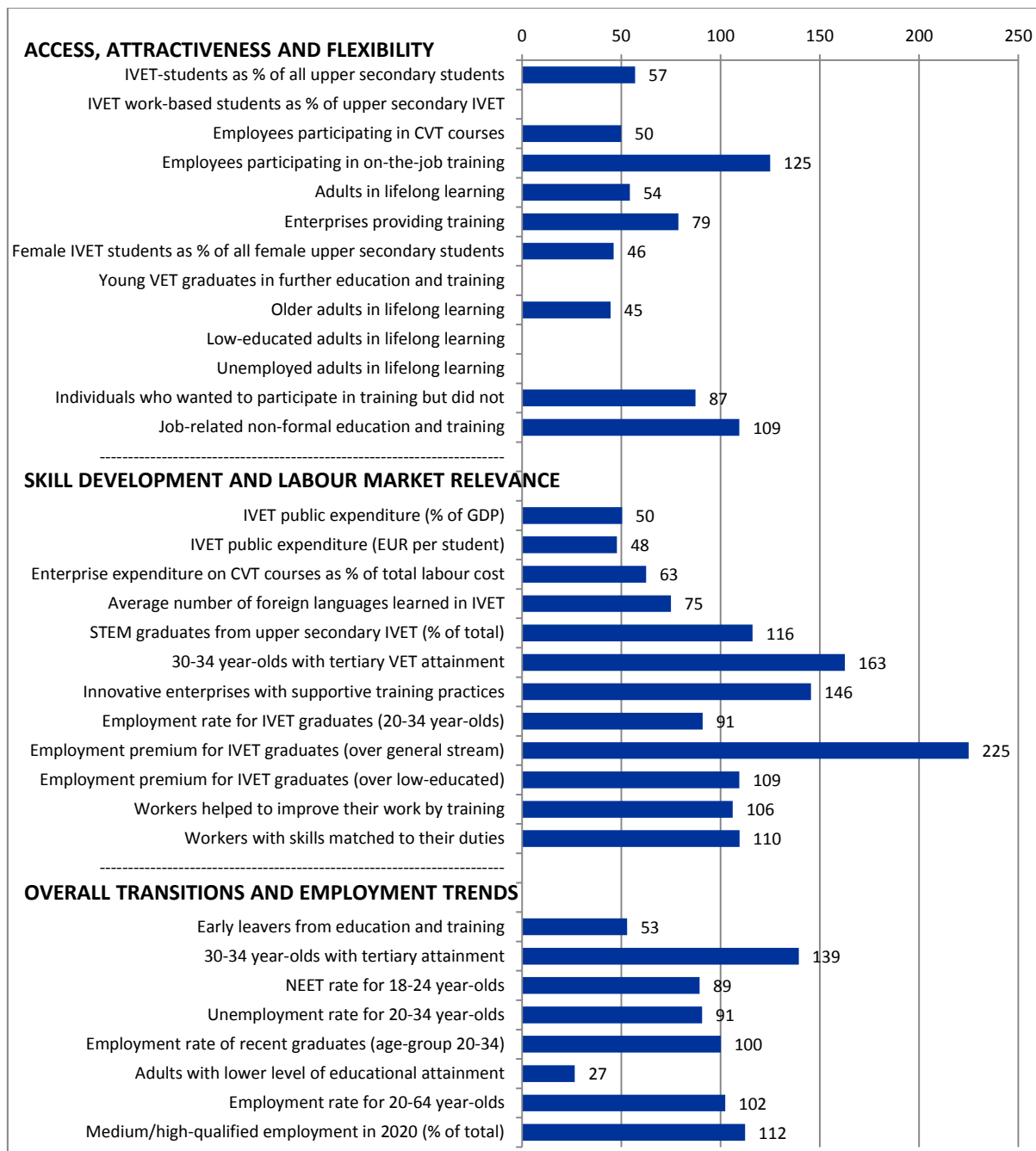


## 15. Lithuania

### VET indicators for Lithuania for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded. All data in the table have been rounded.

Lithuania's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Lithuania with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Lithuania is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Lithuania's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

IVET students comprise a relatively low share of the overall upper secondary student population (28.7% compared with 50.4% in the EU in 2012). Data for 2013 show that the percentage of adults participating in lifelong learning (5.7%) is just more than half the EU average (10.5%) and is well below the average target (15%) set by the strategic framework education and training 2020. Based on 2010 CVTS data, the percentage of employers providing training (52%) is lower than the EU average (66%), but has increased from 46% in 2005. The percentage of employees participating in CVT courses at 19% is half the EU average of 38%, but the percentage of employees participating in on-the-job training at 25% is higher than the EU average of 20%.

### **Skill development and labour market relevance**

Data for 2011 show that public expenditure on IVET as a percentage of GDP (0.35%) is just over half the EU average (0.68%). This is also reflected in the relatively low spend per student (EUR 4 111 compared to EUR 8 586 in the EU). These expenditure data refer to 2011 and to IVET at ISCED 3-4. The average number of foreign languages learned by upper secondary IVET students (0.9) is below the EU average (1.2 in 2012). The percentage of graduates in STEM subjects from upper secondary IVET (34.0%) is more than the EU average (29.2%). The percentage of 30 to 34 year-olds who have completed tertiary-level VET (ISCED 5b) is relatively high compared with the EU average (14.1% versus 8.7% in 2013) showing VET as an important determinant of tertiary-level attainment for young people.

Data from 2009 show that the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (71.9%) is below the EU average (79.1%). IVET graduates in Lithuania enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, and to graduates at a lower ISCED level. Their

employment rate is 12.6 percentage points higher than that of their counterparts from general education (this is above the corresponding EU average premium of 5.6 percentage points); it is 19.0 percentage points higher than that of graduates with lower-level qualifications (this is also a higher premium than the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The percentage of early leavers from education and training (6.3%) is lower than the EU average (11.9%) and below the national target (9.0%) and the Europe 2020 average target (10%). Educational attainment is relatively high: the percentage of 30 to 34 year-olds who have completed tertiary-level education (51.3%) is above the EU average (36.8%). This value rose by 7.5 percentage points since 2010 and now it is above the Europe 2020 average target (40%) and the national target (48.7%). The percentage of people with only lower-level educational attainment is relatively low (6.6% compared with 24.8% in the EU).

Of 20 to 64 year-olds, 69.9% are employed, which is greater than the EU average (68.3%). The NEET rate and the unemployment rate for 20 to 34 year-olds are both low relative to the EU averages: the NEET rate is 15.2% compared with 17.0% across the EU and the unemployment rate is 13.7% versus 15.1% for the EU. Both rates decreased in Lithuania between 2010 and 2013 but the figures increased for EU over the same period.

### Score on VET indicators in Lithuania and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	LT	EU	LT	EU	LT	EU		LT	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	25.7	51.9	27.7	50.1	28.7	50.4	(2)	1.0	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	15	33	19	38					
Employees participating in on-the-job training (%)	11	16	25	20					
Adults in lifelong learning (%)	4.7		3.9		5.7	10.5 <sup>(b)</sup>	(3)	1.8	
Enterprises providing training (%)	46	60	52	66					
Female IVET students as % of all female upper secondary students	19.5	46.5	20.0	44.4	20.8	45.0	(2)	0.8	0.6
Young VET graduates in further education and training (%)				30.7					
Older adults in lifelong learning (%)	1.7 <sup>(u)</sup>		1.2 <sup>(u)</sup>		2.9	6.6 <sup>(b)</sup>	(3)	1.7	
Low-educated adults in lifelong learning (%)						4.4 <sup>(b)</sup>	(3)		
Unemployed adults in lifelong learning (%)			3.1 <sup>(u)</sup>		3.2 <sup>(u)</sup>	10.0 <sup>(b)</sup>	(3)	0.1	
Individuals who wanted to participate in training but did not (%)	10.6	14.2	8.3	9.5					
Job-related non-formal education and training (%)			87.8	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.27	0.67	0.34	0.71	0.35	0.68	(1)	0.01	-0.03
IVET public expenditure (EUR per student)	2 952	7 033	3 672	8 558	4 111	8 586	(1)	439	28
Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9	0.5	0.8					
Average number of foreign languages learned in IVET	0.9		1.1	1.2 <sup>(d)</sup>	0.9	1.2	(2)	-0.2	0.0
STEM graduates from upper secondary IVET (% of total)	43.8	32.0	32.5	28.7	34.0	29.2	(2)	1.5	0.5
30-34 year-olds with tertiary VET attainment (%)	18.9	7.3	11.9	7.4	14.1	8.7	(3)	2.2	1.3
Innovative enterprises with supportive training practices (%)	47.9	43.1	60.6	41.6					
Employment rate for IVET graduates (20-34 year-olds)			71.9	79.1					
Employment premium for IVET graduates (over general stream)			12.6	5.6					
Employment premium for IVET graduates (over low-educated)			19.0	17.4					
Workers helped to improve their work by training (%)			95.3	89.8					
Workers with skills matched to their duties (%)			60.5	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	8.2	15.4	7.9	13.9	6.3	11.9	(3)	-1.6	-2.0
30-34 year-olds with tertiary attainment (%)	39.4	28.8	43.8	33.4	51.3	36.8	(3)	7.5	3.4
NEET rate for 18-24 year-olds (%)	11.4	15.1	18.1	16.6	15.2	17.0	(3)	-2.9	0.4
Unemployment rate for 20-34 year-olds (%)		10.6	21.9 <sup>(b)</sup>	13.1	13.7	15.1	(3)	-8.2	2.0
Employment rate of recent graduates (age group 20-34) (%)	83.1	79.0	73.7	77.4	75.5	75.4	(3)	1.8	-2.0
Adults with lower level of educational attainment (%)	11.7	30.0	8.1	27.3	6.6	24.8	(3)	-1.5	-2.5
Employment rate for 20-64 year-olds (%)		68.9	64.3 <sup>(b)</sup>	68.5	69.9	68.3	(3)	5.6	-0.2
Medium/high-qualified employment in 2020 (% of total)					92.4	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).