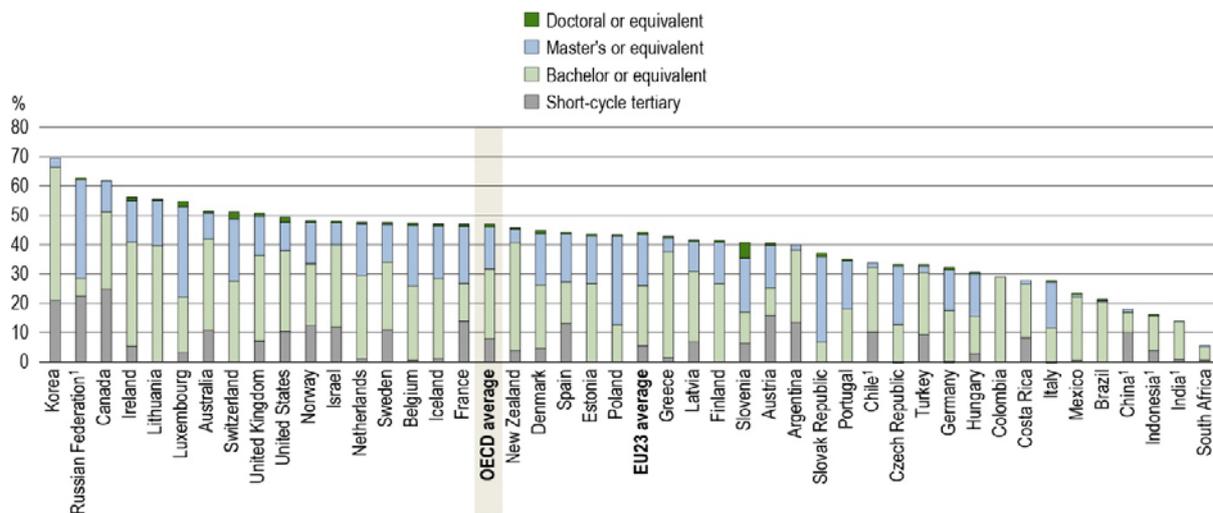


*Education at a Glance: OECD Indicators* (OECD, 2019<sup>[1]</sup>) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

## Lithuania

- **Tertiary educational attainment levels have increased in the past decade and tertiary-educated adults have strong employment opportunities.** Attainment levels are much higher among younger generations than in the adult population as a whole.
- **Total expenditure per student in Lithuania is low compared to the OECD average especially at tertiary level.** Lithuania spends USD 7 700<sup>1</sup> per tertiary student compared of the OECD average of USD 15 600.
- **The teaching workforce in Lithuania is ageing and salary progression is limited.** Upper secondary teachers' statutory salaries at the top of the scale are only USD 1 500 higher than starting salaries.
- **Participation of children aged 3-5 in early childhood education and care has risen over the past years** reaching similar enrolment levels to the OECD average in 2017.

Figure 1. Distribution of 25-34 year-olds with tertiary education, by level of tertiary education (2018)



**Note:** Some categories might be included in other categories. Please refer to Education at a Glance Database, <http://stats.oecd.org>, for details.

<sup>1</sup> Year of reference differs from 2018. Refer to Table A1.1 for more details.

Countries are ranked in descending order of the total percentage of tertiary-educated 25-34 year-olds.

**Source:** OECD (2019), Education at a Glance Database, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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

## Tertiary education is still expanding and pays off in the labour market

- Tertiary attainment in Lithuania remains higher than in other OECD countries (Figure 1). In 2018, 42% of adults (25-64 year-olds) had attained a tertiary education, 3 percentage points more than the OECD average. Attainment levels are much higher among younger generations: 56% of 25-34 year-olds are tertiary educated, 11 percentage points more than the OECD average. This rate increased 14 percentage points between 2008 and 2018, a similar increase to the average across OECD countries.
- Higher levels of educational attainment lead to better labour-market conditions. In 2018, the employment rate for tertiary-educated young adults was 93%, higher than the OECD average (84%) and the highest across OECD countries. The employment rate rose by 3 percentage points between 2008 and 2018, while it fell by 1 percentage points on average for OECD countries.
- Lithuania is one of the OECD countries where tertiary-educated adults have the greatest employment advantage over those with upper secondary or post-secondary non-tertiary education. In 2018, the difference in employment rates between both groups was 16 percentage points, just behind Poland, which had an 18 percentage-point difference.
- A tertiary education also pays off in higher earnings in Lithuania. On average, 25-64 year-old workers with a bachelor's or equivalent degree earn 55% more than those with upper secondary education, and the premium rises to 113% more for master's and doctoral or equivalent qualifications. This advantage is significantly larger than on average in OECD countries, where the average earnings advantages are 44% for bachelor's qualifications and 91% for higher tertiary degrees.

## Spending per student is still much lower than on average despite a growing economy

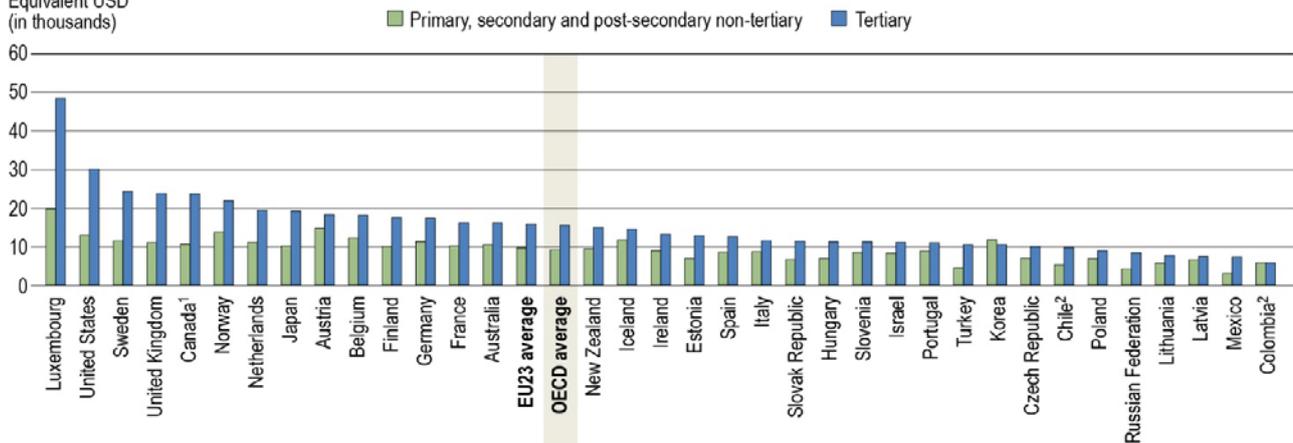
- Annual total (public and private) expenditure per student in Lithuania was relatively low compared to the OECD average, especially at tertiary level (Figure 2). In 2016, Lithuania spent approximately USD 5 800<sup>2</sup> per student on primary, secondary and post-secondary non-tertiary educational institutions, and USD 7 700 per student at tertiary level. These figures are all relatively low compared to the OECD averages of USD 9 400 for non-tertiary and USD 15 600 for tertiary institutions. Lithuania has one of the lowest levels of spending per student at tertiary level across OECD countries (USD 7 700) after Colombia, Latvia and Mexico.
- Investment in primary, secondary and post-secondary non-tertiary education as a share of gross domestic product (GDP) is also low in Lithuania. In 2016, Lithuania spent 2.5% of its GDP on educational institutions at these levels, one of the lowest rates in countries with available data (just after the Czech Republic and the Russian Federation) and well below the OECD average of 3.5%. Lithuania's GDP rose between 2010 and 2016, contributing to a 25.2% decrease in expenditure relative to GDP, the second largest among countries with available data, after Ireland. Lower expenditure has also contributed to the reduction, following a reduction in the number of students since 2010. As in many OECD countries, most of the expenditure at this level (2.4% of GDP) is public.
- Investment in tertiary institutions as a share of GDP is also lower than the OECD average. Lithuania's total expenditure on tertiary educational institutions, at 1.1% of GDP, is 0.4 percentage points lower than the OECD average. Spending on tertiary education relative to GDP has fluctuated since 2010: it increased considerably in 2011 and has gradually decreased since then, amounting to 32% less in 2016 than it was six years earlier. As with non-tertiary education, this reduction can be partly explained by a decrease in the number of students in tertiary education and partly by the increase in GDP over this period.
- The share of private funding on tertiary education in Lithuania is similar to the OECD average. In 2016, private funding contributed 31% of total expenditure on tertiary educational institutions, almost identical to the OECD average of 32%.

<sup>2</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

**Figure 2. Total expenditure on educational institutions per full-time equivalent student, by level of education (2016)**

In equivalent USD converted using PPPs

Equivalent USD  
(in thousands)



1. Primary education includes pre-primary programmes. Post-secondary non-tertiary figures are treated as negligible.

2. Year of reference 2017.

Countries are ranked in descending order of the total expenditure per student on tertiary education.

**Source:** OECD/UIS/Eurostat (2019), Table C1.1. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

## Teachers' salaries are low and the profession is ageing

- Low levels of educational expenditure are largely the result of below-average teachers' salaries in Lithuania. Statutory starting salaries for teachers in Lithuania are lower than the OECD average. In 2018, they were around 40% lower than the OECD average from pre-primary to upper secondary educational programmes. For instance, the starting statutory salary for an upper secondary teacher was approximately USD 20 300 per year, compared to USD 35 900 on average across OECD countries. Lithuanian teachers also face some of the smallest salary progressions: statutory salaries at the top of the scale are only USD 1 500 higher than starting salaries at upper secondary level, which is significantly less than the OECD average of USD 24 800.
- Lithuania has similar instruction time to other OECD countries. Compulsory instruction time in primary and lower secondary education is currently just over 7 200 hours, close to the OECD average of 7 600 hours.
- Class sizes are small in Lithuania. In 2017, the country's average primary school class had 17 students, 4 students fewer than the OECD average. However, between 2005 and 2017, primary class sizes increased by 14% while remaining stable on average across OECD countries. At lower secondary level, the average class size fell by 17%, to 18 students per class, between 2005 and 2017, while at the OECD average decreased by 6%.
- Lithuania's teaching workforce is ageing. In 2017, 50% of the teachers from primary to upper secondary levels were aged 50 or older. This share is much higher than the OECD average of 36%. Lithuania also has one of the smallest shares of young teachers (aged under 30), just 4% of all teachers from primary to upper secondary education. This share is just below countries such as Greece, Italy and Portugal, which have the smallest shares overall.

## Access to early childhood education and care has increased but investment is still low

- Enrolment rates in early childhood education and care (ECEC) among 3-5 year-olds increased substantially in Lithuania over the last decade. Between 2005 and 2017, enrolment rates increased by

26 percentage points, reaching 85% in 2017, which is close to the OECD average of 87% but still substantially below the EU23 average of 90%.

- Lithuanian children attending ECEC are mainly enrolled in public institutions. In 2017, only 6% were enrolled in private institutions, a similar share to other Eastern European countries.
- The ratio of children to teachers in early childhood education and care is lower in Lithuania than in most OECD countries. In 2017, there were 11 children to every teaching staff member, which was lower than the OECD average (14) and the EU23 average (13).
- Total expenditure on early childhood education and care was lower in Lithuania than in other OECD countries. In 2016, total expenditure per child was around USD 6 200 in Lithuania, almost three-quarters of the expenditure observed on average across OECD countries (USD 8 600).

## References

OECD (2019), *Education at a Glance 2019: OECD Indicators*, OECD Publishing, Paris,  
<https://doi.org/10.1787/f8d7880d-en>.

[1]

For more information on **Education at a Glance 2019** and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://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=EO>.

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On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

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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.

## Key Facts for Lithuania in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Lithuania		OECD average		EU23 average	
<b>Tertiary education</b>							
<b>Educational attainment of 25-64 year-olds</b>							
<b>2018</b>							
Table A1.1	Short-cycle tertiary	**		7%		5%	
	Bachelor's or equivalent	27%		17%		14%	
	Master's or equivalent	14%		13%		15%	
	Doctoral or equivalent	1%		1%		1%	
<b>Tertiary attainment of 25-34 year-olds, by gender</b>							
<b>2008</b>							
Table A1.2	Men	34%	47%	31%	38%	28%	36%
	Women	50%	65%	40%	51%	38%	50%
	Total	42%	56%	35%	44%	33%	43%
<b>Distribution of first-time tertiary entrants by education level</b>							
<b>2017</b>							
Table B4.1	Short-cycle tertiary	**		17%		12%	
	Bachelor's or equivalent	94%		76%		80%	
	Master's or equivalent	6%		7%		8%	
<b>Share of international or foreign students, by education level<sup>1</sup></b>							
<b>2017</b>							
Table B6.1	Bachelor's or equivalent	3%		4%		7%	
	Master's or equivalent	9%		13%		13%	
	Doctoral or equivalent	4%		22%		22%	
	All tertiary levels of education	5%		6%		9%	
<b>Employment rate of 25-64 year-olds, by educational attainment</b>							
<b>2018</b>							
Table A3.1	Short-cycle tertiary	**		82%		82%	
	Bachelor's or equivalent	90%		84%		84%	
	Master's or equivalent	92%		88%		88%	
	Doctoral or equivalent	99%		92%		93%	
	All tertiary levels of education	91%		85%		86%	
<b>Employment rate of tertiary-educated 25-64 year-olds, by field of study</b>							
<b>2018</b>							
Table A3.4	Education	91%		84%		85%	
	Business and administration and law	93%		86%		87%	
	Engineering, manufacturing and construction	90%		89%		89%	
	Health and welfare	93%		87%		88%	
<b>Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)</b>							
<b>2017</b>							
Table A4.1	Short-cycle tertiary	**		120		121	
	Bachelor's or equivalent	155		144		138	
	Master's, doctoral or equivalent	213		191		174	
	All tertiary levels of education	179		157		152	
<b>Upper secondary and vocational education and training (VET)</b>							
<b>Upper secondary or post-secondary non-tertiary attainment rate</b>							
<b>2018</b>							
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	38%		41%		44%	
<b>Percentage of first-time upper secondary graduates with a vocational qualification</b>							
<b>2017</b>							
Table B3.1	Vocational programmes	16%		40%		46%	
<b>Age at graduation from upper secondary education, by programme orientation</b>							
<b>2017</b>							
Figure B3.1	General programmes	18		18		19	
	Vocational programmes	21		21		21	
<b>Share of women among upper secondary graduates, by programme orientation</b>							
<b>2017</b>							
Figure B3.2	General programmes	53%		55%		56%	
	Vocational programmes	34%		46%		46%	
<b>Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education</b>							
<b>2018</b>							
Table A3.3	Employment rate	80%		78%		79%	
	Unemployment rate	7%		7%		8%	
	Inactivity rate	13%		16%		14%	
<b>Total expenditure on upper secondary educational institutions, in USD<sup>2</sup> per full-time equivalent student, by programme orientation</b>							
<b>2016</b>							
Table C1.1	General programmes	USD 5 660		USD 9 397		USD 9 671	
	Vocational programmes	USD 5 651		USD 10 922		USD 11 320	
<b>Early childhood education and care (ECEC)</b>							
<b>Enrolment rate of 3-5 year-olds in education</b>							
<b>2017</b>							
Table B2.2	ECEC and primary education	85%		87%		90%	
<b>Share of children enrolled in private institutions</b>							
<b>2017</b>							
Table B2.3	Pre-primary level (ISCED 02)	5%		34%		27%	
<b>Ratio of children to teaching staff</b>							
<b>2017</b>							
Table B2.3	Pre-primary level (ISCED 02)	11		16		15	
<b>Expenditure on children aged 3-5 enrolled in education</b>							
<b>2016</b>							
Table B2.4	Annual expenditure per child, in USD <sup>2</sup> per child	USD 6 178		USD 8 141		USD 8 926	

Source	Main topics in <i>Education at a Glance</i>	Lithuania		OECD average		EU23 average	
<b>Social outcomes and adult learning</b>							
<b>Participation in formal and/or non-formal education, by educational attainment<sup>3</sup></b>							
Table A7.1	Below upper secondary	**		n.a.		26%	
	Upper secondary or post-secondary non-tertiary	16%		n.a.		44%	
	Tertiary	46%		n.a.		66%	
<b>Participation in cultural or sporting activities in the last 12 months, by educational attainment<sup>4</sup></b>							
Table A6.1	Below upper secondary	40%		n.a.		56%	
	Upper secondary or post-secondary non-tertiary	61%		n.a.		77%	
	Tertiary	90%		n.a.		92%	
<b>Financial resources invested in education</b>							
<b>Total expenditure on educational institutions, by level of education<sup>2</sup></b>							
2016							
Table C1.1 and C2.1		USD/student	% GDP	USD/student	% GDP	USD/student	% GDP
	Primary	USD 6 053	0.8%	USD 8 470	1.5%	USD 8 548	1.3%
	Lower secondary	USD 5 651	1.1%	USD 9 884	0.9%	USD 10 302	0.9%
	Upper secondary	USD 5 657	0.5%	USD 10 368	1.1%	USD 10 308	1.0%
	Tertiary (including R&D)	USD 7 701	1.1%	USD 15 556	1.5%	USD 15 963	1.2%
<b>Share of expenditure on educational institutions, by final source of funds</b>							
2016							
Table C3.1		Public	Private	Public	Private	Public	Private
	Primary, secondary and post-secondary non-tertiary	95%	5%	90%	10%	92%	8%
	Tertiary (including R&D)	66%	31%	66%	32%	73%	24%
<b>Total public expenditure on primary to tertiary education</b>							
2016							
Table C4.1	As a percentage of total government expenditure	9.5%		10.8%		9.6%	
<b>Teachers, the learning environment and the organisation of schools</b>							
<b>Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education</b>							
2017							
Table D3.2a		Teachers	School heads	Teachers	School heads	Teachers	School heads
	Pre-primary	0.92	**	0.78	**	0.78	1.16
	Primary	0.92	**	0.84	1.25	0.85	1.24
	Lower secondary (general programmes)	0.92	**	0.88	1.34	0.89	1.34
	Upper secondary (general programmes)	0.92	**	0.93	1.43	0.95	1.43
<b>Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers<sup>2</sup></b>							
2018							
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary	USD 12 930	USD 14 236	USD 31 276	USD 42 078	USD 30 615	USD 41 354
	Primary	USD 20 255	USD 21 084	USD 33 058	USD 45 947	USD 32 987	USD 45 748
	Lower secondary (general programmes)	USD 20 255	USD 21 084	USD 34 230	USD 47 675	USD 34 261	USD 47 772
	Upper secondary (general programmes)	USD 20 255	USD 21 084	USD 35 859	USD 49 804	USD 35 104	USD 49 875
<b>Organisation of teachers' working time in public institutions over the school year</b>							
2018							
Tables D4.1a and D4.1b		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary	640 hours	1 584 hours	1 024 hours	1 613 hours	1 062 hours	1 550 hours
	Primary	612 hours	1 584 hours	783 hours	1 612 hours	754 hours	1 539 hours
	Lower secondary (general programmes)	652 hours	1 584 hours	709 hours	1 634 hours	673 hours	1 572 hours
	Upper secondary (general programmes)	648 hours	1 584 hours	667 hours	1 629 hours	643 hours	1 558 hours
<b>Percentage of teachers who are 50 years old or over</b>							
2017							
Table D5.1	Primary to upper secondary	50%		36%		39%	
<b>Share of female teachers, in public and private institutions</b>							
2017							
Table D5.2	Primary	97%		83%		87%	
	Lower secondary	83%		69%		72%	
<b>Total number of compulsory instruction time, by level of education</b>							
2019							
Table D1.1	Primary	2 452 hours		4 568 hours		4 258 hours	
	Lower secondary	4 826 hours		3 022 hours		3 002 hours	
	Upper secondary	**		**		**	
<b>Average class size by level of education</b>							
2017							
Table D2.1	Primary	17		21		20	
	Lower secondary	18		23		21	

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

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

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

3. EU23 average refers to the average of OECD countries that participated in the Adult Education Survey (AES).

4. EU23 average refers to the average of OECD countries that participated in the European Union Statistics on Income and Living Conditions 2015.

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

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.