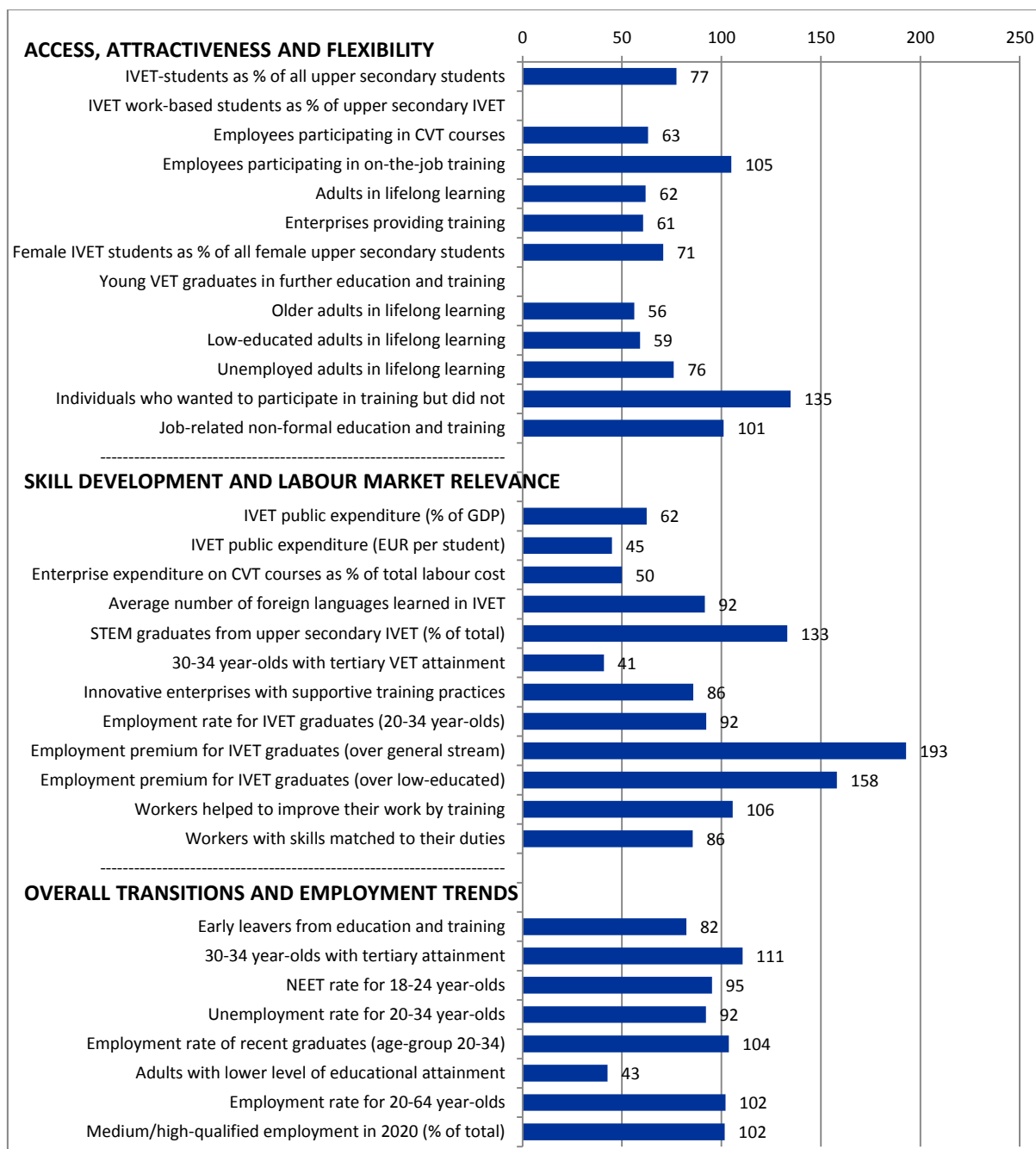


14. Latvia

VET indicators for Latvia for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.
All data in the table have been rounded.

Latvia's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Latvia with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Latvia is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Latvia's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The percentage of upper secondary students enrolled in IVET in Latvia (39.0% in 2012) is lower than the EU average (50.4%). The share of adults participating in lifelong learning (6.5% in 2013) is also lower than the EU average (10.5%): Latvia remains below the average target (15%) set by the strategic framework education and training 2020. Similarly, lifelong learning participation rates for particular subgroups of adults (older (3.7%) and unemployed people (7.6%)) are relatively low when compared with the EU (6.6% and 10.0% respectively). Based on 2010 CVTS data, the percentage of enterprises providing training (40%) is below the EU average (66%), and the percentage of employees participating in CVT courses at 24% is also below the EU average of 38%, while employee participation in on-the-job training is on par.

Skill development and labour market relevance

Indicators on skill development and labour market relevance show a mixed picture. At 0.43%, IVET expenditure as a share of overall GDP is below the EU average of 0.68%. This is also reflected in the lower spend per student (EUR 3 865 compared with the EU average EUR 8 586) (data on expenditure refer to 2011 and to IVET at ISCED 3-4). The percentage of graduates in STEM subjects from upper secondary-level IVET is higher than on average in the EU (38.9% and 29.2% respectively). The share of 30 to 34 year-olds who have completed tertiary-level VET (3.5%) is lower than the corresponding EU average (8.7% in 2013). Data from 2010 reveal that enterprises are less likely to provide training to support innovation (35.7% compared with 41.6% in the EU).

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (73.0%) is lower than the EU average (79.1%). In Latvia IVET graduates enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level.

Their employment rate is 10.8 percentage points higher than that of their counterparts from general education (well above the EU average premium of 5.6 percentage points); their employment rate is 27.5 percentage points higher than that of graduates with lower-level qualifications (also above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

Overall transitions and employment trends

In this section all data refer to 2013 unless otherwise stated.

The percentage of early leavers from education and training (9.8%) is below the EU average (11.9%): it is also below both the Europe 2020 average target (10%) and the national target (13.4%). The percentage of 30 to 34 year-olds with tertiary-level education is higher than the EU average (40.7% and 36.8%) and the percentage of people with low-level education is relatively low (10.6% compared with 24.8% in the EU). By 2013, 30 to 34 year-olds in tertiary-level education (40.7%) had surpassed the national target (34-36%) as well as the Europe 2020 average target (40%). The employment rate for 20 to 64 year-olds (69.7%) is slightly higher than the EU average (68.3%). The employment rate of recent graduates (78.2%) is also higher than the EU-average (75.4%) and has increased by 14.8 percentage points since 2010. The NEET rate (16.2%) is near the EU average (17.0%). The unemployment rate of 20 to 34 year-olds (13.9%) is lower than the EU average (15.1%) and has decreased by 8.9 percentage points since 2010.

Score on VET indicators in Latvia and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	LV	EU	LV	EU	LV	EU		LV	EU
Access, attractiveness and flexibility									
IVET-students as % of all upper secondary students	34.3	51.9	36.0	50.1	39.0	50.4	(2)	3.0	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	15	33	24	38					
Employees participating in on-the-job training (%)	7	16	21	20					
Adults in lifelong learning (%)					6.5 ^(b)	10.5 ^(b)	(3)		
Enterprises providing training (%)	36	60	40	66					
Female IVET students as % of all female upper secondary students	27.0	46.5	28.9	44.4	31.8	45.0	(2)	2.9	0.6
Young VET graduates in further education and training (%)				30.7					
Older adults in lifelong learning (%)					3.7 ^(b)	6.6 ^(b)	(3)		
Low-educated adults in lifelong learning (%)					2.6 ^(b)	4.4 ^(b)	(3)		
Unemployed adults in lifelong learning (%)					7.6 ^(b)	10.0 ^(b)	(3)		
Individuals who wanted to participate in training but did not (%)	12.0	14.2	12.8	9.5					
Job-related non-formal education and training (%)			81.1	80.2					
Skill development and labour market relevance									
IVET public expenditure (% of GDP)	0.43	0.67	0.42	0.71	0.43	0.68	(1)	0.01	-0.03
IVET public expenditure (EUR per student)	3 123	7 033	3 492	8 558	3 865	8 586	(1)	373	28
Enterprise expenditure on CVT courses as % of total labour cost	0.4	0.9	0.4	0.8					
Average number of foreign languages learned in IVET			1.2	1.2 ^(d)	1.1	1.2	(2)	-0.1	0.0
STEM graduates from upper secondary IVET (% of total)	41.7	32.0	36.3	28.7	38.9	29.2	(2)	2.6	0.5
30-34 year-olds with tertiary VET attainment (%)		7.3		7.4	3.5 ^(b)	8.7	(3)		1.3
Innovative enterprises with supportive training practices (%)	35.8	43.1	35.7	41.6					
Employment rate for IVET graduates (20-34 year-olds)			73.0	79.1					
Employment premium for IVET graduates (over general stream)			10.8	5.6					
Employment premium for IVET graduates (over low-educated)			27.5	17.4					
Workers helped to improve their work by training (%)			94.8	89.8					
Workers with skills matched to their duties (%)			47.2	55.2					
Overall transitions and labour market trends									
Early leavers from education and training (%)		15.4		13.9	9.8 ^(b)	11.9	(3)		-2.0
30-34 year-olds with tertiary attainment (%)		28.8		33.4	40.7 ^(b)	36.8	(3)		3.4
NEET rate for 18-24 year-olds (%)		15.1		16.6	16.2 ^(b)	17.0	(3)		0.4
Unemployment rate for 20-34 year-olds (%)		10.6	22.8 ^(b)	13.1	13.9	15.1	(3)	-8.9	2.0
Employment rate of recent graduates (age group 20-34) (%)	78.5	79.0	63.4	77.4	78.2	75.4	(3)	14.8	-2.0
Adults with lower level of educational attainment (%)		30.0		27.3	10.6 ^(b)	24.8	(3)		-2.5
Employment rate for 20-64 year-olds (%)		68.9		68.5	69.7 ^(b)	68.3	(3)		-0.2
Medium/high-qualified employment in 2020 (% of total)					83.6	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).