

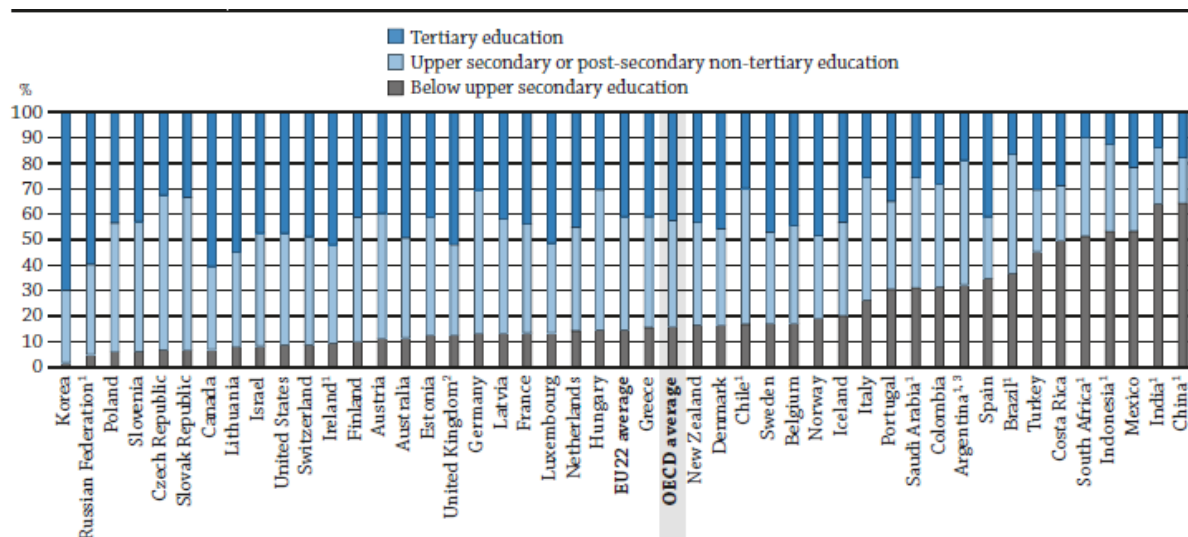
EDUCATION AT A GLANCE 2017

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

- **Most vocational and tertiary students in Lithuania chose business, administration and law and engineering, manufacturing and construction as their fields of study.** Business, health and social science are the most popular fields among women.
- **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 four on average across OECD countries.
- **Tertiary attainment rates have increased largely in Lithuania over the past 15 years reaching a high tertiary attainment rates in 2016 (55% of 25-34 year-olds) (Figure 1).**
- **Between 2010 and 2014, expenditure per student on tertiary educational institutions (including research and development activities) had increased 24%,** higher than the OECD average of 15%.
- **Lithuania's teachers are predominantly female and comparatively older.** In 2015, 97% of primary school teachers were female and 42% were 50 or over, higher than the OECD averages of 84% and 32% respectively. This ageing teaching workforce suggests Lithuania is facing a generational turnover and will need to attract young graduates into teaching in the coming years.

Figure 1. Educational attainment of 25-34 year-olds (2016)



1. Year of reference differs from 2016. Refer to the source table for more details.

2. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (16% of adults aged 25-64 are in this group).

3. Data should be used with caution. See *Methodology* section for more information.

Countries are ranked in ascending order of the percentage of 25-34 year-olds with below upper secondary education.

Source: OECD / ILO / UIS (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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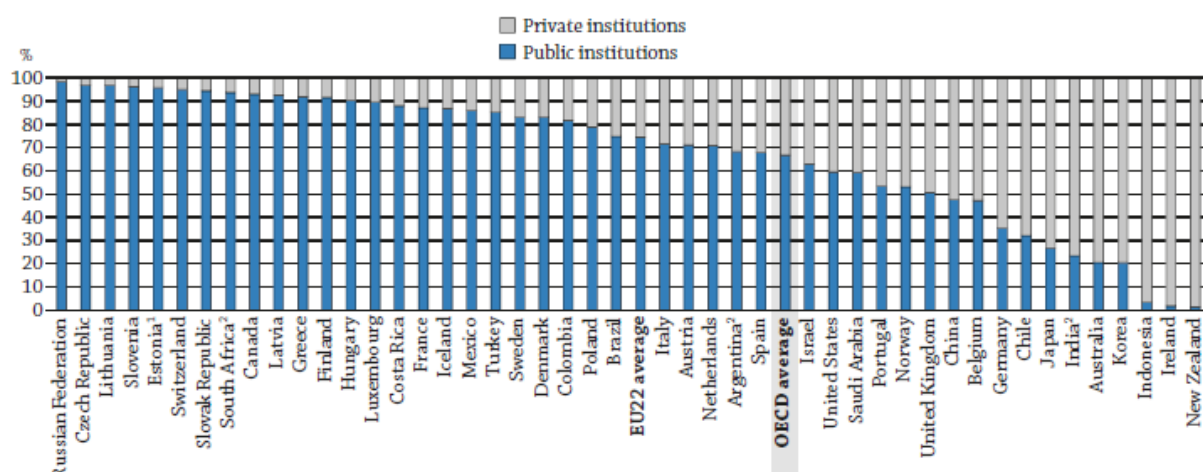
Business, administration and law programmes are popular fields of study, more so among women than men

- 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 2015, compared to the OECD average of 46% and the EU22 average of 51%. Additionally, 10% of young Lithuanian people (younger than 19 years) were expected to complete vocational upper secondary education, compared to the OECD average of 25%.
- Despite that, the most popular fields of study among vocational programmes in Lithuania as of 2015 are engineering, manufacturing and construction (48% of all graduates) followed by business, administration and law (17%), both above the OECD average (34% and 20% respectively).
- Lithuania has a highly educated population, with 40% of 25-64 year-olds having completed tertiary education in 2016, compared to the OECD average of 37%. The share of tertiary-educated 25-64 year-olds in STEM (science, technology, engineering and mathematics) fields in Lithuania were above the OECD average (29% and 26% respectively), similarly to business, administration and law (25% and 23% respectively).
- Business and STEM fields are still popular among current tertiary educated students. In 2015, 30% of new students entering tertiary education enrolled in business, administration, and law programs, followed by 29% of new entrants in STEM fields. Women were over-represented in business fields as well as in health (82%), education (72%), and social sciences (70%). However, they represented less than a quarter for ICT's and engineering.
- Employment rates for tertiary-educated adults from business STEM and health fields are the highest in Lithuania. In 2016, these fields accounted employment rates above 91%, one of the highest rates across the countries analysed.
- In 2015, more international students were studying arts and humanities (15%), social sciences, journalism and information (20%), and health and welfare (17%) than national students (8%, 11%, and 13% respectively). This was above the OECD averages for these fields, 14%, 12%, and 9% respectively.

Access to high-quality early childhood education and care can positively improve educational outcomes

- In 2015, 86% of 4-year-olds were enrolled in pre-primary education, similar to the OECD average (87%). The enrolment rate is particularly high among even younger children, with 55% of 2-year-olds and 77% of 3-year-olds enrolled in early childhood educational development programmes (typically for children aged 0-2 in Lithuania) and pre-primary education (typically ages 3-6 in Lithuania), compared to the OECD averages of 39%, and 78% respectively.
- In common with many Eastern European countries, early childhood education and care (ECEC) in Lithuania is typically publicly provided. In 2014, more than 94% of children in early childhood educational development programmes and pre-primary education were in public institutions. Public provision of ECEC is less widespread on average in OECD countries, both in early childhood educational development programmes (45% of children enrolled) and pre-primary education (67% of children enrolled) (Figure 2).
- Lithuania spent 0.8% of its GDP on ECEC institutions in 2014, the same as the OECD average. Public sources account for 83% of total expenditure, as opposed to 82% on average in OECD countries. In 2014 total expenditure on early childhood education was USD 5 191 per child. This was lower than the OECD average of USD 8 858.
- The child-teacher ratio in early childhood educational development programmes is higher than in most OECD countries that provided data. In 2015, there were on average seven children for every contact staff member (teachers and teachers' aides) and ten for every member of teaching staff, both higher than the OECD averages of 6 and 8, respectively.

Figure 2. Percentage of pupils enrolled in public and private institutions in pre-primary education (2015)



1. Pre-primary includes early childhood development programmes.

2. Year of reference 2014.

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

Source: OECD (2017), Table C2.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558268>

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

- In 2015, the tertiary attainment rate for 25-34 year-olds in Lithuania was among the highest across OECD countries: 55%, compared to the OECD average of 43%. This rate increased 15% between 2000 and 2015.
- In 2016, the employment rate for tertiary graduates was 93%, higher than the OECD average (83%). The employment rate increased from 81% to 93% between 2000 and 2016 (while at the OECD level, this rate remained stable during the same period).
- In 2014, the total public expenditure on tertiary education in Lithuania, including research and development activities, was 3.2%, higher than the OECD average of 2.3%. Between 2005 and 2014, the percentage of Lithuania's GDP spent on tertiary educational institutions expanded to 1.7%, higher than the OECD average of 1.5%.
- In 2014, Lithuania spent USD 10 021¹ per student on tertiary educational institutions (including research and development activities), below the OECD average of USD 16 143. However, by 2014, expenditure per student in tertiary education institutions has increased 24% since 2010, higher than the OECD average of 15%.
- In 2014, only 3.5% of those enrolled in tertiary education in Lithuania were international students, lower than the OECD average of 5.6%. The proportion of international students at the doctoral level was 3.9%, considerably lower than the OECD average of 25.7%.
- Women are over-represented among first-time graduates in tertiary education in Lithuania. In 2015, 63% of graduates from tertiary education were women, higher than the OECD average of 57%. Overall, more than half of students, men and women, enrolled in tertiary education were first-time graduates, compared to the OECD average of 49%.
- However, as in most OECD countries, women earn less than their male counterparts in Lithuania. Tertiary-educated women in full-time employment earn 25% less than tertiary-educated men, a slightly smaller difference than the 26% on average across OECD countries.

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

Teachers' decisions to enter – and remain in – the profession are shaped by salary, the school environment and workload

- Lithuania's teaching workforce is relatively old. In 2015, 42% of primary school teachers and 46% of lower secondary school teachers were 50 or older, compared to 32% for primary and 36% for lower secondary on average across OECD countries. More than half of upper secondary teachers were 50 years or older, higher than the OECD average of 40%.
- In 2015, at the primary and upper secondary levels of education, 25-64 year-old teachers earned 12% less than their peers in other fields, compared to the OECD averages of 22% and 6% respectively. After 15 years of experience, the statutory salaries for primary and upper secondary teachers are both USD 18 369, around 2.5 times lower than the OECD averages of USD 42 864 and USD 46 631 respectively.
- Lithuania's teaching workforce is more heavily female than in most OECD countries: 97% of primary school teachers were female in 2015, compared to the OECD average of 84%. Similarly, in upper secondary education, 79% of teachers were female, compared to OECD average of 59%.
- Class sizes are small in Lithuania, as in Estonia and Luxembourg. In 2015, the country's average primary school public class had 16 students, compared to the OECD average of 21 students. At lower secondary level, the average public class size in Lithuania increases to 19 students, but remains smaller than the OECD average of 23 students.

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Note regarding data from Israel


The statistical data for Israel are supplied by and 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 (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on Education at a Glance 2017 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 [OECD.Stat](http://dx.doi.org/10.1787/eag-data-en) as well as by following the **StatLinks**  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **Education GPS**
<http://gpseducation.oecd.org/>.

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Key Facts for Lithuania in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Lithuania		OECD average		EU22 average		
Fields of study								
	Graduates in upper secondary vocational programmes	2015						
		%	% Women	%	% Women	%	% Women	
Table A2.1		Business, administration and law	17%	49%	20%	66%	19%	66%
		Engineering, manufacturing and construction	48%	3%	34%	12%	33%	11%
		Health and welfare	1%	94%	12%	82%	12%	82%
	Services	28%	75%	17%	60%	19%	59%	
	New entrants to tertiary education	2015						
		%	% Women	%	% Women	%	% Women	
Table C3.1		Education	4%	72%	9%	78%	9%	79%
		Business, administration and law	30%	61%	23%	54%	23%	57%
		Engineering, manufacturing and construction	21%	22%	16%	24%	15%	25%
	Tertiary students enrolled, by mobility status	2015						
		International students ¹	National students	International students ¹	National students	International students ¹	National students	
Table C4.2.		Education	3%	6%	3%	8%	3%	8%
		Business, administration and law	29%	31%	27%	23%	26%	22%
		Engineering, manufacturing and construction	11%	19%	17%	12%	17%	15%
	Tertiary-educated 25-64 year-olds	2016						
Table A1.3		Education	11%		13%		13%	
		Business, administration and law	25%		23%		21%	
		Engineering, manufacturing and construction	21%		17%		18%	
		Employment rate of tertiary-educated 25-64 year-olds	2016					
Table A5.3	Education		90%		83%		83%	
	Business, administration and law		92%		85%		85%	
	Engineering, manufacturing and construction		91%		87%		86%	
Early childhood education								
	Enrolment rates in early childhood education at age 3	2015						
Table C2.1		ISCED 01 and 02		77%		78%		80%
	Expenditure on all early childhood educational institutions	2014						
Table C2.3		As a percentage of GDP		0.8%		0.8%		
		Proportions of total expenditure from public sources		83%		82%		85%
Vocational education and training (VET)								
	Enrolment in upper secondary education, by programme orientation	2015						
		General	Vocational	General	Vocational	General	Vocational	
Table C1.3	Enrolment rate among 15-19 year-olds	31%	10%	37%	25%	35%	29%	
	Graduation rates, by programme orientation	2015						
		General	Vocational	General	Vocational	General	Vocational	
Table A2.2	Upper secondary education - all ages	79%	14%	54%	44%	50%	49%	
	Employment rate, by programme orientation	2016						
		General	Vocational	General	Vocational	General	Vocational	
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	71%	82%	70%	80%	69%	79%	
Tertiary education								
	Share of international or foreign students, by level of tertiary education	2015						
Table C4.1.		Bachelor's or equivalent	3%		4%		6%	
		Master's or equivalent	7%		12%		12%	
		Doctoral or equivalent	4%		26%		22%	
		All tertiary levels of education	4%		6%		8%	
	Educational attainment of 25-64 year-olds	2016						
Table A1.1		Short-cycle tertiary	**		8%		6%	
		Bachelor's or equivalent	25%		16%		13%	
		Master's or equivalent	14%		12%		14%	
		Doctoral or equivalent	1%		1%		1%	
	Employment rate of 25-64 year-olds, by educational attainment	2016						
Table A5.1		Short-cycle tertiary	**		81%		81%	
		Bachelor's or equivalent	90%		83%		82%	
		Master's or equivalent	92%		87%		87%	
		Doctoral or equivalent	97%		91%		91%	
	All tertiary levels of education	91%		84%		84%		
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015						
Table A6.1		Short-cycle tertiary	**		122		124	
		Bachelor's or equivalent	155		146		138	
		Master's, doctoral or equivalent	213		198		177	
		All tertiary levels of education	179		156		153	

Lithuania - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Lithuania		OECD average		EU22 average	
Adult education and learning							
	Participation of 25-64 year-olds in adult education ²	2015		2012 ³		2012	
Table C6.1a	Participation in formal education only	3%		4%		n.a.	
	Participation in non-formal education only	28%		39%		n.a.	
	Participation in both formal and non-formal education	3%		7%		n.a.	
	No participation in adult education	66%		50%		n.a.	
Financial investment in education							
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014					
Table B1.1	Primary education	USD 5 179		USD 8 733		USD 8 803	
	Secondary education	USD 5 205		USD 10 106		USD 10 360	
	Tertiary (including R&D activities)	USD 10 021		USD 16 143		USD 16 164	
	Total expenditure on primary to tertiary educational institutions	2014					
Table B2.1	As a percentage of GDP	4.2%		5.2%		4.9%	
	Total public expenditure on primary to tertiary education	2014					
Table B4.1	As a percentage of total public expenditure	11.1%		11.3%		9.9%	
Teachers							
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2015					
Table D3.2a	Pre-primary school teachers	0.88		0.78		0.79	
	Primary school teachers	0.88		0.85		0.86	
	Lower secondary school teachers (general programmes)	0.88		0.88		0.90	
	Upper secondary school teachers (general programmes)	0.88		0.94		0.96	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2015					
		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 19 218	USD 29 636	USD 39 227	USD 28 726	USD 38 487
	Primary school teachers	**	USD 18 369	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	**	USD 18 369	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	**	USD 18 369	USD 33 824	USD 46 631	USD 32 503	USD 46 151
	Organisation of teachers' working time in public institutions over the school year	2015					
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary school teachers	628 hours	1500 hours	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	565 hours	1050 hours	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	610 hours	1032 hours	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	610 hours	1040 hours	662 hours	1620 hours	629 hours	1580 hours
	Percentage of teachers who are 50 years old or over	2015					
Table D5.1	Primary education	42%		32%		33%	
	Upper secondary education	52%		40%		42%	
	Share of female teachers in public and private institutions	2015					
Table D5.2	Primary education	97%		83%		86%	
	Upper secondary education	79%		59%		61%	
	Tertiary education	56%		43%		44%	
	Ratio of students to teaching staff	2015					
Table D2.2	Primary education	10		15		14	
	Secondary education	8		13		12	
	Tertiary education	16		16		16	
Equity							
	Intergenerational mobility in education ²	2015		2012 ³		2012	
		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
Tables A4.1 and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment)	86%	49%	69%	31%	n.a.	
	Tertiary-type B (30-44 year-olds' own educational attainment)	5%	8%	12%	16%	n.a.	
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	8%	44%	20%	55%	n.a.	
Transition from school to work							
	Percentage of people not in employment, nor in education or training (NEET)	2016					
Table C5.1	18-24 year-olds	12%		15%		15%	
Education and social outcomes							
	Percentage of adults who report having depression	2014					
		Men	Women	Men	Women	Men	Women
Table A8.1	Below upper secondary	4%	17%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	3%	7%	6%	10%	6%	10%
	Tertiary	1%	2%	5%	6%	4%	6%

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

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

1. For some countries foreign students are provided instead of international students.

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

3. OECD average includes some countries with 2015 data.

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

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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