

LATVIA

RANK IN EU-27

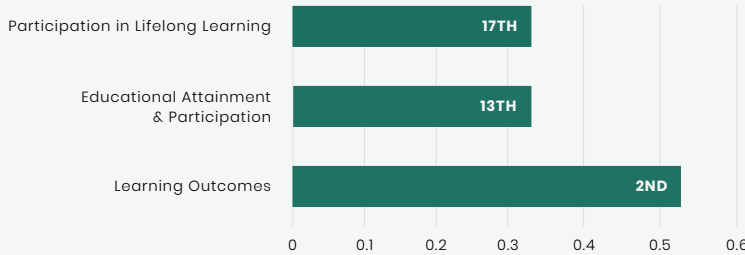
14TH

OVERALL SCORE

0.599

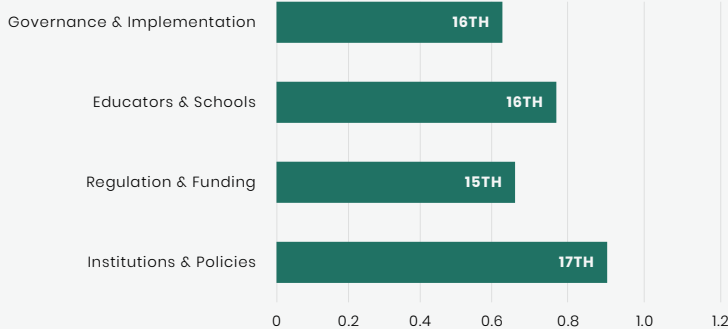
LEARNING PARTICIPATION AND OUTCOMES

RANK
14TH



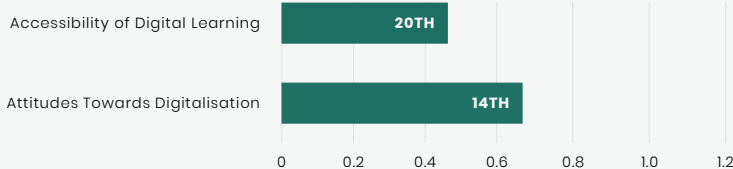
INSTITUTIONS AND POLICIES FOR DIGITAL LEARNING

RANK
15TH



AVAILABILITY OF DIGITAL LEARNING

RANK
20TH



MAIN OBSERVATIONS

- Latvia lies in the European average on the overall index for digital learning readiness.
- The main weaknesses are related to the lack of availability of digital learning tools (rank 17th).
- The institutions and policies as well as regulation of digital learning appear slightly below the EU-27 average.
- The main strength in digital learning in Latvia comes from the country's high learning outcomes summarised by the mean standardised test scores.

TAKEAWAYS:

WHAT CAN WE LEARN FROM THIS COUNTRY?

- Ministry of Education and Science is the primary organisation responsible for implementation of digital learning in Latvia. The most recent achievements are development of digital tools and expansion of digital methods in general and in vocational education.
- There has been an important expansion in digital equipment in schools: powerful internet connections (free of charge), interactive whiteboards, projectors, science rooms, etc. These allow schools to include elements of digital technology in the learning process.
- One of the main shortcomings is the lack of teachers' digital skills as well as the inability to synthesise traditional teaching methods with digital learning opportunities.

RECOMMENDATIONS

- While there is an overall considerable awareness and actions in the regulatory framework towards digital learning, most of the policies or projects have only been introduced recently and, therefore, there is no systematic assessment on the effect of these actions.
- Funding is an important element in investing in digital infrastructure and implementing the policies. European Social Funds support these programmes and continuity is important.
- While digital learning skills have been acknowledged as one of the key competences in adult education, this is progressing relatively slowly and there is still room for overall development of adult education.

KEY REFERENCES

Saeima of the Republic of Latvia (2010), "Latvija 2030" [Sustainable Development Strategy of Latvia until 2030], Riga.

European Commission (2017), "Latvijas „E-prasmju partnerības” sadarbības memorands 2017. - 2020. Gadam" [Memorandum of Cooperation on "E-skills partnership" 2017 - 2020], Riga.

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