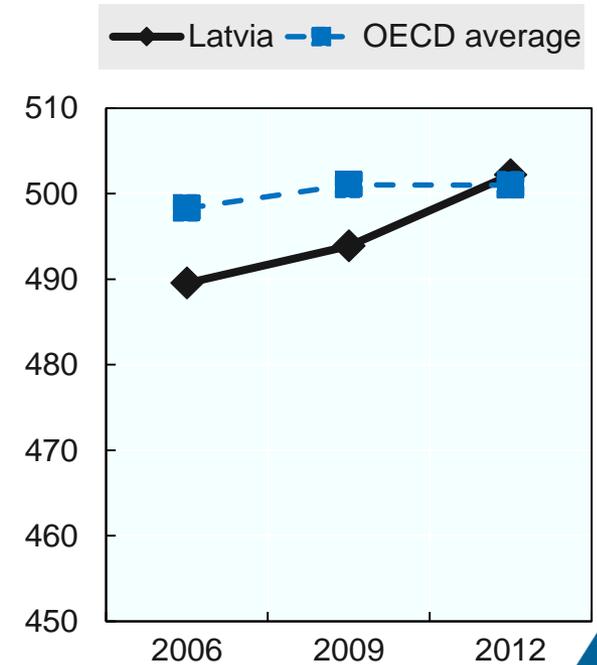
**Mathematics performance (2003-2012)**



**Reading performance (2000-2012)**

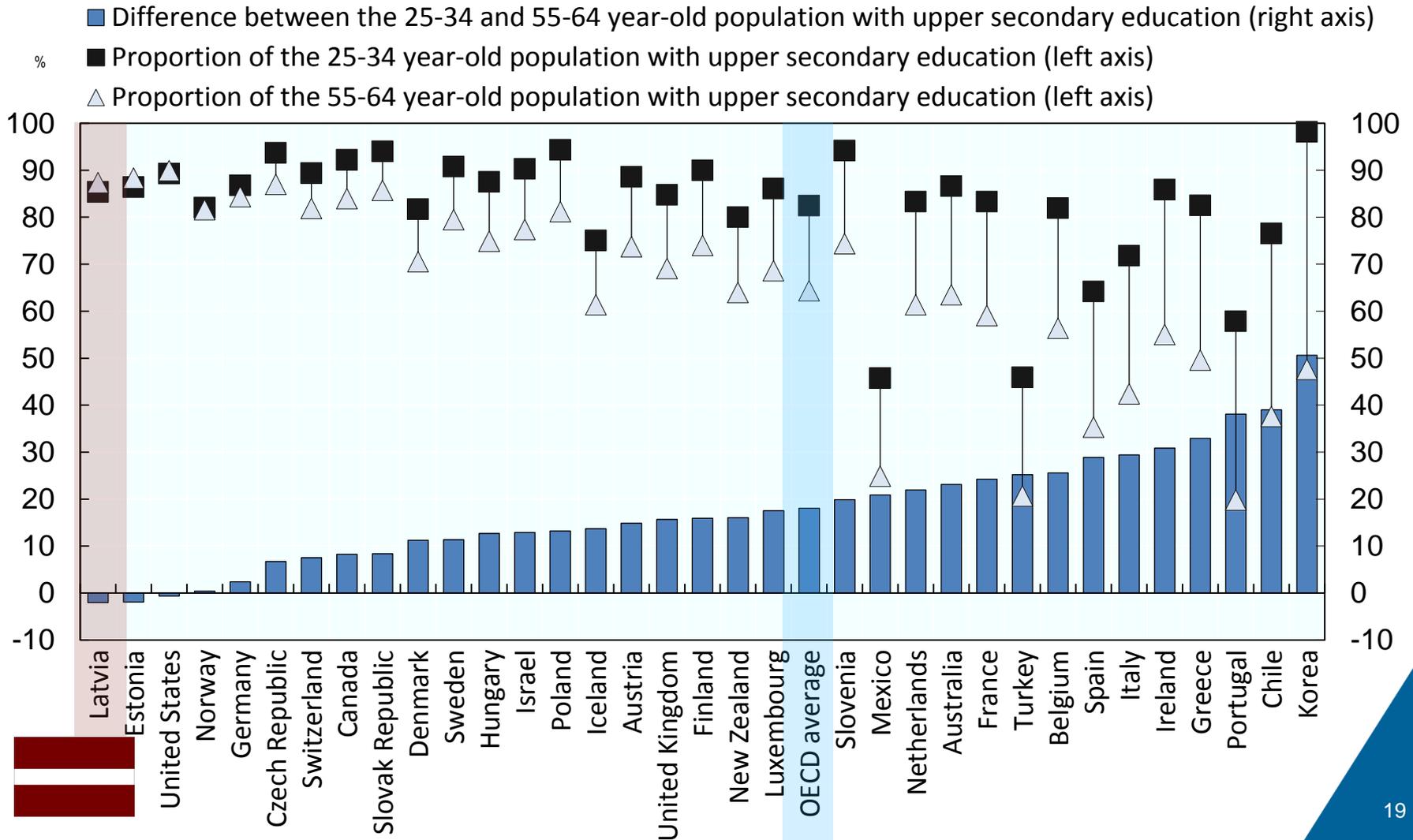


**Science performance (2006-2012)**





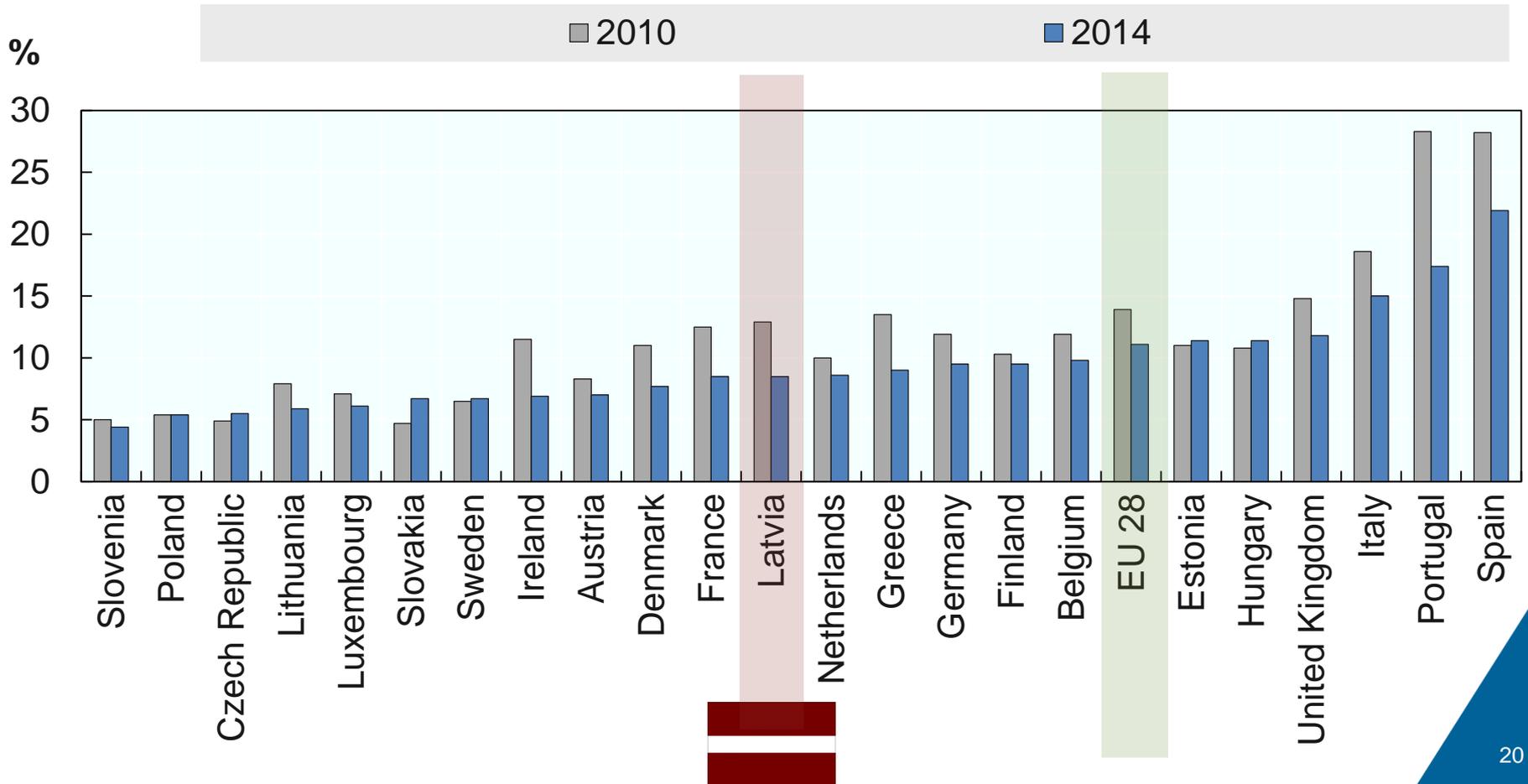
# Upper secondary education attainment is high across generations





# Good progress in reducing early school leavers

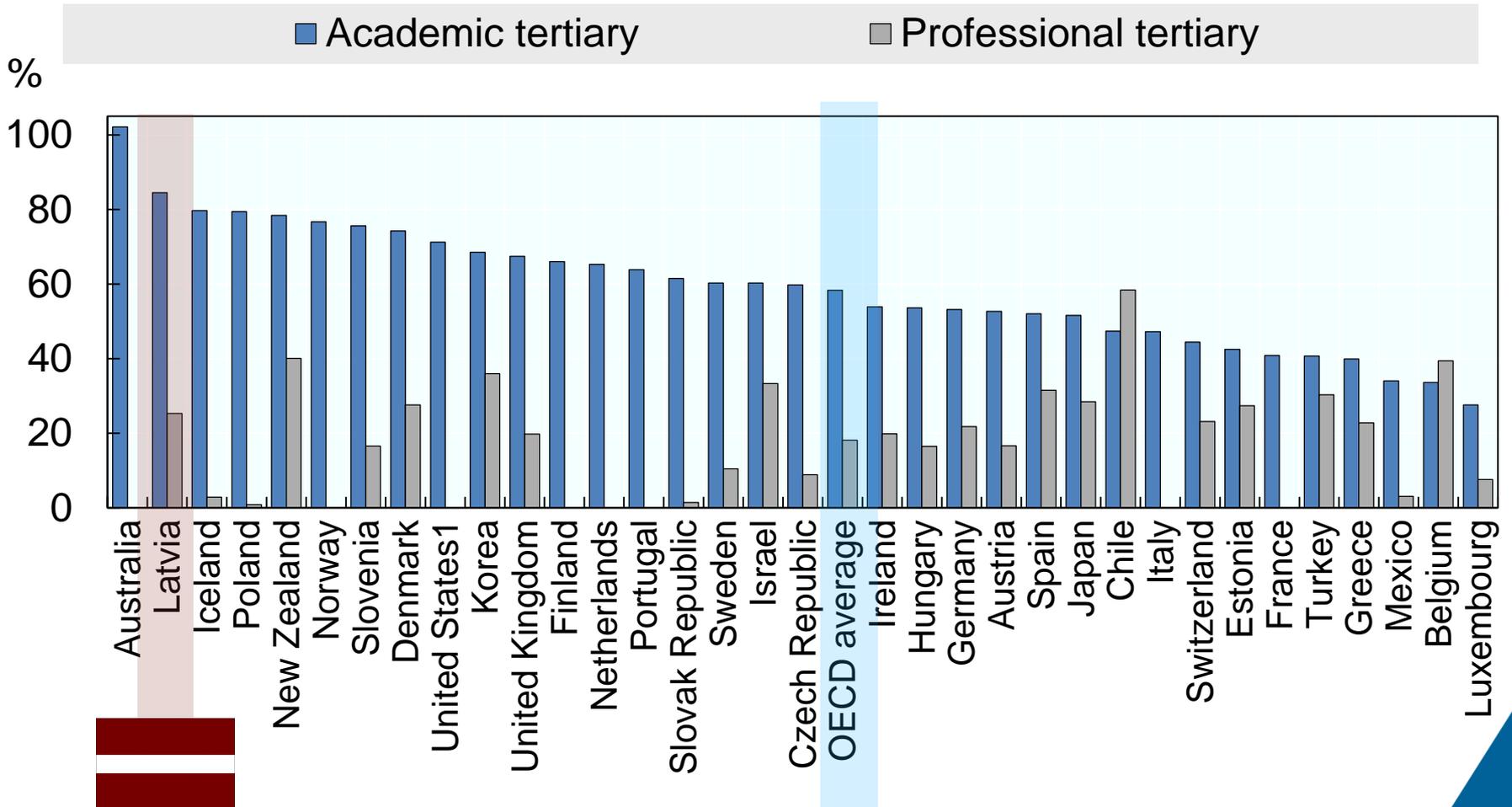
*Early leavers from education and training, age group 18-24*





# Many students continue into tertiary education

*Entry rates to tertiary education, 2012*

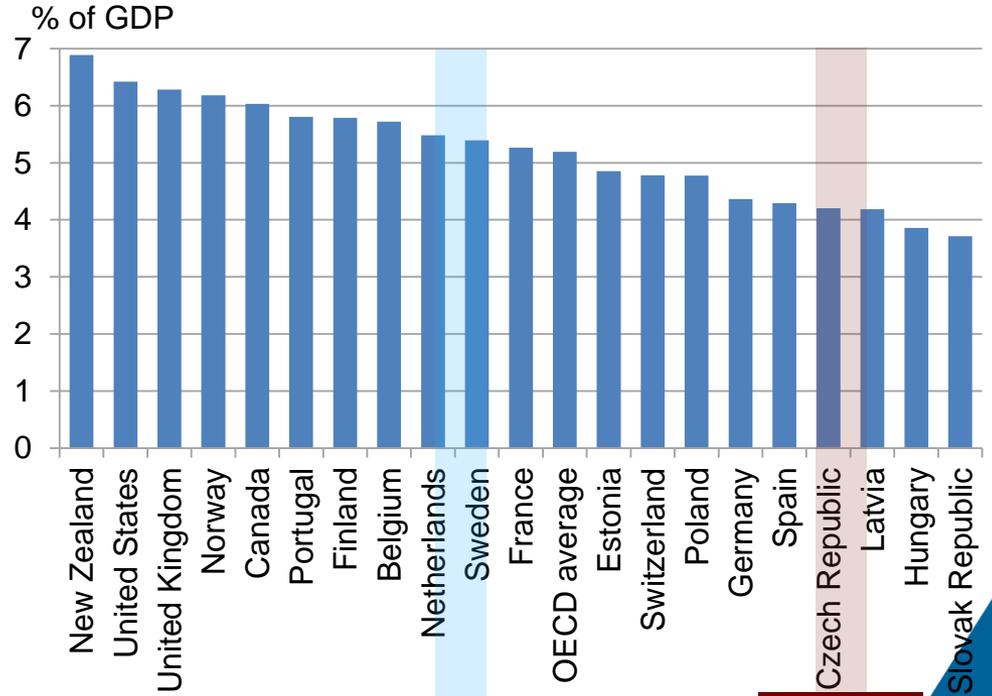
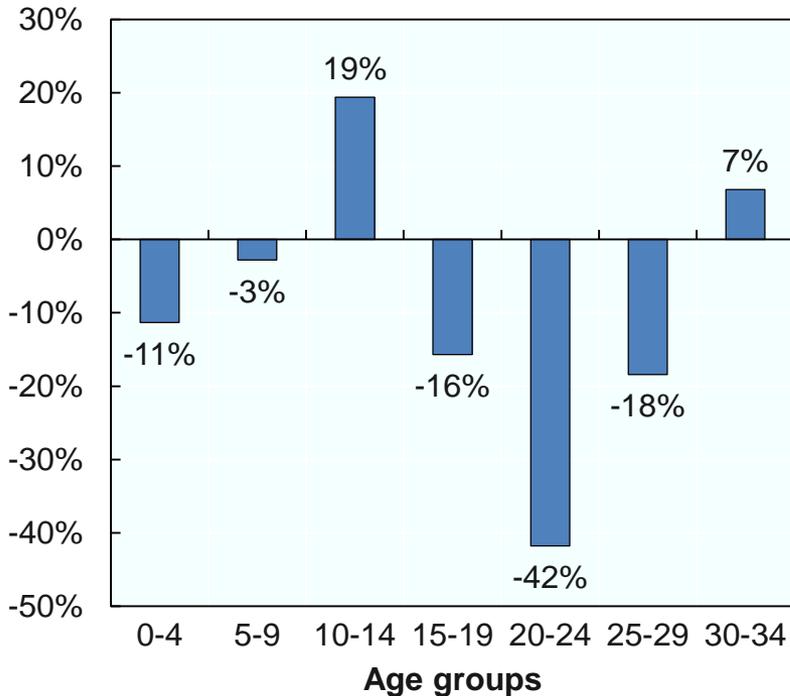




# “Remarkable achievements” considering the socio-economic challenges

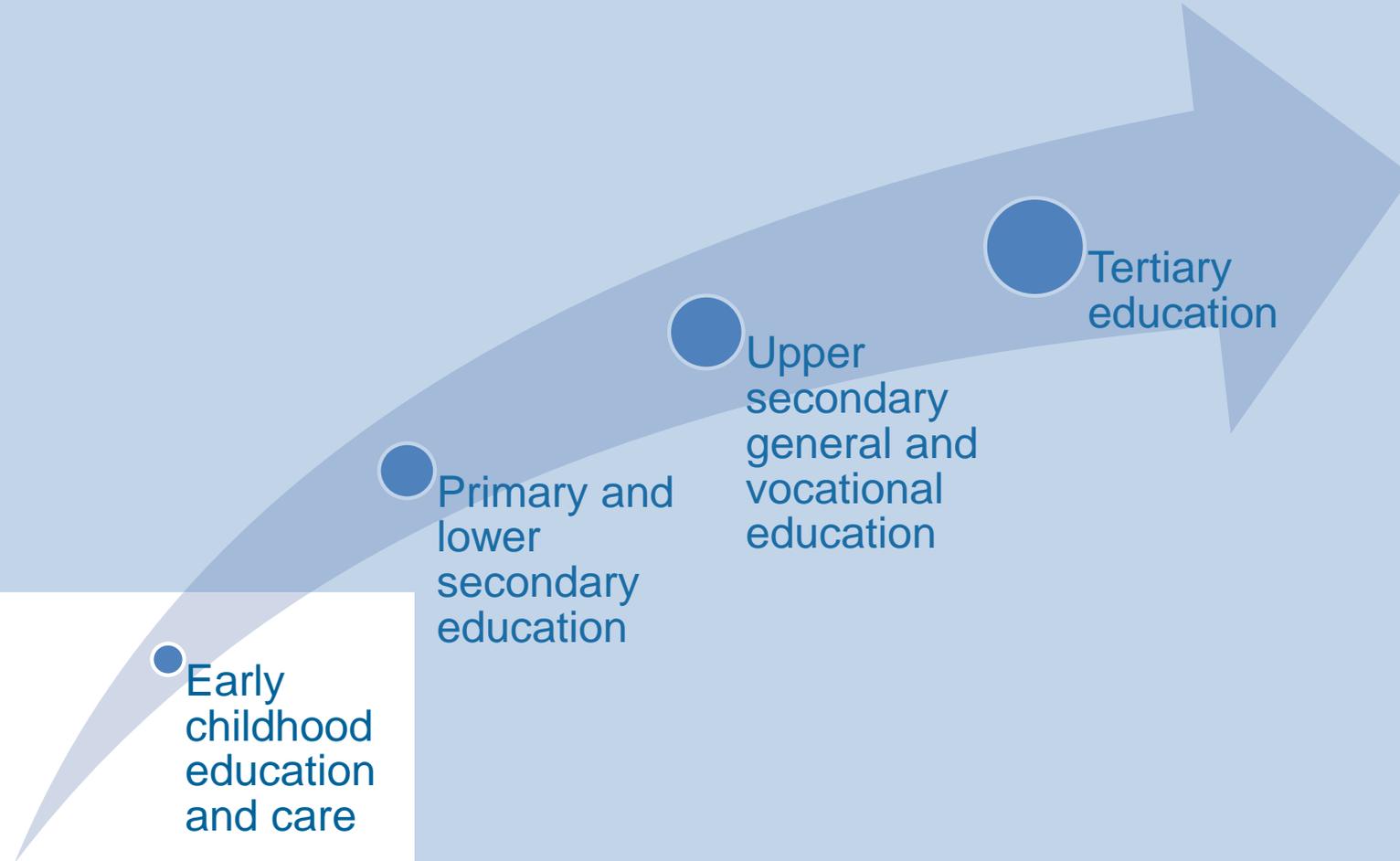
*Estimated changes in population between 2012 and 2020 by age groups*

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





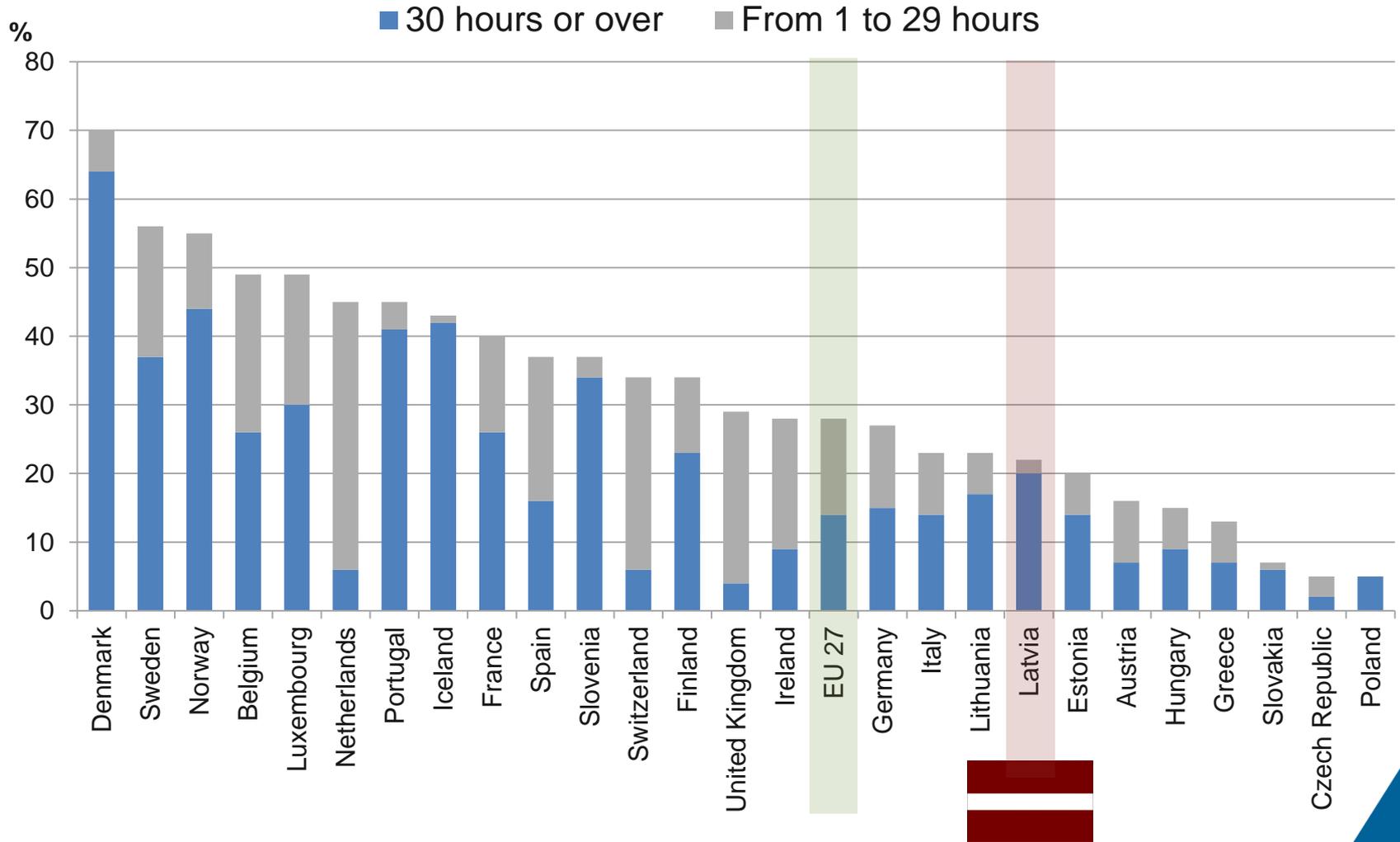
# Challenges and recommendations





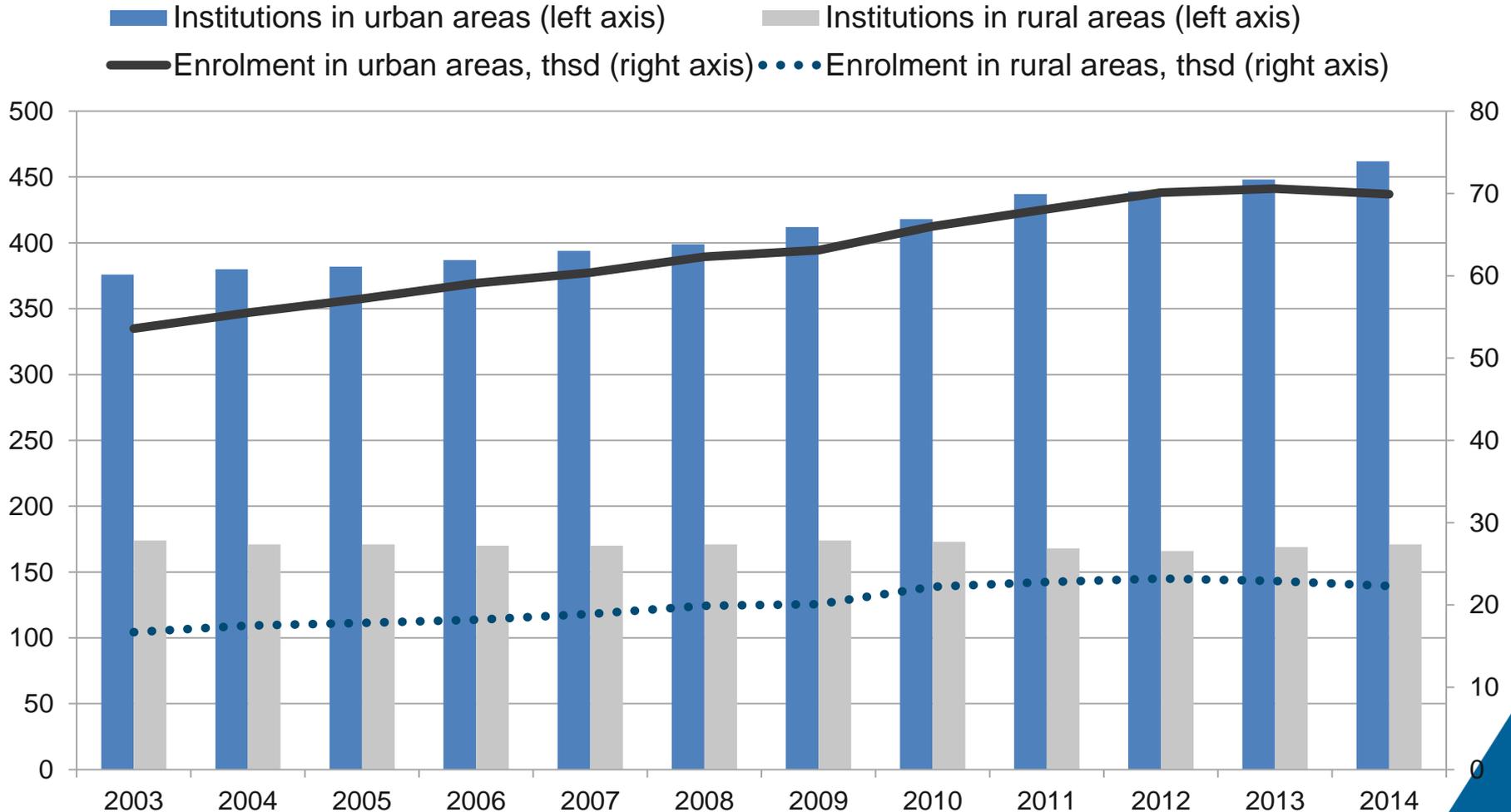
# Participation of the youngest children is still relatively low

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





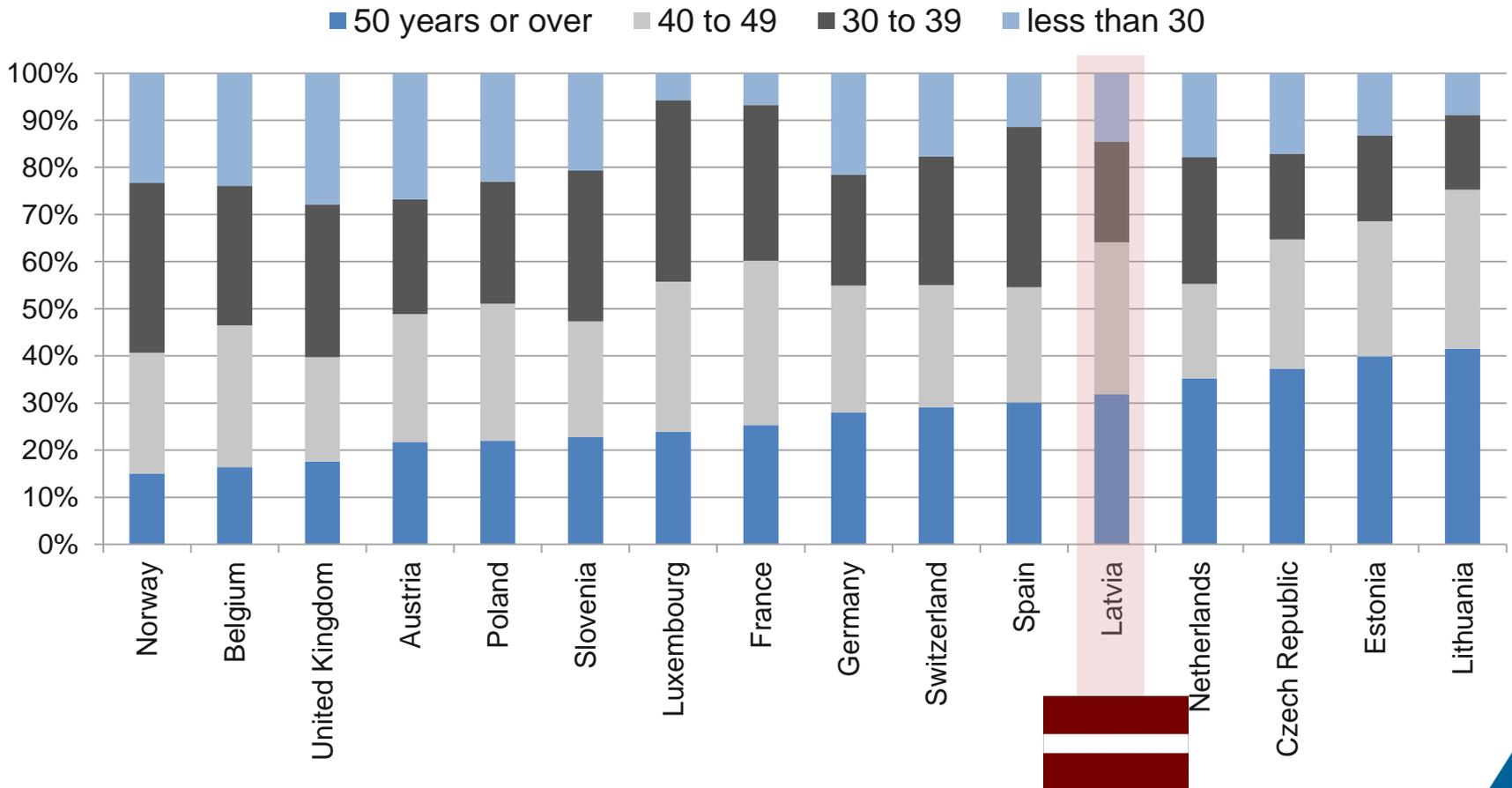
# Participation in ECEC is unequal across Latvia





# Barriers to developing a high-quality and motivated ECEC profession

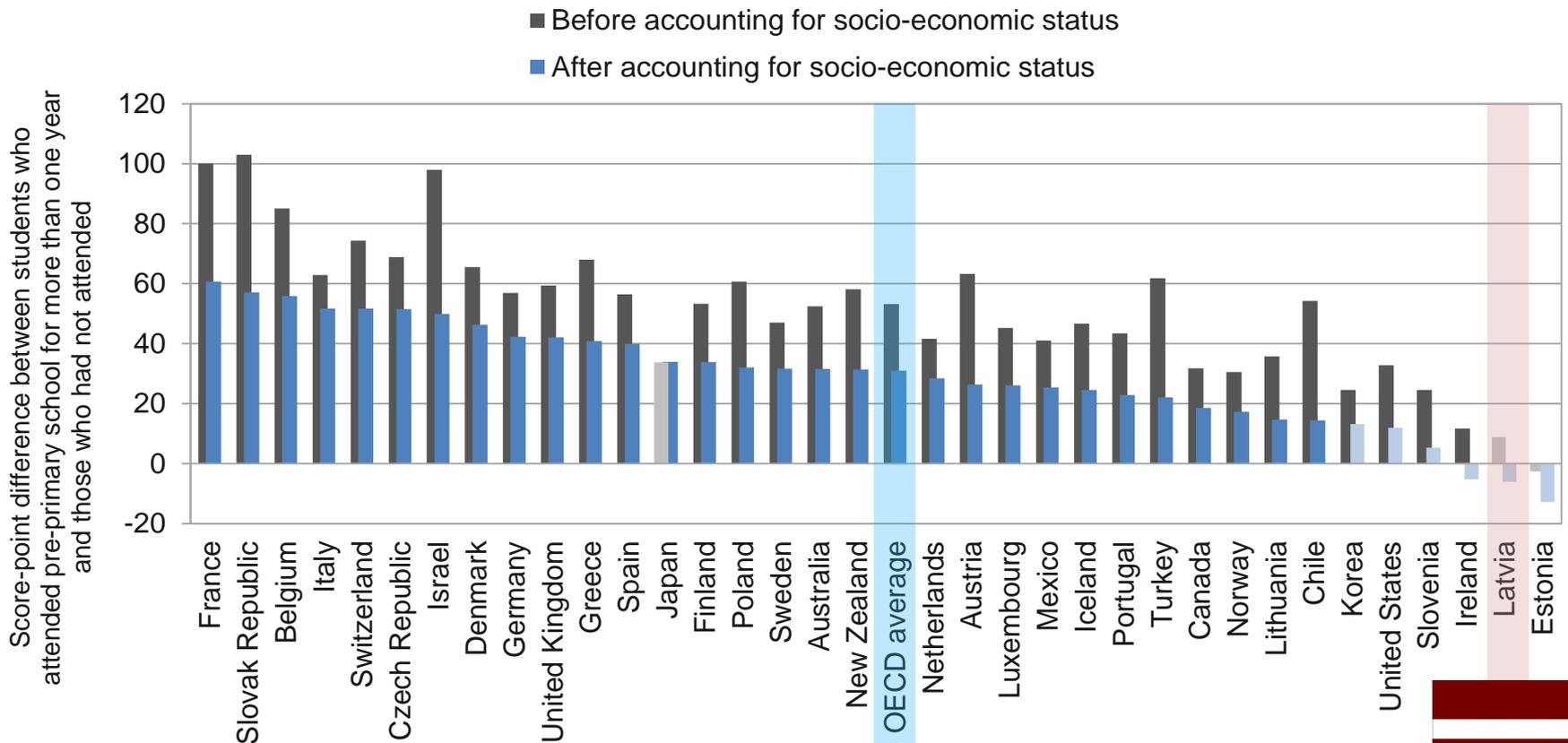
*Age distribution of ECEC teachers*





# Need for strengthen data collection, monitoring and use of research

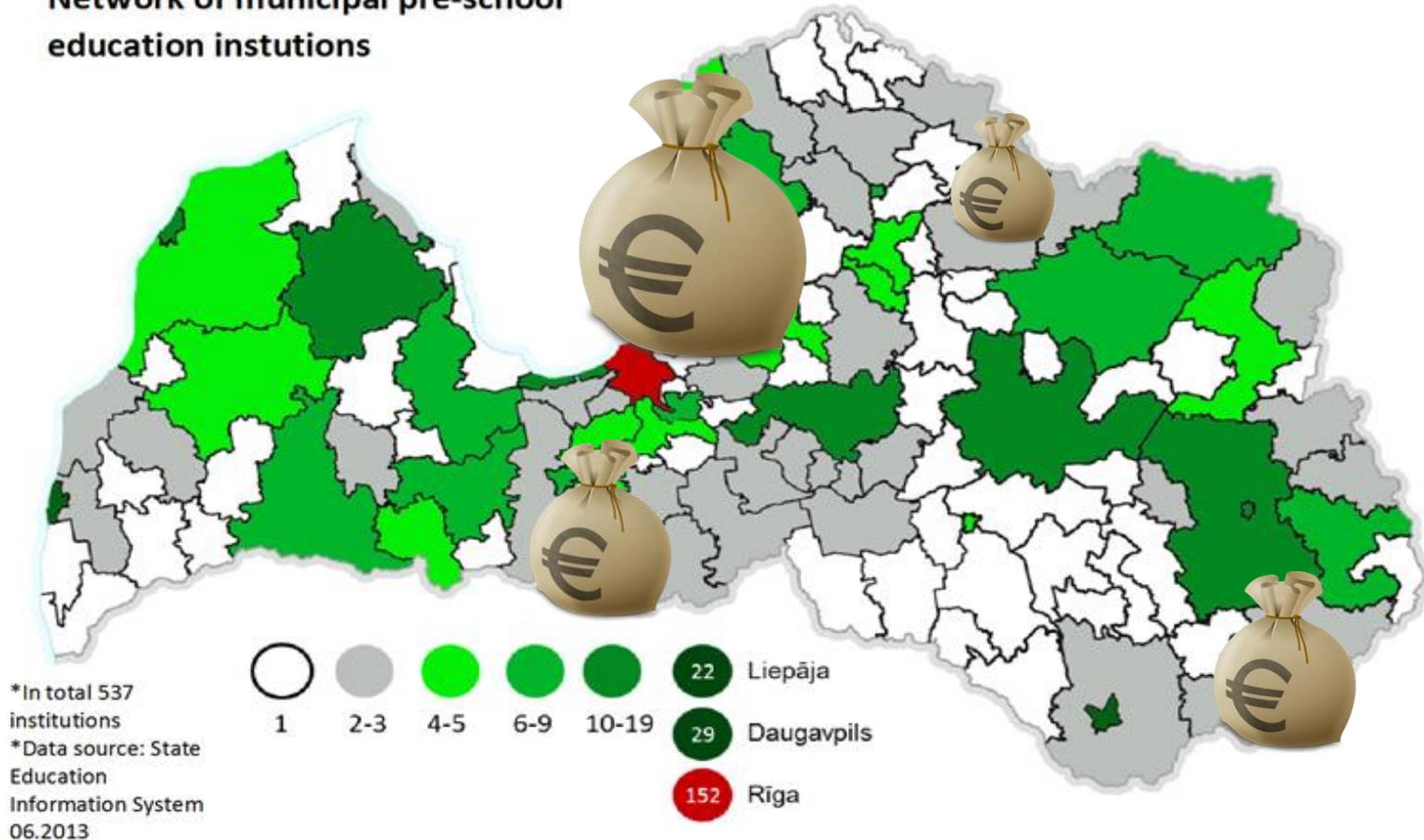
*Differences in mathematics performance, by attendance at pre-primary school*





# Governance and financing hamper equal access to quality ECEC

Network of municipal pre-school education institutions





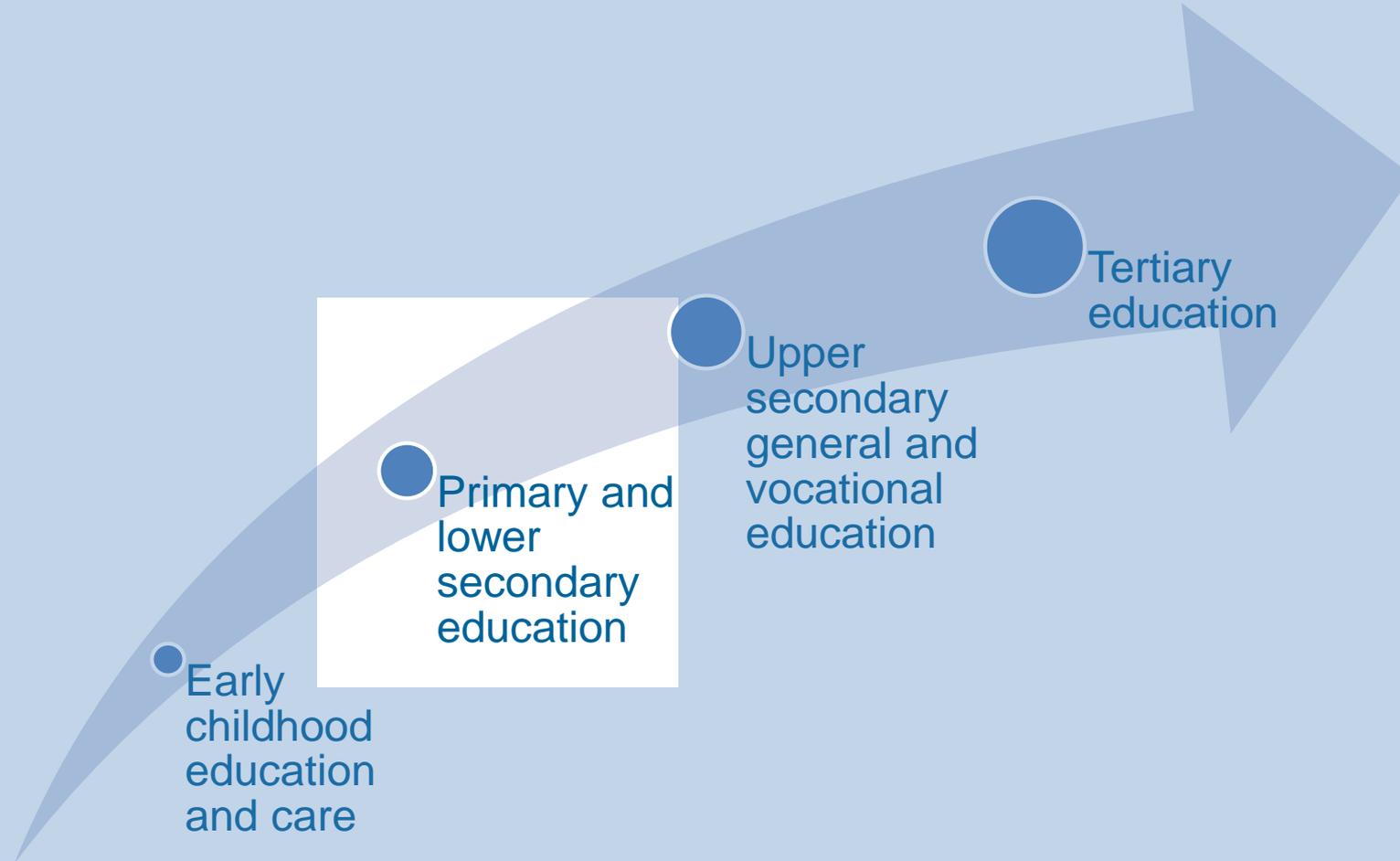
## Recommendations for ECEC

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- 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



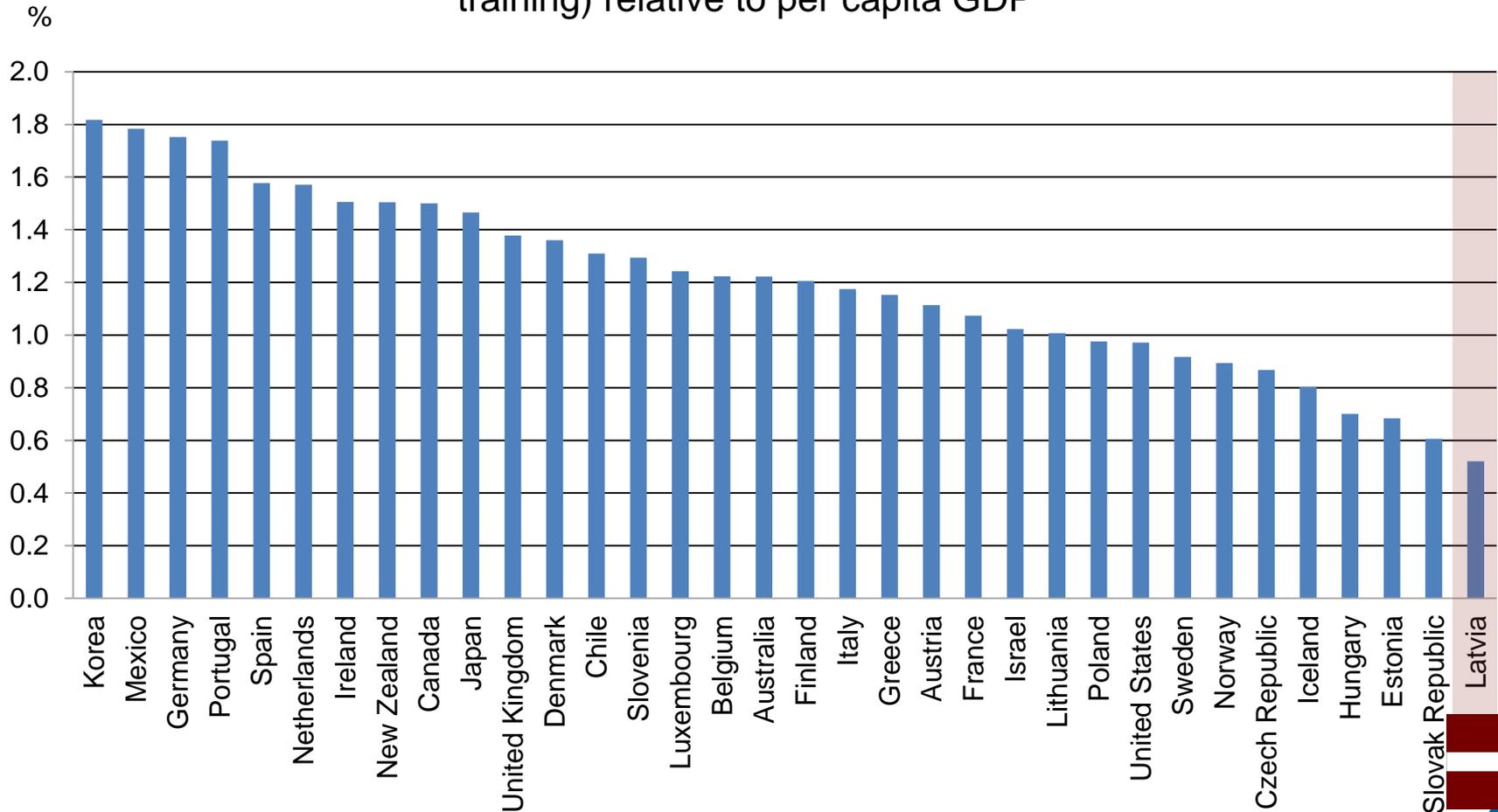
# Challenges and recommendations





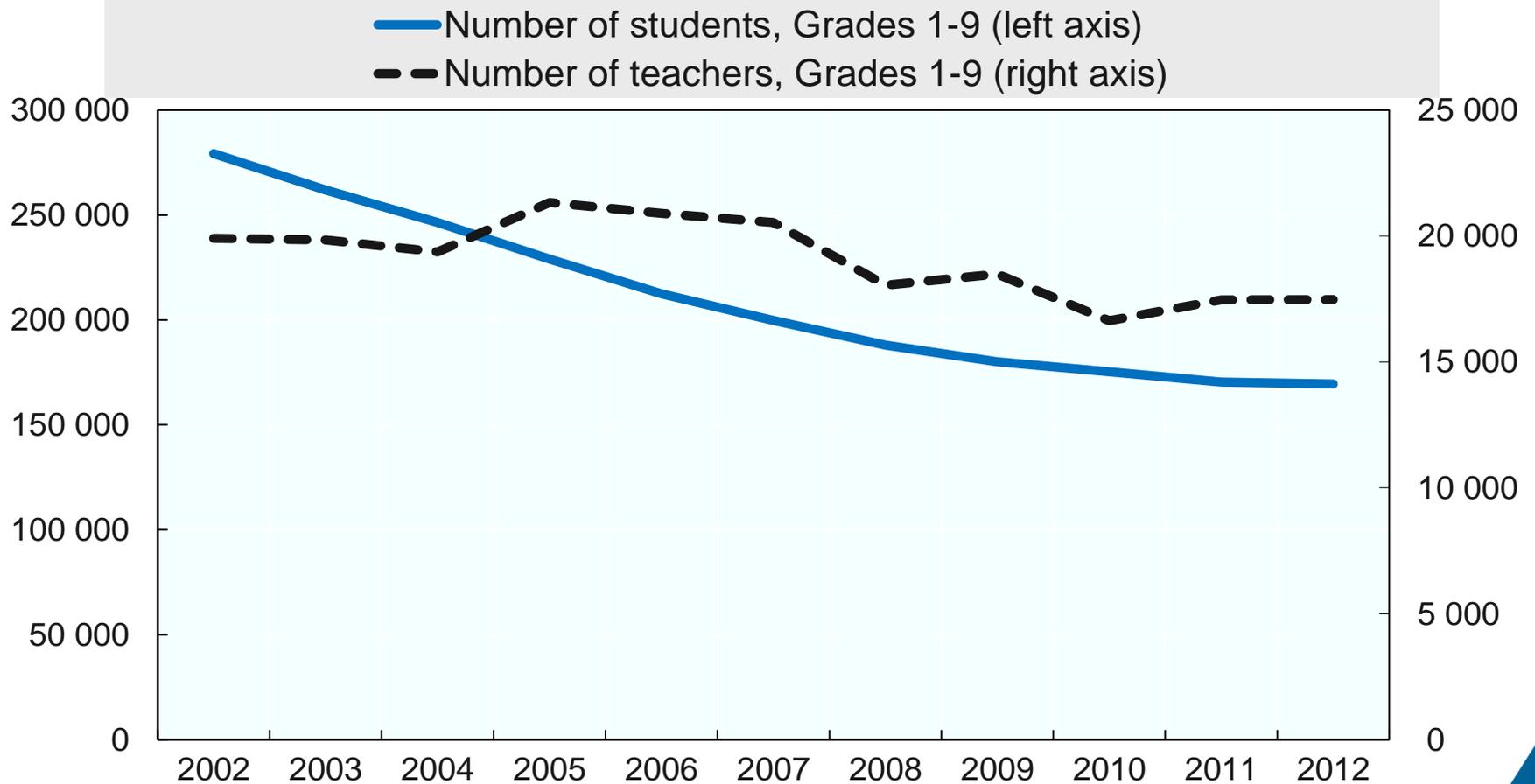
# Low remuneration and low status of the education profession

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





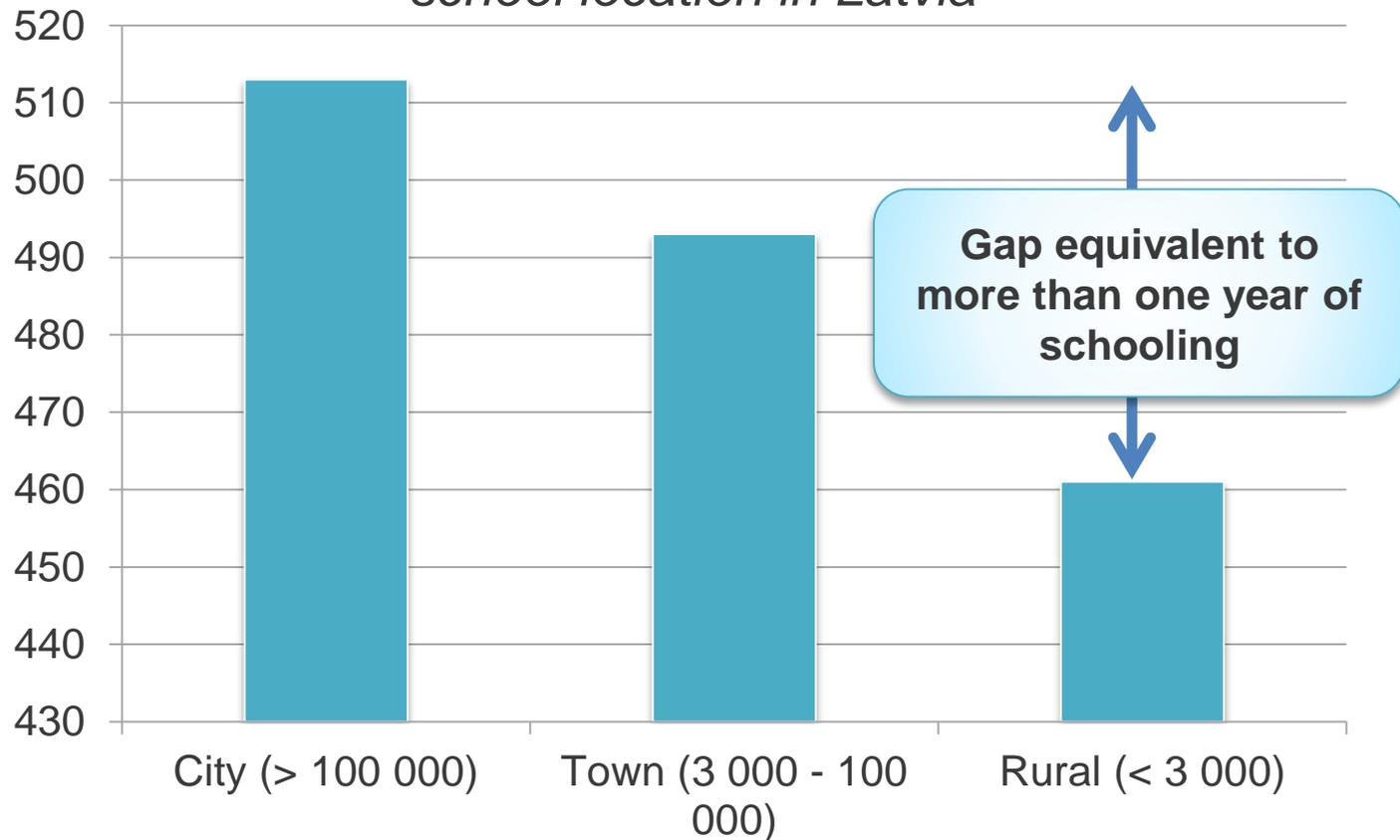
# The need to improve teacher and leadership quality





# Disparities in equity across the Latvian school system

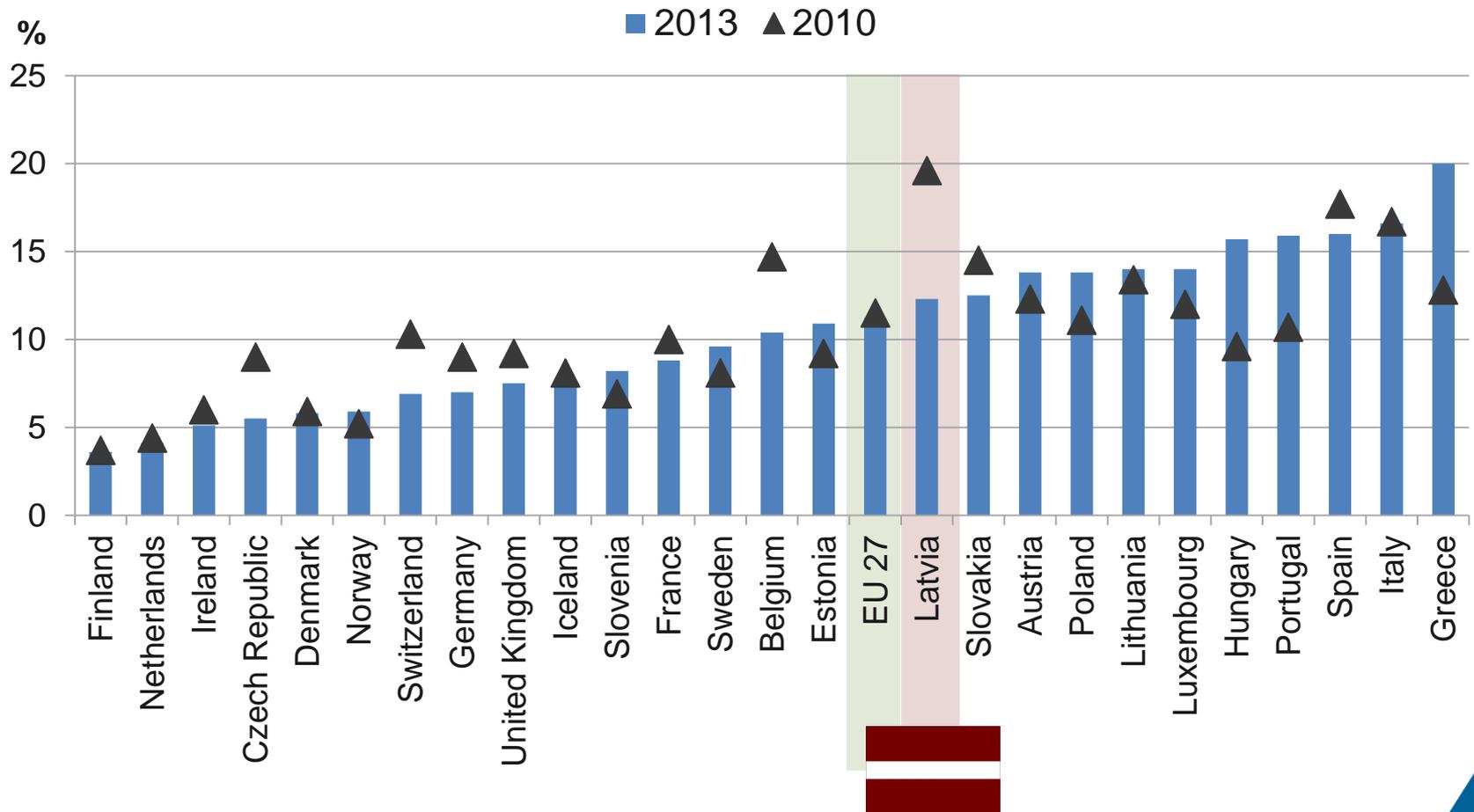
*PISA 2012 mathematics performance and school location in Latvia*





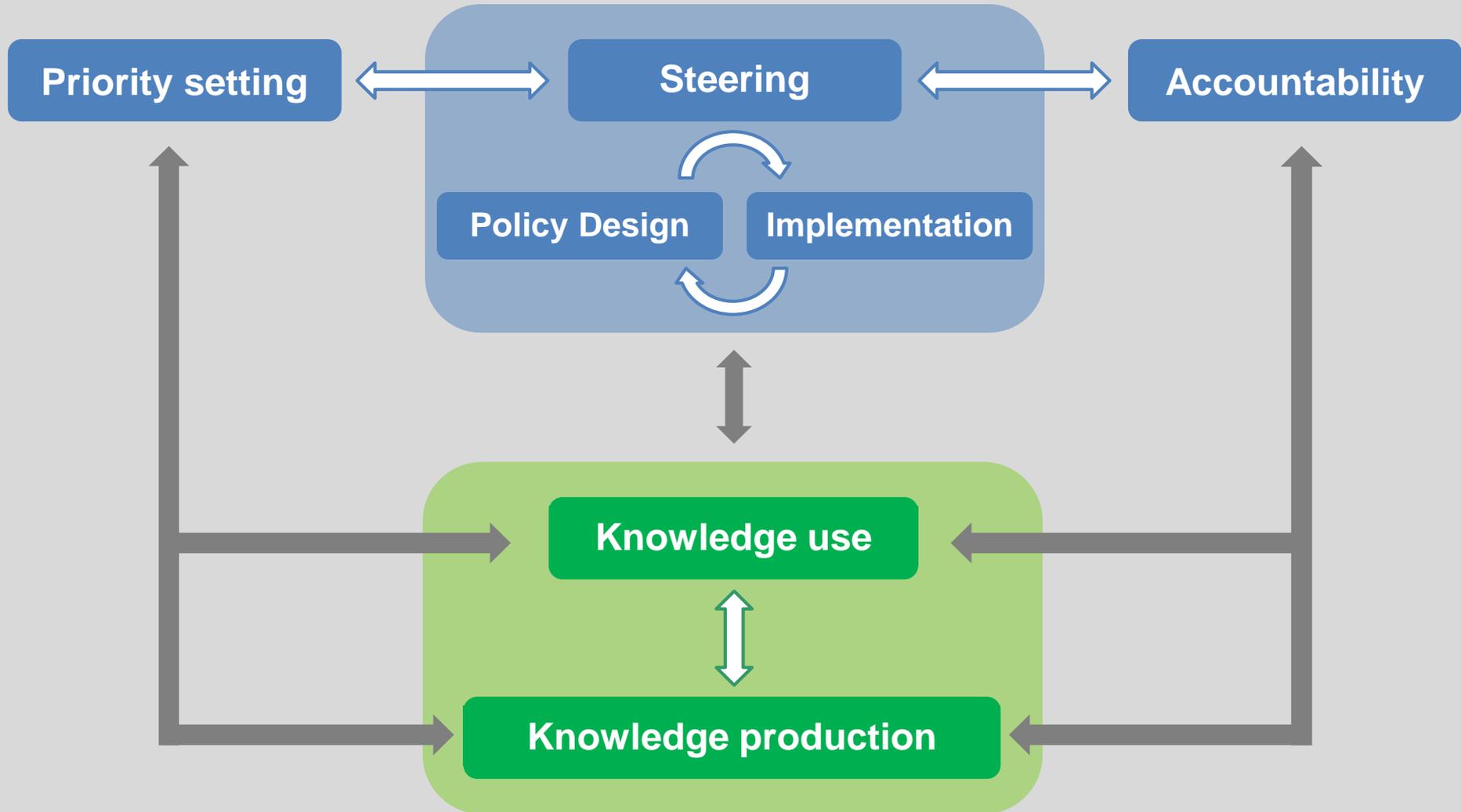
# Disparities in equity across the Latvian school system

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





# Underdeveloped assessment and evaluation arrangements





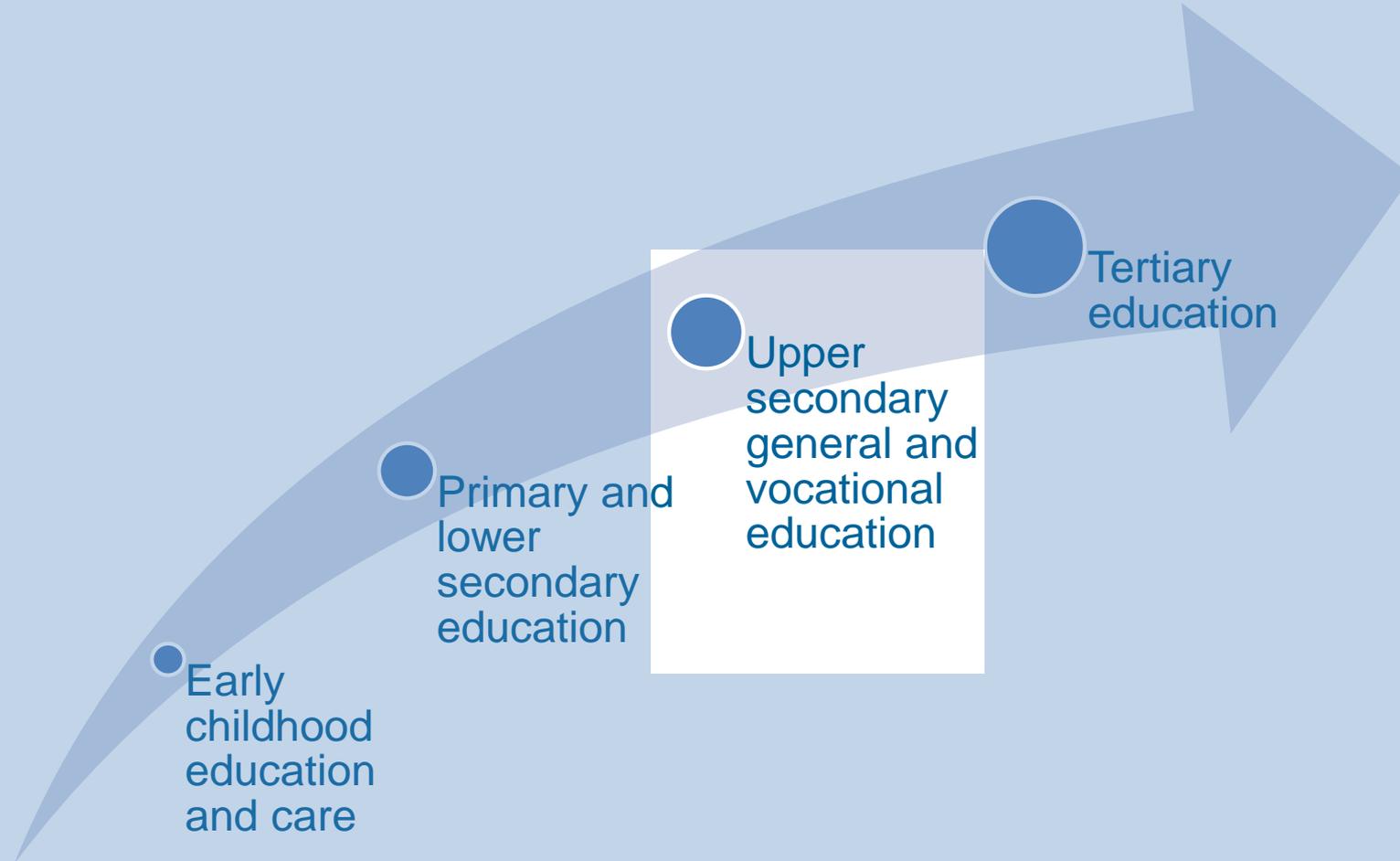
## Recommendations for primary and lower secondary education

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- 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



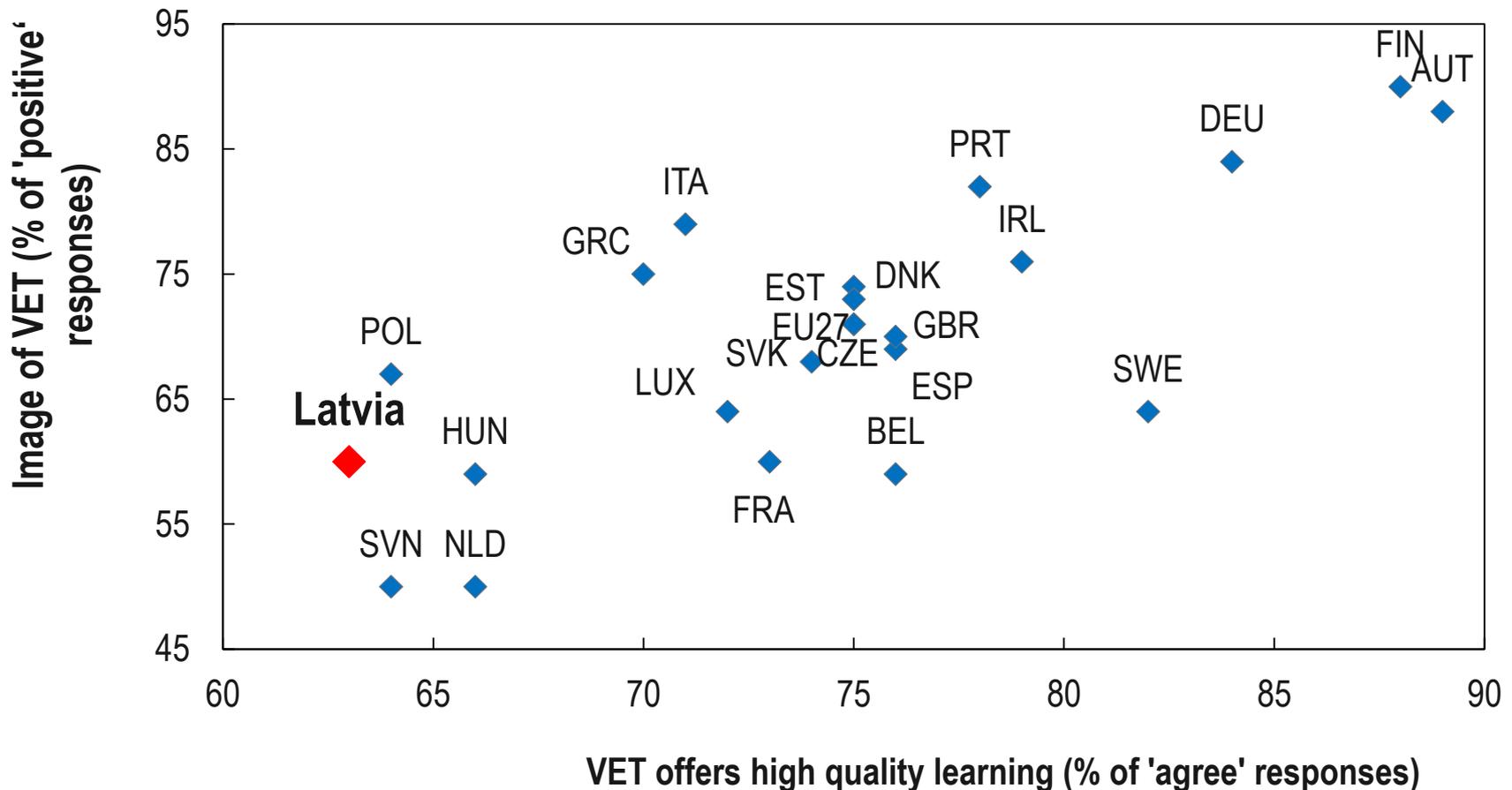
# Challenges and recommendations





# Lack of quality and relevance of vocational education

*Perceived quality and image of vocational education*





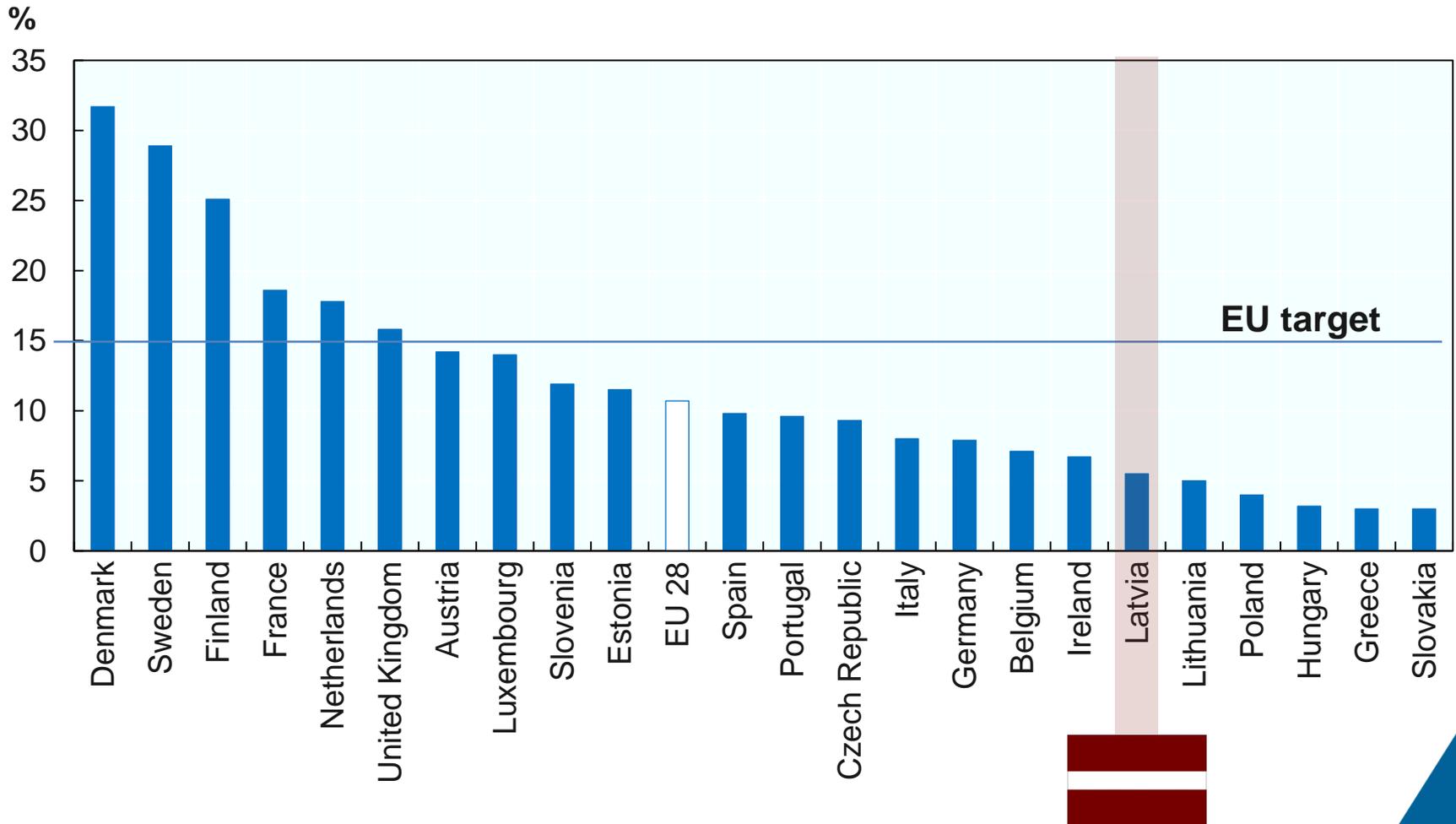
# Stark divide between upper secondary general and vocational pathways





# Lifelong learning underdeveloped

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





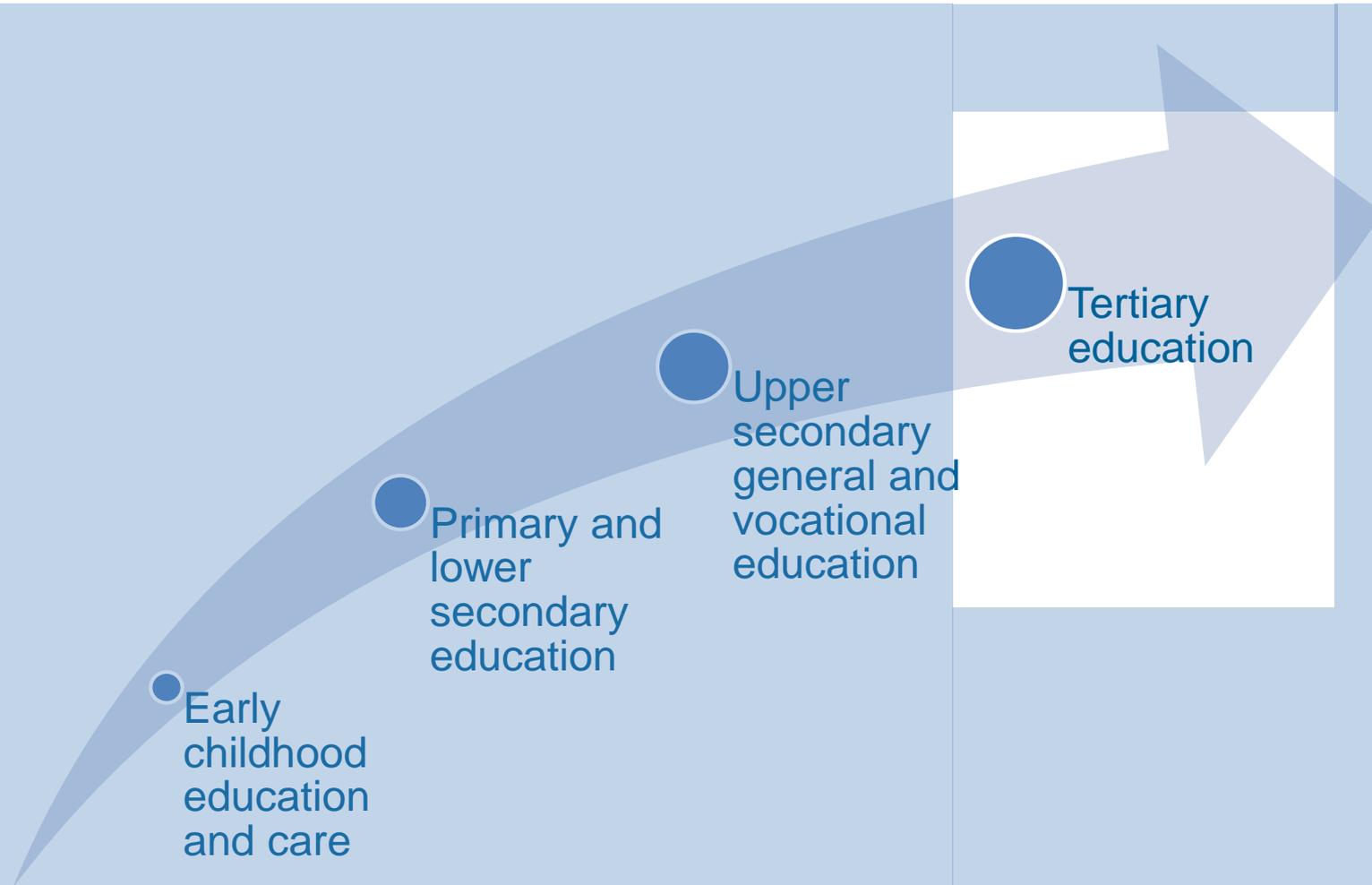
## Recommendations for upper secondary general and vocational education

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- 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



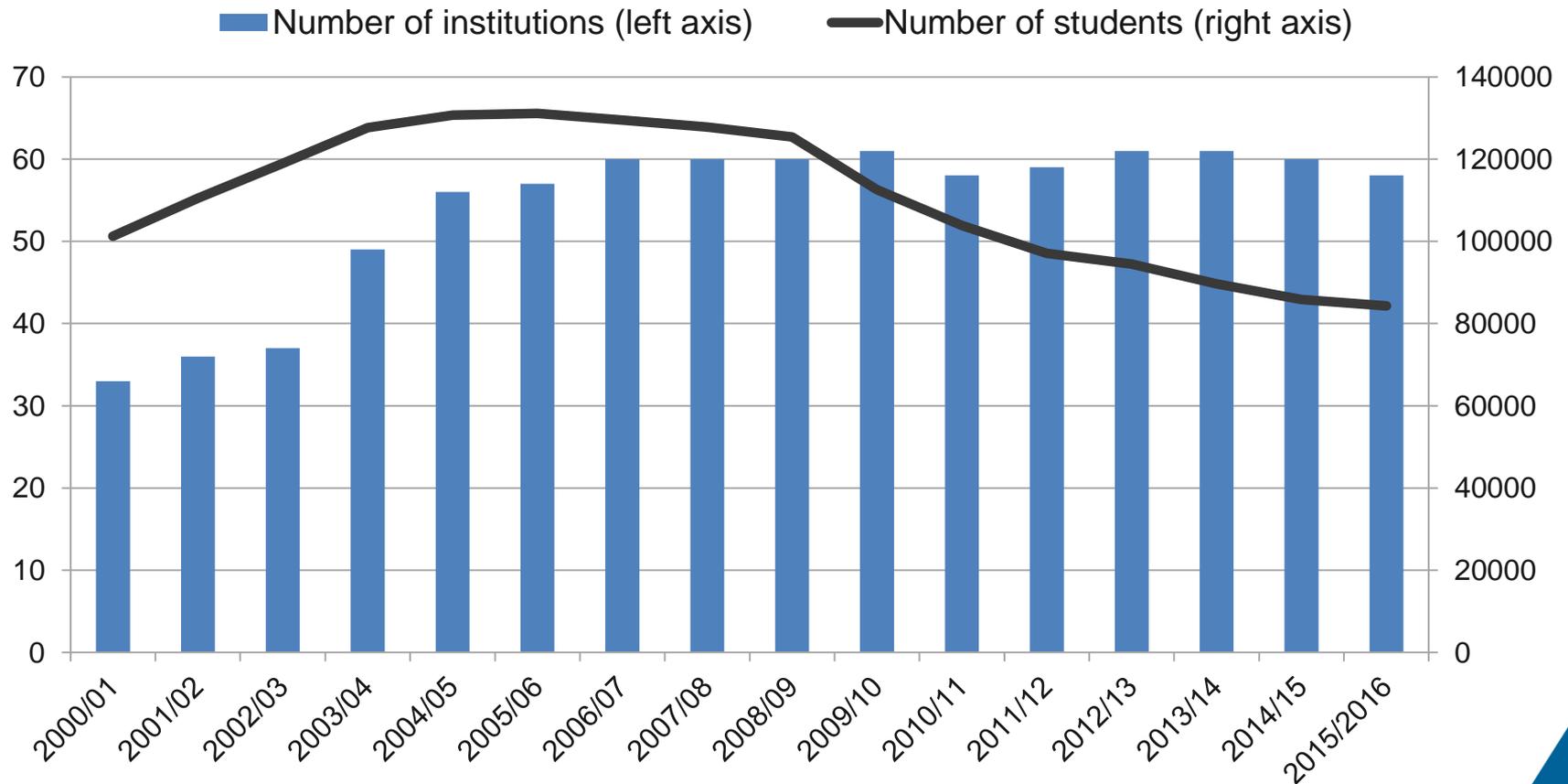
# Challenges and recommendations





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

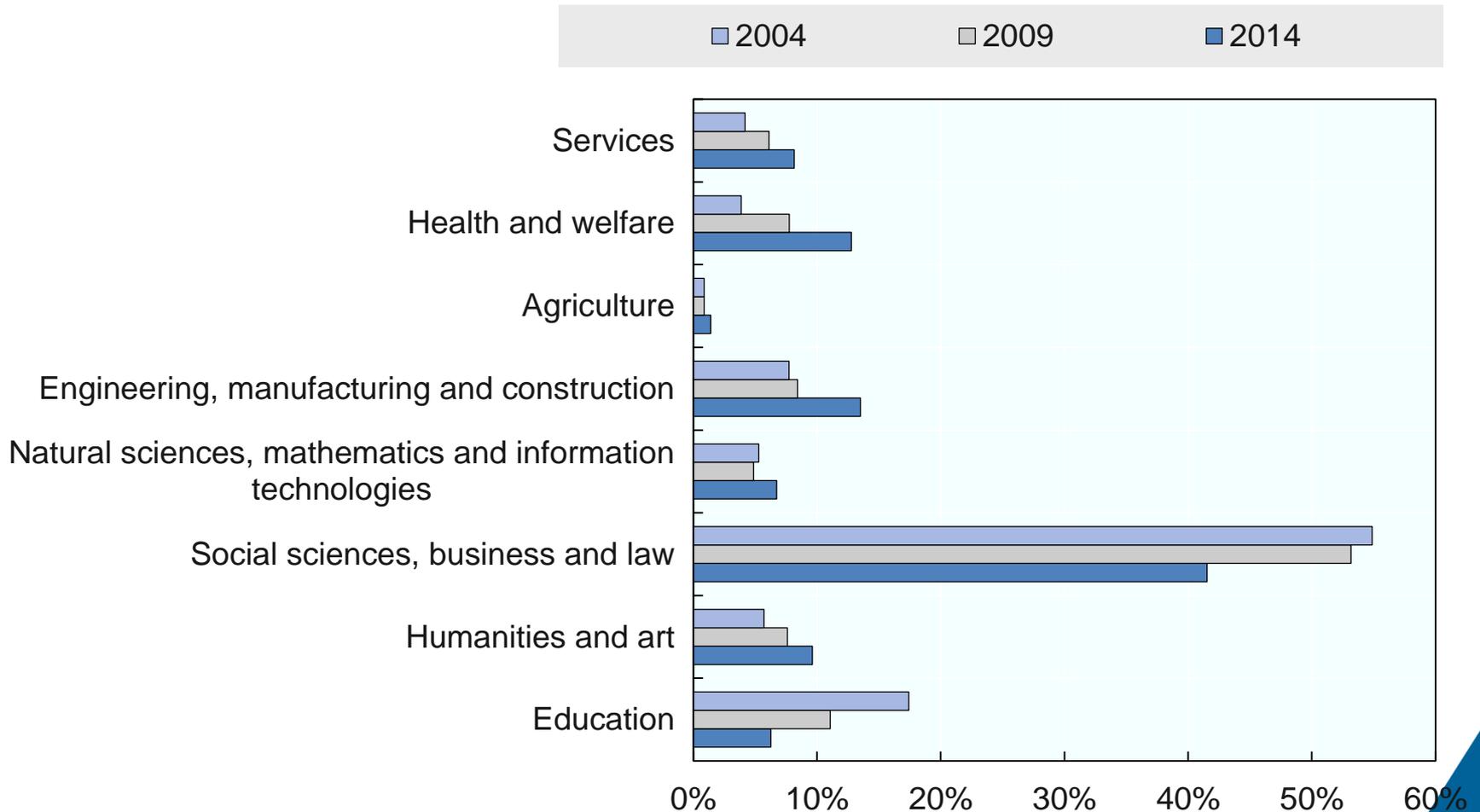
## Number of tertiary education institutions and students





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

*Percentage of graduates by field of study*

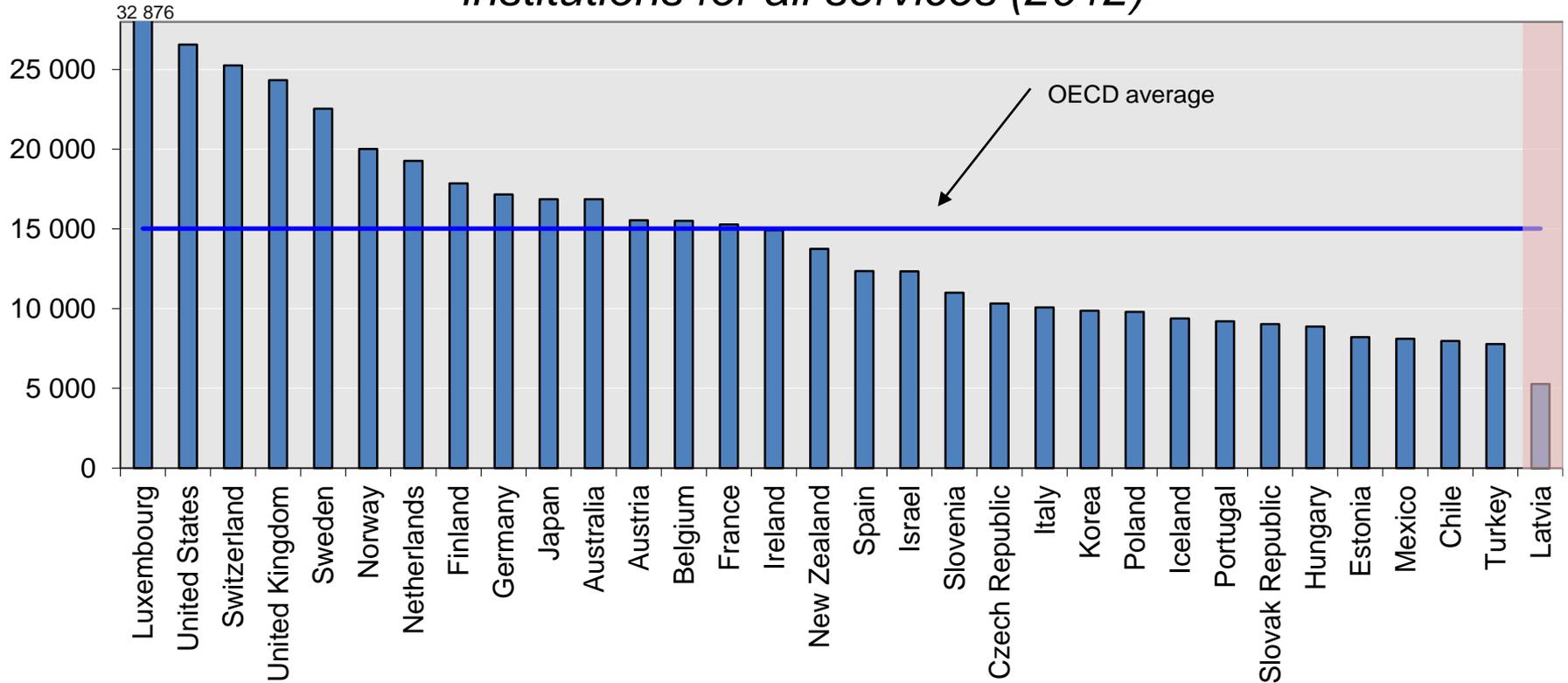




# Inadequate tertiary education funding

In equivalent USD  
converted using PPPs)

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





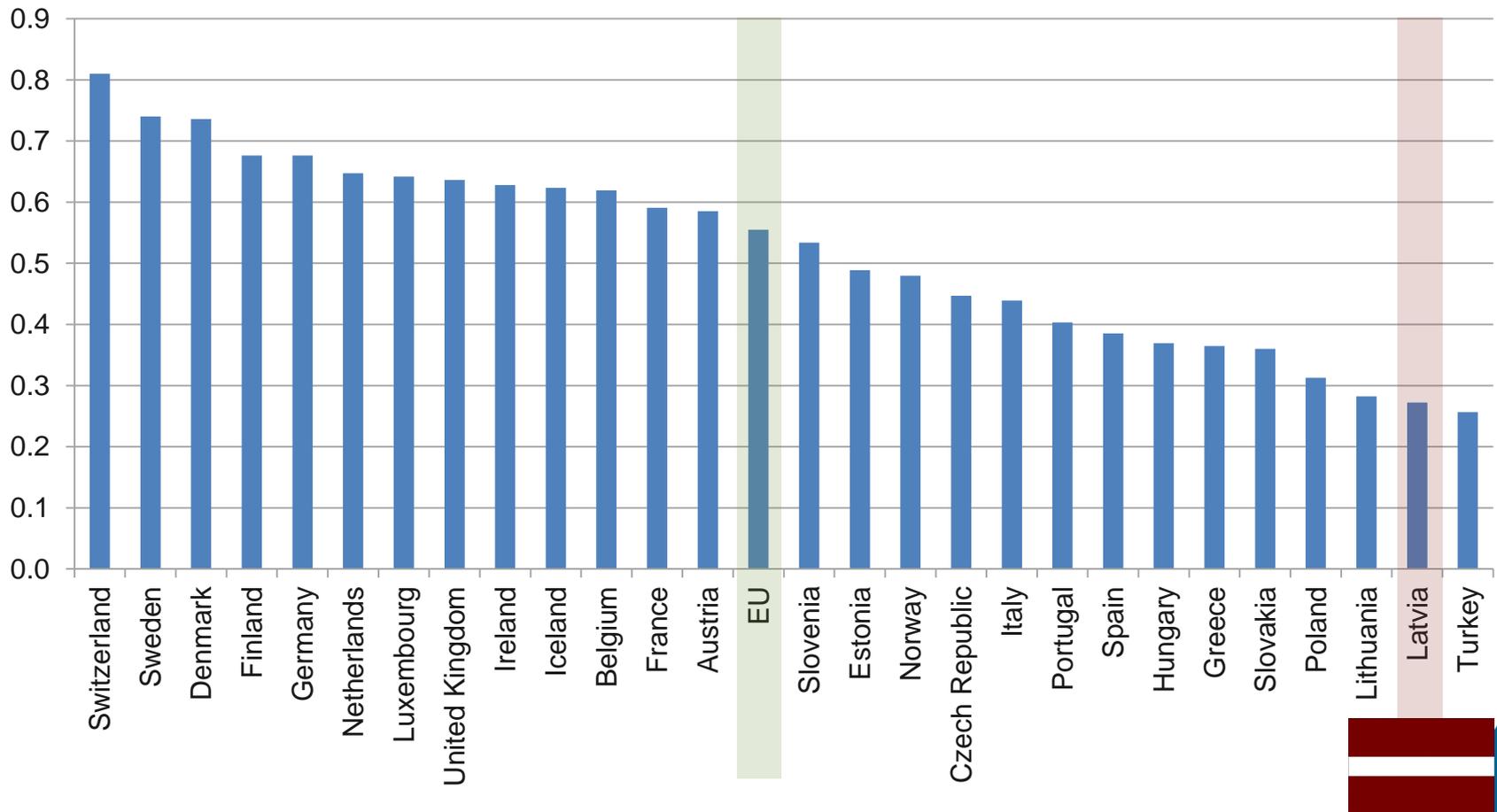
# Proposed tertiary education financing model

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



# Concerns about the quality of tertiary education and science

*European Innovation Scoreboards: Summary Innovation Index 2014*





# Recommendations for tertiary education

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- **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

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Reviews of National Policies for Education  
**Education in Latvia**

