



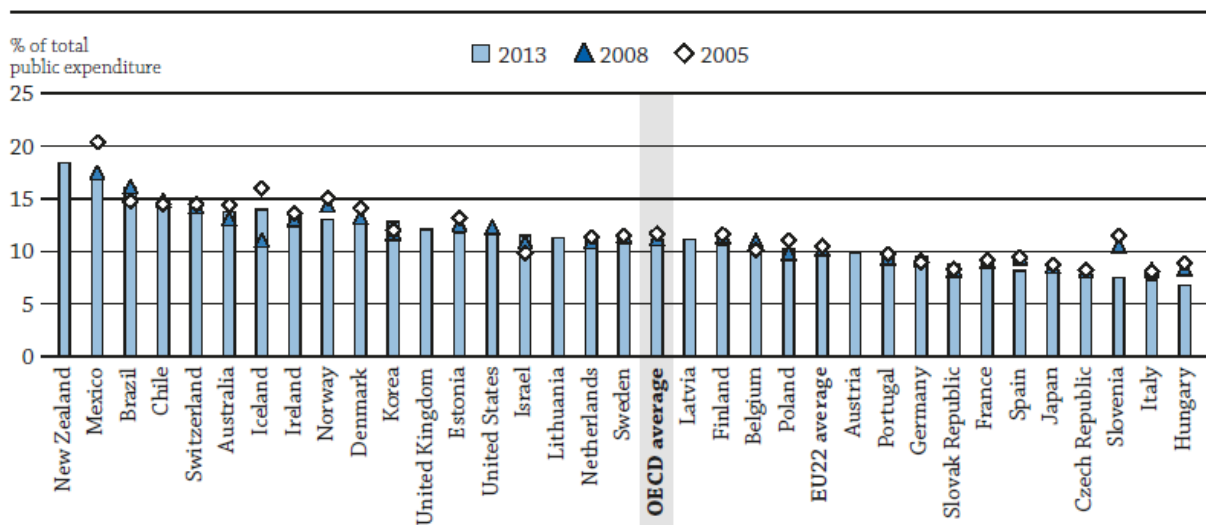
EDUCATION AT A GLANCE 2016

Education at a Glance: OECD Indicators 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 the 35 OECD countries and a number of partner countries.

Latvia

- In 2014, 23% of 15-19 year-olds in Latvia were enrolled in upper secondary vocational programmes (OECD average: 25%). Young adults (25-34 year-olds) with vocational upper secondary education as their highest level of educational attainment faced lower unemployment rates in 2015 (8.6%) than their peers who followed general upper secondary programmes (10%).
- Latvia spends a comparatively low share of its wealth on primary to tertiary education: total expenditure on these levels amounted to 4.5% of Latvia's gross domestic product (GDP) in 2013 (OECD average: 5.2%). Nevertheless, at pre-primary level, total expenditure is 0.8% of GDP, above the OECD average of 0.6%.
- Average class sizes in primary and lower secondary education in Latvia are among the smallest across OECD countries.
- Although Latvia follows the common pattern of a declining share of female teachers as the level of education rises, it is the only OECD country where women also make up a majority of teachers at the tertiary level.
- Enrolment in pre-primary education has considerably increased over the past decade in Latvia. In 2014, 86% of 3-year-olds were enrolled at this level (OECD average: 69%).

Figure 1. Total public expenditure on education as a percentage of total public expenditure (2005, 2008 and 2013)



Note: Public expenditure figures presented here exclude undistributed programmes. Countries are ranked in descending order of public expenditure on education at all levels of education as a percentage of total public expenditure in 2013.

Source: OECD, Table B4.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933397899>

Vocational education and training can provide more direct pathways into the labour market

- In 2014, 23% of 15-19 year-olds in Latvia were enrolled in upper secondary vocational programmes, similar to the OECD average of 25%. If current patterns are maintained, 27% of young adults in Latvia are expected to graduate from an upper secondary vocational programme at some point in their lifetime, against an OECD average of 46%.
- Of all the students enrolled in upper secondary education, 40% were in vocational programmes, lower than the OECD average of 44%. However, the government has been attempting to increase the attractiveness, quality and labour-market relevance of vocational education. The ratio of vocational to general students in education is meant to shift in favour of vocational education, to reach 50/50 by 2020.
- As in most OECD countries, the unemployment rate for individuals whose highest level of attainment is upper secondary education is lower for those who attended a vocational programme than for those who attended a general programme. In 2015, the unemployment rate among 25-34 year-olds whose highest level of attainment is a vocational programme was 8.6%, compared to 10% for their peers who followed a general programme. Latvia's government is focused on strengthening the involvement of employers and social partners with education in order to improve its quality and relevance and to develop more work-based learning, in order to match students' skills with labour market needs.
- The average age of upper secondary vocational programme graduates in Latvia is 22, in line with the OECD average of 23, but 90% of students graduate before the age of 25, compared to an OECD average of 80%. The share of older graduates in other countries may be explained by the fact that in many countries vocational programmes are linked to second chance programmes designed to encourage adults to re-enter education.

High-quality education needs sustainable funding

- Total expenditure on primary to tertiary educational institutions amounted to 4.5% of Latvia's GDP in 2013, below the OECD average of 5.2%. This works out at USD 6 5261 per student, which is lower than the OECD average of USD 10 493.
- Public expenditure alone accounts for 4.3% of GDP, against an OECD average of 4.8%, and 11.1% of the country's total public expenditure, compared with 11.3% on average for OECD countries (Figure 1).
- Some 89% of total expenditure on primary to tertiary education came from public sources in 2013, which is higher than the OECD average of 84%. However, this share varies considerably across educational levels. While nearly all (98%) of the expenditure on primary, secondary and post-secondary non-tertiary education comes from public sources, in tertiary education the figure drops to 68%, which is below the OECD average of 70%. More specifically, 31% of total expenditure on tertiary education comes from households.

School environment and workload may influence teachers' decisions to enter – and remain in – the profession

- Latvia has one of the oldest teaching workforces across OECD countries. In 2014, nearly 40% of all primary teachers and nearly 50% of all secondary teachers were over 50, in both cases about 10 percentage points over the OECD average. An ageing workforce has implications for education systems, as policies must be implemented in order to recruit and train new teachers.
- Class sizes in primary and lower secondary education in Latvia are on average among the smallest across OECD countries. In primary education there are 16 students per class, against an OECD average of 21, and in lower secondary education there are 15 students per class, against an OECD average of 23.
- Principals in Latvia tend to be older than in most OECD countries. Nearly 70% of lower secondary principals are over the age of 50, compared to an OECD average of 65%. In addition, the large majority of them (67%) are employed full time with teaching obligations. This contrasts with the situation across the OECD, where on average 66% are employed full time without teaching obligations.

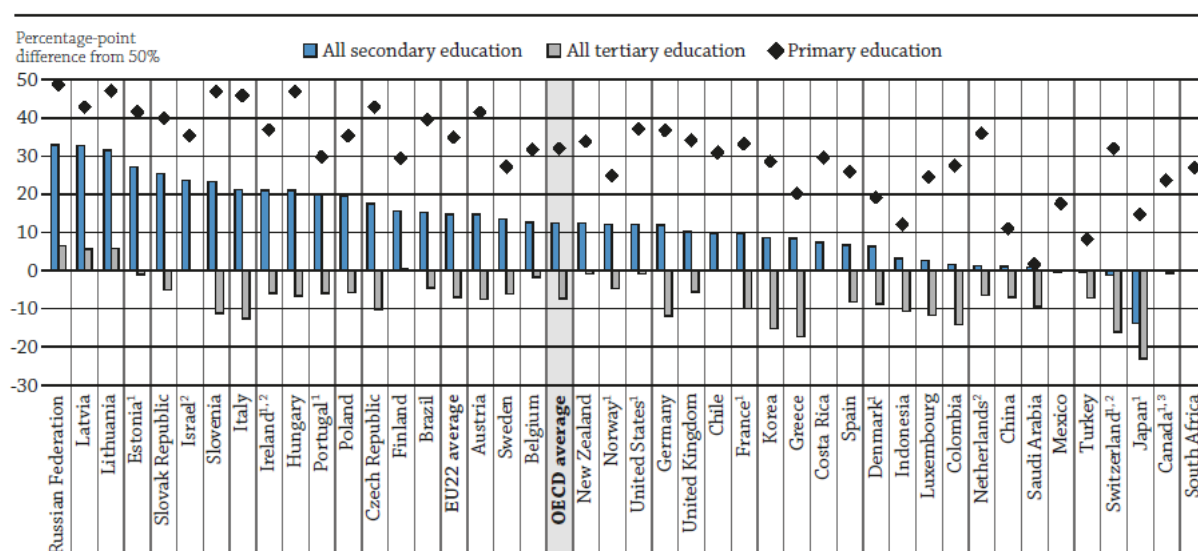
¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

Gender gaps in education and employment persist

- The gender imbalance in some fields of education is even more pronounced in Latvia than on average across OECD countries. Some 93% of bachelor's graduates in the field of education and 89% of graduates in the field of health and welfare are women, both of which are about 10 percentage points higher than the respective OECD averages. However, women are relatively more likely to study the fields of science, technology, engineering and mathematics (STEM) in Latvia: they represent 29% of bachelor's graduates in engineering, manufacturing and construction (OECD average: 24%) and 42% in science, mathematics and computing (OECD average: 40%).
- Although women in Latvia earn less than men at all levels of educational attainment, the gender gap among tertiary-educated adults is smaller in Latvia than on average across OECD countries. Tertiary-educated women earn 24% less than their male counterparts compared with an OECD average of 27% less.
- Women dominate the teaching profession in Latvia, making up 84% of the teaching workforce at all levels of education combined, which is far higher than the OECD average of 69% (Figure 2). Latvia follows the common pattern of a falling share of female teachers as the level of education rises but at tertiary level, 56% of teachers are still women, the highest rate across all OECD countries (OECD average: 43%). Likewise, women make up a significant share of school principals in Latvia: 77% of lower secondary principals are women, the highest share across all OECD countries (OECD average: 45%).

Figure 2. Gender distribution of teachers (2014)

Percentage point difference from 50% for share of women among teaching staff in public and private institutions, by level of education



How to read this figure

The zero line represents a 50-50 gender ratio for teachers in a given education level. Points above zero mean there is a higher share of female teachers and points below zero mean there is a higher share of male teachers. For example, in Slovenia, 97% of teachers in primary education are female, and the same is true for 73% of teachers at secondary and only 39% at the tertiary level.

1. Some levels of education are included with others. Please refer to "x" code in Table D5.3 for details.

2. Public institutions only. For the Netherlands, private data are available and included for pre-primary education. For Israel, private data are available and included in all levels except for pre-primary and upper secondary.

3. Year of reference 2013.

Countries are ranked in descending order of the percentage of female teachers at the secondary level.

Source: OECD, Table D5.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Access to high-quality early childhood education makes a difference later on

- As in most OECD countries, enrolment in pre-primary education has increased considerably over the past decade in Latvia. Between 2005 and 2014, the enrolment rate of 3-year-olds at this level increased from 66% to 86%. On average across OECD countries, the increase over the same period was from 54% to 69%. Enrolment at the age of four has also been increasing, and by 2014 90% of children in Latvia were enrolled in pre-primary education, above the OECD average of 85%.

Latvia - Country Note - Education at a Glance 2016: OECD Indicators

- Total expenditure on pre-primary education is 0.8% of GDP, above the OECD average of 0.6%. This works out at USD 4 854 per student per year, which is much less than the average across the OECD of USD 8 070. However, nearly all (98%) of the expenditure at this level comes from public sources, against the OECD average of 83%.
- Moreover, 94% of the students in pre-primary education in Latvia attend public institutions, one of the highest shares of all OECD countries (OECD average: 68%). Latvia also has a relatively low pupil to teacher ratio at this level of education: 11, compared to the OECD average of 14.

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Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

For more information on **Education at a Glance 2016** and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:



<http://gpseducation.oecd.org/CountryProfile?primaryCountry=LVA&treshold=10&topic=EO>.

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Key Facts for Latvia in Education at a Glance 2016

Source	Main topics in Education at a Glance	Latvia		OECD average		EU22 average	
Gender							
Employment rate of 25-64 year-olds, by educational attainment							
2015							
		Men	Women	Men	Women	Men	Women
Chart A5.2.	Below upper secondary	63%	45%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	76%	68%	81%	67%	79%	68%
	Tertiary	89%	84%	88%	80%	88%	80%
Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)							
2014							
		Ratio (women/men)		Ratio (women/men)		Ratio (women/men)	
Table A6.2	Below upper secondary	73%		76%		77%	
	Upper secondary or post-secondary non-tertiary	71%		77%		79%	
	Tertiary	76%		73%		74%	
Percentage of people not in employment, nor in education or training (NEET)							
2015							
		Men	Women	Men	Women	Men	Women
Table C5.2	15-29 year-olds	11%	15%	12%	17%	13%	16%
Percentage of female graduates, by tertiary levels of education							
2014							
		% Women		% Women		% Women	
Table A3.4	Short-cycle tertiary	66%		56%		59%	
	Bachelor's or equivalent	63%		58%		60%	
	Master's or equivalent	68%		57%		58%	
	Doctoral or equivalent	60%		47%		49%	
Field of education studied among tertiary-educated adults (25-64 year-old non-students)							
2012							
		Men	Women	Men	Women	Men	Women
Table A1.5.	Teacher training and education science	**	**	7%	18%	n.a.	n.a.
	Engineering, manufacturing and construction	**	**	31%	7%	n.a.	n.a.
Vocational Education and Training (VET)							
Distribution of enrolment, by programme orientation							
2014							
		General	Vocational	General	Vocational	General	Vocational
Table C1.3a	Upper secondary education	60%	40%	56%	44%	52%	48%
Educational attainment, by programme orientation							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table A1.4.	25-34 year-olds with upper secondary or post-secondary non-tertiary education	24%	21%	17%	26%	13%	30%
Unemployment rate, by programme orientation							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table A5.5	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	10%	8.6%	10%	9.2%	11.7%	10.8%
Financial Investment in Education							
Annual expenditure per student, by level of education (in equivalent USD, using PPPs)							
2013							
Table B1.1	Primary education	USD 5 974		USD 8 477		USD 8 545	
	Secondary education	USD 6 010		USD 9 811		USD 10 053	
	Tertiary (including R&D activities)	USD 8 193		USD 15 772		USD 15 664	
Total expenditure on primary to tertiary educational institutions							
2013							
Table B2.2	As a percentage of GDP	4.5%		5.2%		5%	
Total public expenditure on primary to tertiary education							
2013							
Table B4.2	As a percentage of total public expenditure	11.1%		11.2%		9.9%	
Early Childhood Education and Care (ECEC)							
Enrolment rates in early childhood education at age 3							
2014							
Table C2.1	ISCED 01 and 02	**		71%		77%	
Expenditure on all early childhood educational institutions							
2013							
Table C2.3	As a percentage of GDP	0.8%		0.8%		0.8%	
	Proportions of total expenditure from public sources	98%		81%		86%	
Teachers							
Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education							
2014							
Table D3.2a	Pre-primary school teachers	**		0.74		0.74	
	Primary school teachers	**		0.81		0.81	
	Lower secondary school teachers (general programmes)	**		0.85		0.86	
	Upper secondary school teachers (general programmes)	**		0.89		0.92	
Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)							
2014							
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	**	**	USD 29 494	USD 39 245	USD 28 934	USD 38 992
	Primary school teachers	**	**	USD 31 028	USD 42 675	USD 30 745	USD 42 285
	Lower secondary school teachers (general programmes)	**	**	USD 32 485	USD 44 407	USD 32 274	USD 44 204
	Upper secondary school teachers (general programmes)	**	**	USD 34 186	USD 46 379	USD 33 420	USD 46 420

Latvia - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in Education at a Glance	Latvia		OECD average		EU22 average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012		2012¹		2012	
Table A6.4	Teacher training and education science	**		USD 3 004		n.a.	
	Engineering, manufacturing and construction	**		USD 3 883		n.a.	
	Ratio of students to teaching staff			2014			
Table D2.2	Primary education	11 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	9 students per teacher		13 students per teacher		12 students per teacher	
	Tertiary education	19 students per teacher		17 students per teacher		17 students per teacher	
	Tertiary Education						
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015					
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	5%	2%	8%	8%	5%	6%
	Bachelor's or equivalent	23%	17%	21%	16%	18%	13%
	Master's or equivalent	11%	11%	14%	11%	16%	13%
	Doctoral or equivalent	1%	1%	1%	1%	1%	1%
	All tertiary levels of education	40%	32%	42%	35%	40%	32%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015					
Tables A5.1 & A5.3	Short-cycle tertiary	86%		80%		80%	
	Bachelor's or equivalent	84%		82%		81%	
	Master's or equivalent	88%		87%		86%	
	Doctoral or equivalent	93%		91%		91%	
	All tertiary levels of education	86%		84%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014					
Table A6.1	Short-cycle tertiary	102		120		120	
	Bachelor's or equivalent	138		148		139	
	Master's, doctoral or equivalent	167		191		175	
	All tertiary levels of education	145		155		152	
	Share of international or foreign students, by level of tertiary education	2014					
Table C4.1.	Bachelor's or equivalent	6%		5%		6%	
	Master's or equivalent	5%		12%		13%	
	Doctoral or equivalent	7%		27%		22%	
	All tertiary levels of education	5%		6%		8%	
	First-time entry rates into tertiary education	2014					
Table C3.1.	All tertiary levels (including international students)	**		68%		63%	
	All tertiary levels (excluding international students)	**		61%		57%	
	All tertiary levels (students younger than 25 years old and excluding international students)	**		51%		50%	
	Other: Immigration and intergenerational mobility in education						
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status²	2012		2012¹		2012	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	**	**	27%	37%	n.a.	n.a.
	Other: Adult education and learning						
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education²	2012		2012¹		2012	
Table C6.3	Below upper secondary	**		26%		n.a.	
	Upper secondary or post-secondary non-tertiary	**		46%		n.a.	
	Tertiary	**		70%		n.a.	
	Other: Education and social outcomes						
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2012		2012¹		2012	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	**		67%		n.a.	
	High literacy proficiency (Level 4 or 5)	**		90%		n.a.	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment³	2015					
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	78%	85%	83%	87%	83%	86%
	Tertiary	94%	94%	92%	94%	92%	93%

The reference year is the year cited or the latest year for which data are available.

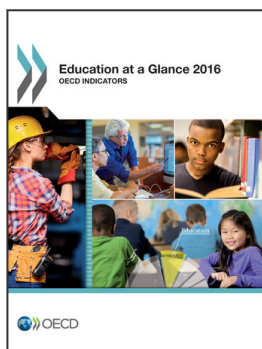
Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. OECD average includes some countries with 2015 data.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

** Please refer to the source table for details on this data.



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