

EDUCATION AT A GLANCE 2016

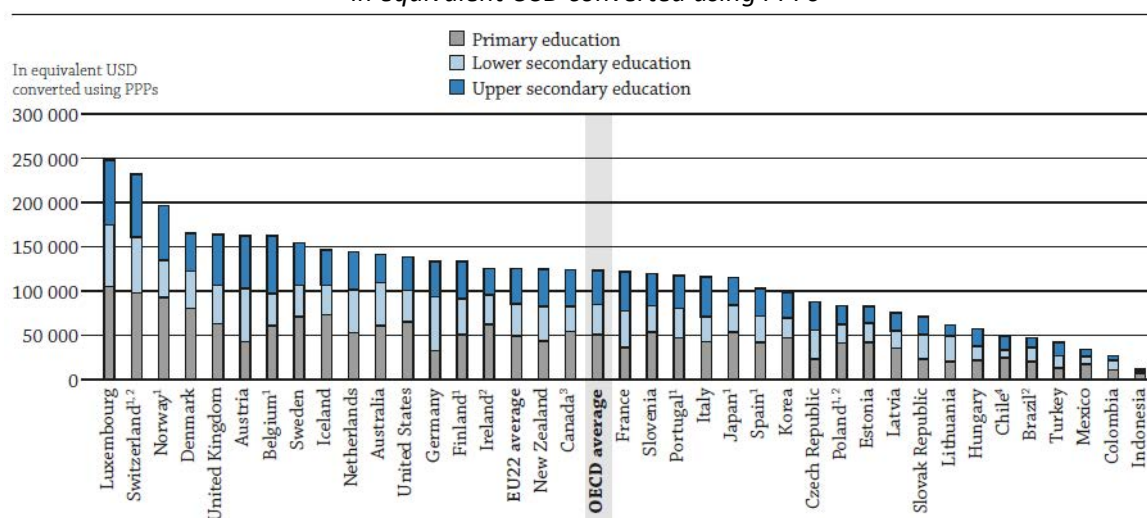
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Lithuania

- In 2013, **Lithuania spent USD 6 027¹ per student on primary to tertiary educational institutions, below the OECD average of USD 10 493**. Cumulative expenditure on each student through primary and secondary education is roughly half the OECD average (Figure 1).
- Children participate in early childhood education and care from an early age. **More than half of Lithuanian 2-year-olds were in early childhood education, compared to one in three on average across OECD countries**.
- **Lithuania's teachers are predominantly female and comparatively older**. In 2014, 97% of primary school teachers were female and 41% were 50 or over, higher than the OECD averages of 82% and 30% respectively.
- Vocational upper secondary education is less common than in most OECD countries. **Only 15% of young Lithuanian people are expected to complete vocational upper secondary education**, compared to the OECD average of 46%.
- **Lithuania has a high tertiary attainment rate, particularly among the younger generation**. In 2014, 55% of 25-34 year-olds had a tertiary education, compared to the OECD average of 42%.
- Lithuania's gender gap in employment rates is relatively small but **tertiary-educated women earn 24% less than tertiary-educated men**.

Figure 1. Cumulative expenditure per student by educational institutions over the expected duration of primary and secondary studies (2013)

Annual expenditure on educational institutions per student multiplied by the theoretical duration of studies, in equivalent USD converted using PPPs



1. Some levels of education are included with others. Refer to "x" code in Table B1.1 for details.

2. Public institutions only.

3. Year of reference 2012 for expenditure per student.

4. Year of reference 2014 for expenditure per student.

Countries are ranked in descending order of the total expenditure by educational institutions per student over the theoretical duration of primary and secondary studies.

Source: OECD, Table B1.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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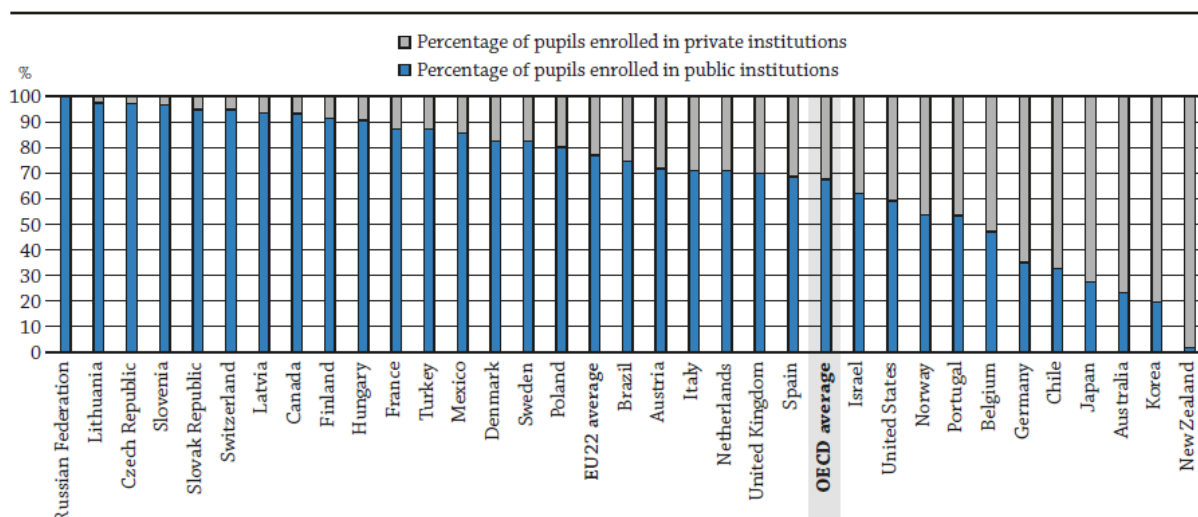
¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

High-quality education needs sustainable funding

- Lithuania spends less per student than most OECD countries. In 2013, annual public and private spending per student by all educational institutions, from primary to tertiary levels, was USD 6 027, while OECD countries on average spent USD 10 493. As a result, the cumulative expenditure per student over the expected years in education from primary through to secondary education, USD 61 760, is roughly half of the OECD average of USD 121 899.
- In 2013, Lithuania spent 4.4% of its gross domestic product (GDP) on education institutions from primary through to tertiary level, while OECD countries spent an average of 5.2% of GDP. Lithuania devotes 2.7% of GDP to primary, secondary and post-secondary non-tertiary education, lower than the OECD average of 3.7%. This is similar to some Central and Eastern European countries with low birth rates. On the other hand, tertiary education receives 1.7% of the country's GDP, higher than the OECD average of 1.5%.
- Primary, secondary and post-secondary non-tertiary education is mostly publicly funded, as is the case in many other European countries. In 2013, 97% of total expenditure at those levels of education came from public sources, higher than the OECD average of 91% and the EU22* average of 93%.
- In 2013, 95% of Lithuania's total spending on primary education was current expenditure (spending on goods and services consumed within the current year), greater than the OECD average of 92%. Of this current expenditure, 85% was allocated to staff compensation, also more than the OECD average of 77%. In contrast, the share of current expenditure in tertiary education was 78%, one of the lowest among all countries with data available, and compared with an OECD average of 89%.

Ensuring access to high-quality early childhood education and care can make a vast difference in educational outcomes

- According to the analysis of the 2012 OECD Programme for International Student Assessment (PISA), 15-year-old students in Lithuania who attended pre-primary education perform better than those who did not, even after accounting for their socio-economic background. As in most countries with data available, Lithuanian students who reported attending up to a year of pre-primary education were less likely to be low performers in mathematics than those who did not, and those with more than one year of pre-primary education were even less likely to be low performers, although these gaps are relatively small compared to other countries.
- In Lithuania many children participate in early childhood education and care (ECEC) from an early age. In 2014, 83% of 4-year-olds were enrolled in ECEC, close to the OECD average of 85%. Enrolment is particularly high among even younger children, with 55% of 2-year-olds enrolled in ECEC, compared to the OECD average of 36%.
- In common with many Baltic and Eastern European countries, ECEC in Lithuania is typically publicly provided. In 2014, more than 95% of children in early childhood educational development programmes (typically for children aged 0-2 in Lithuania) and pre-primary education (typically ages 3-6 in Lithuania) were in public institutions. Public provision of ECEC is less widespread on average in OECD countries, both in early childhood educational development programmes (42% of children enrolled) and pre-primary education (68% of children enrolled) (Figure 2).
- Lithuania spent 0.7% of its GDP on ECEC institutions in 2013, close to the OECD average of 0.8%. Public sources account for 85% of total expenditure, as opposed to 81% on average in OECD countries. In 2013 total expenditure on early childhood education was USD 5 093 per child. This was lower than the OECD average of USD 8 618, but higher than those of the other Baltic countries and similar to many Eastern European countries.
- The child-teacher ratio in ECEC programmes is low in Lithuania. In 2014, there were on average seven children for every contact staff member (teachers and teachers' aides) and ten for every member of teaching staff, both lower than the OECD averages of 11 and 14, respectively.

Figure 2. Percentage of pupils enrolled in public and private institutions in pre-primary education (2014)

Countries are ranked in descending order of the percentage of pupils enrolled in public institutions in pre-primary education.

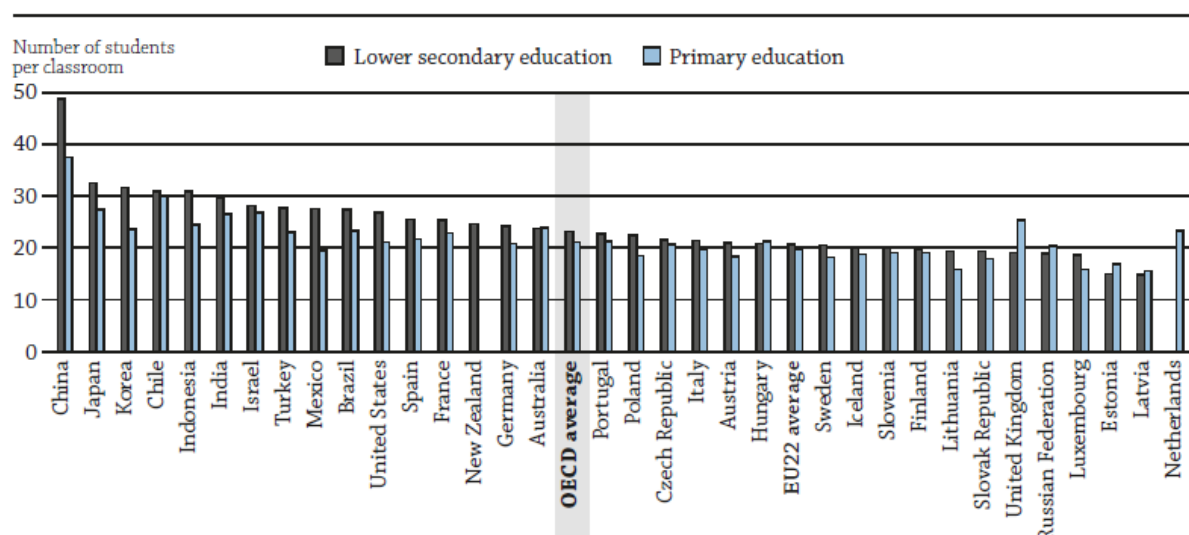
Source: OECD, Table C2.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- Lithuania's teaching workforce is relatively old. In 2014, 41% of primary school teachers and 44% of lower secondary school teachers were 50 or older, compared to 30% for primary and 34% for lower secondary on average across OECD countries. This ageing teaching workforce suggests Lithuania is facing a generational turnover and will need to attract young graduates into teaching in the coming years.
- The Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), suggests that tertiary graduates in teacher training and education science have lower average monthly earnings than their peers from other fields of education. The Education, Audiovisual and Culture Executive Agency (2015) reports that the minimum annual statutory salary for teachers in primary and secondary education in Lithuania is 32% of GDP per capita, the lowest among European countries with available data.
- Lithuania's teaching workforce is more heavily female than in OECD countries: 97% of primary school teachers were female in 2014, higher than any OECD country and compared to the OECD average of 82%. Similarly, 82% of Lithuanian lower secondary teachers and 80% of upper secondary teachers were female, compared to OECD averages of 68% and 58% respectively. From pre-primary to tertiary levels combined, women make up 81% of the teaching workforce – the highest share across all OECD and partner countries after Estonia (82%), Latvia (84%) and the Russian Federation (82%).
- Class sizes are small in Lithuania, as in neighbouring Estonia and Latvia. In 2014, the country's average primary school class had 16 students, compared to the OECD average of 21 students. At lower secondary level, the average class size in Lithuania increases to 19 students, but remains smaller than the OECD average of 23 students (Figure 3).
- Student-teacher ratios in Lithuania are lower than in most OECD countries. There are 10 students per teacher in primary education and 7 per teacher in lower secondary education, compared to OECD averages of 15 and 13 respectively.
- Lithuania has one of the lowest numbers of instruction days per year in compulsory education among countries with data available. Primary students have 160 instruction days per year, compared to the OECD average of 185 days. In lower secondary education the figure is 168 days per year, compared to the OECD average of 184 days. As a result, students in Lithuania receive 6 577 hours of compulsory instruction during their primary and lower secondary education, shorter than the 7 540 hours on average across OECD countries, even though compulsory education lasts 10 years, compared to an OECD average of 9.

Figure 3. Average class size, by level of education (2014)



Countries are ranked in descending order of the average class size in lower secondary education.

Source: OECD, Table D2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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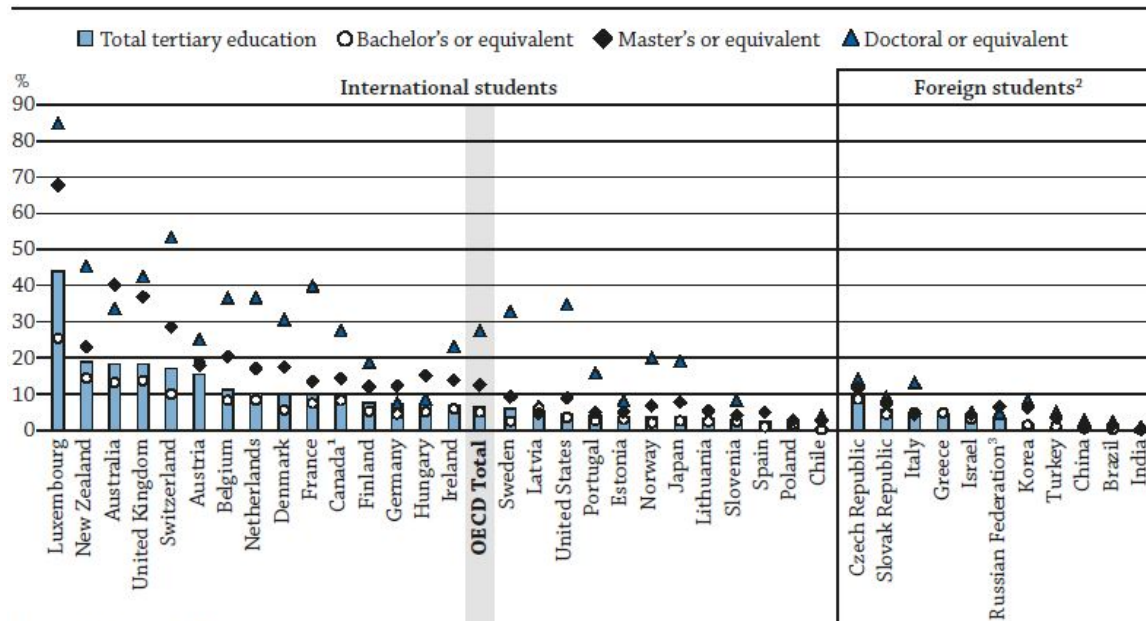
Vocational education and training can provide more direct pathways into the labour market

- Vocational education and training at the upper secondary level is less common in Lithuania than in many OECD countries. Only 27% of all upper secondary students were in vocational programmes in 2014, compared to the OECD average of 44% and the EU22 average of 48%. As a result, only 15% of young Lithuanians are expected to complete vocational upper secondary education during their lifetime, much smaller than the OECD average of 46% and the EU22 average of 50%. On the other hand, 100% of students in post-secondary non-tertiary education were in vocational programmes in Lithuania, and 18% of young adults are expected to complete post-secondary non-tertiary education, higher than the OECD average of 10% and the EU22 average of 8%.
- On average across OECD countries, adults with vocational upper secondary qualifications as their highest educational attainment have higher employment rates (80%) than those with general upper secondary programmes (70%). Lithuania follows the same pattern but the difference is smaller: 78% versus 76% respectively.
- Graduates from upper secondary vocational programmes in Lithuania are most likely to have studied the fields of engineering, manufacturing and construction (46%), followed by services (28%) and social sciences, business and law (18%) – compared to 33%, 17%, and 20% respectively in OECD countries on average. These three fields are also popular among post-secondary non-tertiary graduates, at 26%, 27% and 28% of graduates respectively, compared to 22%, 18% and 20% on average in OECD countries.

Tertiary education is still expanding and is rewarded in the labour market

- Lithuania has a highly educated population, with 39% of 25-64 year-olds having completed tertiary education in 2015, compared to the OECD average of 35%. In particular, its tertiary attainment rates for 25-34 year-olds are among the highest: 55%, compared to the OECD average of 42%. It is estimated that 52% of young adults in Lithuania will complete tertiary education during their lifetime, above the OECD average of 49%.
- As in all OECD countries, higher levels of education translate into better chances of employment and higher earnings. In 2015, the unemployment rate was 13% for adults with upper secondary education as their highest level of attainment, as opposed to 4% for those with a bachelor's degree – the largest gap among all countries with data available (the OECD averages were 7% and 5%, respectively). Adults with a bachelor's degree earn 49% more than those with upper secondary education, similar to the OECD average of 48%.
- In 2014, only 3% of those enrolled in tertiary education in Lithuania were international students, lower than the OECD average of 6%. The proportion of international students at the doctoral level was 3%, considerably lower than the OECD average of 27% (Figure 4).

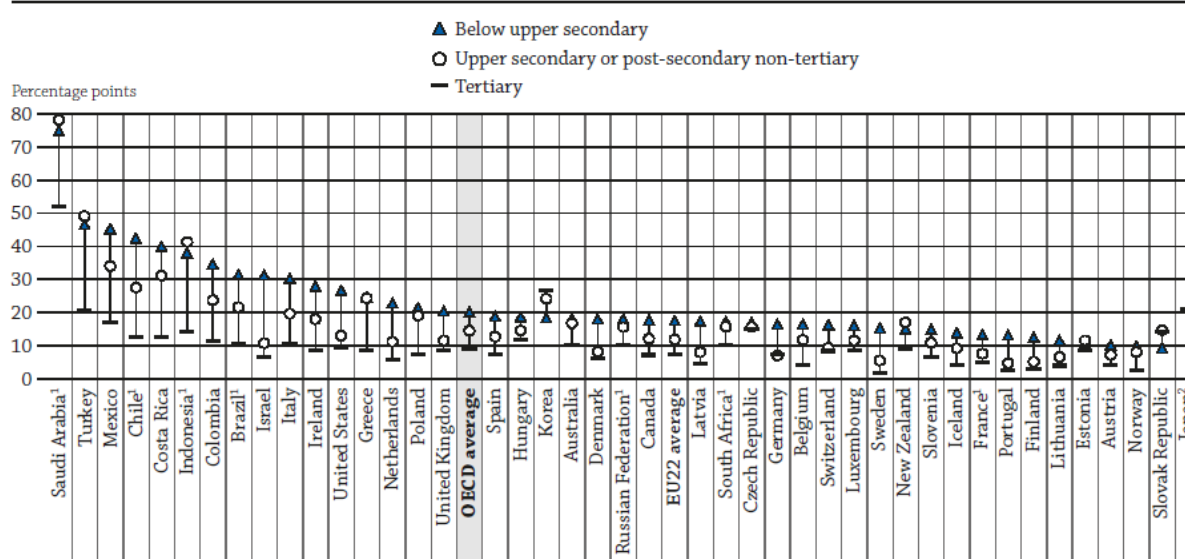
Figure 4. Student mobility in tertiary education, by ISCED level (2014)
International or foreign student enrolments as a percentage of total tertiary education.



Gender gaps in education and employment persist

- Women are over-represented among first-time graduates at all levels of tertiary education in Lithuania. In 2014, 62% of graduates from bachelor's programmes, 67% from master's and 59% from doctoral programmes were women, all higher than the OECD averages of 58%, 57% and 47% respectively.

Figure 5. Gender difference in employment rate, by educational attainment (2015)
25-64 year-olds, percentage-point difference (employment rate for men - employment rate for women)



- The gap between men and women's employment rates is relatively small in Lithuania, regardless of educational attainment. The difference in employment rates between 25-64 year-old men and women with less than upper secondary education is 12 percentage points, compared to the OECD average of 20 percentage points. Gender gaps among those with higher educational qualifications are also small compared to other countries (Figure 5).
- However, as in most OECD countries, women earn less than their male counterparts in Lithuania. Tertiary-educated women in full-time employment earn 24% less than tertiary-educated men, a slightly smaller difference than the 27% on average across OECD countries. The Survey of Adult Skills found that women with tertiary degrees in two predominantly female-dominated fields of study, teacher training and education science, and health and welfare, earn the least of all tertiary-educated women in Lithuania.

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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.


* EU22 countries are those that are members of both the European Union and the OECD. These 22 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.

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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.

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Key Facts for Lithuania in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Lithuania		OECD average		EU22 average	
	Gender						
	Employment rate of 25-64 year-olds, by educational attainment	2015					
Chart A5.2.		Men	Women	Men	Women	Men	Women
	Below upper secondary	54%	43%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	74%	68%	81%	67%	79%	68%
	Tertiary	92%	88%	88%	80%	88%	80%
	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014					
Table A6.2		Ratio (women/men)		Ratio (women/men)		Ratio (women/men)	
	Below upper secondary	**		76%		77%	
	Upper secondary or post-secondary non-tertiary	72%		77%		79%	
	Tertiary	76%		73%		74%	
	Percentage of people not in employment, nor in education or training (NEET)	2015					
Table C5.2		Men	Women	Men	Women	Men	Women
	15-29 year-olds	12%	15%	12%	17%	13%	16%
	Percentage of female graduates, by tertiary levels of education	2014					
Table A3.4		% Women		% Women		% Women	
	Short-cycle tertiary	**		56%		59%	
	Bachelor's or equivalent	62%		58%		60%	
	Master's or equivalent	67%		57%		58%	
		59%		47%		49%	
		2015		2012 ¹		2012	
		Men	Women	Men	Women	Men	Women
	Table A1.5.	Teacher training and education science	6%	19%	7%	18%	n.a.
Engineering, manufacturing and construction		38%	12%	31%	7%	n.a.	n.a.
Vocational Education and Training (VET)							
	Distribution of enrolment, by programme orientation	2014					
Table C1.3a		General	Vocational	General	Vocational	General	Vocational
	Upper secondary education	73%	27%	56%	44%	52%	48%
	Educational attainment, by programme orientation	2015					
Table A1.4.		General	Vocational	General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education	19%	16%	17%	26%	13%	30%
	Unemployment rate, by programme orientation	2015					
Table A5.5		General	Vocational	General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	10.9%	11.3%	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 5 079		USD 8 477		USD 8 545	
	Secondary education	USD 4 826		USD 9 811		USD 10 053	
	Tertiary (including R&D activities)	USD 8 697		USD 15 772		USD 15 664	
	Total expenditure on primary to tertiary educational institutions	2013					
Table B2.2	As a percentage of GDP	4.4%		5.2%		5%	
	Total public expenditure on primary to tertiary education	2013					
Table B4.2	As a percentage of total public expenditure	11.3%		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	78%		71%		77%	
	Expenditure on all early childhood educational institutions	2013					
Table C2.3	As a percentage of GDP	0.7%		0.8%		0.8%	
	Proportions of total expenditure from public sources	85%		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		**		0.74		0.74	
	Pre-primary school teachers	**		0.81		0.81	
	Primary school teachers	**		0.85		0.86	
	Lower secondary school teachers (general programmes)	**		0.89		0.92	
		**		0.89		0.92	
		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
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

Source	Main topics in <i>Education at a Glance</i>	Lithuania		OECD average		EU22 average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2015		2012¹		2012	
Table A6.4	Teacher training and education science	USD 1 400		USD 3 004		n.a.	
	Engineering, manufacturing and construction	USD 1 700		USD 3 883		n.a.	
	Ratio of students to teaching staff	2014					
Table D2.2	Primary education	10 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	8 students per teacher		13 students per teacher		12 students per teacher	
	Tertiary education	16 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	**	**	8%	8%	5%	6%
	Bachelor's or equivalent	37%	23%	21%	16%	18%	13%
	Master's or equivalent	17%	15%	14%	11%	16%	13%
	Doctoral or equivalent	1%	1%	1%	1%	1%	1%
	All tertiary levels of education	55%	39%	42%	35%	40%	32%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015					
Tables A5.1 & A5.3	Short-cycle tertiary	**		80%		80%	
	Bachelor's or equivalent	89%		82%		81%	
	Master's or equivalent	91%		87%		86%	
	Doctoral or equivalent	95%		91%		91%	
	All tertiary levels of education	90%		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	**		120		120	
	Bachelor's or equivalent	149		148		139	
	Master's, doctoral or equivalent	182		191		175	
	All tertiary levels of education	160		155		152	
	Share of international or foreign students, by level of tertiary education	2014					
Table C4.1.	Bachelor's or equivalent	2%		5%		6%	
	Master's or equivalent	5%		12%		13%	
	Doctoral or equivalent	3%		27%		22%	
	All tertiary levels of education	3%		6%		8%	
	First-time entry rates into tertiary education	2014					
Table C3.1.	All tertiary levels (including international students)	79%		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	2015		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	20%	**	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	2015		2012¹		2012	
Table C6.3	Below upper secondary	10%		26%		n.a.	
	Upper secondary or post-secondary non-tertiary	22%		46%		n.a.	
	Tertiary	65%		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	2015		2012¹		2012	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	48%		67%		n.a.	
	High literacy proficiency (Level 4 or 5)	83%		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	69%	85%	83%	87%	83%	86%
	Tertiary	87%	90%	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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