

# Developing business competences in school- Latvia's experience

Latvia, RTTEMA

Valdis Krastins

Assoc.prof., dr.paed.

# Latvian National Development Plan 2007-2013

- Main goal: to facilitate a balanced and sustainable development of the country
- A resource for growth: knowledge
- The goal of growth: an increase in the quality of human life

# Latvia: current problem

- Entrepreneurship concentrated around capital city
- Latvia has in 53-rd place – is it easy to start business? (World Bank research *Doing Business* (from 183) )
- 24th place – business environment
- 99% all enterprises are Small/medium-sized business; 70% employees from S/MB

# Current problem

- A low level of entrepreneurship and self-employment in Latvia, lack of initiative in society
- Attitude towards entrepreneurship and entrepreneurs is needed
- Low level of productivity

# Latvia's education system plays

- ... the main role in developing creative and determined individuals by providing opportunities to acquire knowledge and skills during one's whole life. The quality of education has to meet the increasing demands of modern society and the national economy.

# Latvia

- The Republic of Latvia was founded in 1918. In 1991 Latvia declared the restoration of its *de facto independence*.
- Latvia is the central country of the Baltic States (Estonia, Latvia and Lithuania). On the world map Latvia is to be found in North-eastern Europe, on the east coast of the Baltic Sea.

# Governance of the Education System

- ... system is administered at three levels - national, municipal and institutional.
- The Parliament (*Saeima*), the Cabinet of Ministers and the Ministry of Education and Science are the main decision-making bodies at a national level. The Ministry of Education and Science - education policy-making institution , sets educational standards .

# Education

The state guarantees free basic and secondary (high school) education. More than 90% of children attend state schools which provide free education. 9 years of primary education are obligatory. Apart from state-financed educational institutions, there are also private schools and private universities in Latvia.



# FINANCING OF EDUCATION IN LATVIA

- Basic and secondary education in Latvia is free of charge and is financed from the municipal budget. At basic and secondary schools, the state pays teachers' wages, while the local authority finances the maintenance of the school itself and covers other expenses connected with teaching.

# FINANCING OF EDUCATION IN LATVIA

- Starting 2009/2010 a new financing model “money follows student” was introduced in schools
- The students/teachers ratio: 10/1

# FINANCING OF EDUCATION IN LATVIA

- Vocational schools in Latvia usually belong to the state or the local authority, which accordingly finances both teaching and maintenance of the school.
- The Latvian state finances all the higher education institutions belonging to the state. The Higher Education Council allocates a certain number of state-financed study places in each field of studies.
- Those students who pass their entrance examinations at state higher education institutions, but whose marks are not sufficiently high to grant them state-supported education, can take up studies as fee-paying students. Similarly, fees are charged at all private higher education institutions.

# Basic education

- 9-year single structure basic education (primary and lower secondary education according to ISCED 1 and 2) is compulsory for all children from the age of 7. The curriculum is determined by the national basic education standard. The Ministry of Education and Science supervises and determines the content of the final national examinations.

# In 2009 from all basic school students

- 63 % - continued their studies at secondary schools;
- 33 % - in vocational schools;
- 4,6 % - not continued their studies

# Basic education 2010/2011

- Grade 8 : 19099 students
- Grade 9 : 22012 students

# General education in figures

Study year	students	teachers	institutions
2007/2008	250941	25567	958
2008/2009	236223	25751	948
2009/2010	226034	22629	848

# Improvement/development of the education content

- National Standard of Basic Education was adopted in 2006 (defines the key aims/objectives for basic education programme, the mandatory content, the basic principles and procedure to evaluate students achievements, + new Subject Standards in Basic education)



# Improvement/development of the education content

- The National Standard of General Secondary Education was adopted in 2008 (new Subject Standards were introduced, cover six education spheres: Languages, Mathematics and IT, Sports and Health, Science, Social Science, The Arts)

# Basic school curriculum

	Grade 1-3	Grade 4-6	Grade 7-9
Languages			
Latvian	6+6+6	6+5+4	3+3+3
1st Foreign Ing	0+0+3	3+3+3	3+3+3
2nd Foreign Ing		0+0+2	3+3+3
Technologies and Sciences	6+6+6	7+8+8	11+13+13
Human being and society	4+4+4	3+4+4	4+4+4
<b>Social Sciences</b>	1+1+1	2+2+2	1+1+1
Arts	5+6+4	4+6+5	5+5+5

# Latvia

- Developing business competences in school:
  - Social Sciences/Economics
  - Social competence, knowledge - based competence in economics, self competence
  - Other subjects
  - Integrated approach
  - Teacher competence/teacher training

# Social Sciences

- Ethics, Introduction into the Economics, Health studies and Civics
- Purpose of the study subject - **socialization**

# SOCIAL SCIENCE SUBJECT

Strengths	Weaknesses
Social science/Economics subject has potential – link with other subjects (Health, Social Science , Chemistry, Physics etc.)	In given time, is difficult to complete the <i>standard/programme</i>
Ministry of Education and Science defines standard for Social science subject	Standard has no clear criteria for performance - poor , good, very good
Social Science “covers” all basic school from Grade 1 to 9	Some Social science topics overlap with topics in others subjects
Effectively responds to changes in country economics, politics,legislation	In the textbook is rather short explanation and is difficult to understand for students

# Our research in 6 schools of Latvia

- Teachers: job experience from 2 to 11 years
- Self-evaluation of teaching experience – background/training might be better, business environment see from position of employee, can't see possibilities for extra-curriculum activities in subject, lack of materials; business environment is changing, teacher training is necessary

# Schools

- Lack of social partners (only municipalities)
- Students parents occasionally are involved into career education
- Small number of extra-curriculum activities
- Lack of teaching resources
- Main task - students socialization, personal development

# 8 key competences for the development of LLL in Europe

- Communication in the mother tongue
- Communication in foreign language
- Mathematical competences and basic competences in science and technology
- ICT competence
- Learning to learn competence
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression



# Other projects(1)

- Enterprising Education in Sweden, Estonia, Latvia and Finland 2009-2011
- Main target groups:
  - schools, kindergartens (teachers, students)
  - Municipality leaders
  - Other network members (parents, firms)

# SELF Enterprise

- 71,2 % students want to start own business
- Are they ready? (knowledge, skills, environment, taxation policy...)
- What is necessary?
  - Innovation
  - Management skills
  - Planning
  - Risk taking/mangement
  - Dare

# Could you describe terms “entrepreneurship, dare”

	Latvia	Latvia	Sweden	Sweden
	students	teachers	students	teachers
Can't	9,8 %	6,5 %	34,9 %	5,6 %
A little	16,6 %	18,7 %	21,4 %	18,3 %
Partly	43,3 %	41,4 %	21,4 %	42,3 %
Can	24,6 %	25,2 %	16,9 %	23,9 %
Excellent	5,7 %	8,2 %	5,4 %	9,9 %
Have experience to teach	X	25,5 %	X	25,4 %
Have link with business	x	23,0 %	x	49,3 %

# Other projects(2)

- Durham University Business School and Riga Teacher Training and Educational Management Academy – study course for schools and higher educational institutions “Dare and Enterprise” ( last decade of 20th century)
- Materials not only for Economics, Introduction into Business teachers

# Conclusions(1)

- Entrepreneurship programmes/initiatives for schools lead to better knowledge/skills in starting/running own business
- Economics as school subject is important in forming positive attitude towards business
- Teachers competence in teaching Economics is important and have to be improved
- Teaching tools and materials are necessary for teaching Economics

# Conclusions(2)

- Many school subjects studies develop entrepreneurial thinking
- Problemsolving activities, examples from real life, discussions, critical evaluation of mass media information can facilitate entrepreneurial thinking
- Teacher training programmes have to deliver entrepreneurship themes for all subjects









