



Investing in schooling and a better future: Lithuania in international comparison

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Presentation by

Claire Shewbridge

OECD Directorate for Education and Skills



This presentation

- A brief overview of the OECD and the OECD's School Resources Review
- Most important policy areas for countries
- Key challenges internationally and for Lithuania in each area
 - **FUNDING**: Securing adequate funding
 - **SCHOOL NETWORK**: Managing demographic changes
 - **HUMAN RESOURCE MANAGEMENT**: Managing supply and demand of teacher workforce



OECD: “Better policies for better lives”

- The mission of the Organisation for Economic Co-operation and Development (OECD) is **to promote policies that will improve the economic and social well-being** of people around the world.
- The OECD provides a forum in which governments can work together **to share experiences and seek solutions to common problems.**
- 34 member countries, including Estonia (2010); Lithuania was invited to open formal accession talks in April 2015.



OECD's Directorate for Education and Skills

- **Comparative data and international surveys:**
 - Annual indicators published in Education at a Glance
 - Programme for International Student Assessment (PISA) – **Lithuania has participated since 2006**
 - Teaching and Learning International Survey (TALIS) – **Lithuania participated in 2008, but not 2013**
 - Programme for the International Assessment of Adult Competencies (PIAAC)
- **Research:** future scenarios; trends; innovation
- **Policy reviews:**
 - Individual country review or thematic review in a number of countries – **Lithuania is participating in OECD Review of School Resources**



OECD School Resources Review: Analysis of education policy

“What policies best ensure that school resources are **effectively used** to improve student outcomes?”

Resource inputs

Financial
resources

Resource
distribution

- Across educational levels
- Across school sectors
- Among different student groups

Human
resources

Resource
utilisation

- **Making best use of resources for different programmes and priorities**

Physical/
material
resources

Resource
management

- **Managing, monitoring and following up on resource use**

16 countries participating in 2014/15

Country Reviews	Preliminary visit	Main visit	Report by country
Kazakhstan	3-4 March, 2014	31 Mar. – 8 April, 2014	Published
Slovak Republic	3-4 July, 2014	7–14 October, 2014	Published
Estonia	26-27 June, 2014	20-27 October, 2014	
Belgium (Flemish)	4-5 September, 2014	3-10 November, 2014	Published
Lithuania	9-10 September, 2014	2-9 December, 2014	Published
Uruguay	15-16 December, 2014	17-25 March, 2015	
Denmark	18-19 February, 2015	22–29 April, 2015	
Czech Republic	20-21 November, 2014	26 May – 2 June, 2015	
Austria	9-10 April, 2015	24–30 June, 2015	
Chile	11-12 December, 2014	22–30 September, 2015	
Columbia	To be scheduled	To be scheduled	
Iceland		No review	Published
Sweden		No review	
Luxembourg		No review	
Spain		No review	
Belgium (French)		No review	



OECD School Resources Review: Most important policy areas for countries

- ❖ **School Funding**, including
 - Funding formulas
 - Funding for special needs education
 - Funding for vocational education and training (VET)
- ❖ **The organisation of the School Network**, including
 - Addressing small schools / school consolidation
 - Provision of school places
- ❖ **Management of Human Resources**, particularly of the teaching workforce, but also school leadership
- ❖ **Governance** of school education / resource use

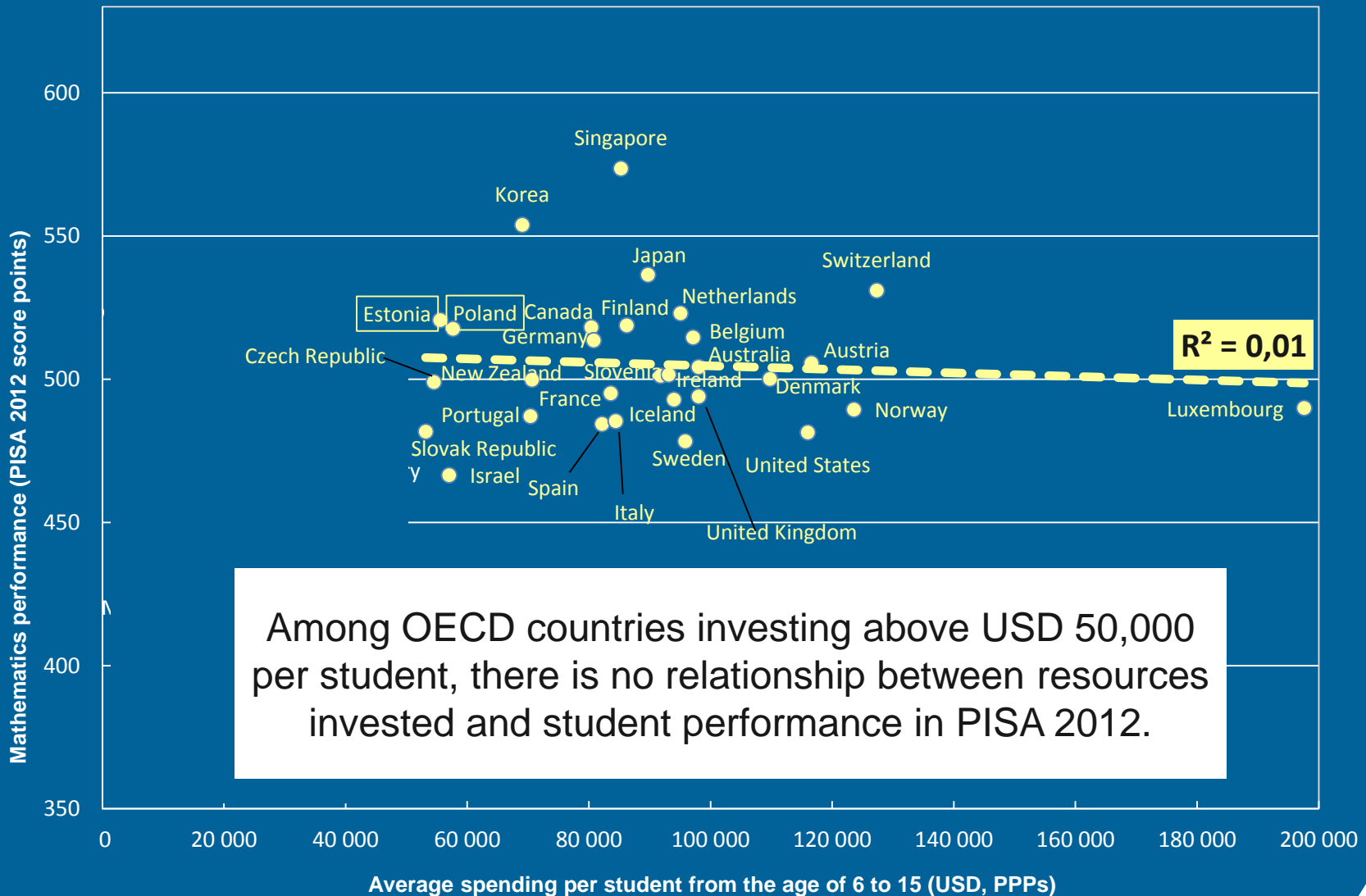


FUNDING

SECURING ADEQUATE LEVELS OF FUNDING

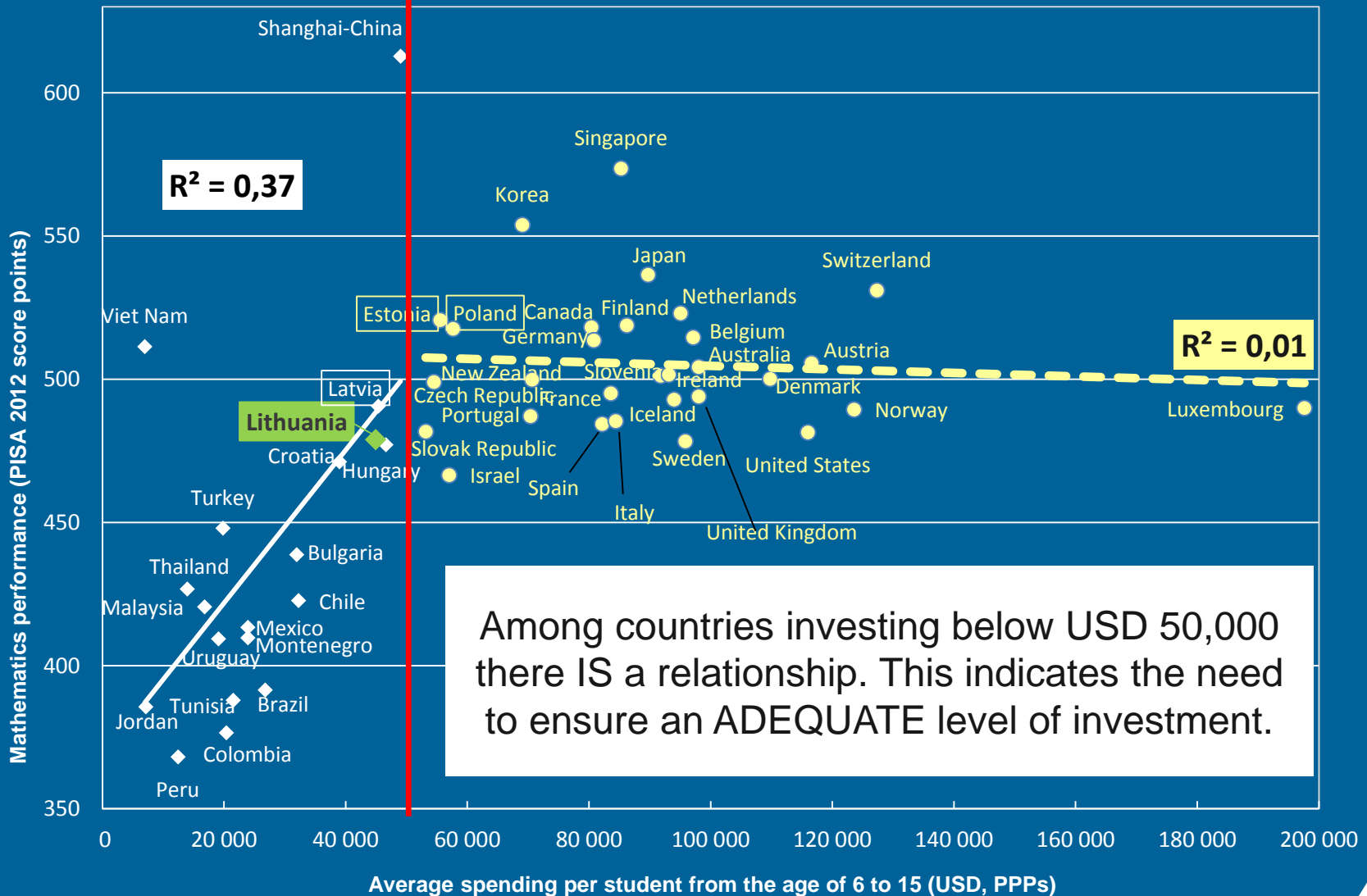


It's not only about levels of investment: One indicator of the relationship between resources invested and outcomes (PISA 2012)





But an adequate level of investment is critical





FUNDING: Securing adequate levels of funding – **Common challenges for countries**

Increasing financial resources for education can be challenging:

- Public revenues not growing (taxation, natural resources)
- Societal and political support for education not strong enough – competing priorities

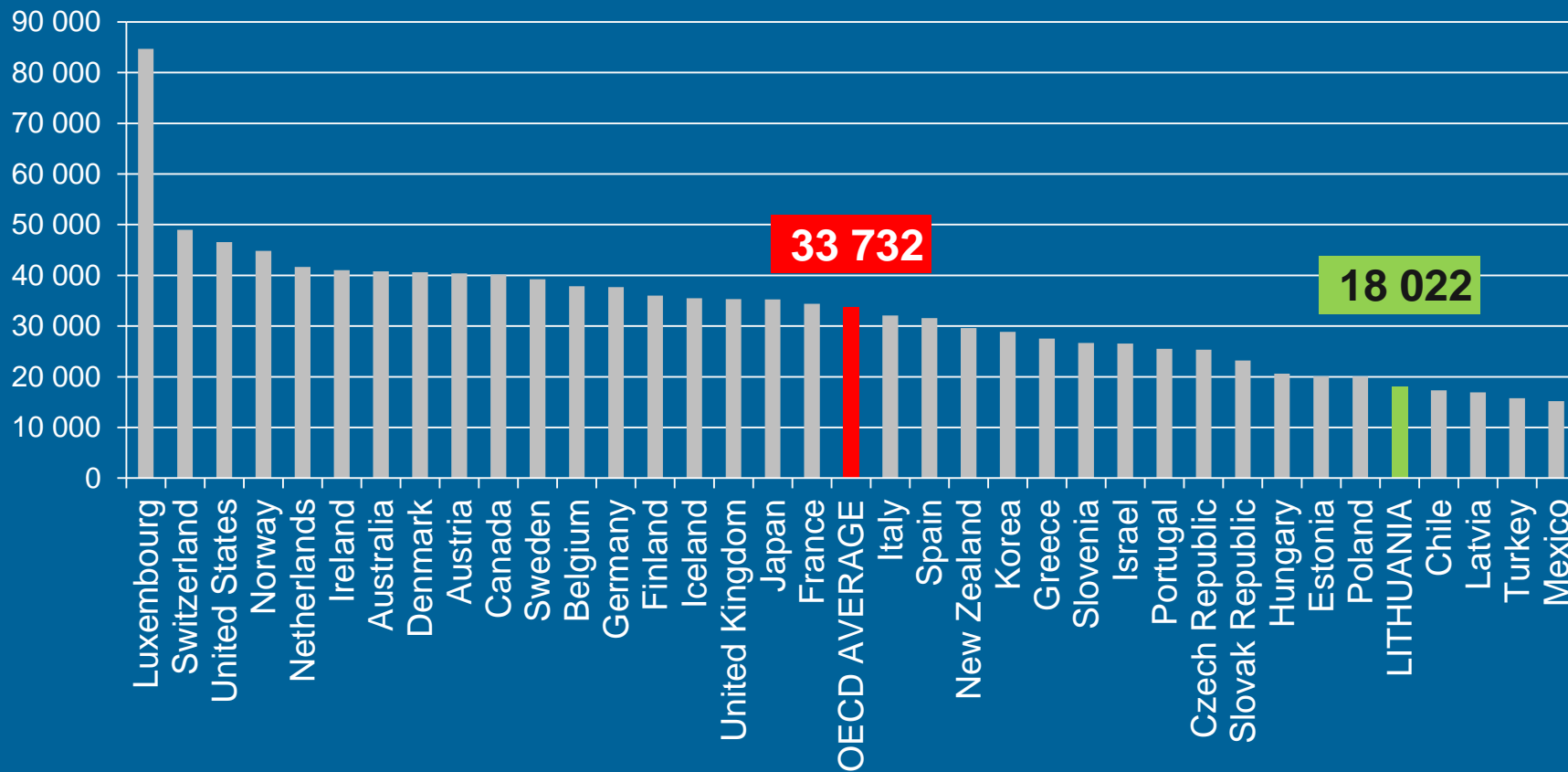
Low levels of funding have a range of implications, e.g.:

- (i) Low salaries of teachers and school leaders
- (ii) Challenges to meet demand for pre-primary education
- (iii) Inadequate materials and infrastructure
- (iv) Low investment in professional development
- (v) Little room for funding targeted at specific objectives (e.g. equity)



Lithuania: Resources available in international comparison

GDP per capita (in equivalent USD converted using PPPs)

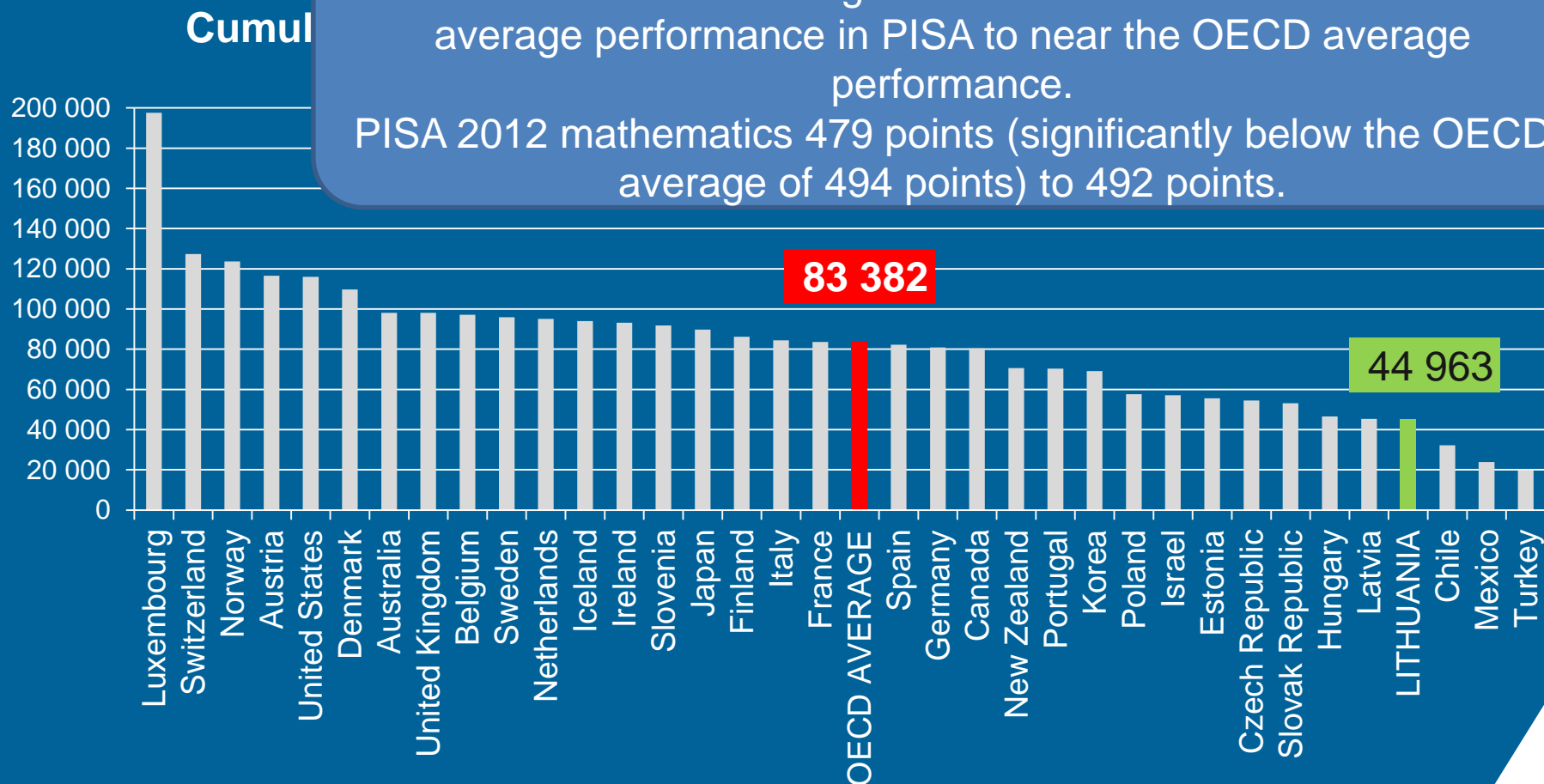




Lithuania: Resources invested in education in international comparison

Hypothetically, allowing for an adjustment of educational per student to OECD average levels would increase Lithuanian average performance in PISA to near the OECD average performance.

PISA 2012 mathematics 479 points (significantly below the OECD average of 494 points) to 492 points.

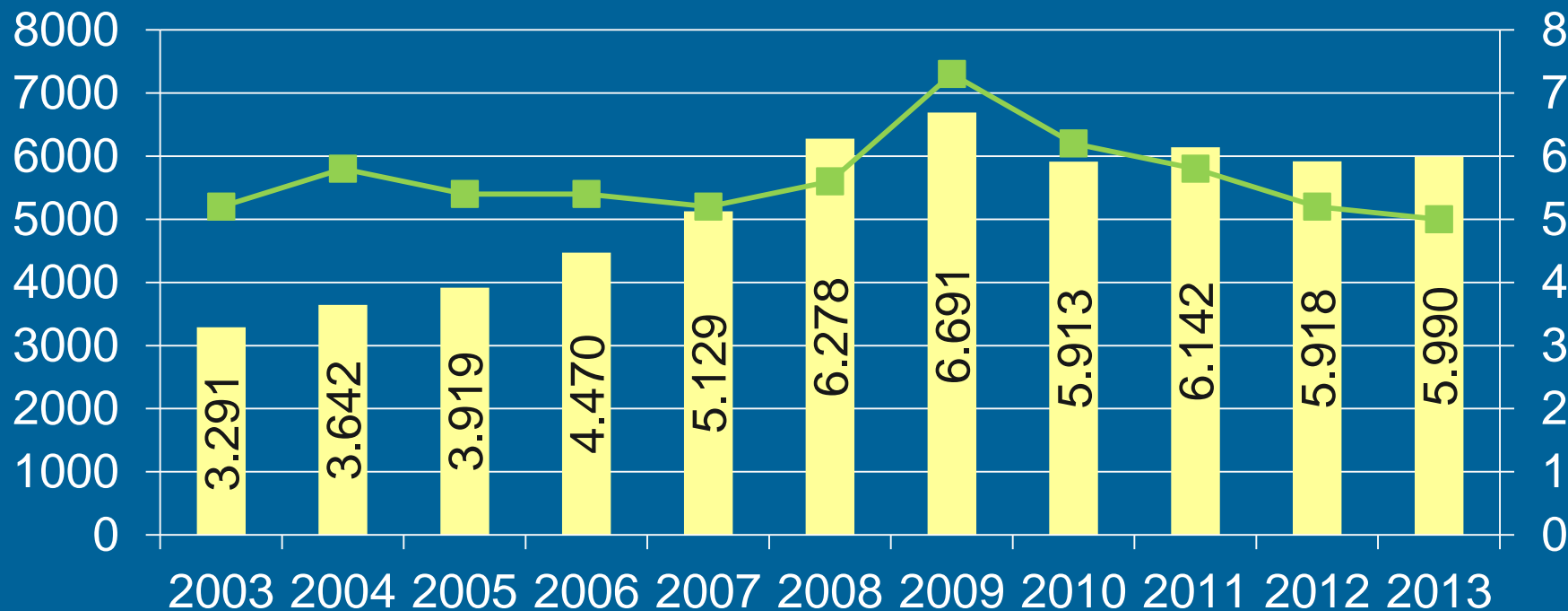




Lithuania: Trends in expenditure on education

Between 2009 and 2010, public expenditure on educational institutions fell in one-third of OECD countries (fiscal consolidation policies), while GDP rose (in real terms) in most countries.

- Total state budget expenditure on education (million LTL)
- Expenditure on education compared to GDP (%)





SCHOOL NETWORK
PLANNING THE SUPPLY OF
SCHOOLING IN THE FACE
OF CHANGING DEMAND



SCHOOL NETWORK: Planning supply of schooling in the face of changing demand – **Common challenges**

Demographic changes

Demographic trends are putting increasing pressure on national, regional and local authorities to make choices about school size policies. (Ares Abalde (2014))

- Changes in birth rates
- Population emigration versus immigration
- Internal migration and regional imbalances (urban and rural areas)

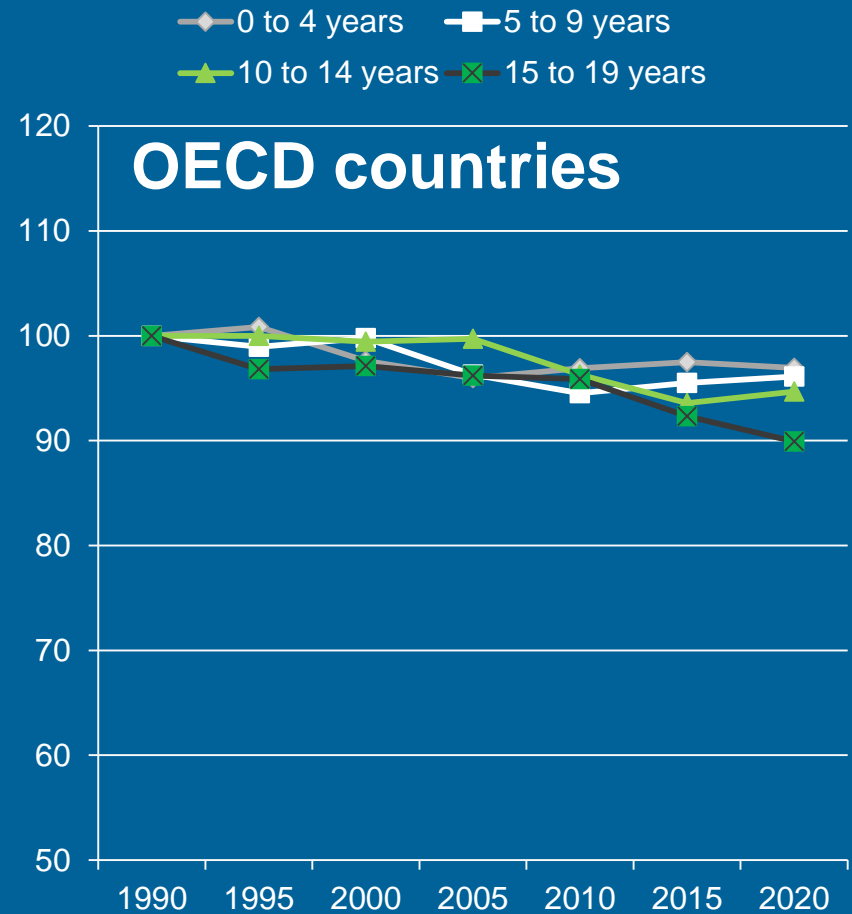
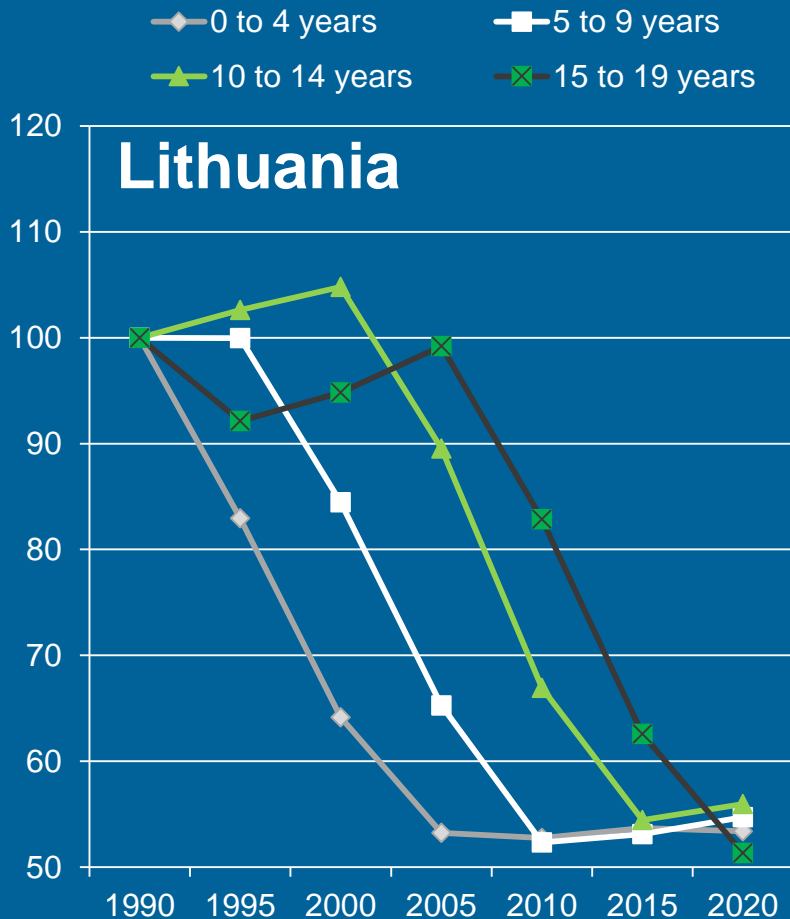
Need for educational offer to evolve

Societal evolutions and labour market developments

- Keeping pace with curricula innovations
- Ensuring adequate breadth of offer to students
- Meeting needs of more diverse student population



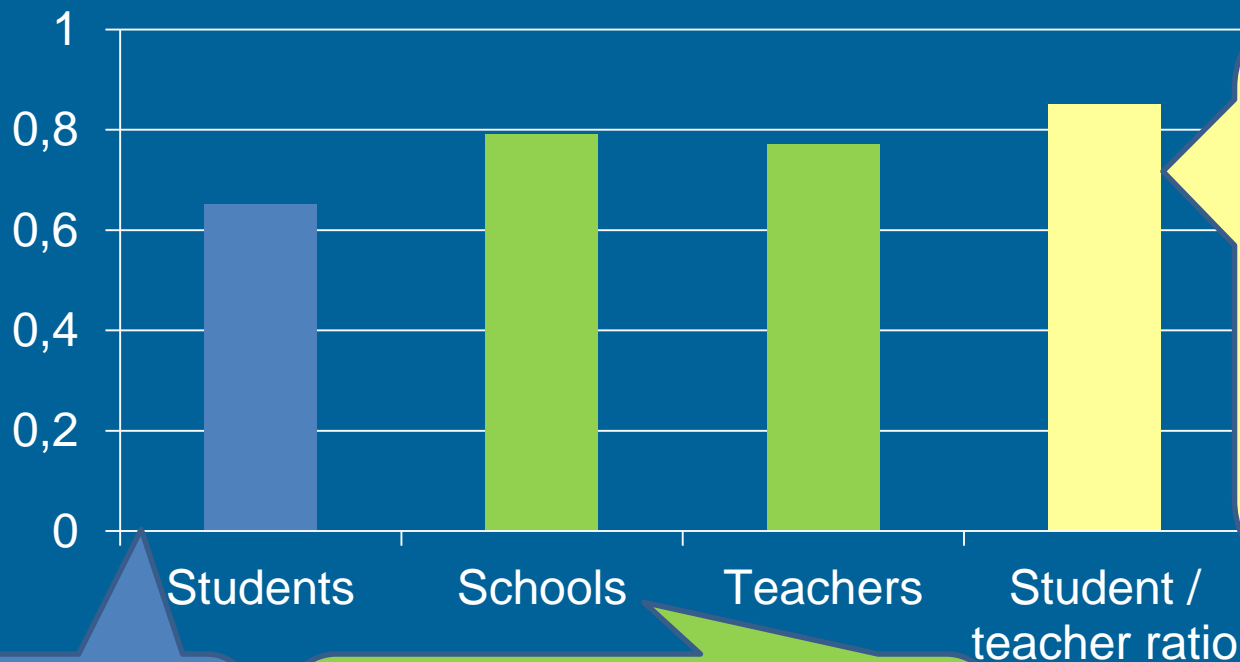
Lithuania: stark demographic challenges to the school network in international comparison





Lithuania: Evidence of considerable consolidation in municipal schools

Numbers in 2013 /
Numbers in 2005



Student / teacher ratio in 2013 = 11.8
This is a drop from 2005 (13.9). But without adjustment to municipal school network, it would have been as low as 9.1.

The challenge:
A drop of 35%
in student
numbers

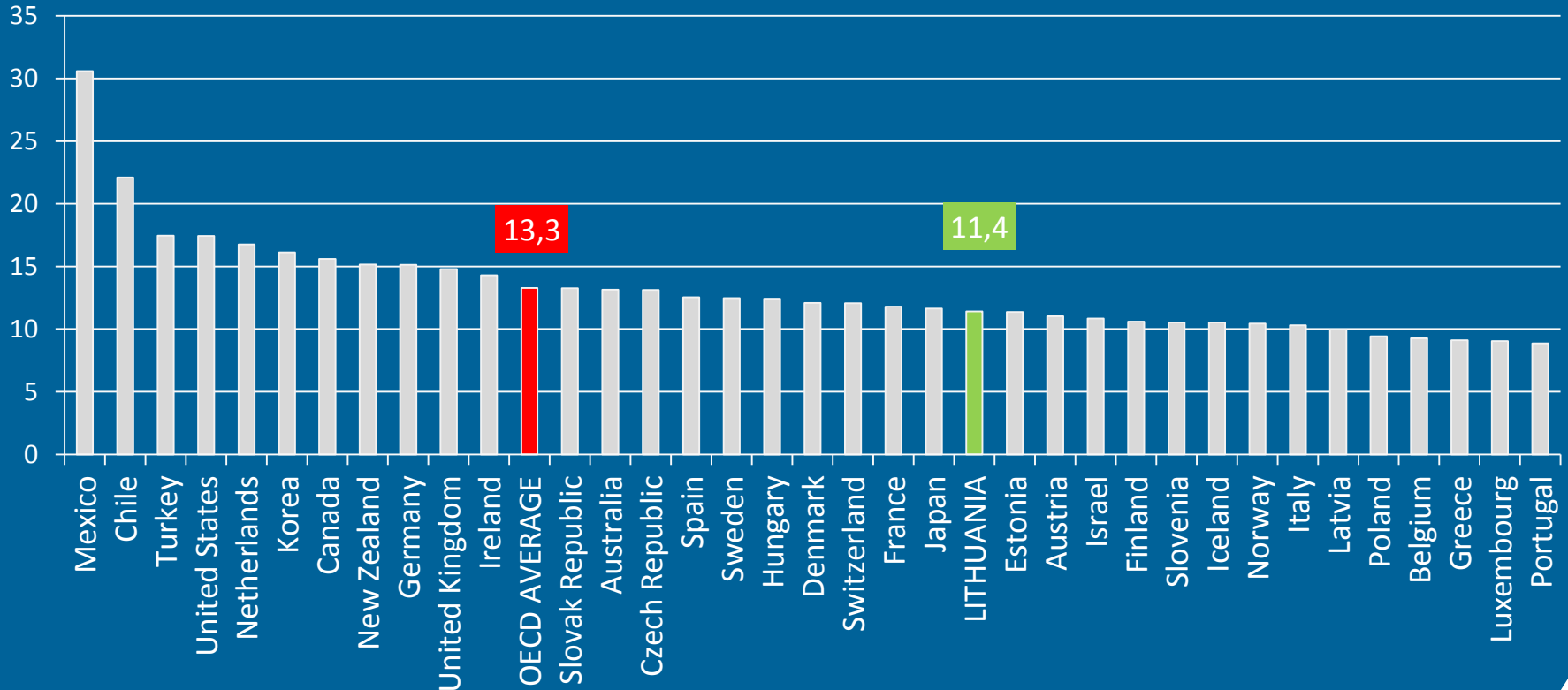
Addressing the challenge:
Number of schools reduced
from 1429 to 1136 (21%)
Number of teachers reduced
from 37,668 to 28,967 (23%)



Lithuania: Student/Teacher ratio in international comparison

(School leader reports in PISA 2012)

Country mean student-teacher ratio in PISA 2012 – 15 year old students
In Lithuania, 81% of students were in Year 9 and 12% in Year 10
98.6% were in public schools





School network reform:

Quality considerations

- Providing children with access to good quality pre-primary education (rural and urban areas)
- Ensuring the offer of broad and challenging curricula – in particular at upper secondary level
- Providing stimulating and supportive professional learning communities for teachers and other staff
- Ensuring that all students have access to quality educational provision - **Risks to equity if some areas are less willing to reform**



**HUMAN RESOURCE
MANAGEMENT**
MANAGING SUPPLY AND
IMPROVING THE STATUS
OF THE TEACHING
PROFESSION



HUMAN RESOURCES: Status of the profession and supply of teachers – Common challenges

Concerns about the image and status of the profession

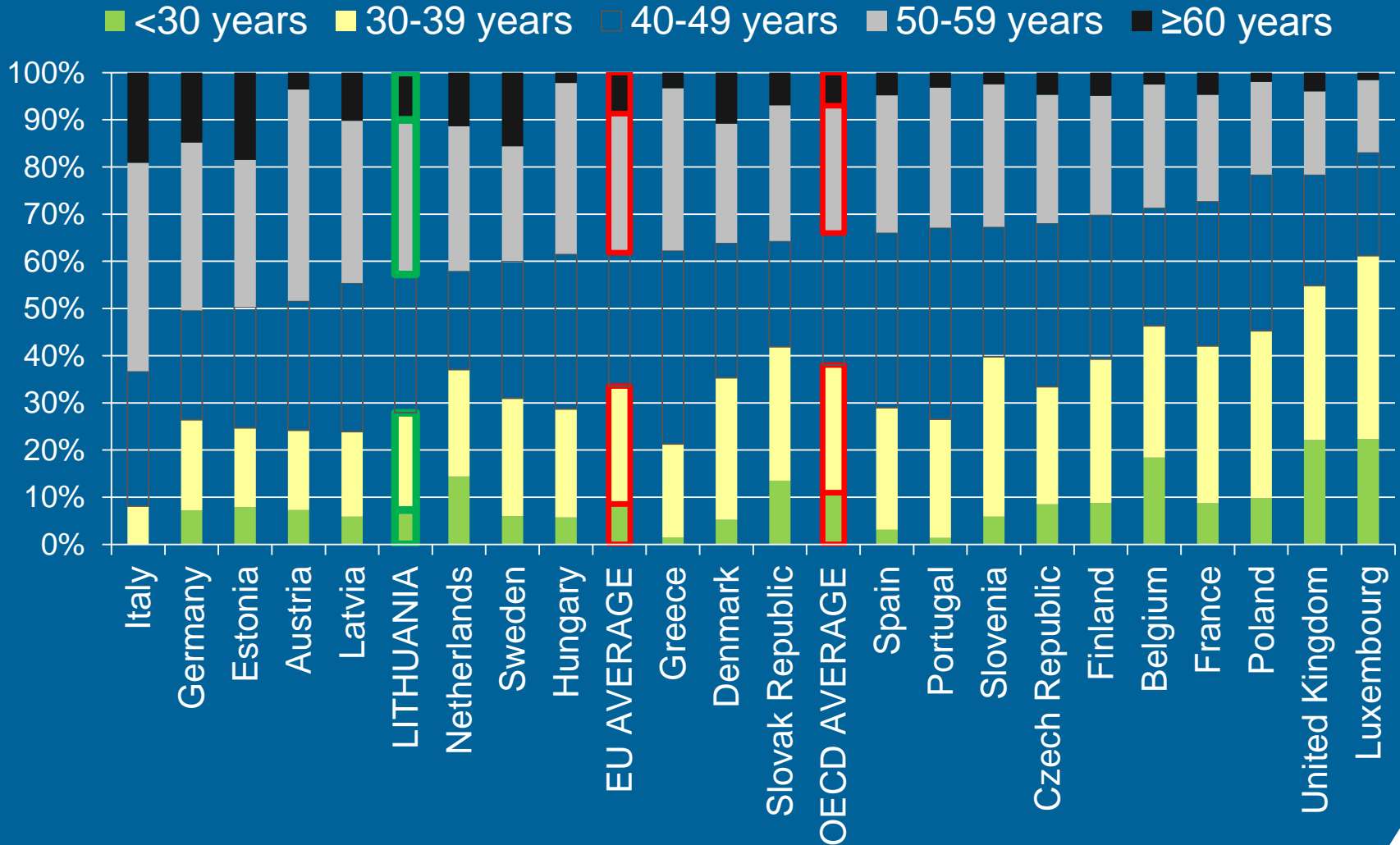
- Increasing demands on school professionals in a context of school reforms, school consolidation and inclusion policies
- Competitiveness of salaries compared to other professions
- Differences in working conditions and salaries for different staff

Challenges related to the supply of teachers

- Many countries are anticipating a “retirement wave”
- Highly feminised workforce in many countries
- Shortages of teachers in particular specialisations (e.g. STEM)



Lithuania: Age of teaching workforce in international comparison

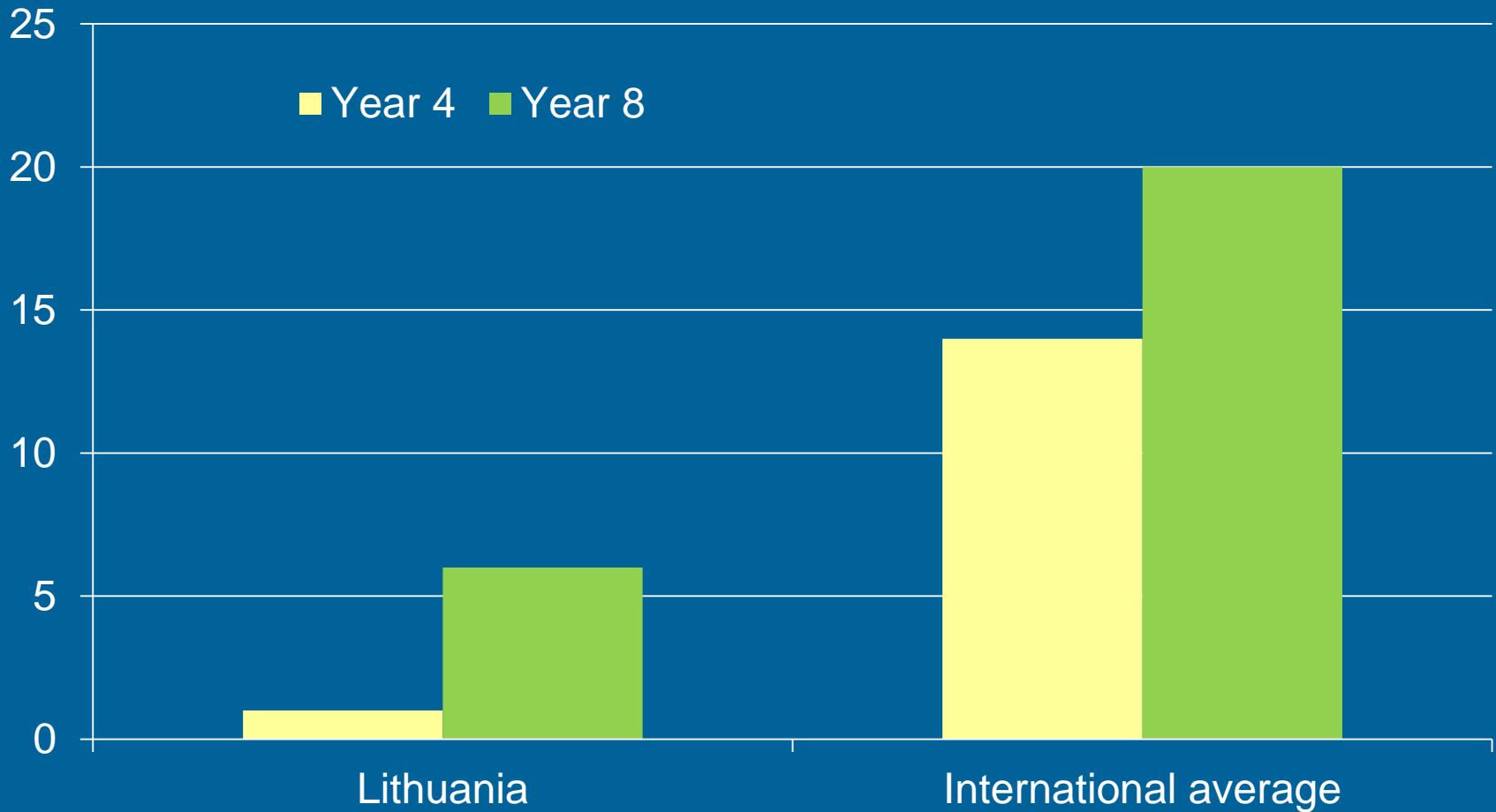


Note: Year of reference for European data is 2013 and for OECD data is 2012.

Source: EURYDICE, 2015, Appendix; OECD, 2014, Table D5.1.



New teachers: Percentage of teachers with less than 5 years of experience (2011)





A recap of the major challenges from an international perspective

- Overall levels of investment
- Efficiency of school network and quality of educational offer
- Investing in the future teaching workforce and adapting to evolving demands



OECD School Resources Review: **More information**

For general information, see:

www.oecd.org/edu/school/schoolresourcesreview.htm

All documents produced through the Review are published on the website, including the **Country Background Report for Lithuania** (NASE, 2015).

OECD analytical report on the use of school resources in Lithuania is being drafted and publication date will be agreed with the Ministry for Education and Science.

A particular **THANK YOU** to all those who gave their time to meet the OECD Review team in December!