



Education at a Glance 2026

Highlights for Lithuania

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1

Teachers and teacher shortages

1.1

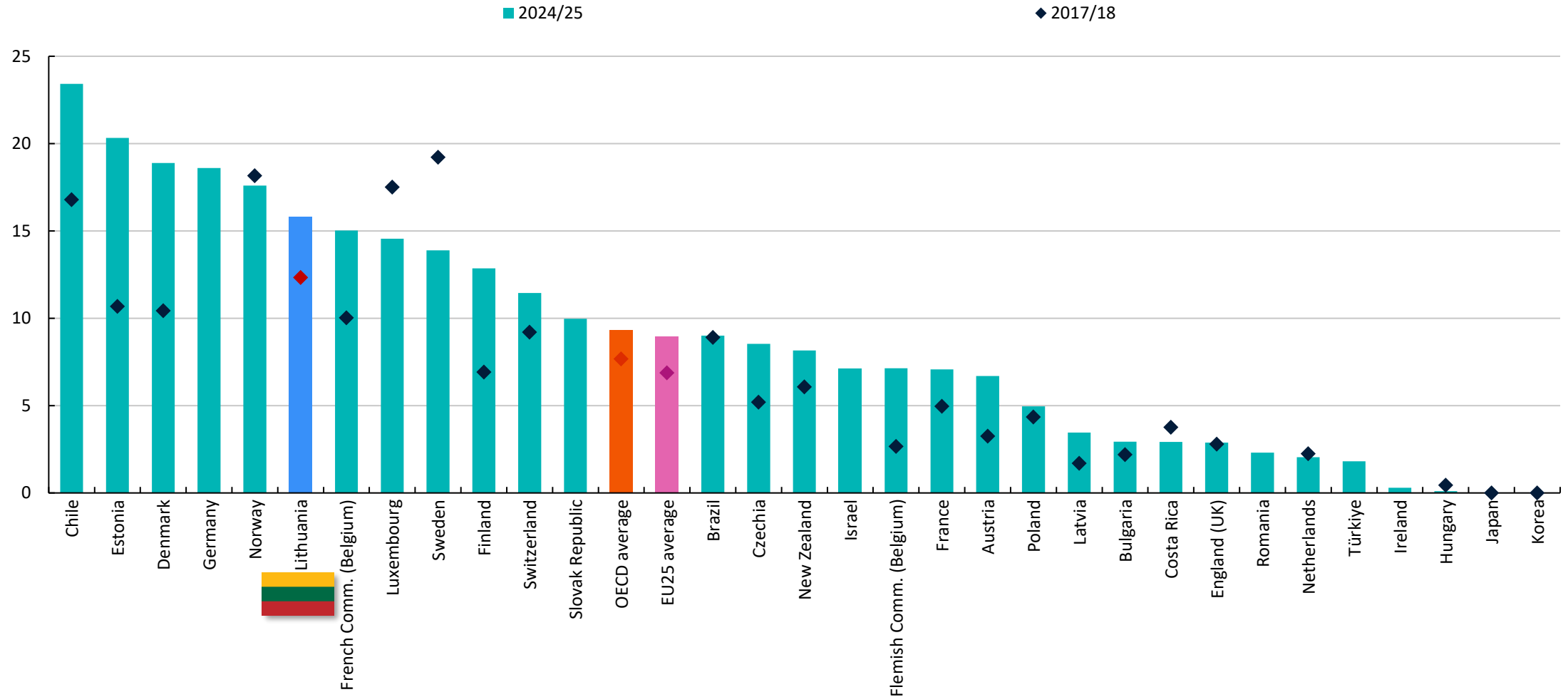
Key indicators on teacher shortages



Lithuania like many education systems has become more reliant on non-fully qualified teachers

Figure 1

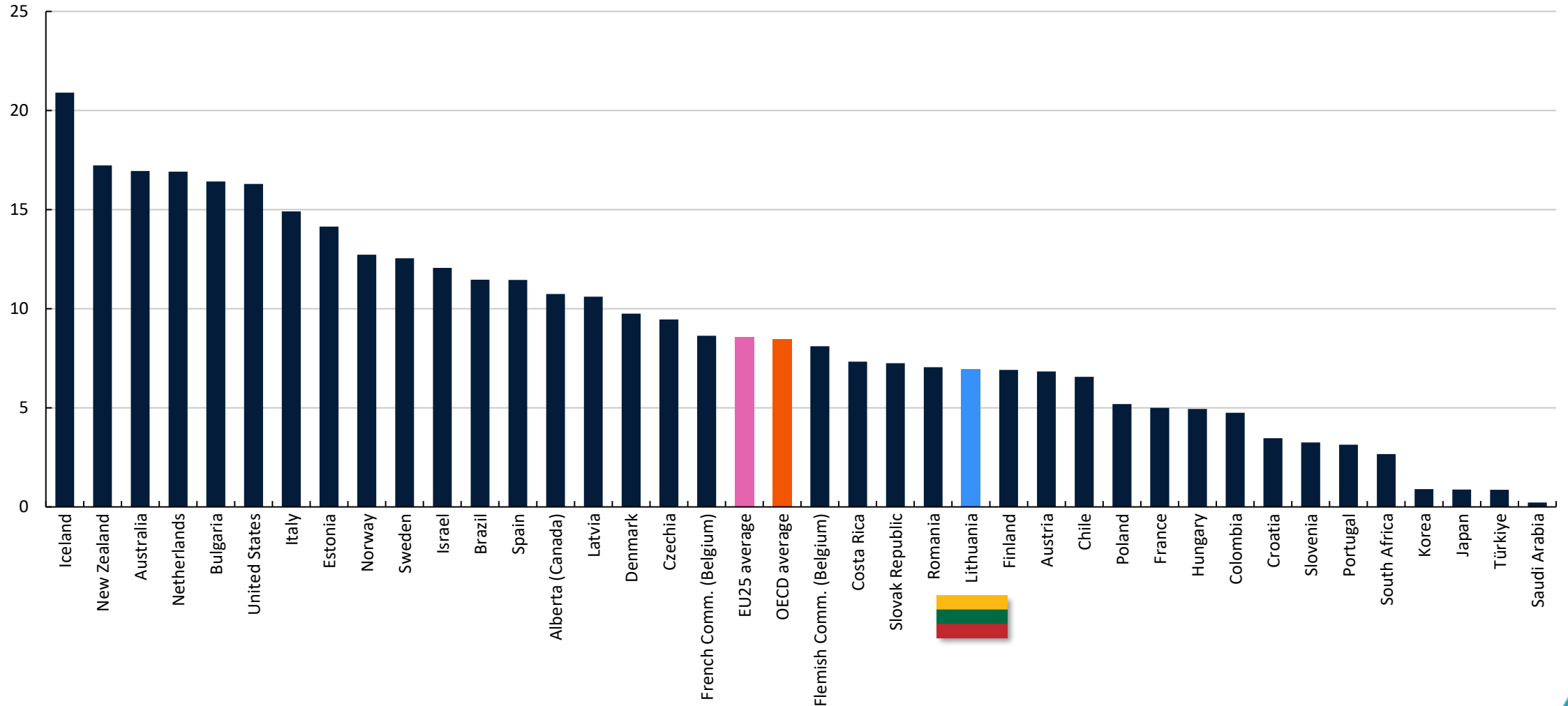
Trends in the share of non-fully qualified teachers in primary and secondary education (2017/18 and 2024/25)





Recruiting second-career teachers can diversify the teaching workforce

Share of second-career teachers among all lower secondary teachers (2024)



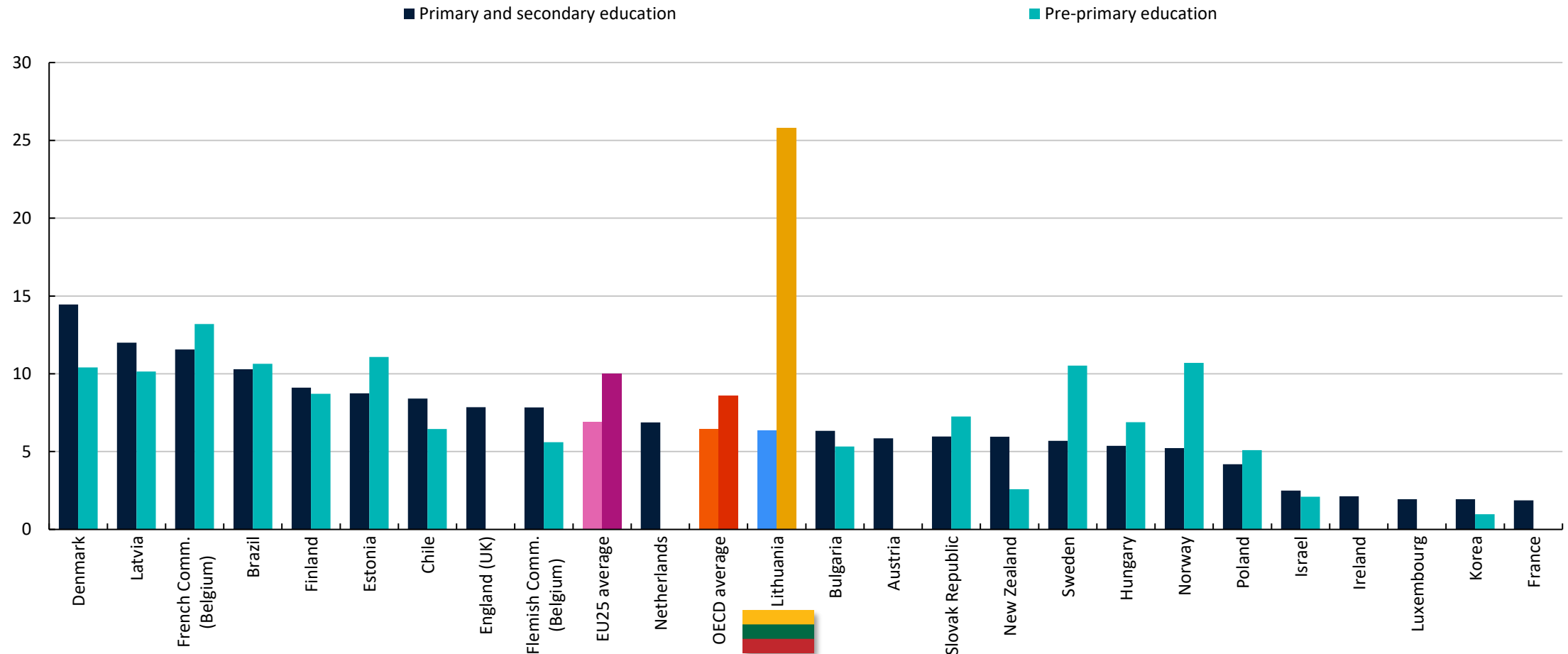
Note: Second-career teachers are defined as those with at least ten years of work experience outside teaching and for whom teaching was not a first career choice.



The share of pre-primary teachers leaving the profession is particularly high in Lithuania

Figure 8

Fully qualified teachers who left the profession as a percentage of the total teaching workforce, by level of education (2024/25)



1.2

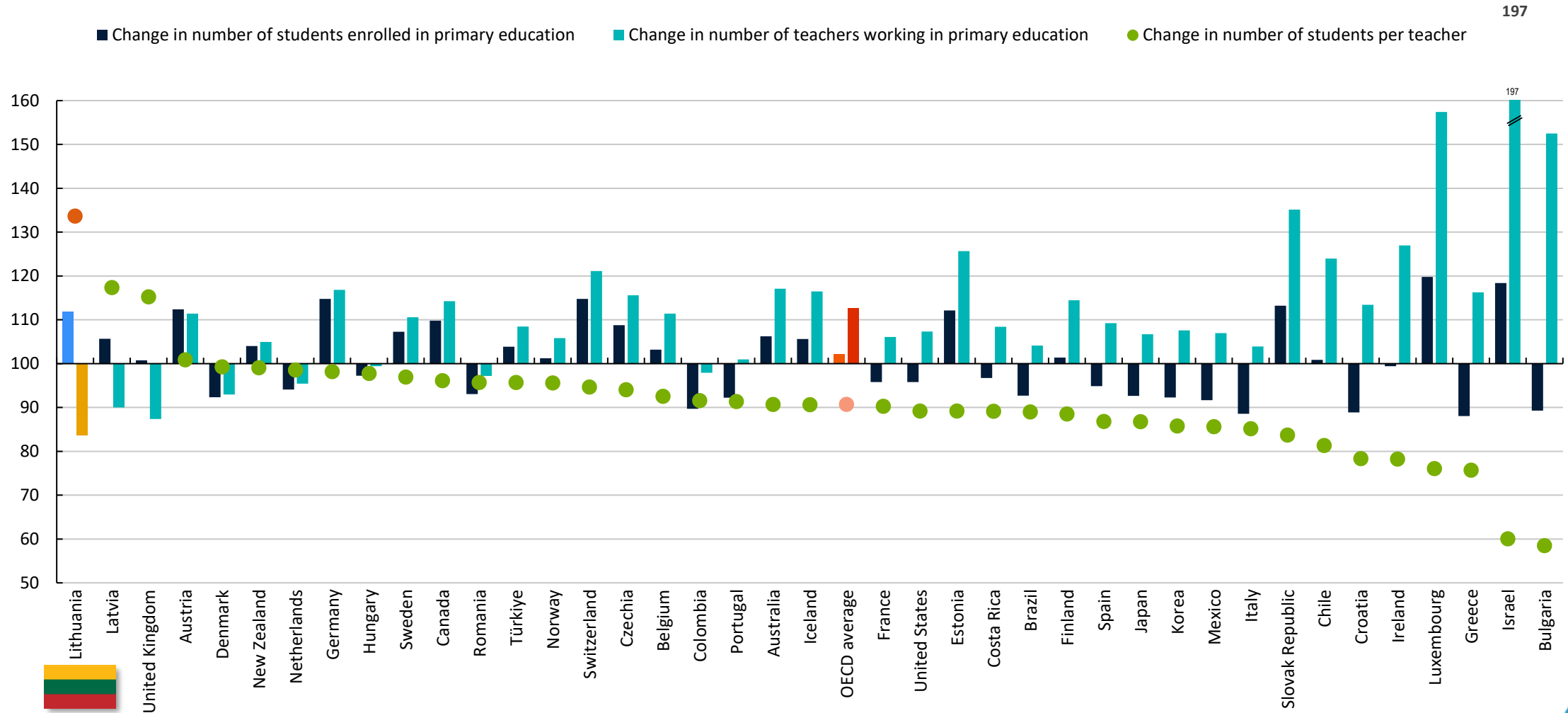
Trends in student and teacher numbers



Primary student numbers increased while teacher numbers declined in Lithuania

Figure 14

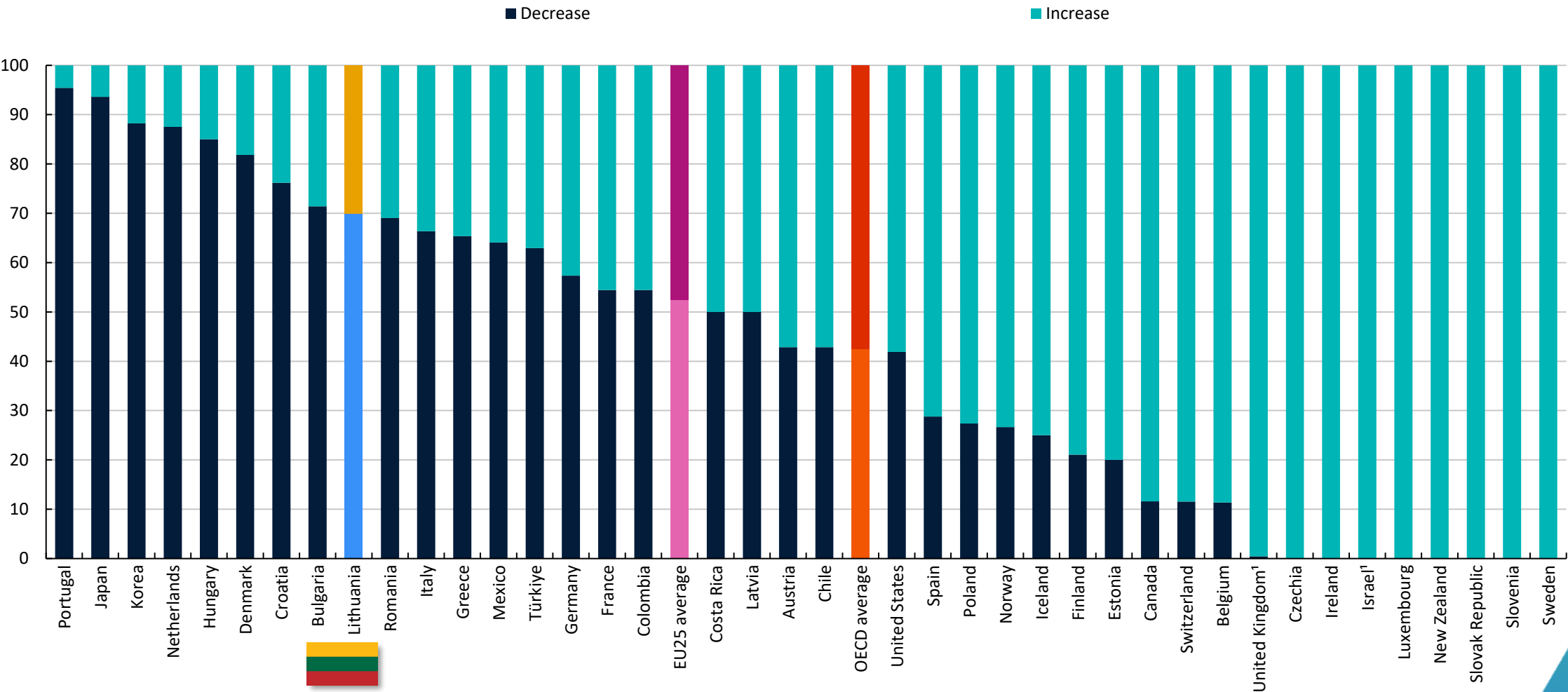
Changes in the number of students and teachers in primary education between 2015 and 2024





Student numbers are declining in most regions of Lithuania

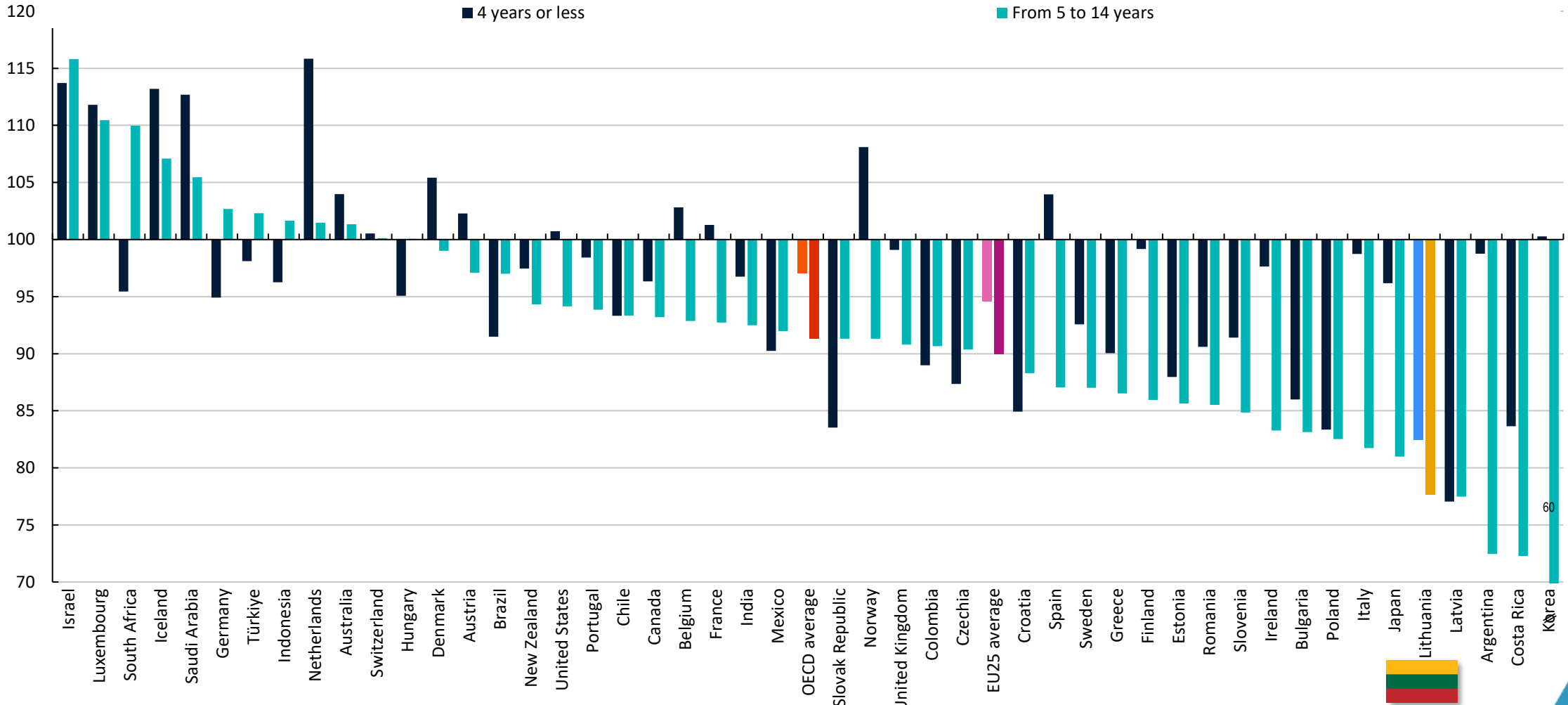
Share of subnational regions experiencing an increase or decrease in the number of 10-14 year-olds (2015 to 2024)





Demographic decline will reshape the demand for teachers in Lithuania

Projected changes in the population of children between 2024 and 2033, by age group



1.3

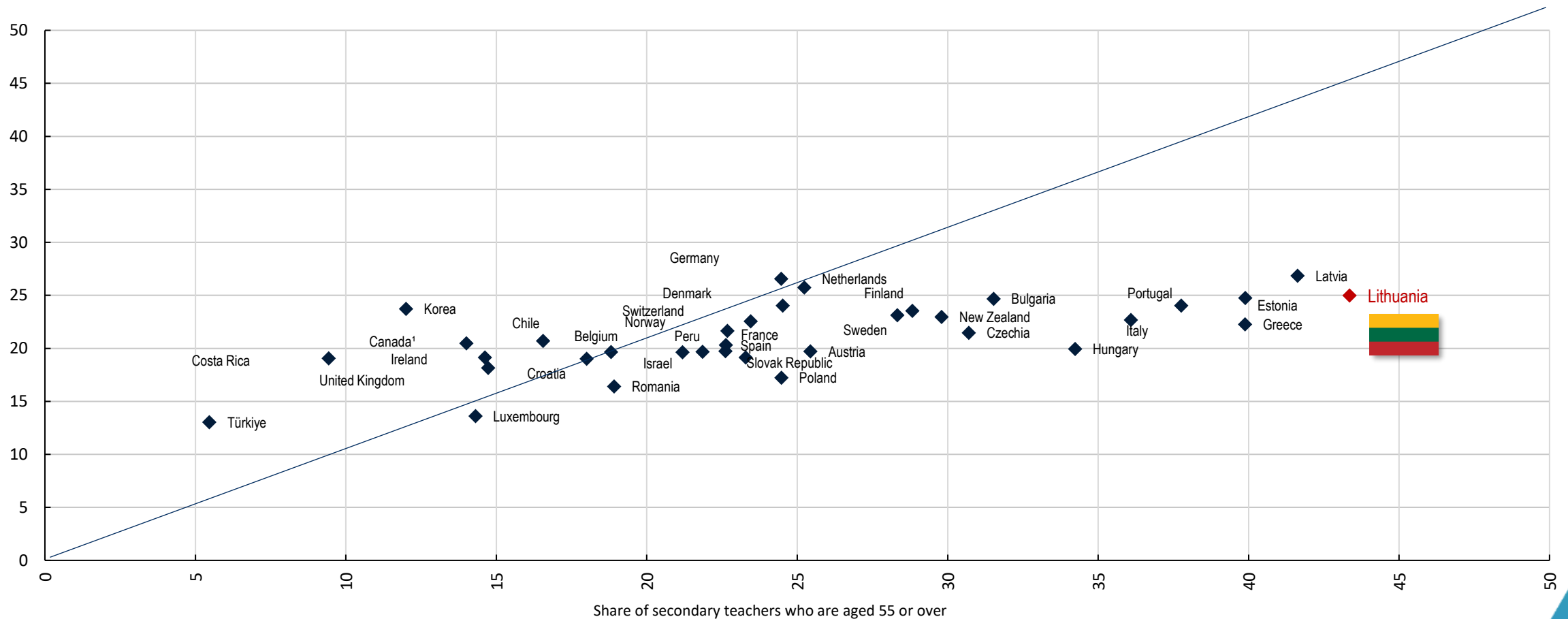
The teaching profession compared to the broader labour market



Teachers are substantially older than the wider workforce in Lithuania

Comparing the share of secondary teachers and the wider workforce who are aged 55 and over (2024)

Share of employed individuals who are aged 55 or over (all educational attainment levels combined)

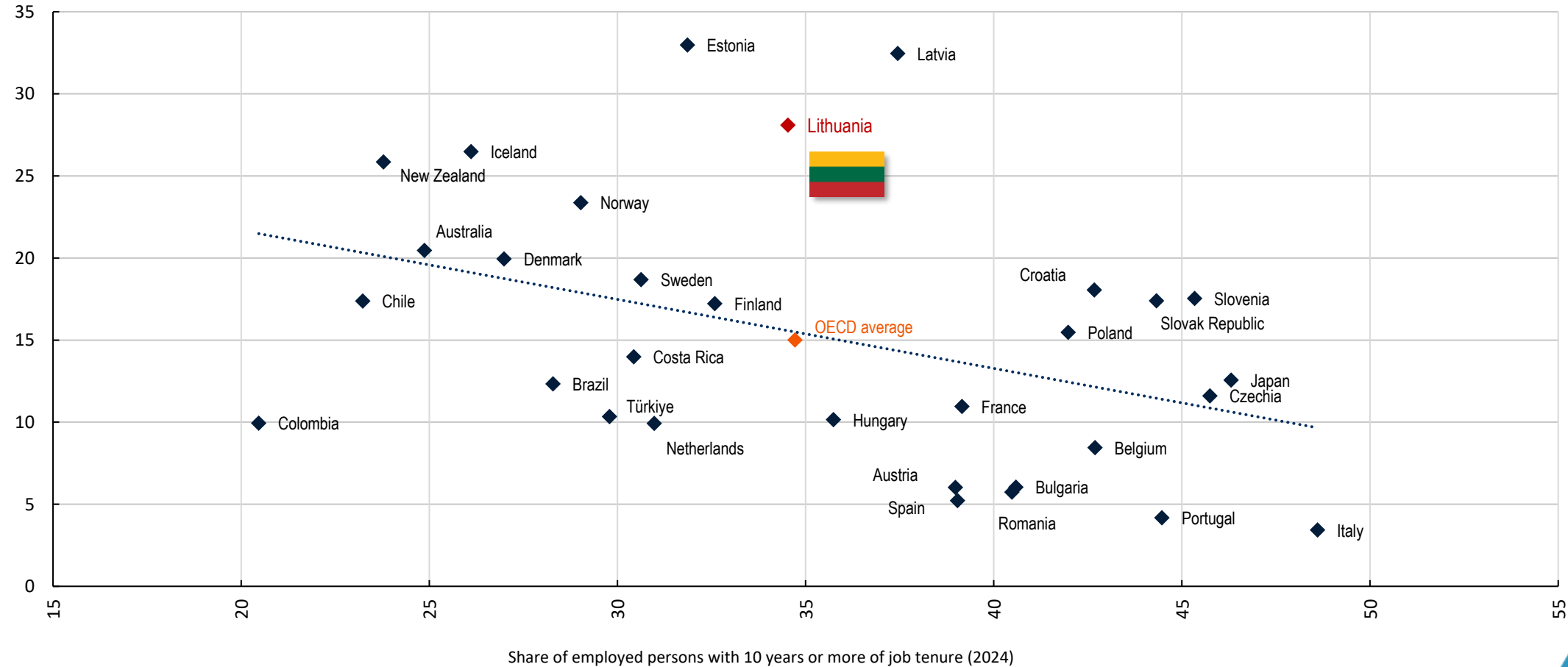




Teacher turnover is high despite average job mobility in Lithuania

Relationship between long-term tenure in the wider workforce and teachers' intentions to leave the profession (2024)

Share of lower secondary teachers aged 30–49 who intend to leave within the next five years (2024)



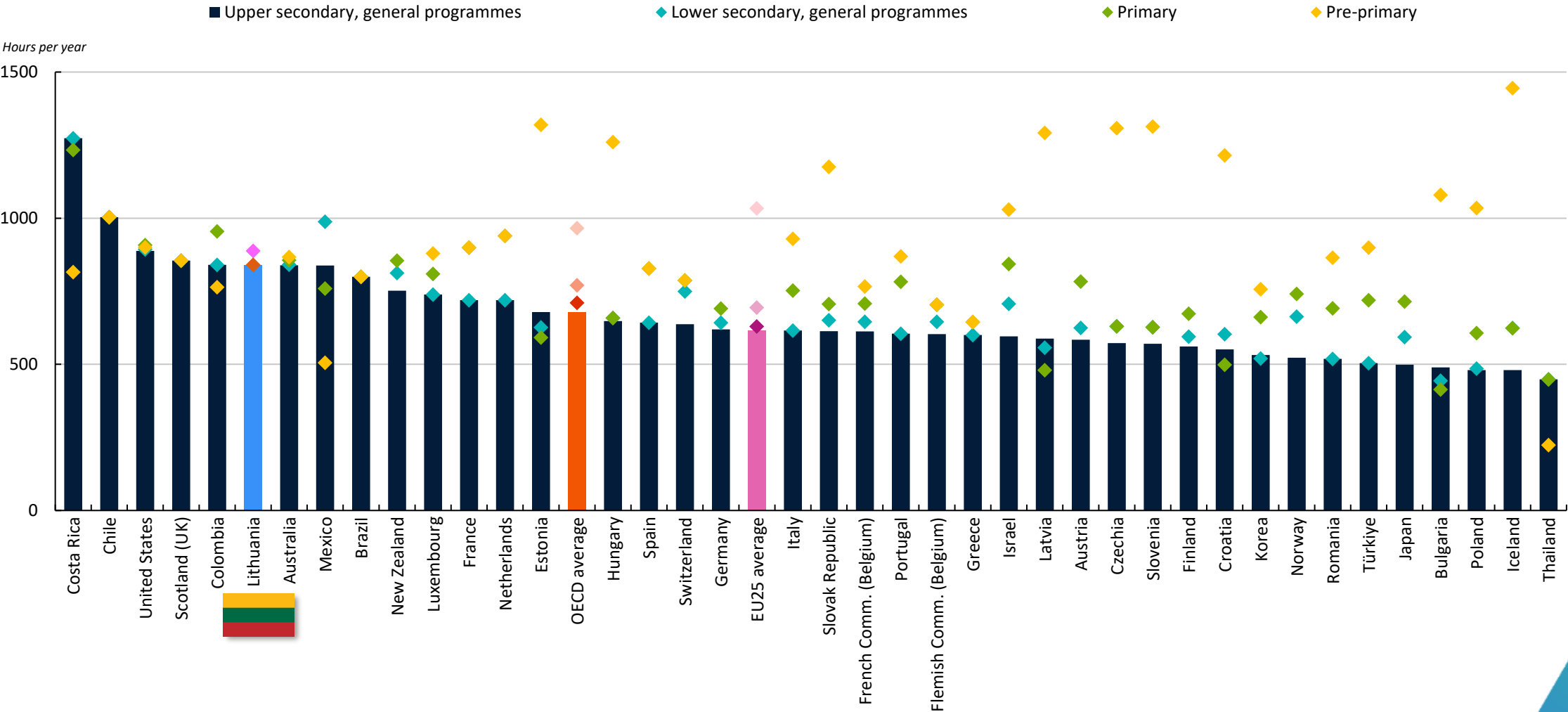
1.4

Teachers' working and teaching time



Teaching time of teachers is high across educational levels

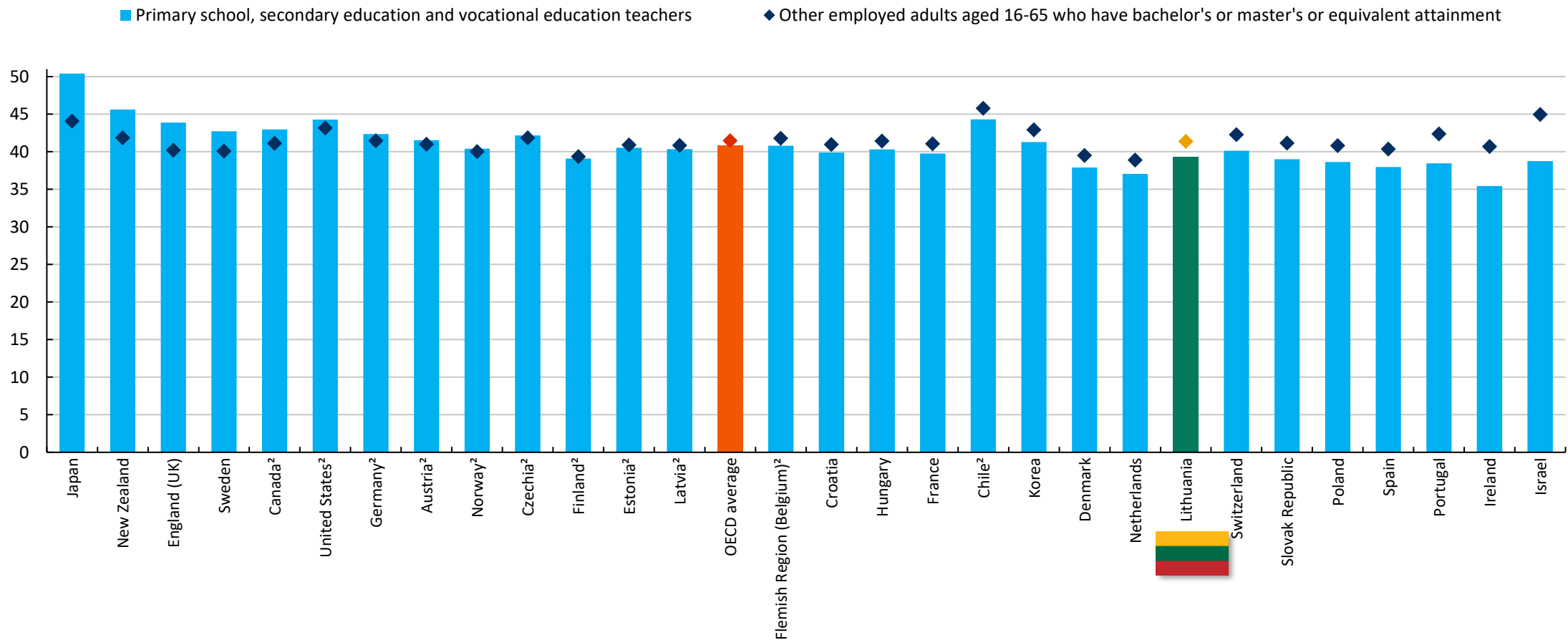
Teaching time of teachers, by level of education (2025)





Teachers in Lithuania report shorter working weeks than other graduates

Comparing the working hours per week of teachers and the wider workforce with bachelor's or master's or equivalent attainment (2023)



2. Differences are not statistically significant.

1.5

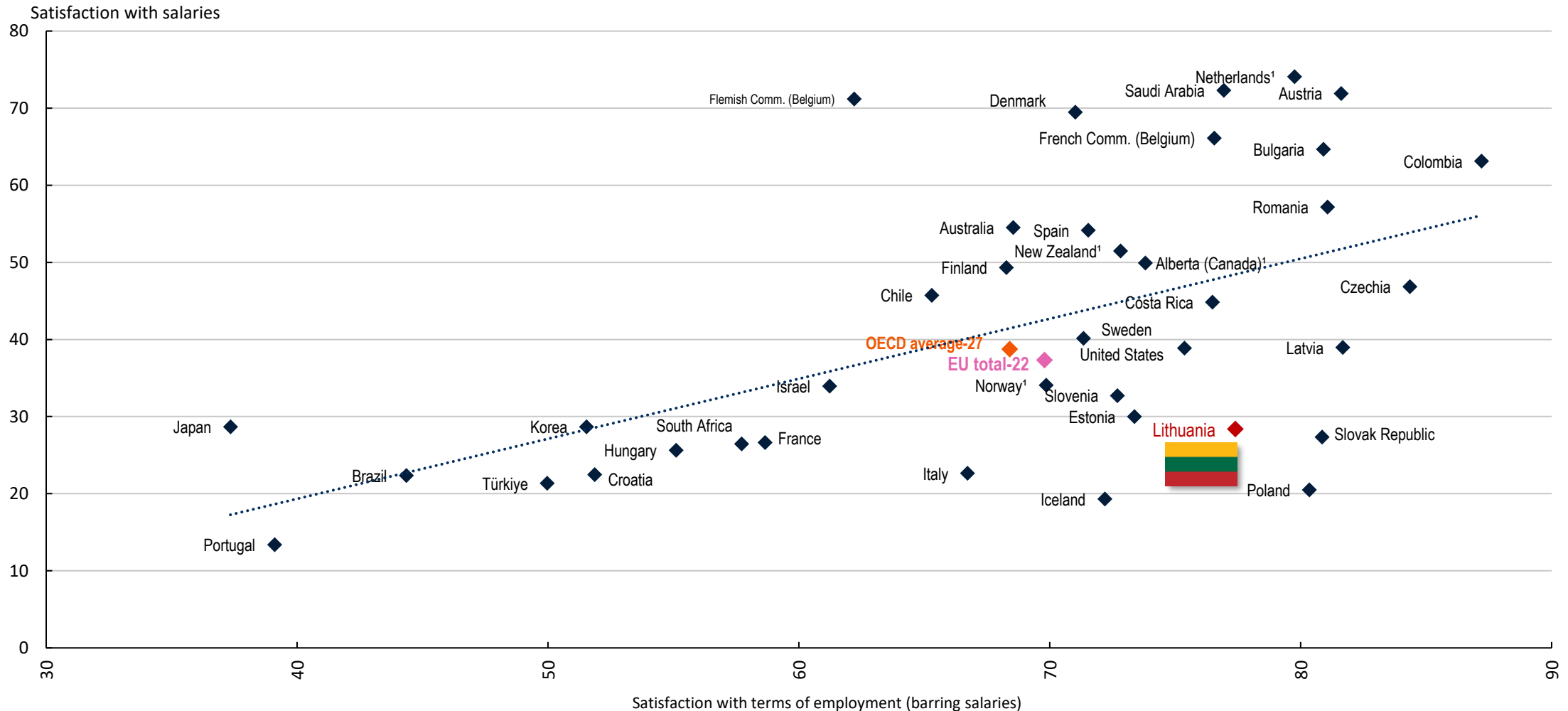
Teacher salaries



Lithuanian teachers are satisfied with their working conditions but not with their salaries

Figure 12

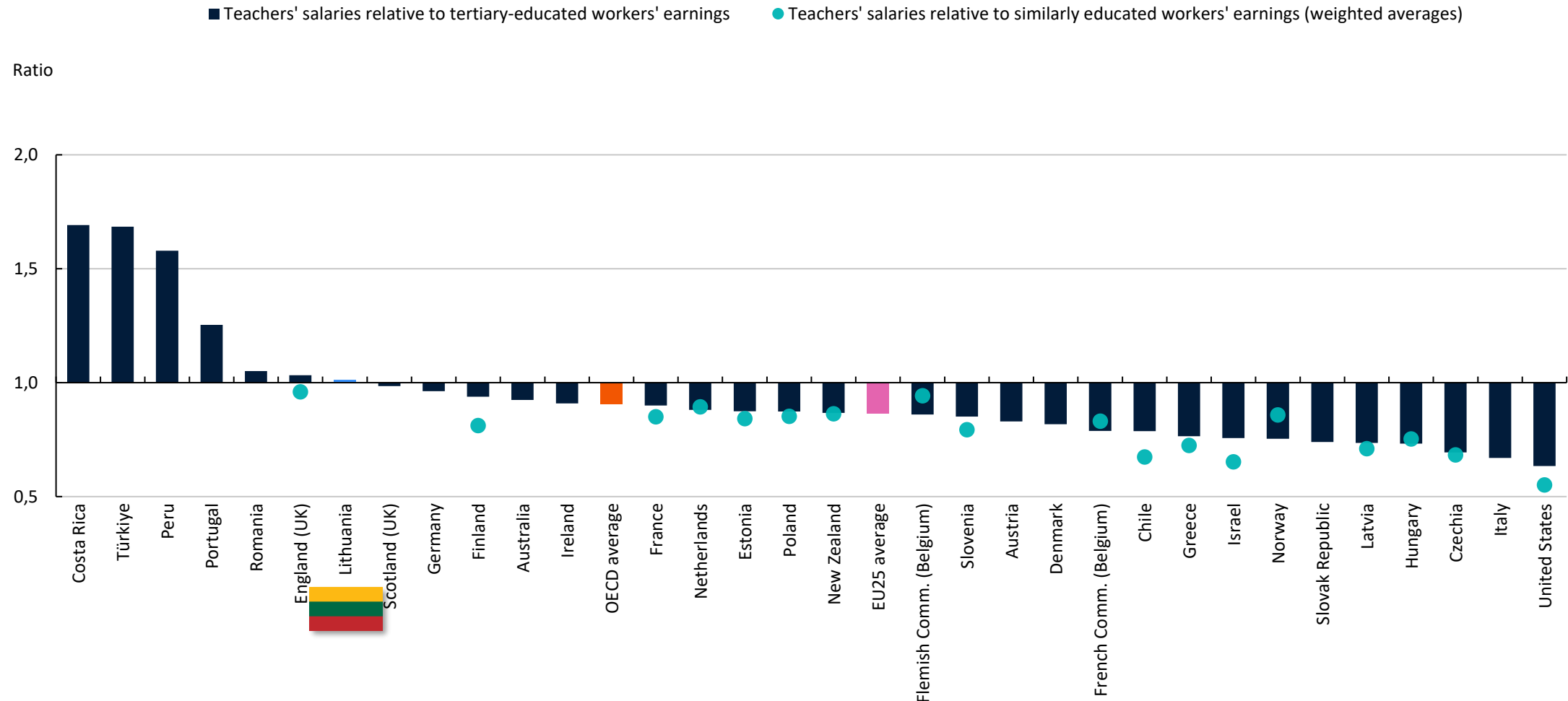
Across OECD countries, 68% of lower secondary teachers are satisfied with their employment conditions excluding salaries, compared to only 39% who are satisfied with their salaries (TALIS 2024)





Teachers in Lithuania earn as much as other tertiary-educated workers

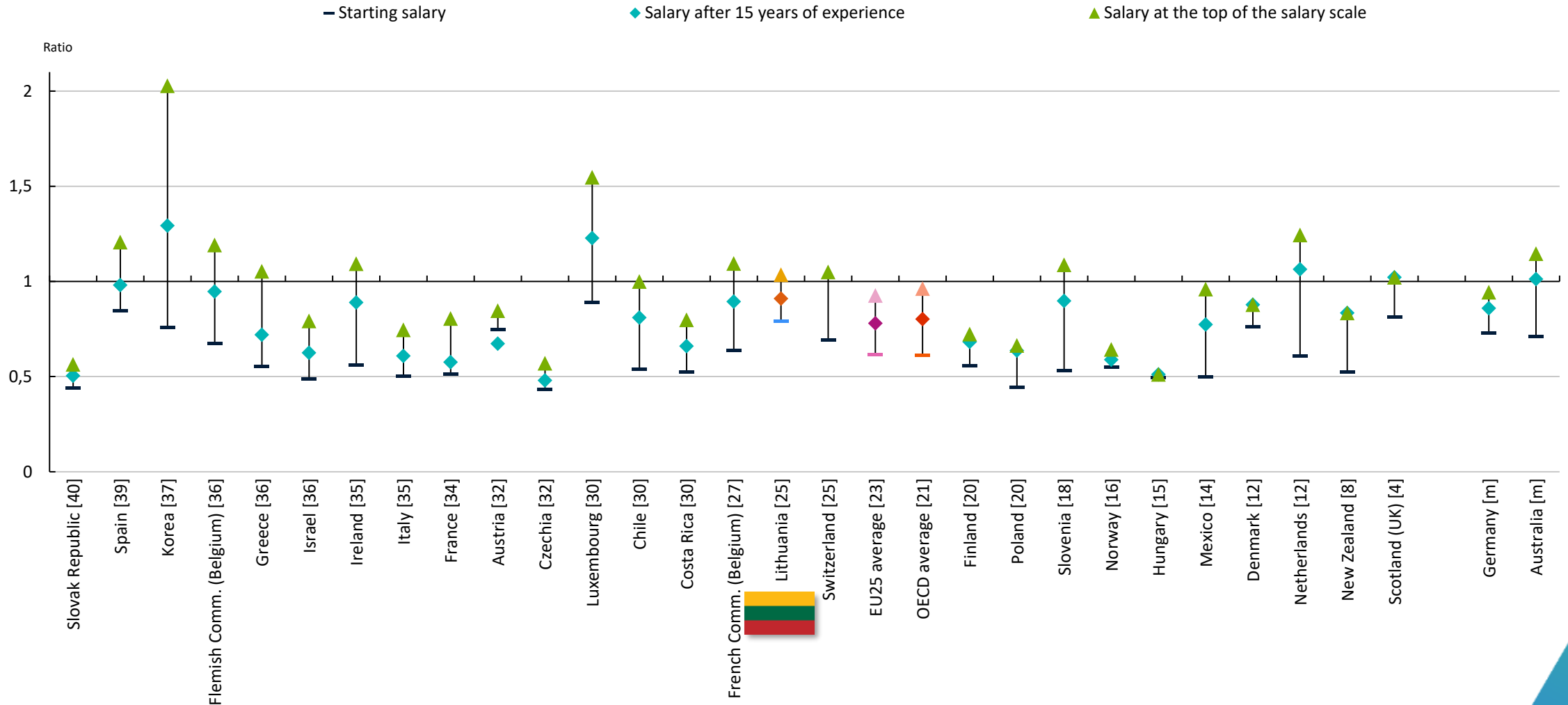
Actual salaries of lower secondary teachers and school heads relative to earnings of tertiary-educated workers (2025)





Teaching is attractive to enter but offers weaker long-term pay incentives

Lower secondary teachers' statutory salaries at different stages of their career relative to earnings of similarly educated workers (2025)





Fewer students alone are unlikely to resolve teacher shortages

TEACHERS AND TEACHER SHORTAGES

1

The past decade

Primary enrolment grew while teacher numbers fell, increasing the pressure on teachers.

2

The next decade

The school-age population will shrink substantially, reducing overall demand for teachers.

3

Why pressures remain

- An ageing teaching workforce
- Many mid-career teachers intend to leave, despite good working conditions
- Limited salary progression, which may add to intentions to leave

2

**Educational attainment, labour market
outcomes and lifelong learning**

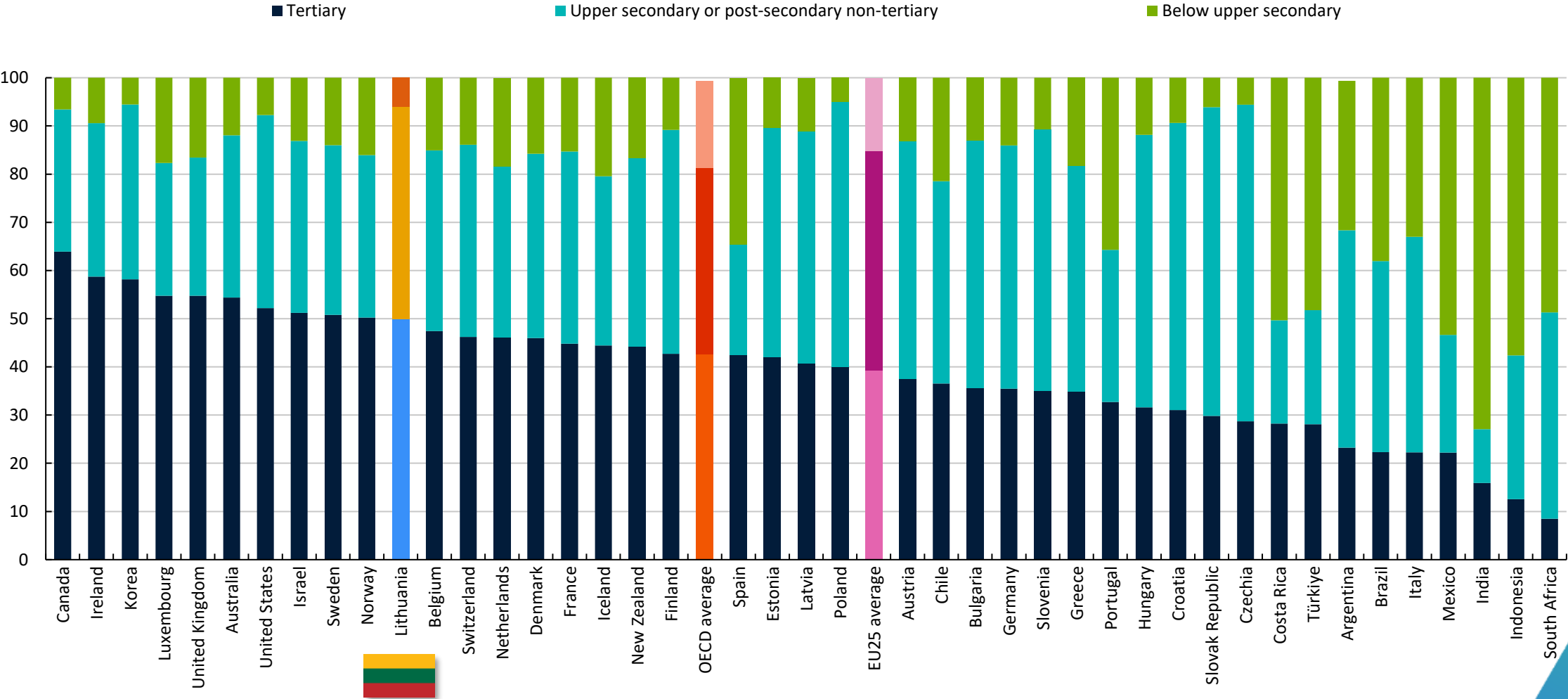
2.1

Educational attainment and transition into the labour market



Half of Lithuanian adults have a tertiary qualification

Distribution of educational attainment of adults (2025)



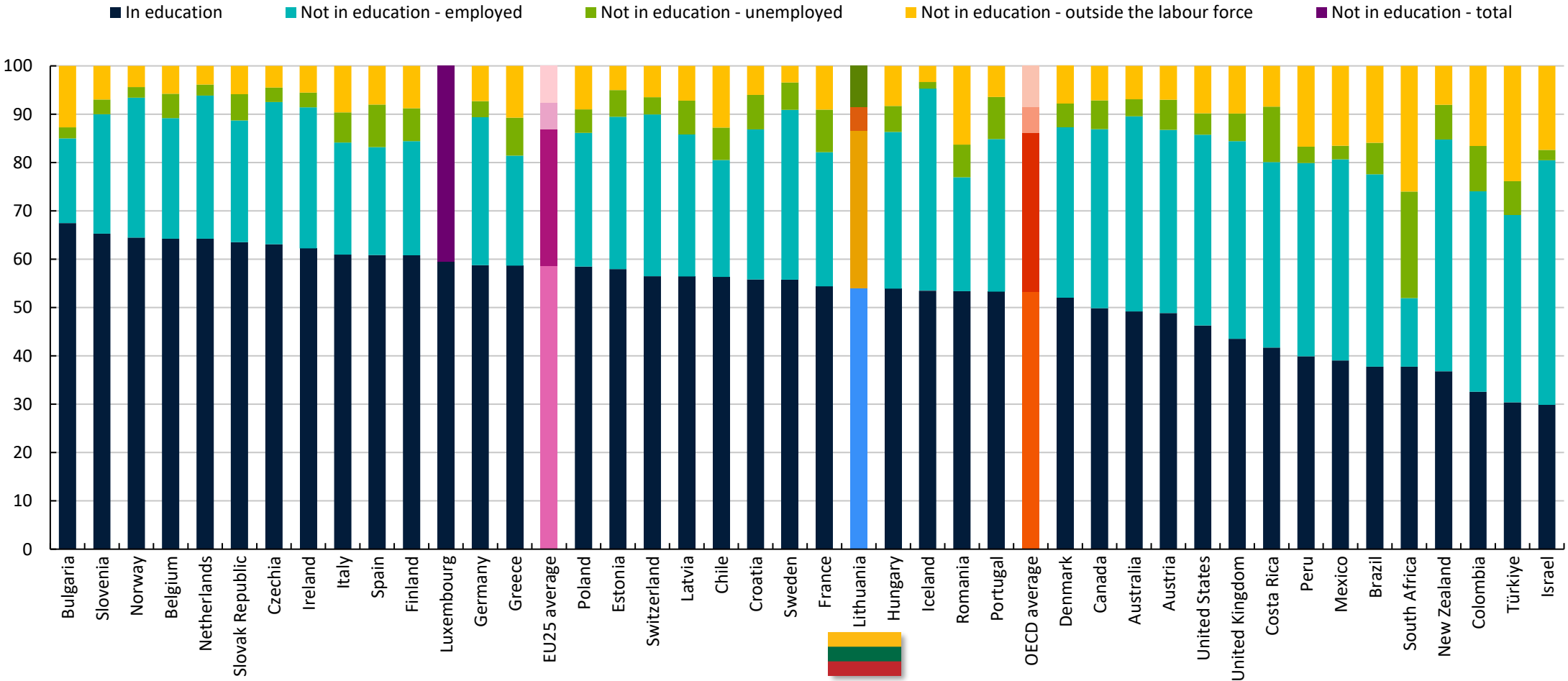
2.2

Transition into the labour market



A majority of 18-24 year-olds is in education in Lithuania

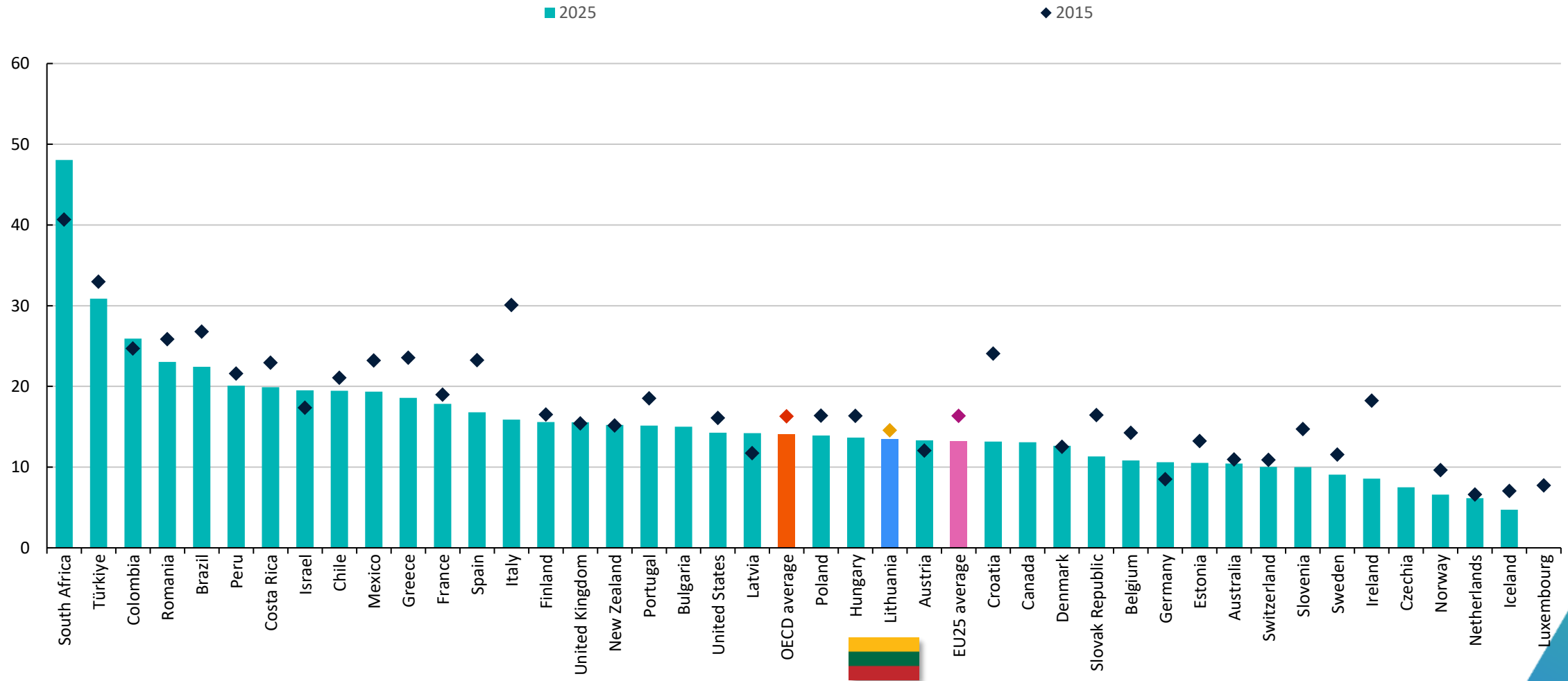
Distribution of 18-24 year-olds by education participation and labour-force status (2025)





NEET rates changed little in Lithuania, as is the case in many countries

Trends in the share of NEETs among 18-24 year-olds (2015 and 2025)



2.2

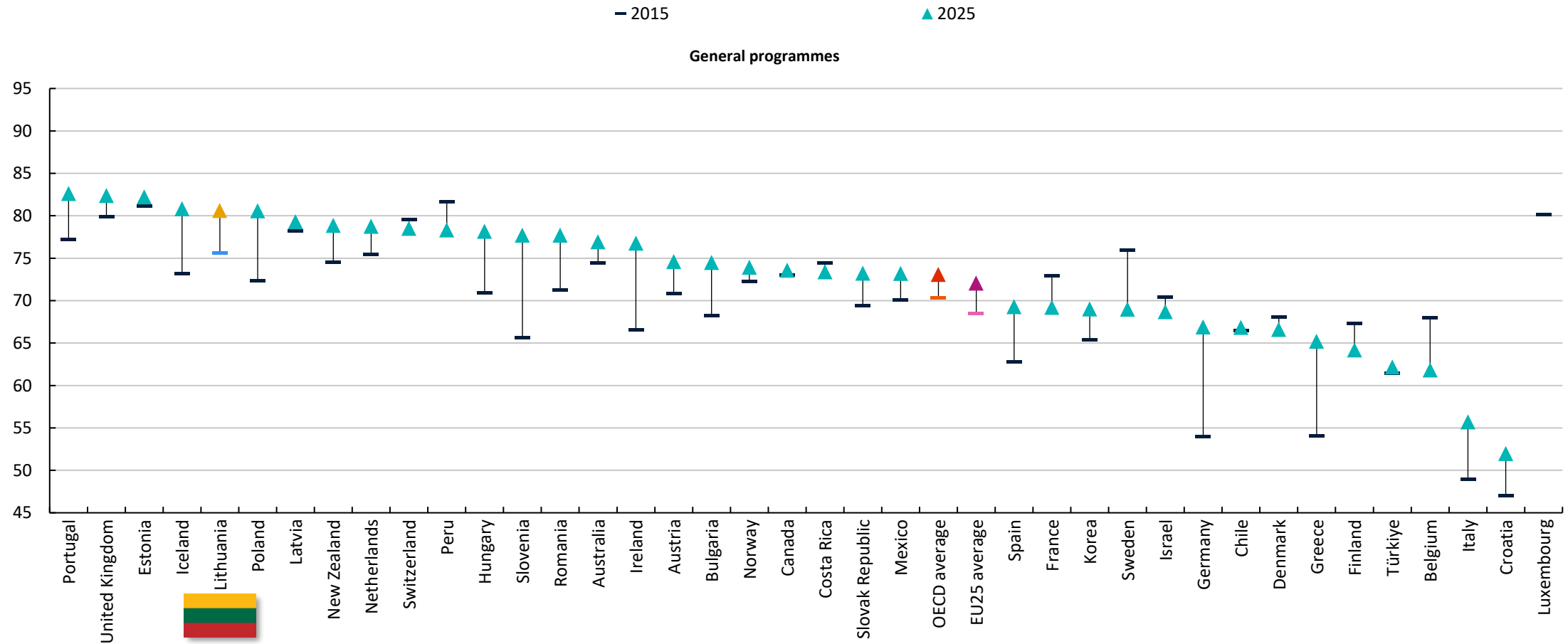
Labour market outcomes of adults



Employment rates for young adults with general upper secondary attainment have been increasing over the last decade

Figure A3.2.

Trends in employment rates of young adults with upper secondary or post-secondary non-tertiary educational attainment, by programme orientation (2025)

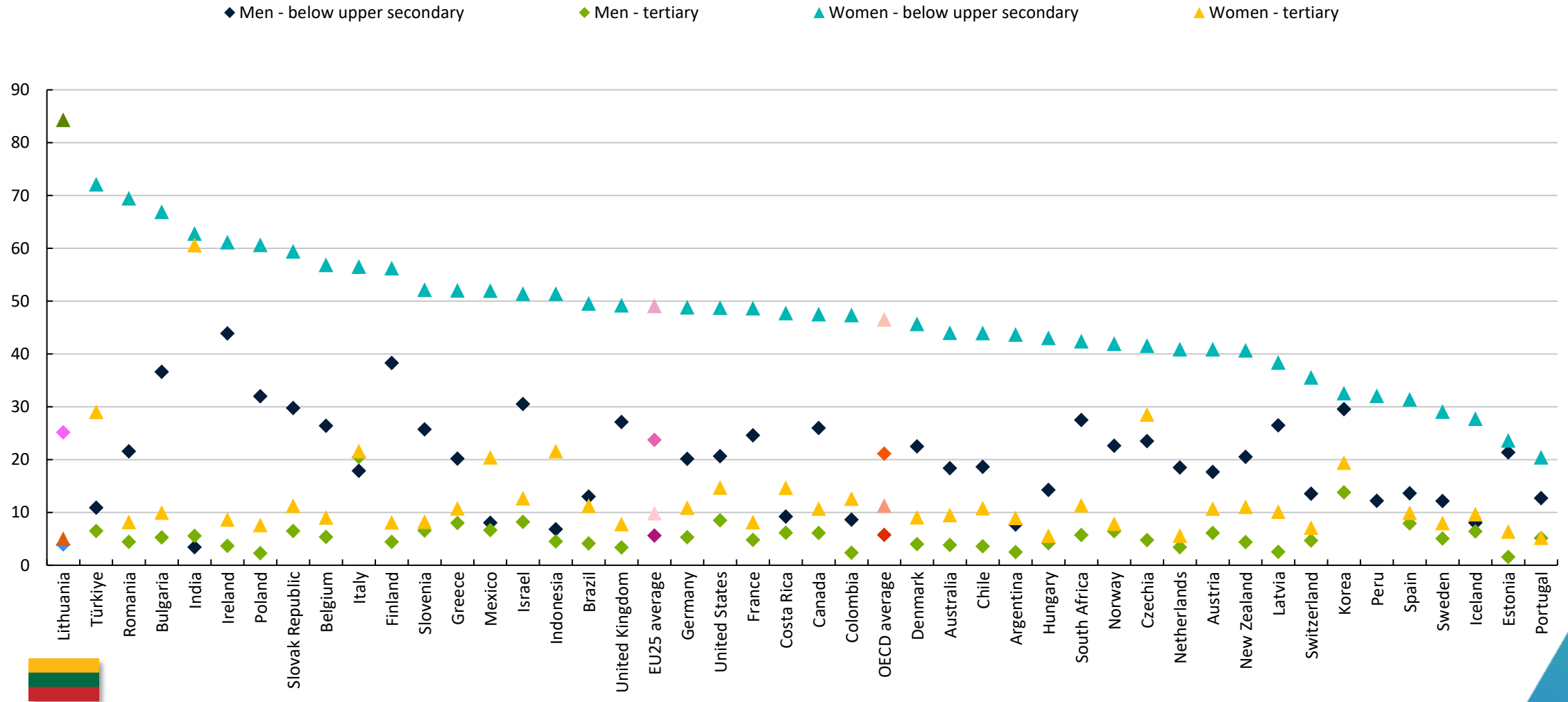




Women with below upper secondary attainment are at high risk of dropping out of the labour force

Figure A3.5.

Share of 25-34 year-olds who are not in the labour force, by gender and educational attainment level (2025)

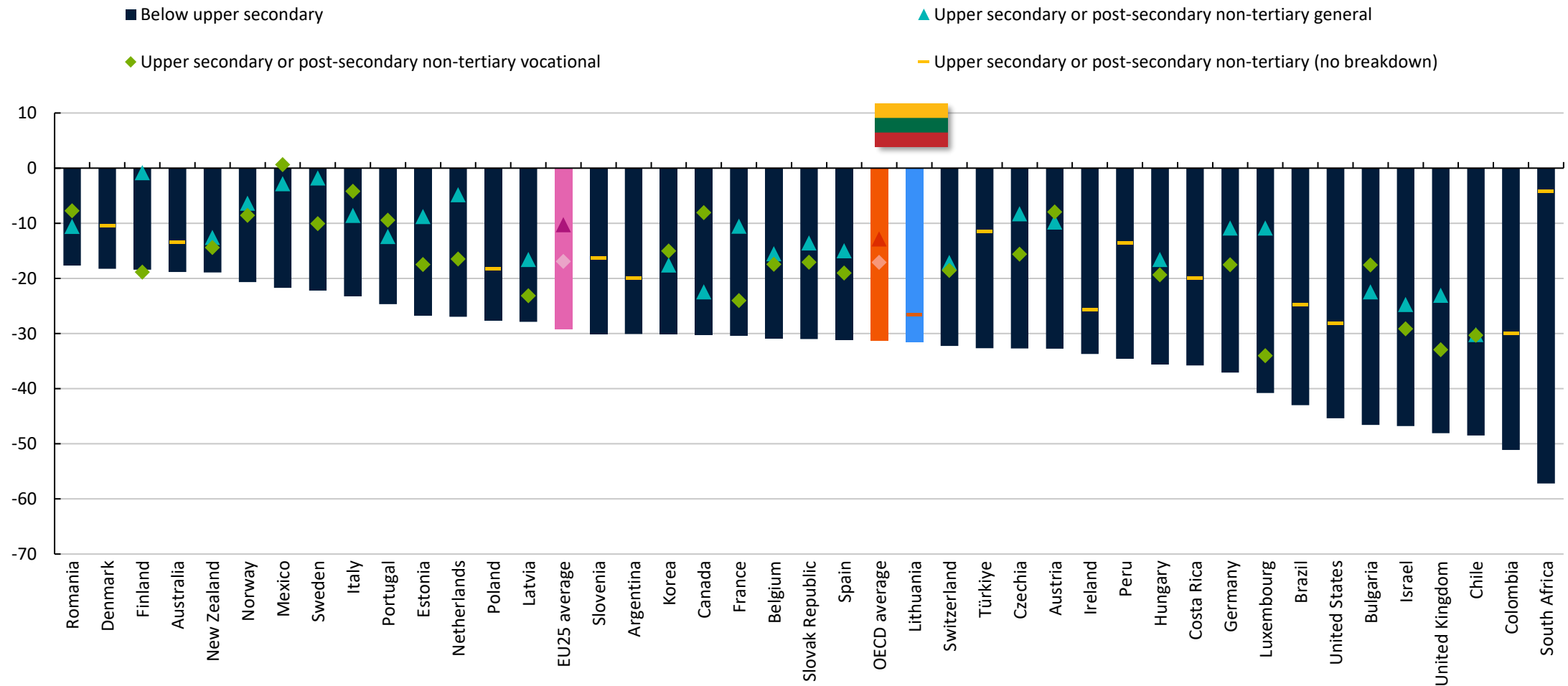




In Lithuania, workers without a tertiary qualification earn well below average wages

Figure A4.1.

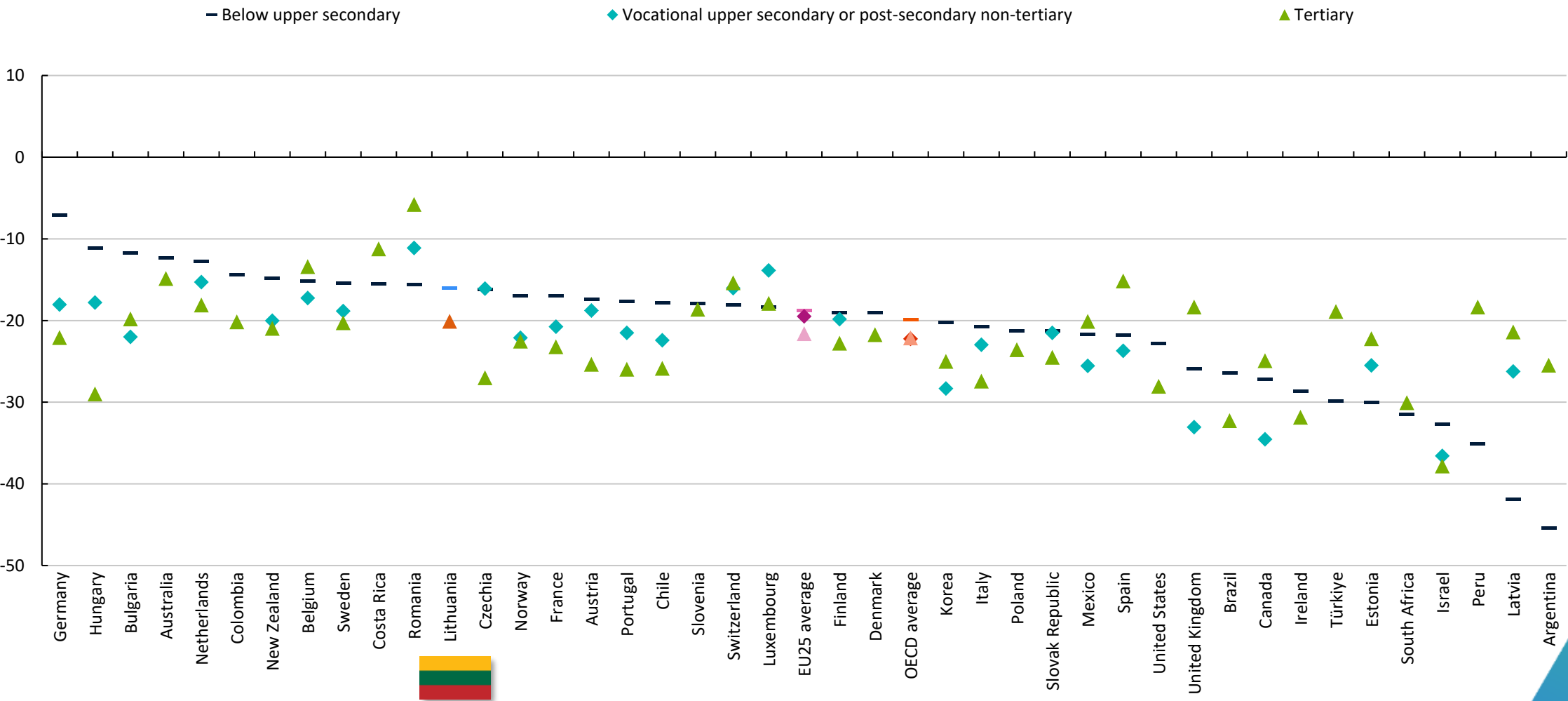
Difference in earnings from the overall average, by level and programme orientation (2024)





Gender wage gaps persist for all education levels

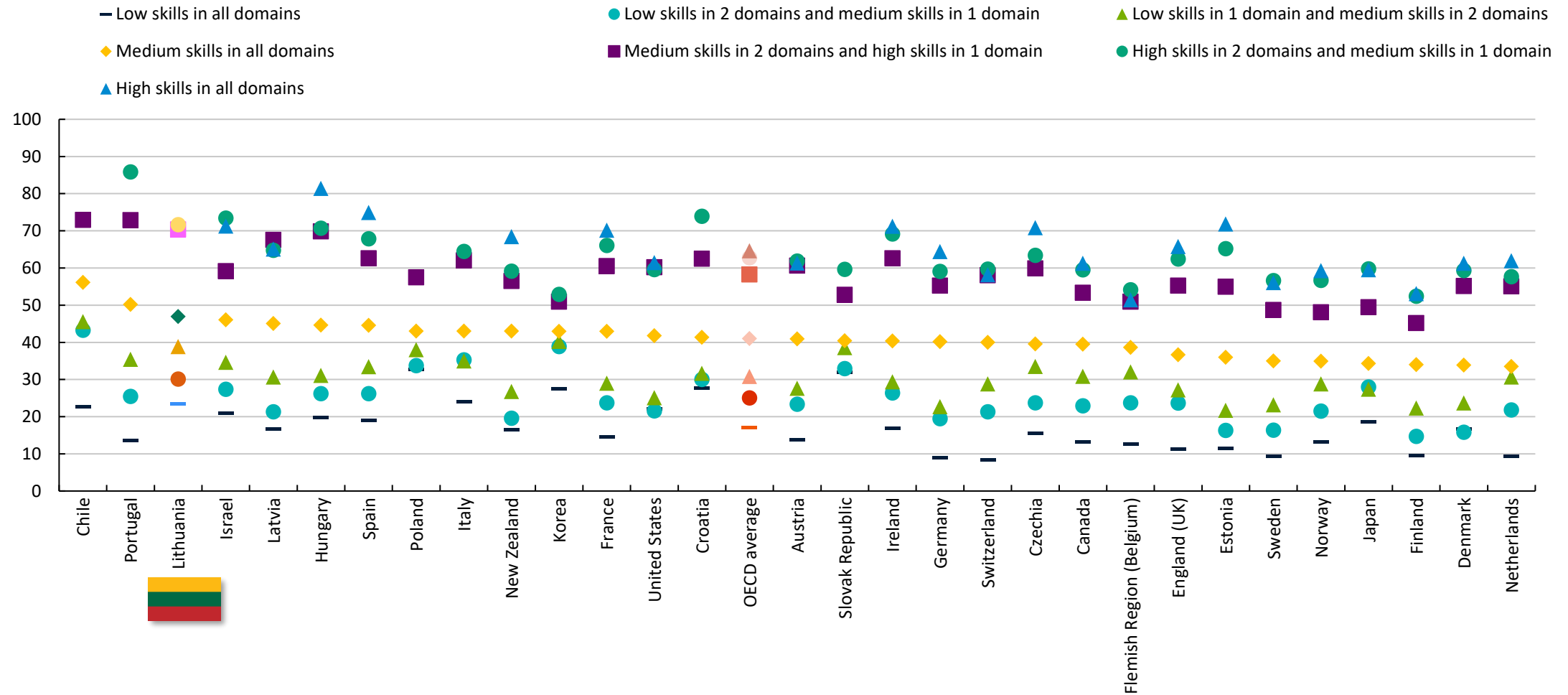
Women's wage gap in earnings, by educational attainment and programme orientation (2024)





The share of high earners rises steeply with skills in Lithuania

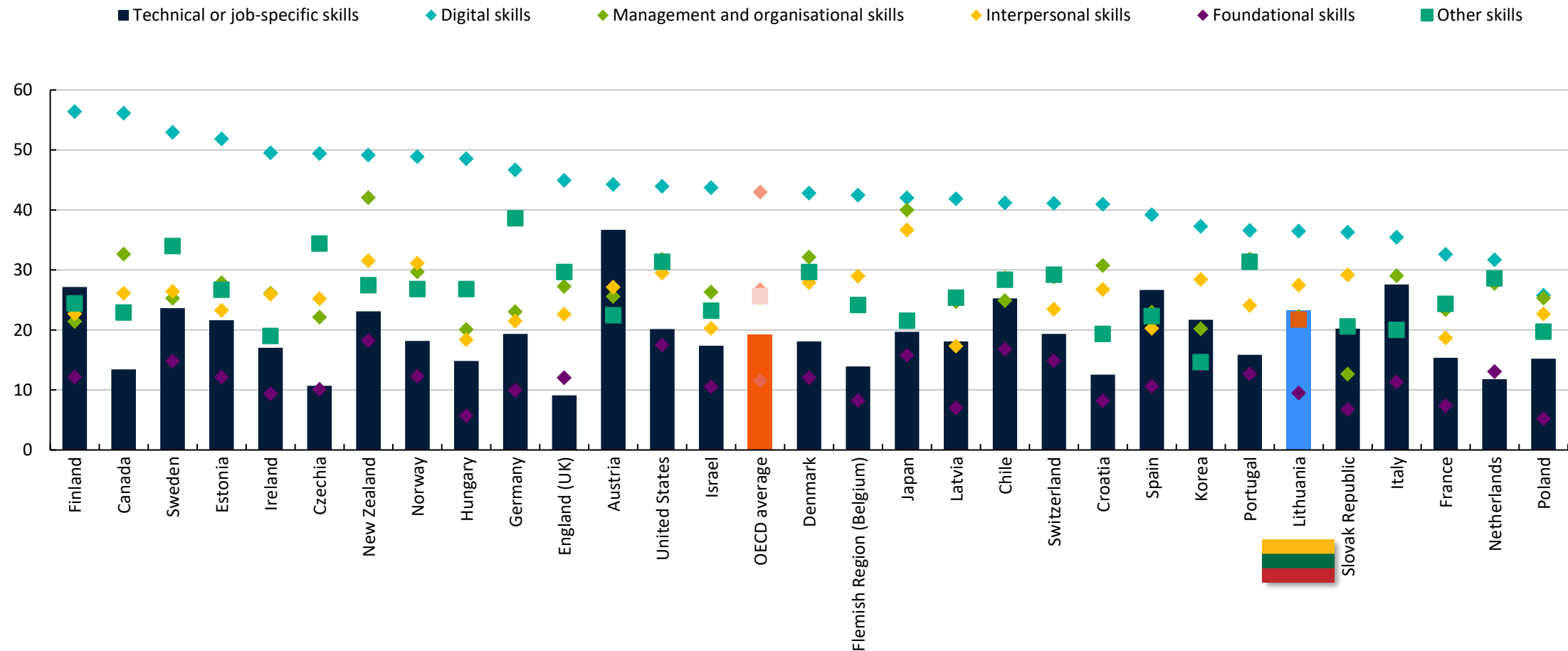
Share of high earners, by skill levels (2023)





Many workers have fewer skills than required in their job

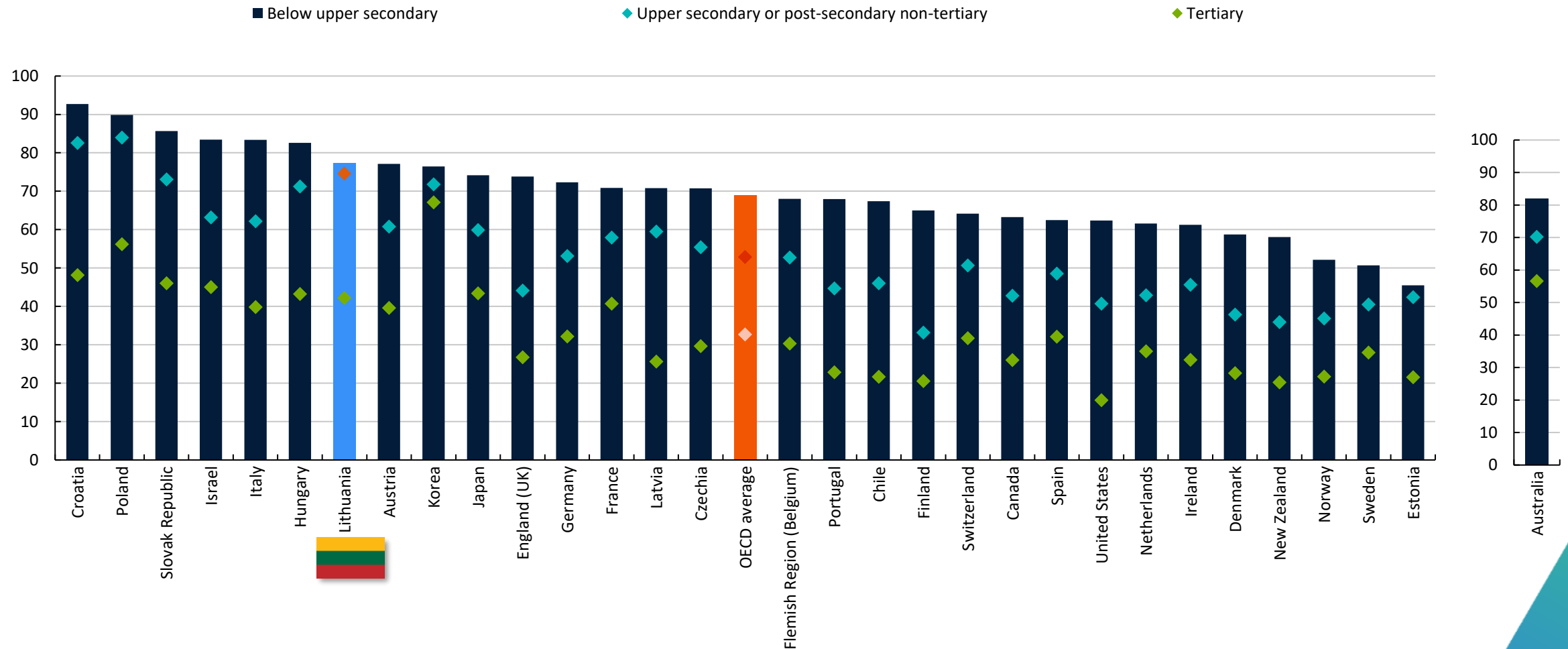
Share of adults reporting having skills less than what is required by their job, by skill (2023)





Many adults are not interested in participating in non-formal education

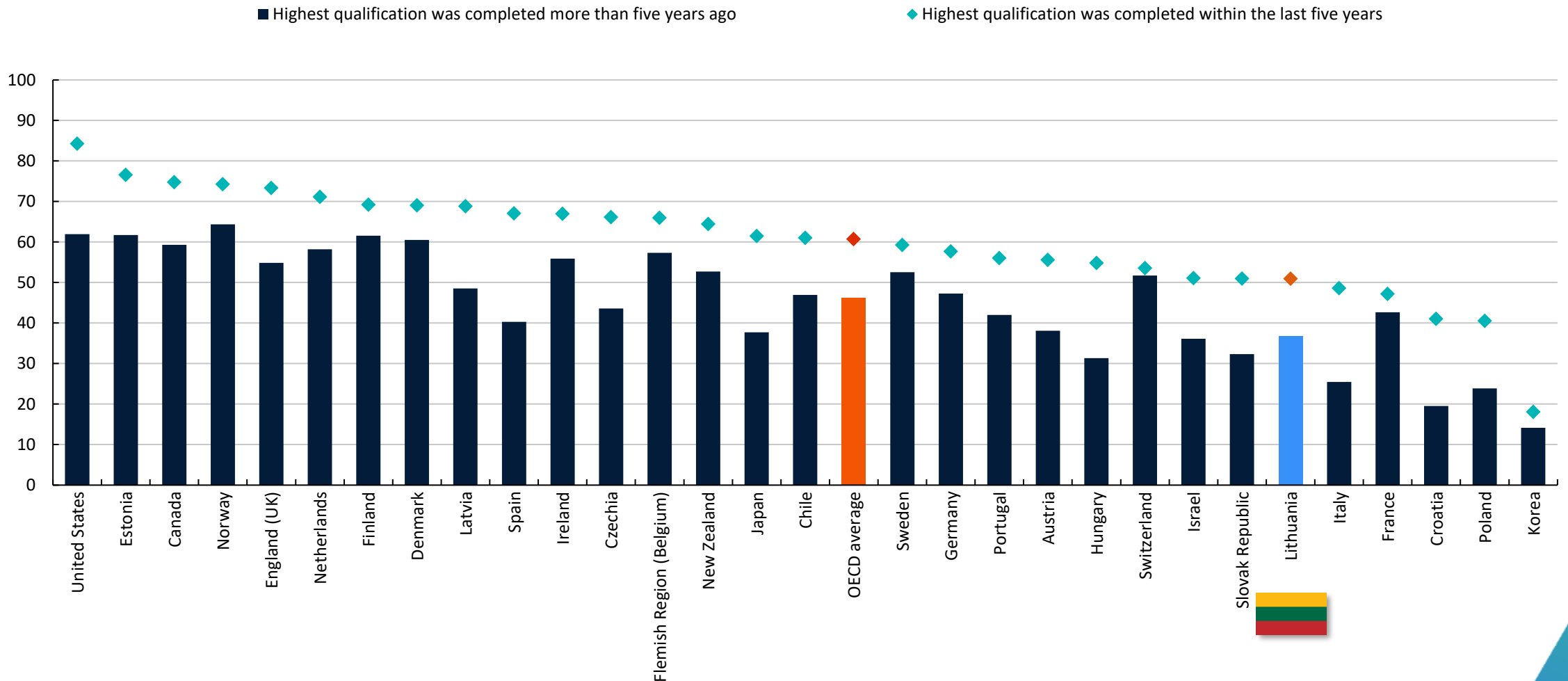
Share of adults who did not participate in non-formal education or training and did not want to, by educational attainment (2023)





Adult learning participation in Lithuania is below the OECD average

Share of young adults participating in non-formal education or training in the last 12 months, by recency of highest qualification (2023)





Strong initial attainment but less lifelong learning

ATTAINMENT AND OUTCOMES

1

High attainment

High tertiary attainment and very high school completion

2

Strong returns to education

Employment and incomes rise sharply with educational attainment and skills

3

Low demand for lifelong learning

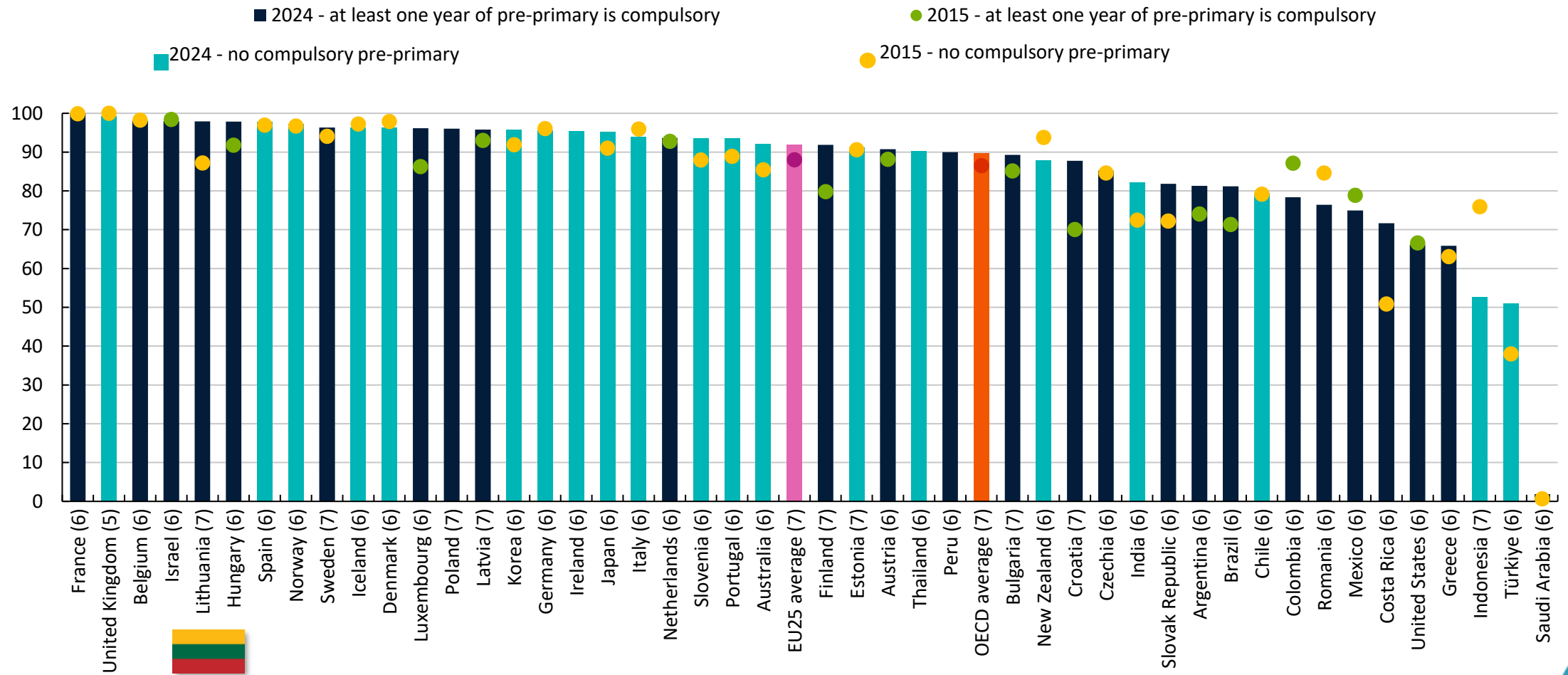
Workers report a need for skills, but are not very interested in further training

Pre-primary, primary and secondary education



Enrolment in early childhood education is common nearly everywhere

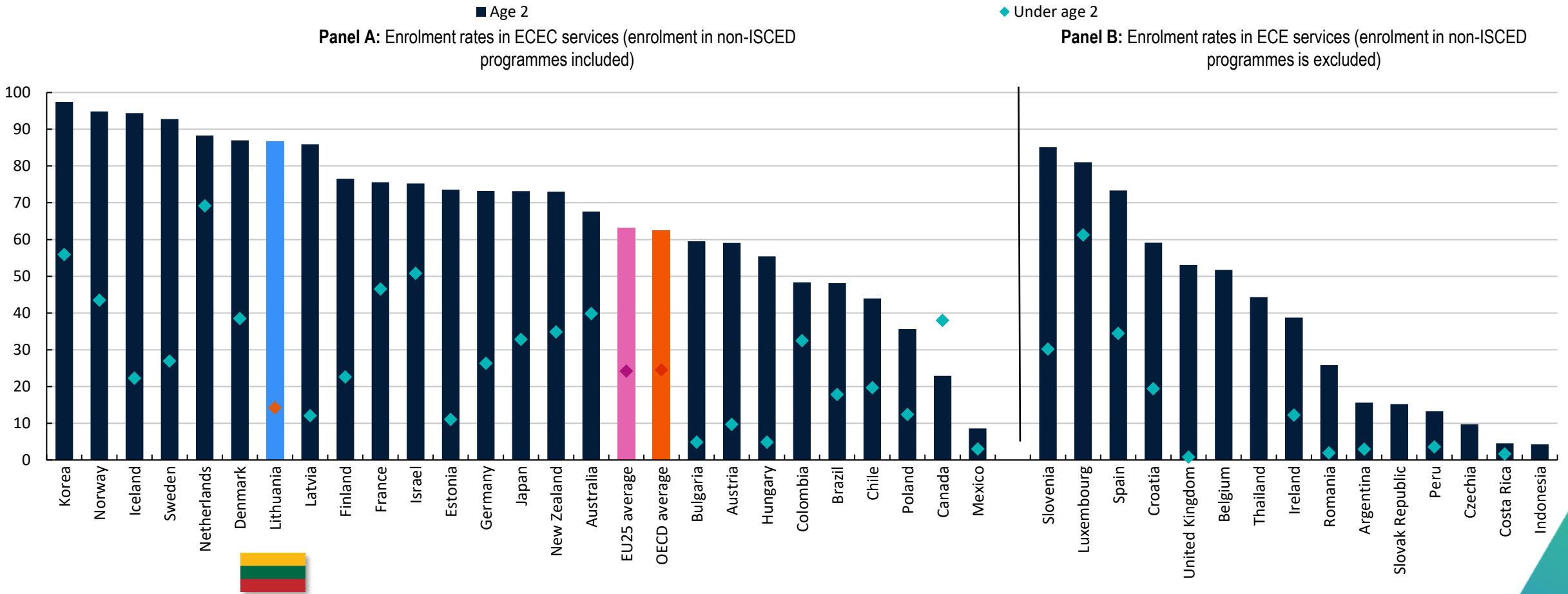
Trends in enrolment rates from the age of 3 to the start of compulsory primary education (2015 and 2024)





Children below the age of three are often enrolled in Lithuania

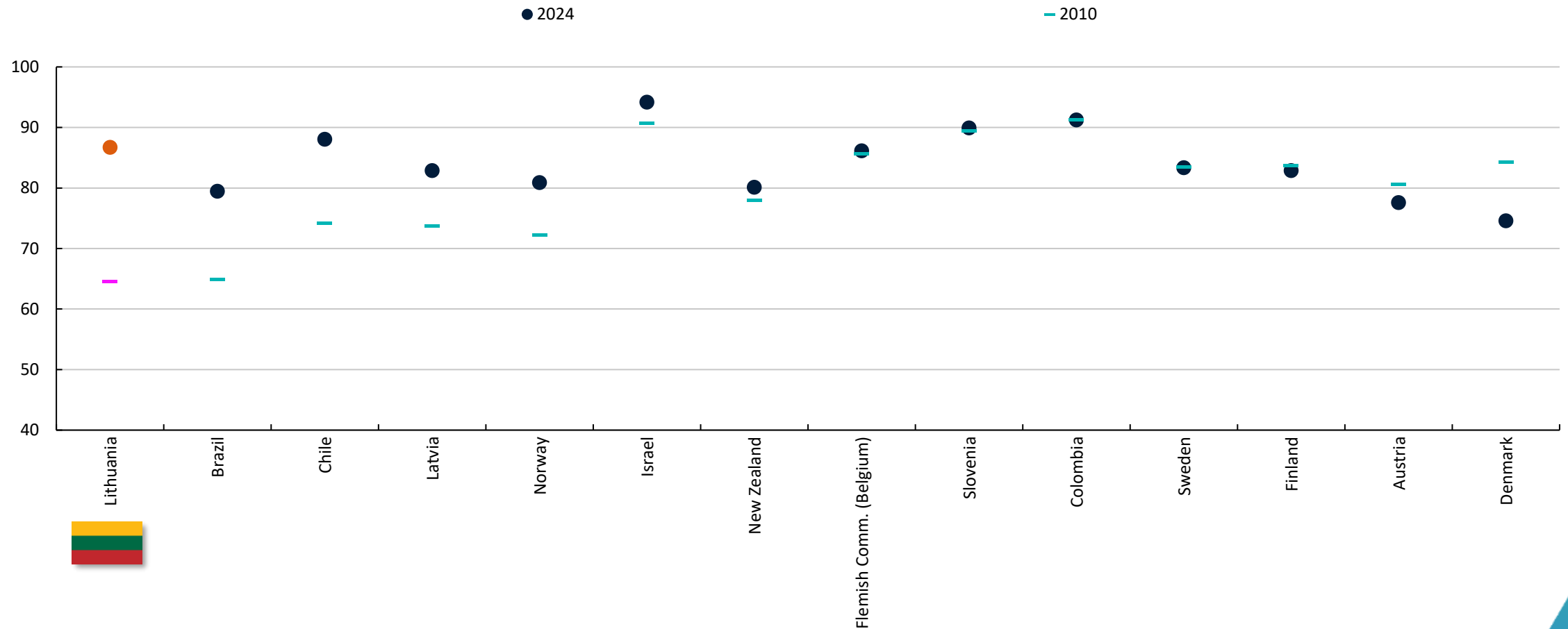
Enrolment rates of children under 3 in early childhood education (ISCED 0) and other ECEC services (outside ISCED), by age group (2024)





Lithuania has made the biggest gains in upper secondary completion

Trends in upper secondary completion rates two years after the end of the theoretical duration of the programme (2010 and 2024)



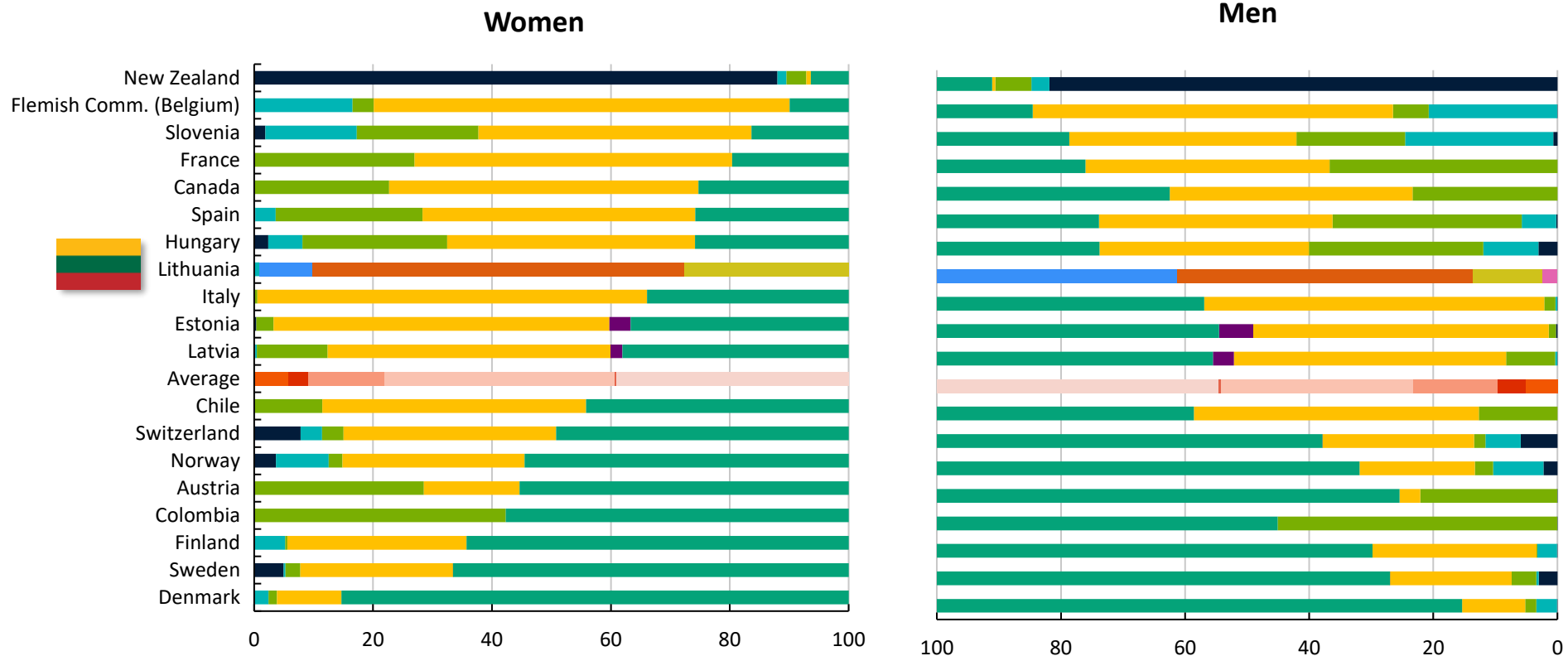


Women are more likely to proceed into tertiary education after completing upper secondary education in Lithuania

Figure B3.7

Status of graduates from upper secondary programmes in the year after their graduation, by gender (2023)

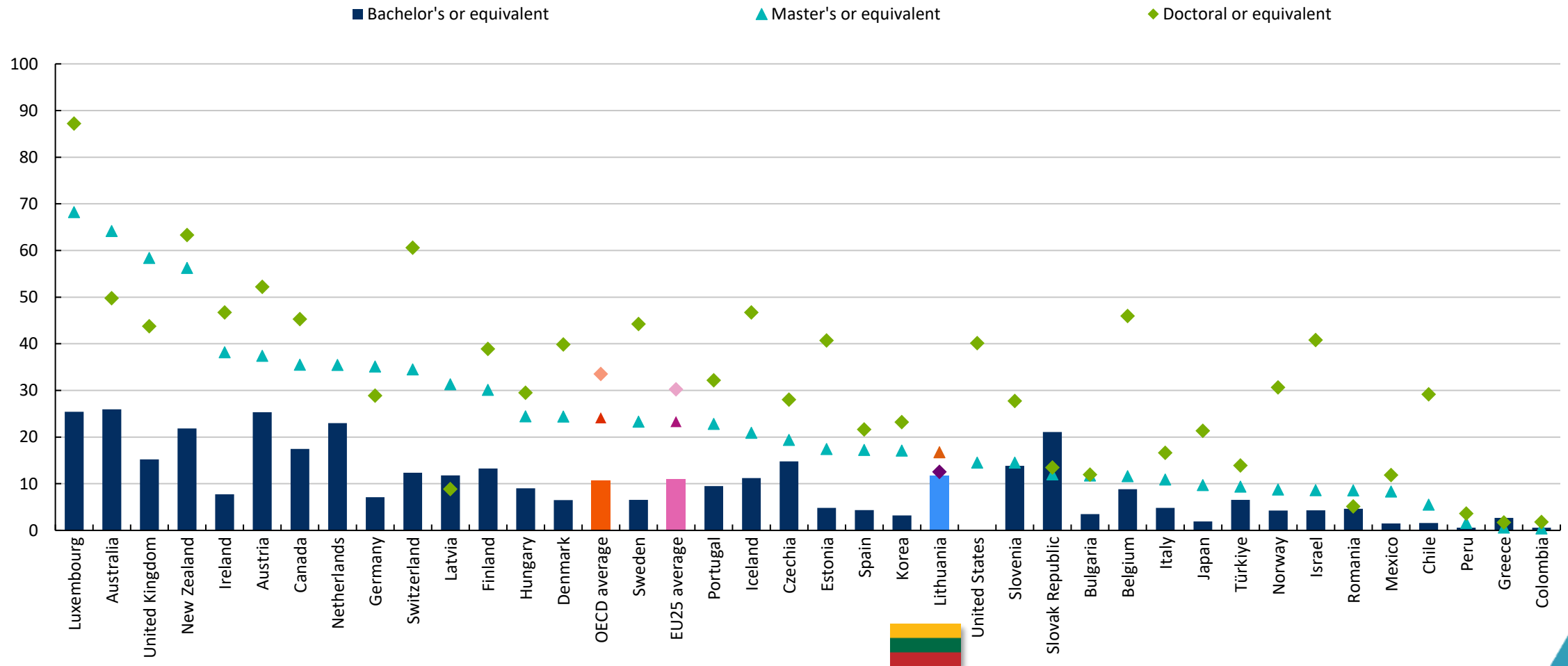
- Enrolled in an upper secondary general programme
- Enrolled in an upper secondary vocational programme
- Enrolled in a post-secondary non-tertiary programme or short-cycle tertiary programme
- Enrolled in a bachelor's or master's degree programme
- Enrolled in another type of programme
- Not enrolled





Lithuania has relatively few international students at postgraduate level

Share of international new entrants, by education level (2024)

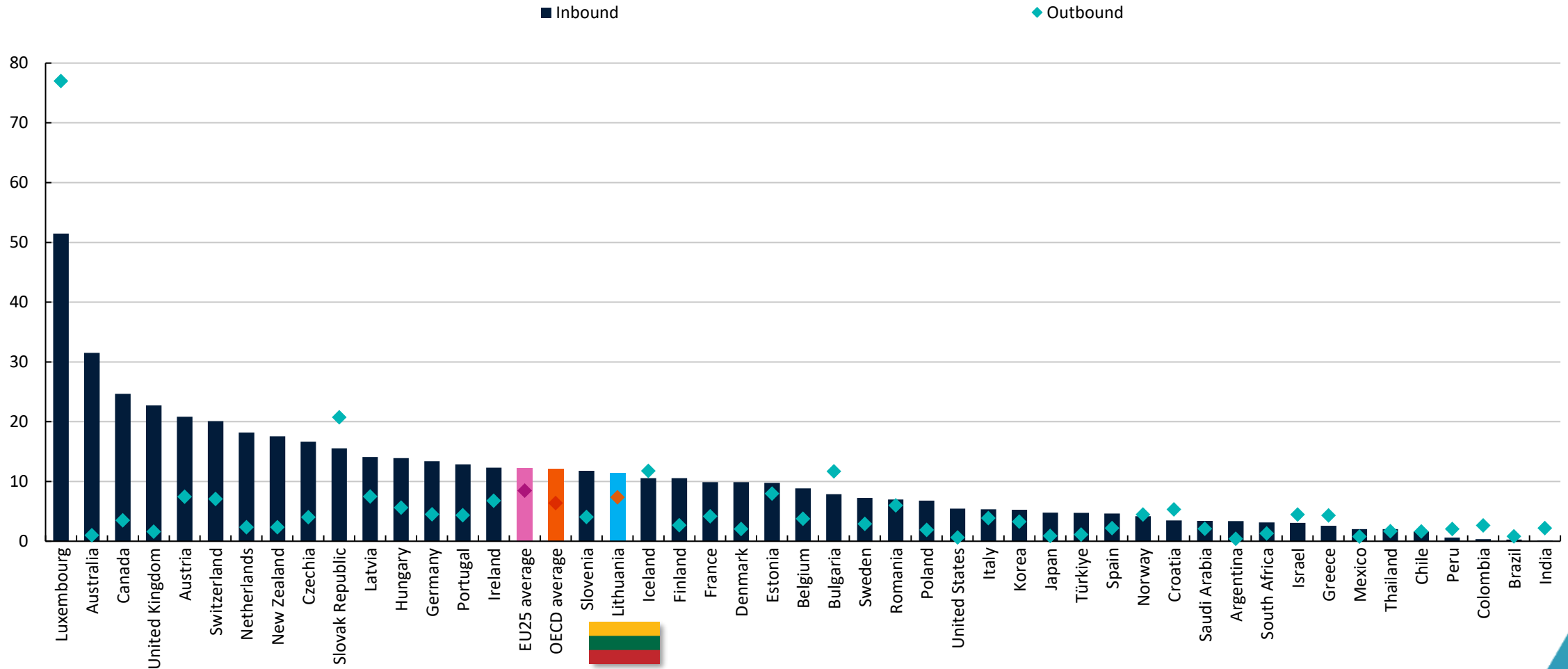




Lithuania has a higher share of inbound than outbound students like many OECD countries

Figure B4.1

Share of inbound and outbound international students (2024)





Increasing educational participation

PARTICIPATION AND COMPLETION

1

Early Childhood

Increasing rates of participation including for younger children

2

Secondary education

Strong increases in completion rates

3

International education

Relatively low numbers of post graduate international students

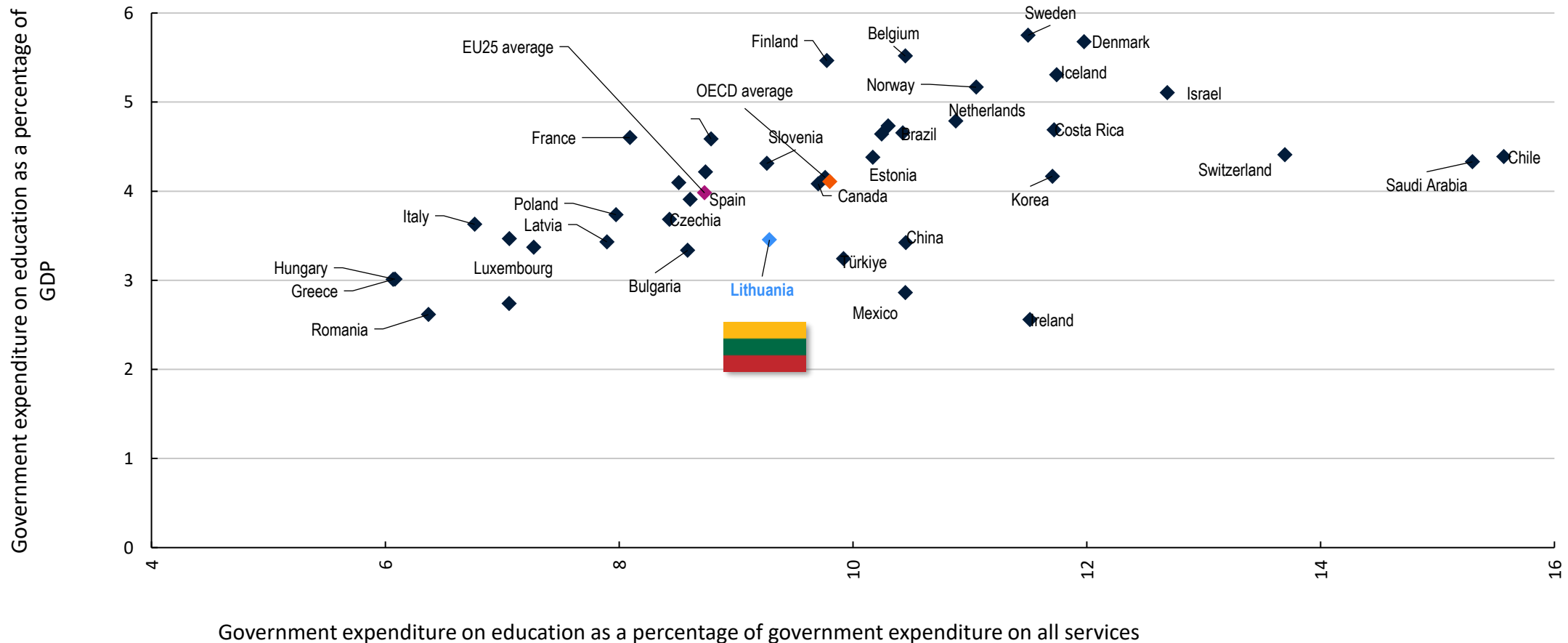
Investment into education



The importance of education in public budgets is lower than the OECD average

Figure C1.1

Government expenditure on education as a percentage of GDP and as a percentage of government expenditure on all services (2023)



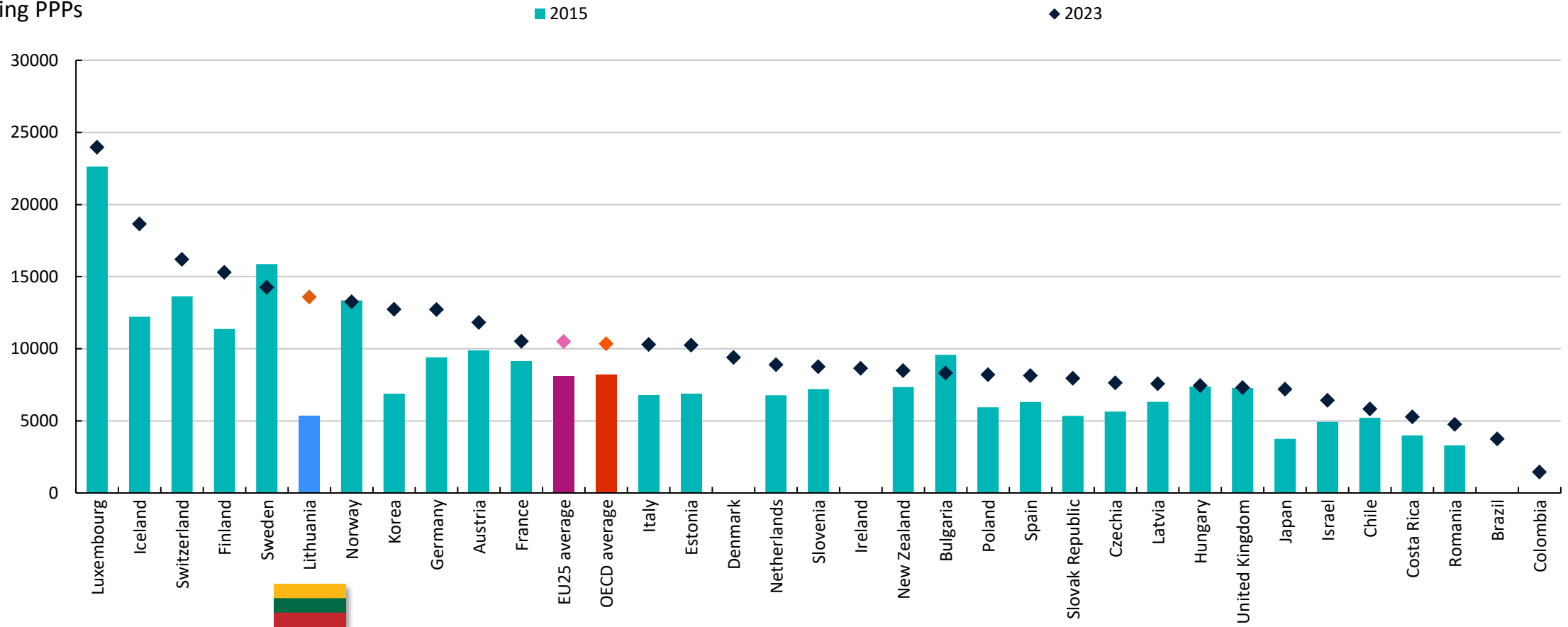


In Lithuania, expenditure per child in early childhood education has been increasing strongly

Figure C2.2

Trends in government expenditure per child aged 3 to 5 (2015 and 2023)

USD converted
using PPPs

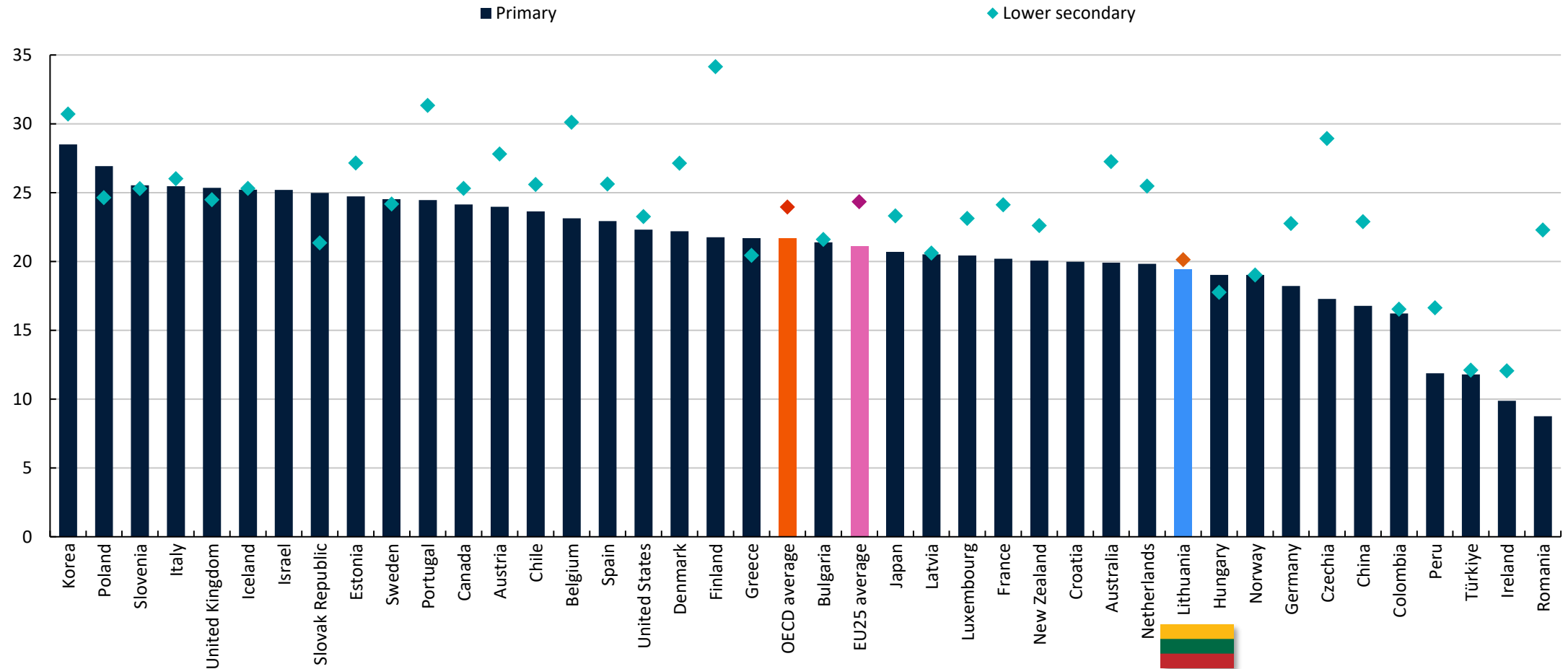




Expenditure per student in primary and lower secondary is slightly below average in Lithuania

Figure C3.3

Expenditure on primary and lower secondary educational institutions per student as a percentage of GDP per capita (2023)





Expenditure per student in tertiary education remains below average in Lithuania

Figure C5.2

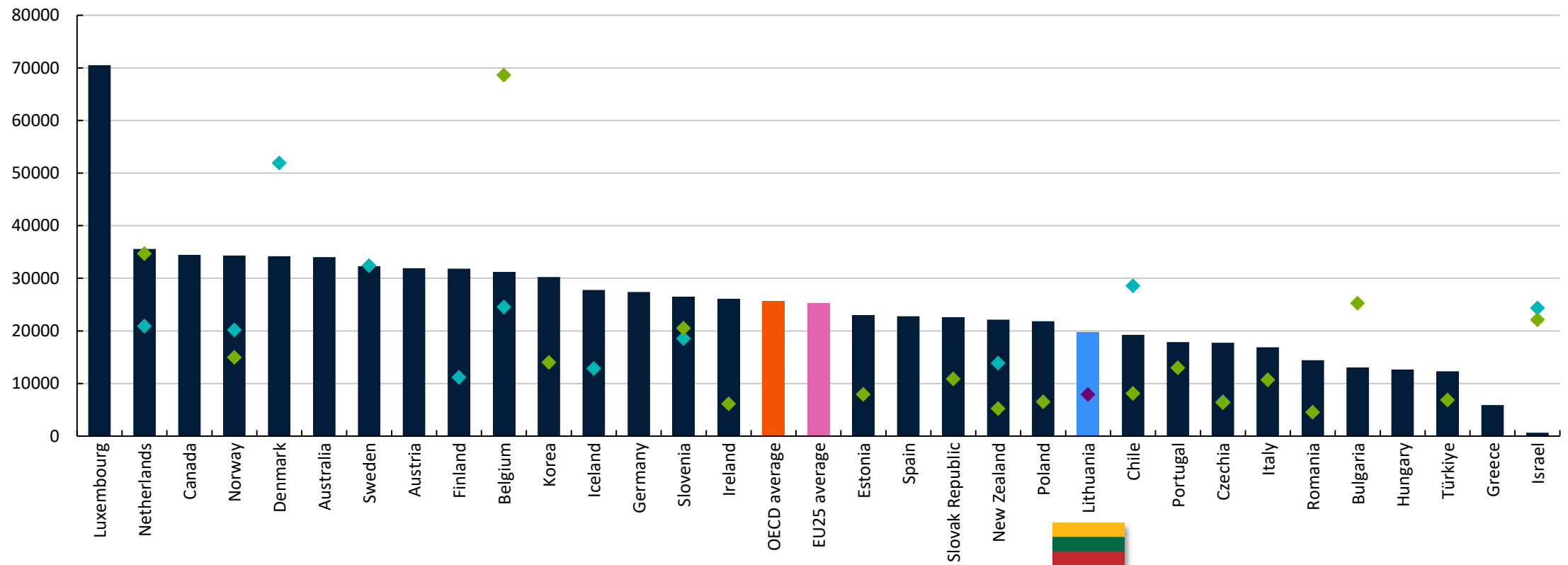
Expenditure on bachelor's, master's and doctoral educational institutions per full-time equivalent student, by type of institution (2023)

USD converted
using PPPs

■ Public

◆ Government-dependent private

◆ Independent private

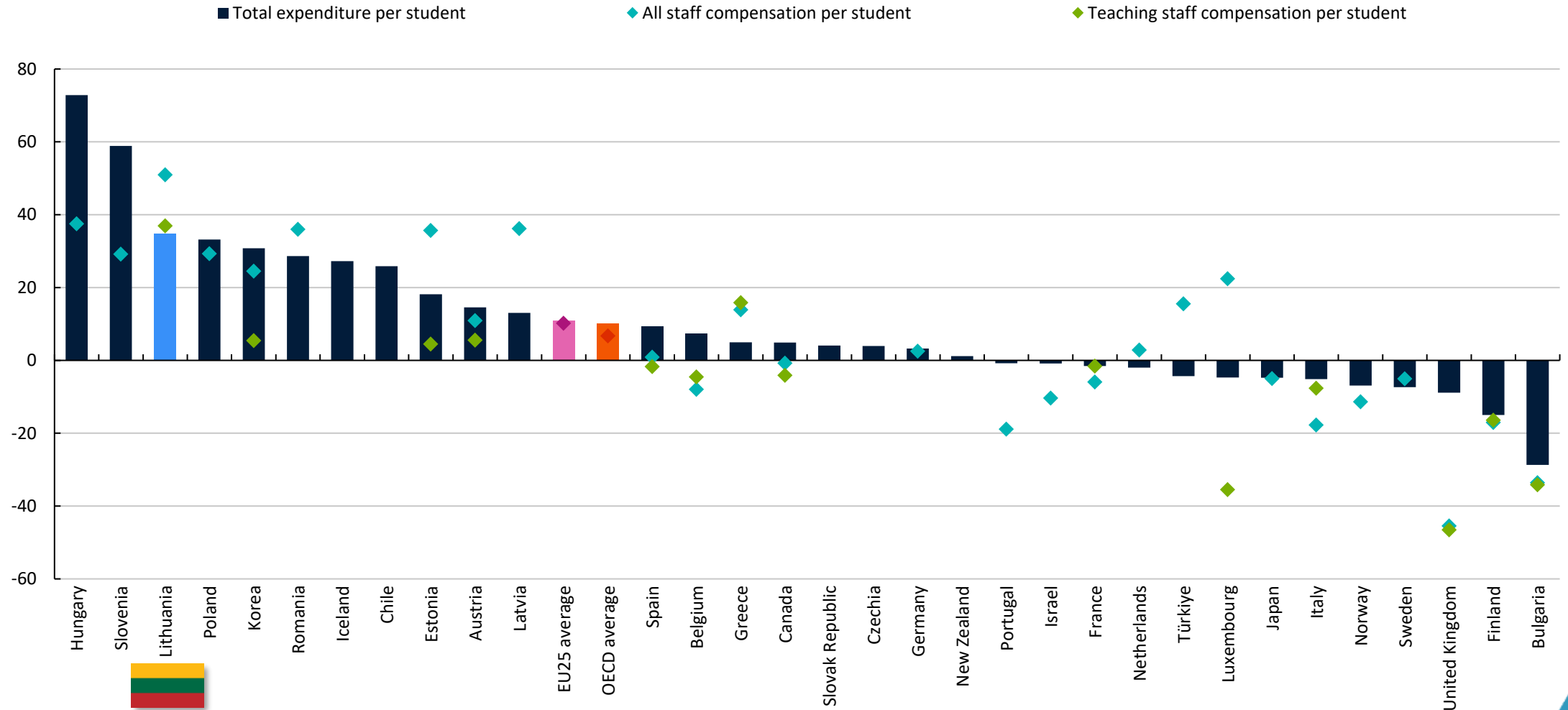




Expenditure per student in tertiary education has increased strongly in Lithuania

Figure C5.5

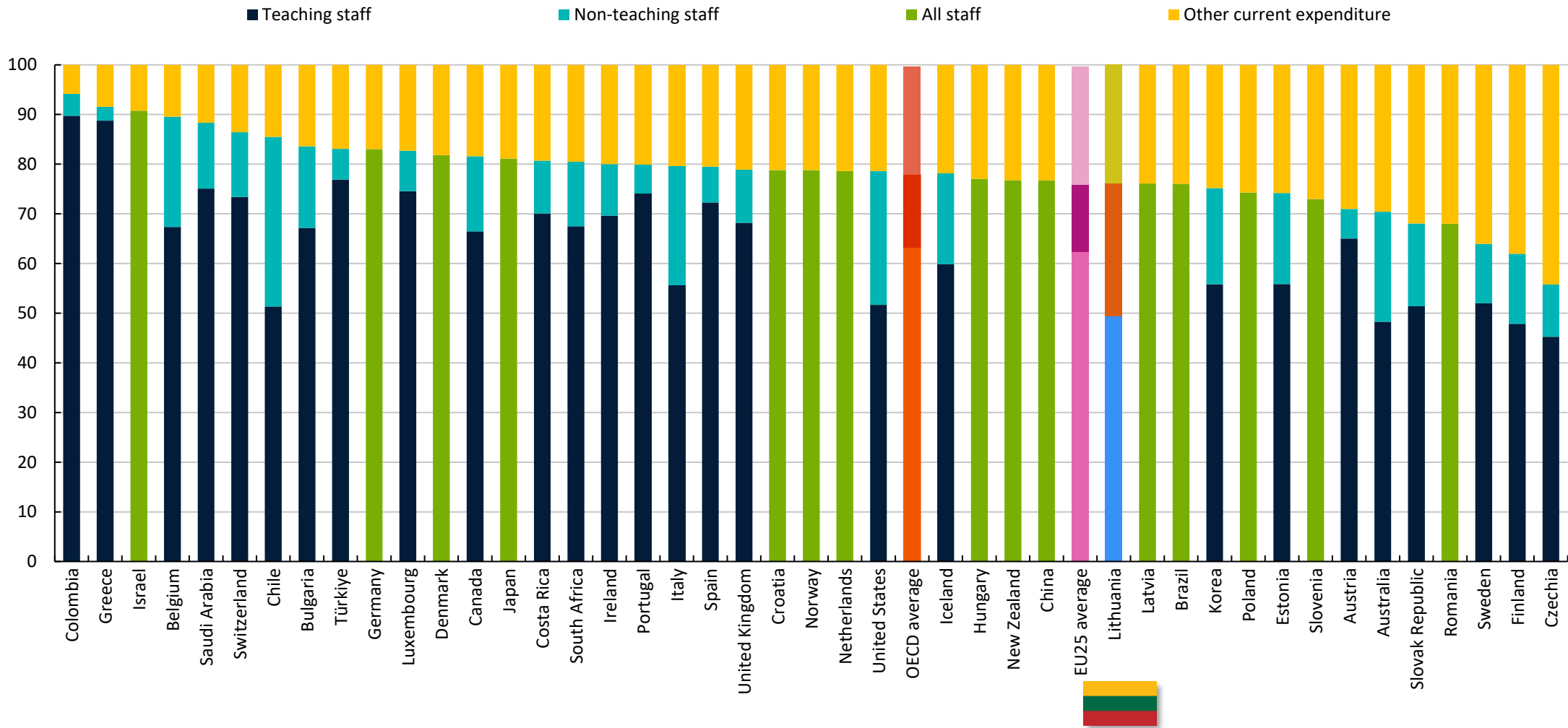
Changes in expenditure per full-time equivalent student, by type of expenditure (2015 and 2023)





Lithuania has relatively high expenditure on non-teaching staff

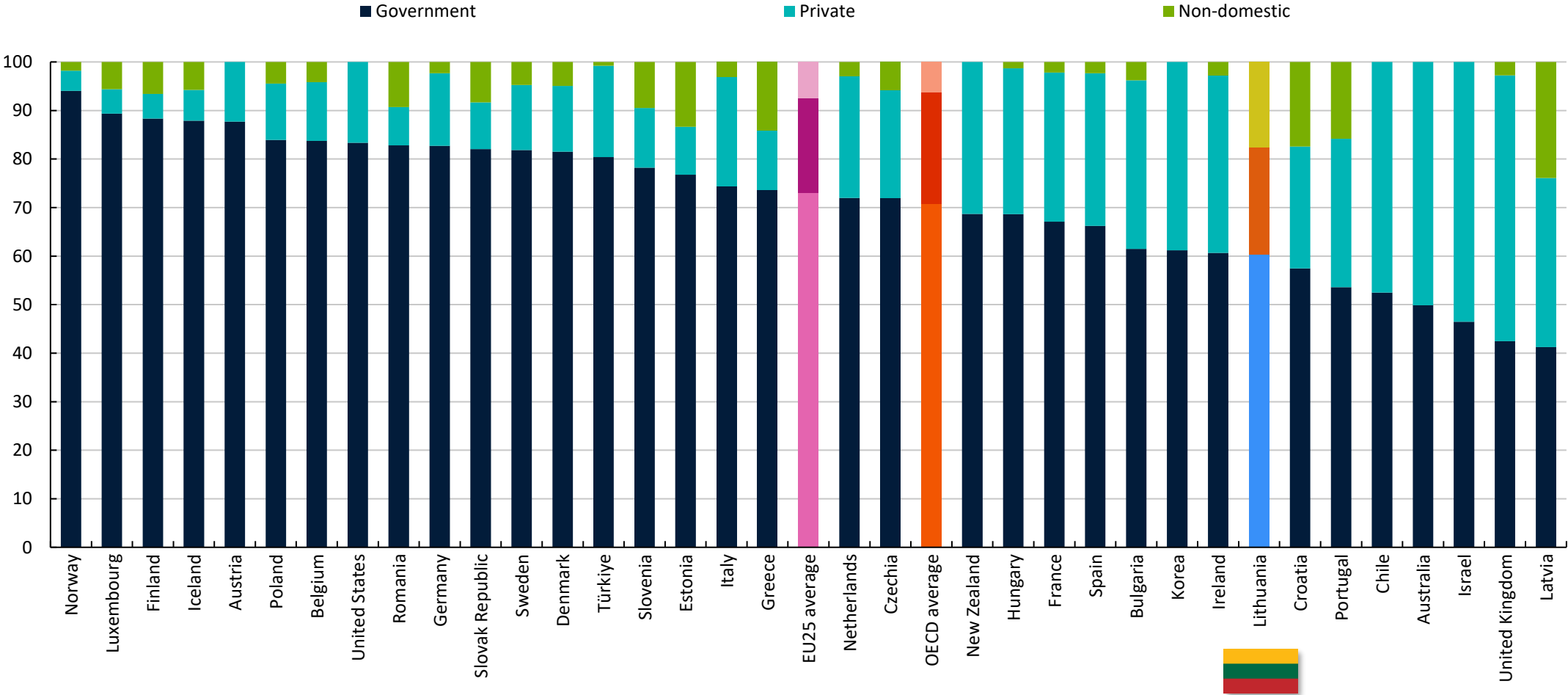
Distribution of current expenditure in public upper secondary educational institutions (2023)





Lithuania has a relatively low percentage of government funding

Distribution of expenditure on educational institutions, by source of funds before transfers (2023)





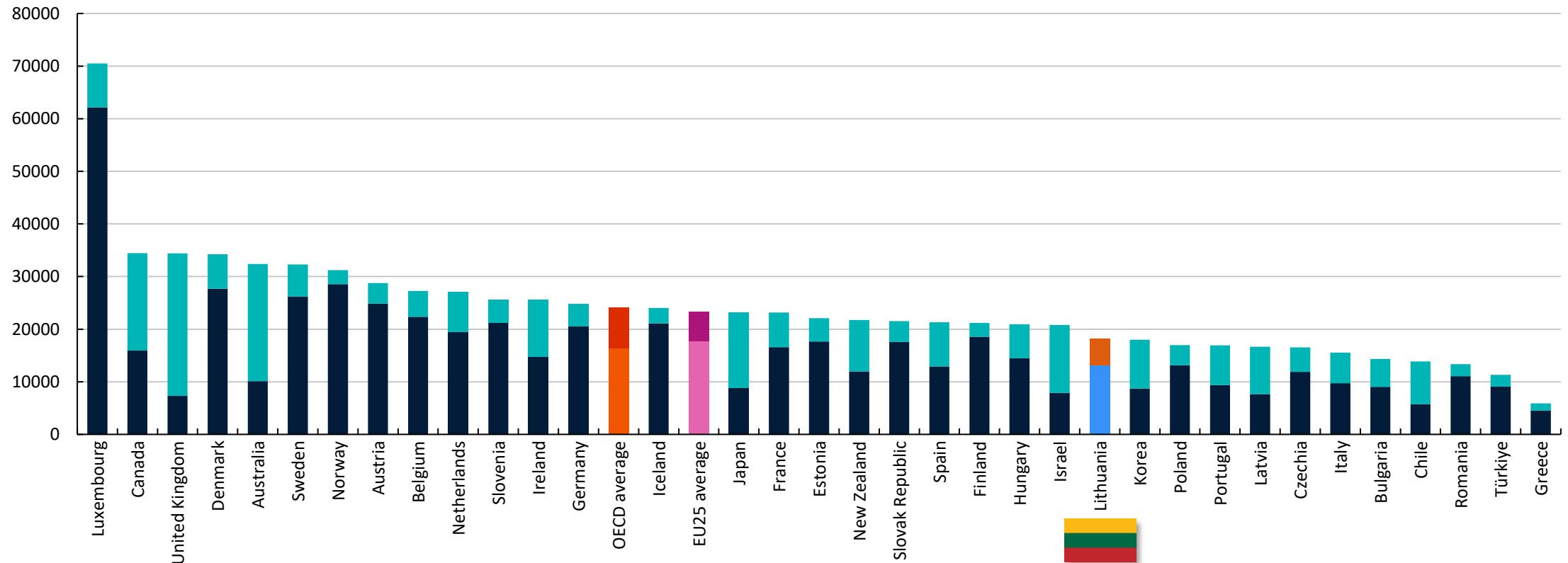
Private expenditure pays an important role in tertiary education

Expenditure on bachelor's, master's and doctoral educational institutions per full-time equivalent student, by source of expenditure (2023)

USD converted
using PPPs

■ Government expenditure

■ Private and non-domestic expenditure





Expenditure is increasing from a low base

EXPENDITURE ON EDUCATION

1

Overall expenditure

Expenditure remains relatively low compared to GDP but expenditure per student is increasing

2

Early childhood

There has been a major investment in early childhood education

3

Private investment

Private expenditure plays a large role in Lithuania, especially in tertiary education.



Strong participation and attainment, with challenges in the teaching workforce and adult learning

KEY TAKEAWAYS

Teachers

Demographic decline will ease demand, but an ageing workforce and many teachers intending to leave mean large replacement needs.

Adults

Attainment is among the highest in the OECD, but participation in adult learning lags behind.

Schools

Participation in early childhood education is nearly universal, and upper secondary completion has improved markedly.

Investment

Spending has grown in early childhood and tertiary education but remains below the OECD average overall.

Thank you