

EDUCATION AT A GLANCE 2018

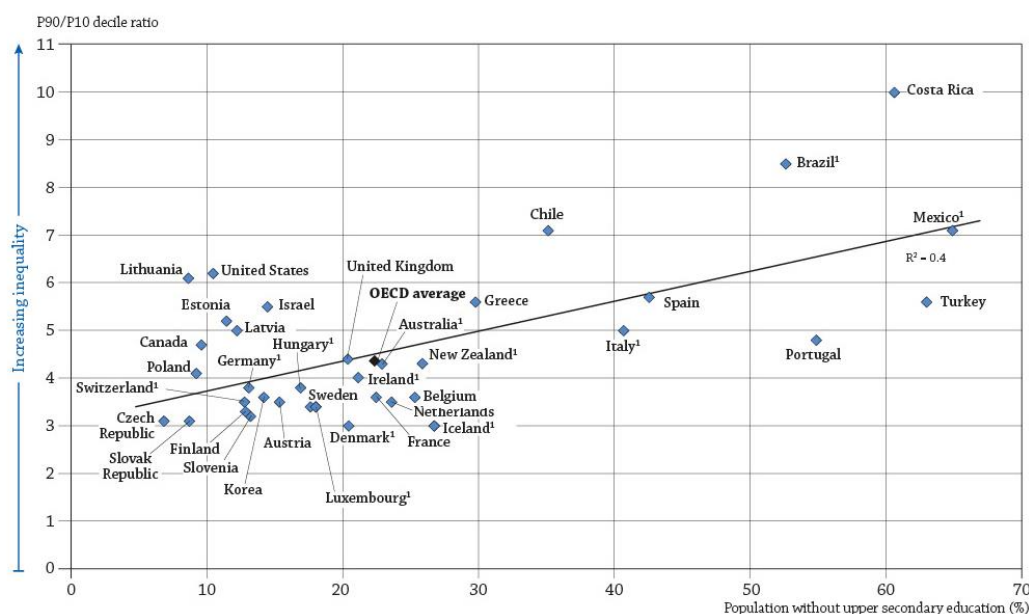
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Lithuania

- **Lithuania** has one of the lowest shares of adults without upper secondary education, and **has a good potential for social mobility**. Yet, **the gap between the top and bottom income deciles is one of the highest in Europe**.
- The teaching workforce is ageing, with almost half of Lithuanian teachers aged over 50. **While teachers in Lithuania earn less than in most other OECD countries and have limited career prospects in terms of salary growth, they have similar earnings to other tertiary-educated adults**.
- Lithuania spends a relatively high proportion of its gross domestic product (GDP) on early childhood educational institutions, and **enrolment rates in early childhood and care have increased considerably** over the last decade.
- **The share of young adults who choose vocational programmes is low**, and so is Lithuania's spending on vocational programmes compared to other European countries.

Figure 1. Percentage of 25-64 year-olds without upper secondary education and income inequality (2015)


Income inequality measured as the P90/P10 decile ratio



Note: The P90/P10 decile ratio is the ratio of the upper bound value of the ninth decile (i.e. the 10% of people with highest income) to that of the upper bound value of the first decile. The income distribution is measured with regard to the disposable income of the population aged 18-65.

1. Year of reference 2014.

Source: OECD (2018), *Education at a Glance Database* and OECD Income Distribution database (IDD), <http://stats.oecd.org/>. See *Source* section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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Income inequality is the main equity challenge

- The vast majority (93%) of adults (25-64 year-olds) with parents who lack an upper secondary education attained higher educational levels than their parents. This is the highest level of educational mobility across countries with available data, and reflects Lithuania's good potential for social mobility. Nevertheless, a smaller proportion of these adults attained tertiary education: 13% of these adults attained tertiary education, compared to the OECD average of 21%.
- Only 9% of 25-64 year-olds lack an upper secondary education in Lithuania, which is one of the lowest shares in countries with available data along with Poland, the Czech Republic and the Slovak Republic. Despite this low share, Lithuania's distribution of income is highly unequal. The income of an individual in the top decile of income distribution is more than six times higher than that of an individual at the bottom decile, the highest among European countries (Figure 1).
- Some 70% of Lithuanian women are expected to enter tertiary education before the age of 25 if current patterns continue, which is the second highest rate across countries with available data. While the under-25 entry rates have increased more for men than for women (by 12 percentage points compared to 8 percentage points for women), they remained much higher for women in 2016. The gender distribution of new entrants into doctoral programmes has also become more balanced over time: while the share of female entrants was particularly high in 2005 (57%), it fell to 51% in 2016, although this is still one of the highest values among countries with available data.
- Despite women's high representation in higher education, tertiary-educated 25-64 year-old women still earn far less than their male counterparts: 75% of tertiary-educated men's earnings, close to the OECD average of 74%.

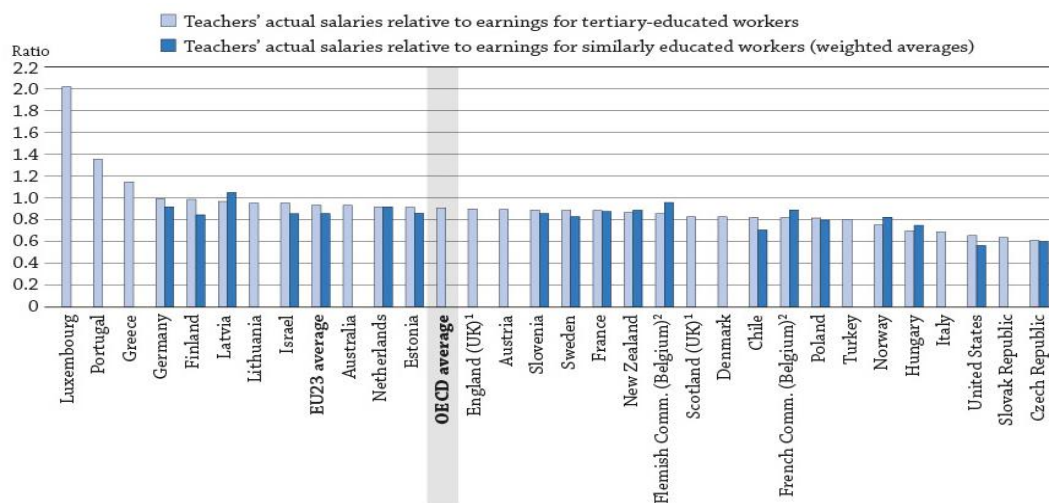
Recruiting and retaining high-quality teachers will be crucial to tackling demographic challenges

- As in most countries, Lithuania has an ageing teacher population: almost half of the teachers from primary to upper-secondary levels are aged over 50, which is much higher than both the OECD and the EU23 averages of 35% and 38% respectively. The country also has one of the lowest proportions of teachers aged under 30 (4%) along with Italy, Portugal and Brazil.
- The starting statutory salary for a lower secondary teacher with the most prevalent qualifications is approximately USD 19 400¹, not much more than half of the OECD average of USD 33 400, but the highest that beginning teachers earn in countries with similar economic situations, such as Poland, the Czech Republic, Hungary or the Slovak Republic. The career prospects for Lithuanian teachers are among the worst: their statutory salaries only increase to USD 19 882 at the top of the scale, which is considerably lower than in those comparable countries.
- Despite lower absolute salaries than in most OECD countries, teachers in Lithuania earn about 95% of what their tertiary-educated counterparts earn, above the European and OECD average at pre-primary, primary and lower secondary (Figure 2). Maximum statutory salaries of school heads are about 66% higher than the salaries of other tertiary-educated full-time worker at primary and secondary level, and these shares are similar to the European average.
- Primary teachers in Lithuania teach around 576 hours per year, which is significantly less than the OECD and EU23 averages of 778 and 754 hours respectively. At the secondary level, there are large differences in teaching time between general and vocational programmes. Both lower and upper secondary teachers teach around 600 hours in general programmes, less than the OECD average, but 740 hours in vocational programmes, which is close to the OECD average of 735 hours at the lower secondary level, and well above the upper secondary level average of 659 hours.
- Instruction time is slightly over 7 000 hours in primary and lower secondary education, close to the EU23 average of 7 243 hours. Children in Lithuania spend considerably more time in education than in neighbouring countries, such as Latvia and Poland, where instruction time is close to 6 000 hours.

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

Figure 2. Lower secondary teachers' salaries relative to earnings for tertiary-educated workers (2017)

Actual salaries (annual average salaries including bonuses and allowances) of lower secondary teachers teaching general programmes in public institutions



1. Data on earnings for full-time, full-year workers with tertiary education refer to the United Kingdom.

2. Data on earnings for full-time, full-year workers with tertiary education refer to Belgium.

Countries and economies are ranked in descending order of the ratio of teachers' salaries to earnings for full-time, full-year tertiary-educated workers aged 25-64.

Source: OECD (2018), Table D3.2a. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933805458>

Vocational education is not popular among young Lithuanians

- Some 71% of young adults (under 25) are expected to graduate from general upper secondary programmes, as opposed to only 13% from vocational programmes. While students predominantly choose general programmes in most countries, vocational programmes are especially unpopular in Lithuania; this is the lowest rate after Brazil, Canada and Costa Rica, and considerably lower than the EU23 average of 35%. Only around one-third of upper secondary vocational graduates are women, which is the second lowest share after Greece.
- Unlike most OECD and EU23 countries, Lithuania spends a similar amount per student on general and vocational secondary institutions: 18% and 19% of its GDP per capita respectively. In contrast, expenditure on vocational institutions tends to considerably exceed expenditure on general ones across the EU23, where countries spend 23% of GDP per capita for each general secondary student, and 28% for each vocational student on average.
- Young people with low levels of education face substantial disadvantages in the labour market in Lithuania: employment rates are 28 percentage points higher for those who have upper secondary qualifications than for those who do not, while this difference is only 18 percentage points on average across the OECD. More specifically, only 51% of young adults (aged 25-34) with below upper secondary education are employed in Lithuania, compared to 79% with upper secondary and 92% with tertiary education. This latter is the highest employment rate across all OECD and partner countries, and may partially explain young Lithuanians' preference for general rather than vocational secondary programmes.

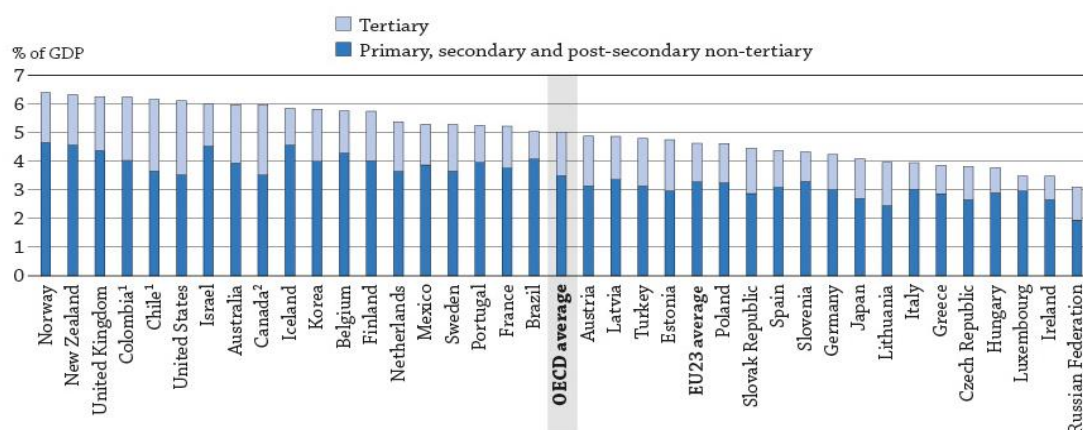
Access to early childhood education and care has increased considerably over the last decade

- Enrolment rates of children aged 3 to 5 years in early childhood education and care (ECEC) or primary education increased by 31% between 2005 and 2016. By 2016, 84% of 3-5 year olds were enrolled, which is still slightly below the OECD average of 86% and the EU23 average of 89%.
- Recruitment of pre-primary teachers also increased following the 19% increase in the number of children enrolled between 2005 and 2016, so the number of children per teacher actually fell slightly. In 2016 a pre-primary teacher in Lithuania had 10 children on average per class, lower than the EU23 average of 13, and the OECD average of 14.

- The vast majority (96%) of children enrolled in pre-primary education are in public institutions, which is among the highest proportions along with Canada, the Czech Republic, Estonia, the Slovak Republic, Slovenia, Switzerland, the Russian Federation and South Africa.
- Lithuania spent 0.67% of its GDP on early childhood educational institutions in 2015, slightly above the OECD average of 0.62%. While expenditure on pre-primary education increased considerably between 2005 and 2010, it has remained constant since.

Figure 3. Total expenditure on educational institutions as a percentage of GDP (2015)

From public, private and international sources, by level of education



1. Year of reference 2016.

2. Primary education includes data from pre-primary and lower secondary education.

Countries are ranked in descending order of total expenditure on primary to tertiary educational institutions.

Source: OECD / UIS / Eurostat (2018), Table C2.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933804318>

Spending on school education is relatively low, while tertiary education has more stable funding

- Lithuania spends 2.4% of its GDP on primary, secondary and post-secondary non-tertiary educational institutions (Figure 3), the lowest rate in countries with available data, and far below the OECD average of 3.5%. This expenditure has been steadily decreasing since 2010, amounting to a 27.5% cut by 2015, the second largest in countries with available data after Ireland. Similarly to many OECD countries, however, most of the expenditure (2.3% of GDP) is public.
- On the other hand, Lithuania's total expenditure on tertiary educational institutions, at 1.5% of GDP, corresponds to the OECD average, and is higher than the EU23 average of 1.3%. Spending on tertiary education has been fluctuating since 2010, considerably increased in 2011 and has been gradually decreasing since then. It was 7.7% less in 2015 than it was five years earlier.
- Including all services, Lithuania spends approximately USD 5 500 on primary institutions per student, USD 5 200 per secondary student, and USD 9 700 per tertiary student. These expenditures are all relatively low compared to the OECD averages of USD 8 500, USD 9 900 and USD 15 500 respectively.

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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.


Lithuania - Country Note - Education at a Glance 2018: OECD Indicators

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

For more information on Education at a Glance 2018 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.

Explore, compare and visualise more data and analysis using:



<http://gpseducation.oecd.org/CountryProfile?primaryCountry=LTU&treshold=10&topic=EQ>.

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Key Facts for Lithuania in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Lithuania	OECD average	EU23 average			
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
		% Men	% Women	% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	9%	5%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	44%	30%	46%	37%	48%	39%
	Tertiary	46%	66%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth	2017					
Table A2.3	Native-born	11%		13%		12%	
	Foreign-born	11%		18%		19%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017					
		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	46%	**	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	74%	67%	76%	72%	76%	71%
	Tertiary	91%	81%	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	2016					
Table A4.3	Below upper secondary	79%		78%		79%	
	Upper secondary or post-secondary non-tertiary	79%		78%		79%	
	Tertiary	75%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	27%		39%		38%	
	Upper secondary	40%		42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016					
		% Men	% Women	% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	21%	23%	22%	20%	20%	19%
	Engineering, manufacturing and construction	29%	10%	22%	10%	23%	11%
	Health and welfare	10%	17%	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	61%		57%		58%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹					
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	34%		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	**		48%		n.a.	
	Early childhood education and care (ECEC)						
	Enrolment rates in ECEC at age 3	2016					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	78%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	96%		68%		75%	
	Private institutions	4%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 5 457		USD 8 426		USD 8 163	
	Vocational education and training (VET)						
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
Table B1.3	All vocational programmes	27%		44%		47%	
	Combined school- and work-based programmes	**		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	53%		54%		55%	
	Vocational programmes	35%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 5 244		USD 8 981		USD 9 235	
	Vocational programmes	USD 5 484		USD 10 831		USD 11 115	
	Tertiary education						
	Share of international or foreign students, by education level ²	2016					
Table B6.1	Bachelor's or equivalent	3%		4%		6%	
	Master's or equivalent	8%		12%		13%	
	Doctoral or equivalent	5%		26%		23%	
	All tertiary levels of education	4%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	**		14%		10%	
	Bachelor's or equivalent	93%		75%		76%	
	Master's or equivalent	7%		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	**		81%		82%	
	Bachelor's or equivalent	90%		84%		83%	
	Master's or equivalent	91%		88%		88%	
	Doctoral or equivalent	94%		92%		92%	
	All tertiary levels of education	91%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	**		123		125	
	Bachelor's or equivalent	155		145		137	
	Master's, doctoral or equivalent	213		191		175	
	All tertiary levels of education	179		155		152	

Lithuania - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Lithuania		OECD average		EU23 average	
	Financial resources invested in education						
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015					
Table C1.1	Primary	USD 5 500		USD 8 539		USD 8 512	
	Secondary	USD 5 188		USD 9 868		USD 9 882	
	Tertiary (excluding R&D activities)	USD 6 457		USD 11 049		USD 10 919	
	Total expenditure on primary to tertiary educational institutions	2015					
Table C2.1	As a percentage of GDP	3.9%		5.0%		4.6%	
	Share of expenditure on tertiary educational institutions by source of funds ³	2015					
Figure C3.1	Public expenditure	75%		73%		76%	
	Private expenditure	25%		21%		19%	
	Public to private transfers	0%		6%		4%	
	Total public expenditure on primary to tertiary education	2015					
Table C4.1	As a percentage of total government expenditure	10.2%		11.1%		9.6%	
	Teachers, the learning environment and the organisation of schools						
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016					
		Teachers	School heads	Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	0.95	**	0.82	**	0.83	1.1
	Primary	0.95	**	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	0.95	**	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	0.95	**	0.96	1.42	1	1.45
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017					
		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	USD 12 573	USD 13 842	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 19 385	USD 19 696	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 19 385	USD 19 696	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 19 385	USD 19 696	USD 34 534	USD 47 869	USD 33 205	USD 47 615
	Organisation of teachers' working time in public institutions over the school year	2017					
		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	640 hours	1 584 hours	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	576 hours	1 584 hours	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	612 hours	1 584 hours	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	603 hours	1 584 hours	655 hours	1 638 hours	633 hours	1 572 hours
	Percentage of teachers who are 50 years old or over	2016					
Table D5.1	Primary to upper secondary	48%		35%		38%	
	Share of female teachers, in public and private institutions	2016					
Table D5.2	Primary	97%		83%		86%	
	Lower secondary	82%		69%		71%	
	Upper secondary	79%		60%		63%	
	Tertiary	56%		43%		44%	
	Average class size by level of education	2016					
Table D2.1	Primary	16		21		21	
	Lower secondary	18		23		23	

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

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



From:

Education at a Glance 2018

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2018-en>

Please cite this chapter as:

OECD (2018), "Lithuania", in *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2018-79-en>

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